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THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP SELF-EFFICACY,

STUDENT ACHIEVMENT AND SCHOOL PERFORMANCE

by

Robert Louis Williams

Abstract of a Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2008

The University of Southern Mississippi

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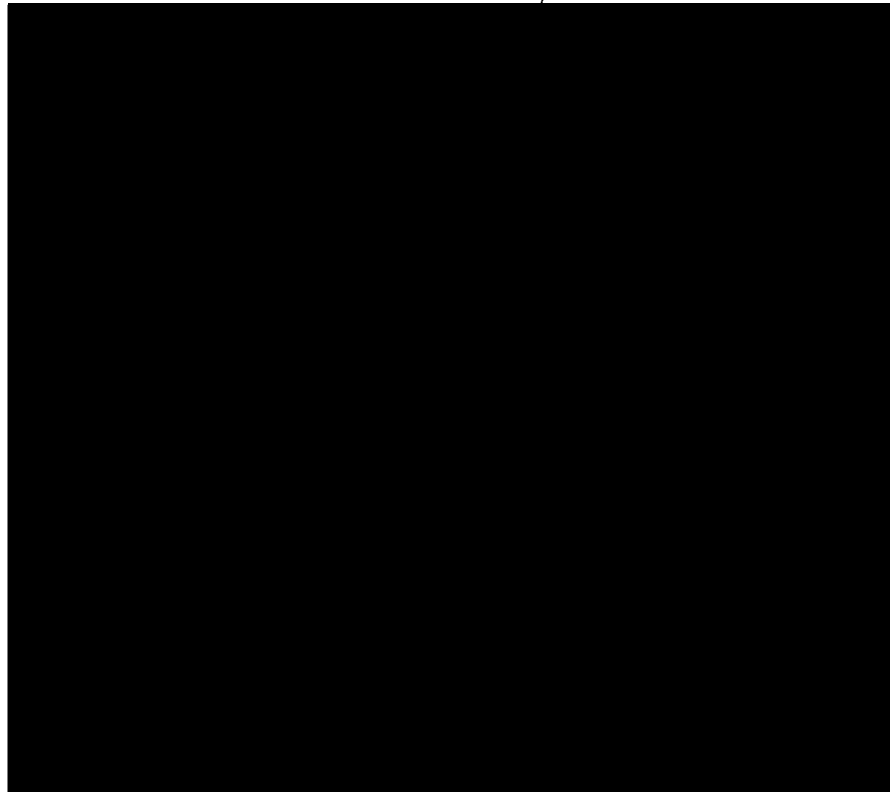
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ABSTRACT

THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP SELF-EFFICACY,

STUDENT ACHIEVEMENT AND SCHOOL PERFORMANCE

by Robert Louis Williams

December 2008

The two major components of school accountability, under the Mississippi

Schools Accountability System, are growth expectation and school achievement.

Mississippi schools are assigned a school performance classification based upon student

achievement and whether schools did not meet, met, or exceeded their growth

expectation. The primary purpose of this study was to determine if there is a statistically

significant relationship between principals' ratings of self-efficacy, school performance

and school growth status. In addition, this study sought to determine if there is a

statistically significant relationship between principals' ratings of delegatee performance,

school performance and school growth status.

The participants for this study included 102 high school and/or attendance center

principals in the state of Mississippi. Of the 102 high school principals who responded to

the survey 78.4% were male and 21.6% were female. The mean length of time in

education for the sample was 22.9 years ($SD = 9.2$). The mean length of time as principal

was 8.17 years ($SD = 6.59$). Of the 102 school principals who responded to the survey,

15% were principals of Level 2 (Under-performing) schools, 33% were principals of

Level 3 (Successful) schools, 29% were principals of Level 4 (Exemplary) schools, and

25% were principals of Level 5 (Superior-Performing) schools. There were no

participants in this study who were principals of a Level 1 or Low-performing school. In

addition to school performance levels, school's growth status was also noted. Of the 102 school principals participating in this study, 88.2% are principals of schools that did not meet their growth expectation and 11.8% are principals of schools that met their growth expectation. There were no participants in this study who served at a school that exceeded their growth expectation.

The research study was guided by the following questions: 1) Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications? 2) Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status? 3) Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and student achievement? 4) Is there a statistically significant difference between Mississippi high school principals' perception of change and school performance classification? and 5) Is there a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and schools' performance classification, schools' growth status, and student achievement? Both the leadership self-efficacy rating and delegate performance rating was acquired using the Principal Leadership Self-Efficacy survey. The Principal Leadership Self-Efficacy survey is a 21 question survey adapted from the 21 leadership responsibilities outlined in McREL's Balanced Leadership Framework. Based on these guiding questing

a total of 13 hypotheses were tested using Discriminant Function Analysis, Multiple Linear Regression, and Chi-Square tests. Each of the 13 hypotheses was rejected.

Although none of the 13 hypotheses were statistically significant, descriptive statistics of the hypotheses did offer valuable insights into principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school performance. First, it was noted that four of the 21 leadership responsibilities efficacy ratings increased parallel to school performance classifications. Those four responsibilities were Discipline, Order, Outreach, and Visibility. Secondly, regardless of school performance classification or growth status, principals' efficacy rating for the Outreach responsibility was higher than any other leadership responsibility. Thirdly, principals of Level 5 (Superior-performing) schools Knowledge of Curriculum, Instruction, and Assessment efficacy rating were rated lower than any other school performance classification. Finally, principal efficacy ratings of schools who met their growth expectation were lower than those who did not meet their growth expectation in four responsibilities. Those responsibilities were Ideals/Beliefs, Intellectual Stimulation, Involvement in Curriculum, Instruction, and Assessment, and Knowledge of Curriculum, Instruction, and Assessment.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

             Introduction
             Rationale for the Study
             Statement of the Problem
             Purpose of the Study
             Hypotheses
             Definitions of Terms
             Delimitations
             Assumptions
             Justifications of Study
             Summary

             Introduction

             Background
                    Historical Review of School Reform and Accountability
                    Mississippi Statewide Accountability System

             Theoretical Framework
                     Total Quality Management
                    Servant Leadership
                    Situational Leadership
                    Transactional Leadership
                    Transformational Leadership
                    Instructional Leadership
                    Self-Efficacy
                    Effective School Leadership

             The Building-Level Principal
                     The Changing Role of the Principal
                    Principalship Challenges
                    Principal Leadership and Student Achievement
                    Principal Self-Efficacy

ISLLC Standards

Balanced Leadership Framework
       Purposeful Community
       Focus of Change
       Magnitude of Change
       First-order vs. Second-order Change

Summary

Overview
Research Design
Participants
Instrumentation
Procedures
Data Analysis
Summary

Introduction
Descriptive Analysis of the Sample Data
Statistical Test Results
Summary of Findings

Introduction
Review of Findings
Limitations
Recommendations for Policy and Practice
Recommendations for Future Research
Summary

LIST OF TABLES

Table

CHAPTER I

INTRODUCTION

Introduction

The purpose of this study was to examine the relationship between principals'

leadership self-efficacy, student achievement and school performance. In recent years,

demands for accountability and higher testing performance have brought intense focus on

the role of principals. Chapter I introduces the study and a preliminary examination of the

relevant constructs and related literature. These constructs include school performance as

judged by the Mississippi Statewide Accountability System and the effects of leadership

on school performance and student achievement. Chapter I introduces the Balanced

Leadership Framework and the 21 leadership responsibilities by which principals in the

study will examine their self-efficacy. Chapter I also establishes self-efficacy as an

important contributor to one's performance. The introductory chapter explains how this

study will seek to determine whether a correlation exists between principal leadership

efficacy, student achievement, and school performance. The introductory chapter

identifies the proposed research questions and proposed research hypotheses to be

explored by the researcher. The chapter concludes with the study's delimitations,

definitions and assumptions made by the researcher.

Rationale for the Study

Mississippi public school principals face a number of issues including budget

cuts, school safety, and teacher shortages. Among the most prevalent issues faced are the

pressures of high-stakes testing, school accountability mandates, and balancing

instructional leadership with school management (Cooley & Shen, 2003). The

accountability mandates instituted by both federal and state policymakers demand that school leaders become change agents, student advocates, and instructional leaders. Many contend that in order to meet school and student performance expectations, leadership at the building level must improve. According to Kelley, Thornton, and Daughtery (2005), "Educational leadership is possibly the most important single determinant of an effective learning environment" (p. 17). According to some accounts, the State of Mississippi has failed to provide a learning environment that prepares students for post-secondary success. For instance, the number of students who meet high school graduation criteria and college entrance requirements has increased; however, the number of students needing remedial classes upon entering college also has increased. This calls into question the rigor of current teaching practices designed to meet the global and national challenges students face upon graduation (Potter, n. d.).

To address such concerns, Mississippi instituted a high school curriculum model requiring teachers to teach and students to learn at a higher level. This model is known as the Subject Area Testing Program (SATP). Principals, including secondary school leaders, are tasked with ensuring that the mandates of this new curriculum model are consistently carried out in classrooms. Schools, and ultimately high school principals, will be evaluated by student performance on the new Subject Area Testing Program (SATP) model. Nonetheless, many schools have failed to meet the achievement requirements of the SATP. In order for schools to be successful, it is important that principals demonstrate the leadership practices and skills necessary to institute the mandated changes (Potter, n. d.).

In addition to addressing the lack of rigor in testing practices, the Mississippi Department of Education (MDE) has sought to address the perception that many principals lack the leadership capacity to improve school performance. The MDE recognized this perception and mandated research-based professional development for both entry-level and career-level administrators. To address the need for better leadership at the building level, the MDE partnered with other educational agencies, such as research consortiums and universities to provide research based leadership training to both practicing and aspiring school administrators. In addition, administrator licensure renewal professional development for entry-level and career-level administrators is based heavily on the Mid-continent Research for Education and Learning's (McREL) Balanced Leadership Framework. The Balanced Leadership Framework is a model of principal leadership that includes 21 essential leadership responsibilities and 66 associated practices that have a statistically significant effect on student achievement (Waters, Marzano, & McNulty, 2003).

Elmore (2003a) states, "Knowing the right thing to do is the central problem of school improvement" (p. 9). Beyond knowing what to do, effective school principals demonstrate the capacity to evaluate and model the behaviors which coincide with maintaining and improving the instructional and managerial expectations of the organization. Fullan (2002) states, "only principals who are equipped to handle a complex, rapidly changing environments can implement the reforms that lead to sustained improvement in student achievement" (p. 16). Moreover, the principal is the primary school leader designated to lead school improvement initiatives designed to improve the state of learning for students (Finnigan, 2005).

In addition to possessing a keen understanding of what it takes to be a leader, effective school principals are effective leaders of people. Goldring and Greenfield (2002) add that effective leadership is more than possessing knowledge: it is sharing knowledge within the learning community. According to Harris, Day, and Hadfield (2003) teachers perceive effective school leaders as confident, knowledgeable relationship builders who are able to instill their vision and beliefs in others. Gardner (1990) states, "leaders help people to believe in themselves and in the possibilities of the future" (p. 9). Elmore (2003b) believes "leadership is a cultural practice" where effective leaders are not afraid to self-evaluate, share, and discuss their leadership behaviors (p. 10). According to Ubben, Hughes, and Norris (2001), "leadership is the way principals use themselves to create a school climate characterized by student productivity, staff productivity, and creative thought" (p. 11). According to Paglis and Green (2002) leadership is:

> The process of diagnosing where the work group is now and where it needs to be in the future, and formulating a strategy for getting there. Leadership also involves implementing change through developing a base of influence with followers, motivating them to commit to and work hard in pursuit of change goals, and working with them to overcome obstacles to change. (p. 217)

According to Leithwood and Riehl (2003, p. 4), "leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction." Marzano (2003) adds effective school leadership bridge teacher-level factors and school-level factors that affect student achievement and school success. Waters and Cameron (2006) maintain effective school leaders focus on supervising the factors that

correlate to effective schooling by balancing leadership duties and responsibilities. The concept of balanced leadership requires principals to not only demonstrate the capability to balance, but it requires them to do it with a high degree of effectiveness (Waters & Cameron, 2006). Moreover, the balanced leadership approach places strong emphasis on the leaders' responsibilities associated with focus of change, magnitude of change, and building purposeful communities within the learning community.

In addition to possessing the knowledge, skills, and disposition of an effective leader, principals should feel a high sense of efficacy or competency in his or her leadership responsibilities. Paglis and Green (2002) define leadership self-efficacy as:

> A person's judgment that he or she can successfully exert leadership by setting a direction for the work group, building relationships with followers in order to gain their commitment to change goals, and working with them to overcome obstacles to change. (p. 217)

Leadership self-efficacy or competency is believing that one's decisions and/or actions will create a vision that others will support by working to overcome any obstacles that changes may present (Paglis & Green, 2002). Lyons and Murphy (1994) believe "principal self-efficacy . . . is a critical factor in the principal's actual performance as an effective school leader" (p. 3), and principal self-efficacy should be a factor of consideration during the principal selection process. Moreover, Ubben, Hughes, and Norris (2001) state leadership self-assessments are an important part of reflecting, reinforcing, and confronting one's beliefs about their leadership practices (p. 20). Self-assessments provide leaders with a tool to shape their growth and "leadership artistry" (Ubben et al., p. 24).

During the past 30 years, acknowledgement of schools' failure to meet students' educational needs has highlighted the need for schools and school systems to become more accountable for educational outcomes. At the center of accountability reform is the building principal. Traditionally, the principal was a building manager--responsible for monitoring student discipline and running the building. Now the principal, more than any other educational leader, is responsible for ensuring that educational and organizational objectives are met on a daily basis. Leithwood and Riehl (2003) says, "In these times of heightened concern for student learning, school leaders are being held accountable for how well teachers teach and how much students learn" (p. 1). Gone are the days when clean hallways and faculty harmony are significant measures of an effective principal. It is increasingly important for principals to demonstrate leadership practices and behaviors that result in both student achievement and school success. A model that exemplifies a set of leadership practices and behaviors correlating to student achievement and school success is the Balanced Leadership Framework. The Balanced Leadership Framework model, developed by McREL, sets forth 21 leadership responsibilities associated with effective school leadership and student achievement (Marzano, Waters, & McNulty, 2005, p. 42-43).

The 21 leadership responsibilities outlined in the Balanced Leadership Framework are divided into three components: (1) Purposeful Community-affirmation, communication, culture, ideals/beliefs, input, relationships, situational awareness, visibility, (2) Focus of Change- contingent rewards , discipline, focus, involvement in curriculum, instruction, and assessment, order, outreach, resources, and (3) Magnitude of Change-change agent, flexibility, ideals/beliefs, intellectual stimulation, knowledge of

curriculum, instruction, and assessment, monitor/evaluate, and optimize. The 21
responsibilities are as follows:

1. Affirmation: recognizes and celebrates school accomplishments and acknowledges failures

2. Change Agent: is willing to and actively challenges the status quo

3. Communication: establishes strong lines of communication with teachers and among students

4. Contingent Awards: recognizes and rewards individual accomplishments

5. Culture: fosters shared belief and a sense of community and cooperation

6. Discipline: protects teachers from issues and influences that would detract from their teaching time or focus

7. Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent

8. Focus: establishes clear goals and keeps those as the forefront of the school's attention

9. Ideals/Beliefs: communicates and operates from strong ideas and beliefs about schooling

10. Input: involves teachers in the design and implementation of important decisions

11. Intellectual Stimulation: ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture

12. Involvement in Curriculum, Instruction, and Assessment: is directly involved in the design and implementation of curriculum, instruction, and assessment practices

13. Knowledge of Curriculum, Instruction, and Assessment: is knowledgeable about current curriculum, instruction, and assessment practices

14. Monitor/Evaluate: monitors the effectiveness of school practices and their impact on student learning

15. Optimize: inspires and leads a new and challenging innovations

16. Order: establishes a set of standard operating procedures and routines

17. Outreach: is an advocate and spokesperson for the school to all stakeholders

18. Relationships: demonstrates awareness of the personal aspects of teachers and staff

19. Resources: provides teachers with materials and professional development necessary for the successful execution of their jobs

20. Situational Awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

21. Visibility: has quality contact and integrations with teachers and students

Statement of the Problem

Student achievement is a key factor in how Mississippi rates school level performance. Similarly No Child Left Behind (NCLB) and the Mississippi Accountability System are centered on improving poor school performance and raising

student achievement. During the 2005-2006 school year, according to the *Mississippi Statewide Accountability System: 2006 Accountability Results* report, approximately 73% of schools in Mississippi did not meet Growth Status, approximately 46% of schools were rated level three (successful) or lower, and approximately 63% of students graduated with a high school diploma (Mississippi Department of Education, 2006) . Unfortunately, the *Mississippi Statewide Accountability System: 2007 Accountability Results* report suggests schools have not improved, and in many cases school performance ratings and student achievement scores declined. The report revealed that during the 2006-2007 school year, approximately 82% of schools in Mississippi did not meet Growth Status and approximately 49% of schools were rated level three or lower (Mississippi Department of Education, 2007). By comparison, fewer schools performed at a higher level (Level 4 or 5) in 2006-2007 than in 2005-2006. Also, the number of schools failing to meet growth expectation increased in 2006-2007.

As a result of such statistics, principals of both high-performing and low-performing schools are under pressure to fulfill both federal and state mandates. Regardless of previous performance, school leaders should strive to meet or exceed both local and state school performance expectations. Moreover, new accountability requirements force school principals to re-examine leadership practices. It is the intent of the researcher to build upon previous principal leadership research by including school performance as a measure.

Purpose of the Study

The purpose of the study was to determine if there was a statistically significant relationship between principals' ratings of self-efficacy and school performance ratings,

growth status, and student achievement as classified under the Mississippi Schools Accountability System. Recognizing the principal as the primary individual responsible for student achievement and school performance, this study will examine the degree to which Mississippi high school administrators feel competent fulfilling the responsibilities outlined in the Balanced Leadership Framework. The research was guided by the following questions:

1. Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications?

2. Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status?

3. Is there a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and student achievement?

4. Is there a statistically significant difference between Mississippi high school principals' perception of change and school performance classification?

5. Is there a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and schools' performance classification, schools' growth status, and student achievement?

Hypotheses

The research examined Mississippi public high school principals' sense of self-efficacy in performing the 21 responsibilities outlined in McREL's Balanced Leadership Framework and its relationship to school performance classification, school growth status, and student achievement by analyzing the following research hypotheses:

H_1:   There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications.

H_2:   There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status.

H_3:   There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Algebra I mean scores.

H_4:   There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Biology I mean scores.

H_5:   There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores.

H_6: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and English II mean scores.

H_7: There is a statistically significance difference between Mississippi high school principals' perception of change and school performance classification.

H_8: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and their schools' performance classifications.

H_9: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and school growth status

H_{10}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and Algebra I mean scores.

H_{11}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and Biology I mean scores.

H_{12}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores.

H_{13}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and English II mean scores.

Definition of Terms

For the purposes of this study, the following terms are defined:

Accountability System: "process that holds all stakeholders accountable for student achievement" (Mississippi Department of Education, 2006, p. 57)

Achievement Level: "the current year performance of students who were enrolled in the school for a full academic year" (Mississippi Department of Education, 2006, p. 25)

Delegatee: person whom the principal delegates or assigns leadership responsibilities.

Growth Expectation: "a reasonable expectation for improved student academic achievement based on annual assessment data and using a psychometrically approved formula to track progress" (Mississippi Department of Education, 2006, p. 61)

Exceeded or "Exceeded" Growth: value assigned to schools whose growth exceeded their basic growth expectation by more that 10% (Mississippi Department of Education, 2006, p. 26)

Met or "Met" Growth: value assigned to schools that met their basic growth expectation (Mississippi Department of Education, 2006, p. 26)

Not-Met or "Not-Met" Growth: value assigned to schools whose composite value was less than the predicted composite value (Mississippi Department of Education, 2006)

High School: "the secondary division within the educational system of the school district comprising grades 9-12 or any combination of such grades" (Mississippi Department of Education, 2006, p. 62)

Principal: "the individual who is responsible for the total program of a school and who holds valid and appropriate administrator certification" (Mississippi Department of Education, 2006, p. 64)

School Performance Classification: "a classification assigned to a school based on student achievement and growth" (Mississippi Department of Education, 2006, p. 66)

Level 1 "Low-Performing": any school failing to meet its growth expectation and is in achievement level 1 (Mississippi Department of Education, 2006, p. 25)

Level 2 "Under-Performing": any school that failed to meet its growth expectation and is in achievement level 2 (Mississippi Department of Education, 2006, p. 25)

Level 3 "Successful": any school meeting its growth expectation or any school that failed to meet it growth expectation and is in achievement level 3 (Mississippi Department of Education, 2006, p. 25)

Level 4 "Exemplary": any school in achievement level 4 or exceeded its growth expectation and is in achievement level 3 (Mississippi Department of Education, 2006, p. 25)

Level 5 "Superior-Performing": any school that is in achievement level 5 (Mississippi Department of Education, 2006, p. 25)

Self-efficacy: "belief in one's capability to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3).

Delimitations

The following were delimitations of this study:

1. The efficacy ratings were delimited to those responsibilities identified by McREL.

2. The study was delimited to principals' self-assessment of their leadership efficacy.

3. The study was delimited to principals in secondary school settings in the State of Mississippi.

Assumptions

The following assumptions were made for this study:

1. The researcher assumed that principals would provide a true assessment of their beliefs.

2. The researcher assumed that principals had some working knowledge of the Balanced Leadership Framework.

Justification of Study

According to Leithwood, Day, Sammons, Harris, and Hopkins (2006) much of the research on effective school leadership is based primarily on what someone perceives to be effective leadership. On the other hand, school accountability mandates require that effective school leaders critique their leadership efficacy and adjust their leadership behavior to the changing and challenging demand for improved overall school performance and growth. The importance of leadership performance in school organizations reinforces the need for more research to be conducted in the area of principal self-efficacy. Stajkovic and Luthans (1998) contend that the potential benefits

of self-efficacy and its positive impact on organizational behavior should be explored further. Similarly, O'Donnell and White (2005) stress that in order for principals to understand which leadership behaviors will improve student and school performance, leaders should first assess their own leadership behaviors and performance. Stajkovic and Luthans argue personal self-efficacy can be used as a predictor of individual behavior. Individuals with a high sense of efficacy tend to work through adversity fulfilling their obligation to complete assigned tasks. Individuals with a low sense of efficacy are more likely to avoid difficult tasks or quit tasks before completion.

<div align="center">Summary</div>

Chapter I introduced the study, contains the rationale for study, research questions, research hypotheses, assumptions and delimitations which are relative to this study. This study was developed to examine the relationship between principals' leadership self-efficacy, student achievement and school performance. Moreover, this study sought to determine the degree to which principals delegate leadership responsibilities to administrative support personnel. Research conducted on the elements of the Balanced Leadership Framework has established a statistically significant relationship between the 21 responsibilities and student achievement. More importantly, student achievement is a key factor in how Mississippi rates school level performance. The participants for this study were Mississippi high school principals, excluding those principals who lead special state schools. This study is significant due to the increased demands placed on principals to improve both school performance and student achievement. Present accountability systems suggest the need for school principals to re-

examine leadership practices. This study examined principals' self-efficacy as a predictor of school performance and student achievement.

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CHAPTER II

LITERATURE REVIEW

Introduction

The purpose of the study was to determine to what degree Mississippi high school

administrators feel competent fulfilling the responsibilities outlined in the Balanced

Leadership Framework. Chapter II presents a review of literature related to the topic of

study, beginning with a discussion of the theoretical framework. The theoretical

framework section outlines the leadership theories from which the Balanced Leadership

Framework is derived. Those theories include total quality management, servant

leadership, situational leadership, transactional leadership, transformational leadership,

and instructional leadership. Also included in the theoretical framework section is the

self-efficacy concept. The self-efficacy construct establishes that individuals who believe

in their ability to perform tend to perform at a high level than those who doubt their

ability. Chapter II reviews the literature associated with the key elements of this study.

The review of literature is divided into the following sections: (1) Historical Review of

School Reform and Accountability (2) Theoretical Framework (3) Effective School

Leadership (4) The Building-Level Principal (5) Standards for School Leaders and (6)

The Balanced Leadership Framework

Background

Historical Review of School Reform and Accountability

School reform is not a substitute for leadership; it is a demand for better

leadership. School reform initiatives and accountability mandates have made the

principal's job increasingly difficult over the last 20 to 30 years by demanding principals

lead more efficiently (Johnson and Uline, 2005). Principals are required to focus on classroom instruction and student achievement; however, many principals' time is exhausted performing managerial and disciplinary duties (Cooley & Shen, 2003). According to Lashway (2001), accountability challenges principals to find new ways of meeting increasingly high demands, finding and allocating research-based resources, and protecting school values/traditions while instituting change. School accountability requires principals to align internal resources with external expectations. The public entrusts school leaders, such as principals, to make decisions that are moral and in the best interest of students (Goldring & Greenfield, 2002).

In the 1980s, public demands for higher educational accountability and standards were prompted by the National Commission on Excellence in Education report, *A Nation at Risk (1983)*. This report described the sub-par academic achievement of students in America's public schools. The report led to public outcry, which resulted in higher demands, increased public scrutiny, and accountability standards for all teachers, principals, and central office personnel. The calls for increased accountability continued into the 1990s, when the federal government introduced a new educational reform initiative called Goals 2000: Educate America Act. The Educate America Act consisted of eight goals focusing on equal access, student achievement, and voluntary adoption of a national system of skills, standards, and certifications (United States Department Of Education, 1994).

However, the Educate America Act did not attach consequences for failing to meet these goals. Consequently, in 2001 Congress reauthorized the Elementary Secondary Education Act and attached it to President Bush's No Child Left Behind Act

(NCLB). NCLB calls for all students to reach proficiency in mathematics and reading by the year 2014 (United States Department of Education, 2001). Unlike the Educate America Act, NCLB attaches consequences for not meeting achievement growth expectations. Lashway (2003) describes NCLB as "a blend of standards-based accountability, educational choice, and old-fashioned bureaucratic mandates" (p. 5). By expecting principals to engage in more non-managerial functions NCLB requires them to become better leaders. In particular, NCLB highlights the need for greater expectations of low-performing school principals and challenges high-performing school principals to increase student achievement scores in increments. NCLB empowers parents with the option of school choice if their child's assigned school fails to meet adequate yearly progress for three consecutive years. In the same vein, it requires Title I school principals to design improvement plans enhancing parental involvement. Additionally, NCLB places a strong emphasis on ongoing, research-based professional development (Elmore, 2003a).

Whether or not a particular school reform has attempted to improve teaching practices, enhance student learning, or change curriculum designs, one constant is leadership and how leaders embrace and implement change (Leithwood, Louis, Anderson, and Wahlstrom, 2004). Supporters of school reform initiatives depend and rely heavily upon the quality of principals, who directly supervise and implement the mandates of school reform (Leithwood, Day, Sammons, Harris & Hopkins, 2006). Leithwood, Day, Sammons, Harris, and Hopkins ascertain that leadership "serves as a catalyst for unleashing the potential capabilities that already exist in the organization" (p. 15). The building level principal makes the decision or has major input in the decisions

that affect student learning, such as, class size, student grouping, teaching methods, and teacher evaluations (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Mississippi Statewide Accountability System

Education is the doorway to new opportunities and the footstool to a new way of living (MetLife, 2003). The concept of school accountability in Mississippi can be traced as far back as the early 1900's. The first account of school accountability originated when the University of Mississippi began requiring high school students to be graduates of an approved high school. With the assistance of the Mississippi Education Association, a mechanism was developed to categorize high schools. Until this point the accreditation process was only pertinent to high schools (non-black). Elementary school accreditation was addressed in 1926. Accreditation of segregated, African American schools was not addressed until 1935. Accreditation laws passed in 1970 empowered the Mississippi State Board of Education to establish standards and procedures for all public schools. This action legalized accountability in the State of Mississippi (Mississippi Department of Education, 2004).

In the 1980's policymakers recognized the lack of accountability within the accreditation process. Governor William Winter led a movement to add value to the State's school accreditation process. Governor Winter's actions were pivotal to the passage of the Education Reform Act of 1982. Prior to the passage of the Education Reform Act of 1982, accreditation was a voluntary process. In 1994, the state legislature added performance-based standards to the process. The 1994 legislation required students to pass exams and attached consequences for school districts who failed to meet accountability requirements. In 1999, the Mississippi Student Achievement Improvement

Act of 1999 (Senate Bill 2156) was passed. The Mississippi Student Achievement

Improvement Act of 1999 increased standards for students, schools, and districts. This

legislation also established a process by which schools are held accountable and led to the

development of comprehensive student assessments. In 2002, Senate Bill 2488 provided

that performance standards reflect not only school district performance, but school

performance as well. Senate Bill 2488 mandated that schools who fail to meet

accreditation standards be designated as priority schools. Presently, school level

performance is based on two criteria: (1) annual growth expectation in student

achievement and (2) the percentage of students scoring at the basic and proficient level

(Mississippi Department of Education, 2004).

<center>Theoretical Framework</center>

The commitment of research institutions to improve educational leadership

practices is evident through the continuous investment of time and resources. The desire

to strengthen educational leadership practices is deeply rooted in the area of business

management. Early educational leadership research identified business models, such as

scientific management, that could give insight as to how to improve the practices and

performance of school leaders (Hallinger & Snidvongs, 2005). Early thoughts on school

leadership were based heavily on the industrial management theories and beliefs. Early

school leadership models had the principal as the sole decision-maker. Early leadership

models believed success and failure should be individualized. However, post-industrial

models of leadership have transformed thoughts and beliefs on how organizational

leadership should function. Today's leadership models differ from previous leadership

beliefs by urging principals to involve others in the decision making process. In addition,

everyone is accountable for ensuring the organization's visions and goals are accomplished. However, the principal is responsible for developing and maintaining organizational cohesion (Crow, Hausman, & Paredes, 2002).

Total Quality Management

W. Edwards Deming is credited as the architect of total quality management. The roots of total quality management began after World War II. Total quality management was devised as a method to re-establish Japan's manufacturing infrastructure. Total quality management was also pivotal in increasing the quality and productivity of numerous American companies. Deming believed that leadership was instrumental in policy development and work performance (Sosik & Dionne, 1997). Deming outlined 14 points that emphasized the importance of companies to ensure quality control and standardized work. However, Deming's leadership proposals failed to explicitly outline leadership styles and total quality management behaviors. Deming's failure to recommend a specific leadership style served as the underpinnings of why he felt that the total quality management philosophy was so beneficial. Deming's lack of commitment to a particular leadership style stresses that new insights into leadership can be spawned from older models (Sosik & Dionne, 1997).

Although Deming's 14 points was intended to help business leaders improve business productivity, the points have also proven to be beneficial to educational leaders. The fourteen points are as follows: (1) create constancy of purpose for improvement of product and service (2) adopt a new philosophy, (3) cease dependence on inspection to achieve quality, (4) end the practice of awarding business on the basis of price alone, (5) improve constantly and forever every activity in the company, to improve quality and

productivity, (6) institute training on the job, (7) institute leadership, (8) drive out fear, (9) break down barriers among staff areas, (10) eliminate slogans, exhortations, and targets that demand zero defects and new levels of productivity, (11) eliminate numerical quotas for the staff and goals for management, (12) remove barriers that rob people of pride of workmanship, (13) institute a vigorous program of education and retraining for everyone, and (14) put everyone in the organization to work to accomplish the transformation (Luneberg & Ornstein, 2004).

Waldman (as cited in Sosik and Dionne, 1997) established that Deming's 14 points can be framed into five basic factors. The first factor is change agency or the leader's ability to bring about necessary changes. The second factor is teamwork or the leader's ability to form teams which are beneficial to the organization as a whole. The third factor is continuous improvement which represents the leader's motivation to satisfy the needs of the customer by improving the organizational structure and service. The fourth factor is trust-building, which Sosik and Dionne describe trust-building as the manner in which leaders go about obtaining the respect of whom they lead. The final factor is short-term goal eradication, which is replacing quota driven short-term goals with process driven long-term goals.

Total quality management places the burden of leadership on the individual(s) at the top of the management structure, or in this case, the principal. In a school setting, total quality management mandates that the principal place strong emphasis on teachers and students. Principals are to be mindful of and take into consideration the performance expectation of external stakeholders, such as parents, civic and business leaders, and politicians. Total quality management provides principals work tirelessly to ensure that

those within the school have a sense of obligation to the school's success. This sense of obligation is derived though the principal's intentional actions which communicates and outlines how the school will improve (Luneberg & Ornstein, 2004).

Servant Leadership

On the surface, the terms servant and leadership appear contradictory. When most think of the word leader or leadership, they typically think of some type of hierarchical structure in which leaders are on the top of the hierarchical structure and followers are below. Likewise, when one thinks of servant, typically the vision is of a person who provides a service or a person who serves someone with higher authority. On the other hand, Robert Greenleaf argued leaders should serve first and then lead. Greenleaf adds leaders function as a servant of not only the organization, but as a servant to the followers. Greenleaf's belief was very inconsistent with other leadership beliefs during this time period. However, many of the ideas expressed by Greenleaf run parallel with current 21st century leadership ideologies. He referred to his thoughts on leadership as servant leadership (Greenleaf, 1998). Larry Spears, as cited in Greenleaf (1998), identifies ten significant attributes of a servant leader: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Spears contends "servant-leadership is a long-term, transformational approach to life and work" (as cited in Greenleaf, 1998, p. 5).

The origin of servant leadership is traced back to the 1970s. In 1970, Robert Greenleaf, a former director of management at AT&T, wrote an essay entitled *The Servant as Leader*. Greenleaf's writing served as a precursor to today's thought on distrusted leadership and transformational leadership. According to (Greenleaf, 1998),

"true leadership emerges from those whose primary motivation is a deep desire to help others" (p. 4). Greenleaf establishes that individuals of high-efficacy helping those with low-efficacy perform at a more efficient rate are "what makes a good society" (p. 17). Ideally, a sound measurement of effective leadership would not solely be an individual assessment of the principal's growth but also a measure of how the principal affects the growth of others.

Situational Leadership

There are multiple approaches to situational leadership; nonetheless, situational leadership is based on the assumption that the actions of leaders vary depending upon the situation (Blanchard & Hersey, 1970). The most popular approach to situational leadership was developed by Paul Hersey and Kenneth Blanchard in 1969. Hersey and Blanchard believed situational leaders [ship] should account not only for the situation but other factors such as, followers' maturity and motivation (Northouse, 2004).

In Hersey and Blanchard's model of situational leadership the leader modifies their leadership style to match the job and psychological maturity level of the follower (Blanchard & Hersey, 1970; Luneberg & Ornstein, 2004). The development level, according to Hersey and Blanchard, is dependant upon the followers' eagerness and willingness to perform expected tasks. Hersey and Blanchard described this as the followers' motivation or competence. There are four leadership behaviors designed to correlate with the four development levels (Northouse, 2004). The leadership styles associated with situational leadership are described as:

S1: Telling/Directing. In this leadership style the follower does not have the skills, dedication, or motivation to complete the assigned task. Therefore, the leader assumes a

leadership posture that is very task-oriented. The leader directs or tells the subordinate what to do with little or no concern about the relationship (Marzano, Waters, and McNulty, 2005; Northouse, 2004).

S2: Selling/Coaching. In this leadership style the follower possess several of the skills required for task success. However their commitment level is inconsistent, primarily due to their attitude about someone telling them how to perform. The leader, in this instance, assumes a leadership posture that is very task-oriented; yet, the leader attempts to seek buy-in from the follower. Ultimately the leader tries to get the follower to understand new and better ways of performing (Marzano, Waters, and McNulty, 2005; Northouse, 2004).

S3: Participating/Supporting. In this leadership style the ability of the follower is high, but the commitment is low. Therefore, the leader assumes a leadership posture that is minimally very task-oriented, but very relationship-oriented. This leadership style requires the leader to motivate the follower, and seek understanding as to why the follower is unwilling to work as a team (Marzano, Waters, and McNulty, 2005; Northouse, 2004).

S4: Delegating/Observing. In this leadership the follower has the capability and the desire to complete the task. Therefore, the leader assumes a more hands-off approach. However, the leaders are willing and capable to assist the follower when needed. Also, the leader continues to praise the followers' performance and commitment (Marzano, Waters, and McNulty, 2005; Northouse, 2004).

Transactional Leadership

Bass (1985) categorizes transactional leadership in two categories. The first category is contingent reward. Contingent reward is based on an understanding of what is expected of the follower by the leader. The follower is well-informed of the rewards for successful task completion and punishment for unsuccessful task performance. The second category of transactional leadership is management-by-exception. Management-by-exception is a delegation or transfer of total job responsibility to the follower. The leader expects the followers to perform an assigned task to standard as instructed. There are two kinds of management-by-exception, active and passive. Both forms, active and passive management-by-exception involve an intervention by the leader when the follower fails to fulfill their part of the agreement. Management-by-exception-passive is a retroactive approach in which the leader delays imposing their authority until after the standards are not met. On the other hand, management-by-exception-active is a proactive approach in which the leader tries to foresee any mistakes and correct those (Bass, 1985).

Transformational Leadership

The foundation of transformational leadership can be traced back to J.V. Downton's 1973 book entitled *Rebel Leadership: Commitment and Charisma in a Revolutionary Process*. However, it is James Burns who is given much of the credit for popularizing both transformational and transactional leadership. Through Burns' writings, he discussed the motivation of followers and its relationship to leadership. Burns sought to clearly make a differentiation between transactional leadership and transformational leadership (Northouse, 2004). Burns believed that in transactional leadership the relationship between the leader and the follower is based on give and take,

reward and punishment, and centered on authority (Marzano, Waters, & McNulty, 2005). On the other hand, Burns (as cited in Marzano et al. p. 14), states transformational leadership is "a relationship of mutual stimulation and elevation." Transformational leadership is based on the assumption people follow those who motivate them. Bass (as cited in Sosik and Dionne, 1997) identified four components of transformational leadership-individualized consideration, intellectual stimulations, inspirational motivation, and idealized influence. The leader, according to Luneberg and Ornstein (2004), uses the components of transformational leadership to "motivate their subordinates to do more than they originally expected to do" (p. 177).

The efficacy of the principal as a transformational leader is heavily dependant on their dedication to building the capacity of others to assist him or her in fulfilling the organizational goals. Successful transformational leaders realize that they cannot be successful without the support and talents of those whom they lead. They solicit assistance from teachers, principal cohorts, and central office personnel. Traditional leadership ideology places leadership responsibilities solely with a formal authority figure. Whereas, the transformational leaders model affords leaders an opportunity to assign tasks to any individual deemed competent enough to meet the task expectation. Transformational leaders are fueled by the ideology that everyone has a role in making the organization better (Leithwood, n. d.). Hallinger and Heck (1998) claim transformational leader [ship] desires to improve the organization's ability to change.

Instructional Leadership

All too often the term instructional leader has been used as an appeal for principals to forgo their long-standing role as a building monitor (Leithwood, n. d.).

According to Klump and Barton (2007) "it is essential to define instructional leadership and explore the leadership practices that make a difference in being and effective leader" (p. 2). Hallinger and Snidvongs (2005) believe instructional leadership is an important part of principal leadership, but it is not the only descriptor or function of an effective school principal.

According to Leithwood, Louis, Anderson, and Wahlstrom (2004), the term instructional leader [ship] is an attractive attribute of principal. Whereas transformational leadership expectations are wide-ranging; principal instructional leadership expectations are clearly defined and focused (Leithwood, n. d.). According to Klump and Barton (2007, p. 2), "Instructional leadership focuses on school goals, climate, and teaching; transformational leadership is broader and includes school redesign and capacity building." Instructional leadership implies principals should focus solely on teaching and learning. Leithwood, Louis, Anderson, and Wahlstrom (2004) describes this implication as keeping their eyes on the "organizational ball" (p. 4) or student achievement.

While some research suggest the principal is the one and only instructional leader, most research call on principals to include others in the instructional leadership process. Hallinger's model of instructional leadership is the most researched. Hallinger's model consists of three leadership dimensions which includes 10 specific leadership practices (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Leithwood (n. d.) suggests Hallinger's findings describe the principal instructional leadership role as a leader who leads those who lead instruction, and not someone who is actively engaged in instruction. More specifically, the principal defines the school's mission, manages the instructional program and promotes a positive school learning climate (Leithwood, n. d., p. 8).

According to Hallinger (2003), mission-building is the most essential role of the principal as an instructional leader.

Principals impact the classroom environment by monitoring instruction, school size, and curriculum design (Leithwood, n. d.). Effective instructional leaders, according to Klump and Barton (2007), reserve time in their schedule for classroom observations. Moreover, effective instructional leaders [principals] "focused more on talking with students and examining students' work than they did on teachers' behavior" (Supovitz & Poglinco, 2001, p. 13).

There are many descriptive words attached to leadership; however, all styles of leadership have the same fundamental purpose. The purpose of leadership, according to Leithwood, Louis, Anderson, & Wahlstrom (2004), is "helping the organization set a defensible set of directions and influencing members to moving in those directions" (p. 4). Nonetheless, school leader tends to be more effective when others are included in the decision making process. Successful principals recognize that school success and student achievement is often dependent upon the ability of individuals to work as a collective unit. Consequently, principals often seek to employ traits outlined in both the transformational and instructional models of leadership when attempting to enlist input from others (Leithwood & Riehl, 2003). Hence, instructional leadership and transformational leadership models are the most prevalent models of leadership currently practiced and deemed important contributors to improving student learning outcomes (Klump & Barton, 2007). Hallinger and Heck (1998) concur by saying instructional leadership and transformational leadership models have garnered the most attention of

research which examines the effect of leadership on student achievement and school effectiveness.

Self Efficacy

Buddha (as cited in Smith, Kass, Rotunda, & Schneider, 2006, p. 171) asserts "he is able who thinks he is able." Smith et al. (2006) go on further to say Buddha's assertion "reflects the power of belief in an individual's ability to affect the course of one's life" (p.171). Bandura (2000) states self-confidence motivates people to act. Accordingly, Bandura (2000) states "when faced with obstacles, setbacks, failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions" (p. 120). On the other hand, individuals who possess high-levels of confidence in their ability to execute go above and beyond to achieve success (Bandura, 2000).

Bandura (1997) defines self-efficacy as "belief in one's capability to organize and execute the courses of action required to produce given attainments" (p. 3). DeMoulin (1992) describes self-efficacy as a person's ability to successfully produce desired outcomes. According to Bandura (as cited in Smith et al., 2006), an individual's future beliefs and performance are influenced by their confidence in their ability to produce positive outcomes. According to DeMoulin (1993, p. 167), "individuals with a strong sense of efficacy establish a positive attitude towards themselves and toward their responsibilities." More specifically, personal self-efficacy is the framework from which humans are able to perform intentional acts. Intentional acts are those acts that are undertaken with a desired outcome in mind (Bandura, 1997).

According to Bandura (1977, 2000) personal efficacy is affected by one's mastery experiences, vicarious experiences, verbal persuasions, and/or physiological and affective

state. Mastery experience is the most influential source of efficacy. Mastery experience involves one's ability to directly carry out specific tasks to completion. Thus, as the degree to which an individual is able to successfully perform tasks increases, so does the individual's sense of personal efficacy. On the other hand, an individual's inability to consistently complete tasks tends to decrease one's sense of personal efficacy (Bandura, 1977; DeMoulin, 1993). Vicarious experiences, according to Bandura, enhances personal efficacy by providing individuals with a model in which he or she can compare their performance. If an individual witness a task successfully complete by individual(s) with similar abilities, he or she is more likely to believe in their ability to perform (Bandura, 1977; DeMoulin, 1993). By comparison mastery experiences are associated with the individual directly, whereas, vicarious experiences affect one's personal efficacy indirectly. While both mastery and vicarious experiences are key sources of self-efficacy, they are not the only sources of an individual's personal efficacy. Verbal persuasion also contributes to personal self-efficacy. Verbal persuasion is best described as the ability to overcome doubt by the expressed belief's of others that they can successfully complete the specified tasks. However, verbal persuasion provides an immediate, yet temporary boost to one's personal efficacy. The final source of a person's efficacy is an individual's psychological and affective state. An individual's psychological and affective state controls an individual's ability to cope with stress that may arise as task difficulty increases (Bandura, 1994).

According to Bandura (1994), "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 2). Bandura goes on further to say that self-efficacy manipulates or controls individuals' cognitive, motivational, affective, and

selection process. First the cognitive process, as defined by Bandura, is the "thinking processes involved in the acquisition, organization, and use of information" (Bandura, 1994, p. 2). Bandura states individuals who possess a high sense of efficacy are more likely to focus on success than those with a low-sense of efficacy. Second the motivational process, as defined by Bandura, is "activation to action" (Bandura, 1994, p. 2). According to Bandura, self-efficacy affects individual's motivation through their self perceptions of their ability. Bandura adds failure is perceived differently by high-efficacy and low-efficacy individuals. According to Bandura, individuals with a high-sense of efficacy considers poor effort as the root of failure; whereas, low efficacy individuals considers lack of ability as the root of failure. As a result, individuals with a high-sense of efficacy are motivated to improve their effort. On the other hand, individuals with a low-sense of efficacy attribute their failure to inability to perform. Third the affective process, according to Bandura, is the "process regulating emotional states and the elicitation of emotional reactions" (p.2). The affective process is how individuals deal with the stress associated with situations. An individual's emotional states can cause individual to avoid tasks which increase their anxiety level. Fourth the selection process, as described by Bandura, is the individual's decision making process. Bandura believes an individual's surroundings influences the activities, by governing activities they choose to engage or not engage in.

According to Prussia, Anderson, and Manz (1998), "the higher a person's self-efficacy, the more confident he or she is about success in a particular task domain" (p. 524). Similarly, Pajares and Schunk (2002) assert that studies have shown self-efficacy to influence one's choices, persistence, and engagement. Individuals with a higher sense of

efficacy tend to be more accomplished than those with a low sense of efficacy, and find goal setting to be a less difficult task. Individuals with high efficacy beliefs view complex or difficult tasks as a way to surpass expectations; on the other hand, individuals with low efficacy view complexity as a quick route to failure and disappointment.

Effective School Leadership

According to a MetLife (2003) survey, "effective leadership is essential for creating successful educational practices in today's schools" (p. 8). Leithwood, Day, Sammons, Harris, and Hopkins (2006) summarize effective leadership in two words "direction and influence" (p. 11). Leithwood, Day, Sammons, Harris, and Hopkins (2006) propose leadership is an important part of establishing a successful organization and improving student learning. Leithwood, Day, Sammons, Harris, and Hopkins go on further to describe leadership as the "pillar of organizational effectiveness" (p. 12). According to Leithwood and Riehl (2003, p. 4) "leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction." Research conducted by Leithwood and Riehl (2003, p. 5) confirms a core set of leadership practices exist and represents the "basics of successful leadership". According to Leithwood and Riehl (2003) the "basics of school leadership focus on setting direction for the school, developing people, and developing the organization" (p. 1).

According to Leithwood and Riehl (2003, p. 5-6), setting direction involves: (1) identifying and articulating a vision (2) creating shared meanings (3) creating high performance expectations (4) fostering acceptance of group goals (5) monitoring the organizational performance and (6) communicating, fostering the acceptance of group

goals and creating high performance expectations. Hallinger (2005) asserts principals set the organizational direction by preserving "clear, measurable, time-based goals focused on the academic progress of students" (p. 13). In addition to leadership focus, Marzano et al. (2005) add setting direction involves "inspiring and leading new and challenging innovations" (p. 56).

According to Leithwood and Riehl (2003, p. 6) people are developed through: (1) intellectual support (2) individual and emotional support and (3) being provided an appropriate model. Hallinger (2005) states principals develop individuals, especially teachers and students, by "protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning" (p. 15). Likewise, Marzano et al. (2005) state effective principals develop people by rewards accomplishments, building relationships, staying abreast of and sharing best practices, challenging norms, and having quality interactions with teachers and students.

According to Leithwood and Riehl (2003, p. 7), organizations are developed by the leaders' ability to (1) strengthen the school culture (2) modify and adjust the organization to meet the organizational needs (3) implement procedures that support collaboration and 4) manage both the internal and external school environment. Hallinger (2005) states organizations are developed by "providing incentives for learning" (p. 22). Marzano et al. (2005) state organizations are developed through the leaders' ability to: (1) recognize and acknowledge school success and failure (2) curriculum involvement (3) ability to create and support a positive school culture and (4) speak on the behalf of those within the organization.

These basics "are valuable in almost all educational contexts" (Leithwood & Riehl, 2003, p. 5). On the other hand, partaking in those leadership "basics" is not a guarantee of a successful principalship, but failure to partake in those leadership "basics" is a guarantee for failure. Similarly, Yukl and Chavez (2002 as cited Leithwood et al., 2006) states effective leaders have a positive influence on those whom they lead. For example, it is unlikely a secondary principal of a large school will have direct daily contact with every teacher during the school day. However, their influence would be relayed through their decisions and shared beliefs. The leadership "basics" represent the prerequisites of effective school leadership. Leithwood and Riehl (2003) argue "a successful leader needs to do more but cannot do less" (p. 7). Effective leaders explore opportunities to exceed expectation, and do not settle for simply meeting expectations. Leithwood, Day, Sammons, Harris, and Hopkins (2006) add effective leader believe continuous improvement, not stability is the goal of leadership.

Effective school leadership involves utilizing and allocating human resources, physical materials, and financial resources in a manner designed to increase student learning (Leithwood & Riehl, 2003). The principal influences these resources through rational persuasion, apprising, inspiration, consultation, personal appeals, exchanges, building coalitions, and pressure (Yukl & Chavez, 2002 as cited Leithwood et al., 2006). Moreover, effective school leaders "create and sustain competitive schools . . . empower others to make significant decisions . . . provide instructional guidance . . . develop and implement strategic school improvement plans" (Leithwood, Louis, Anderson, & Wahlstrom; 2004, p. 10).

The Building-Level Principal

The school principalship is the most prevalent position in education (Gurr, Drysdale, & Mulford, 2006). Pierce (2000) refers to the principal as being the "passport to school success". According to a MetLife (2003) survey the principal is "the main source of leadership within the school" (p. 21). Notably, the two critical responsibilities of a principal are teacher efficiency and student progress (Leithwood & Riehl, 2003). More specifically, principals "provide direction and exert influence [over staff and students] in order to achieve the school's goals" (Leithwood & Riehl, 2003, p. 4). The influence of the principal, however, is significant to the extent he or she executes their leadership role. Existing research studies, such as McREL's meta-analysis, not only sought to identify significant leadership responsibilities but pinpoint which associated practices are correlated to boosting student achievement and school performance (Leithwood, n. d.).

The Changing Role of the Principal

The role of the principal has evolved over time, and has elicited many comparisons to business and even military leadership. Just as business leaders are held accountable for their company's product/output, principals are held accountable for their schools' product—students (MetLife, 2003). According to Hess & Kelly (2007), "school principals are the front-line managers, the small business executives, the team leaders charged with leading their faculty to new levels of effectiveness" (p. 2). According to Meyer and Feistritzer (2003, p. 29), "if superintendents are education's field marshals, principals are its front-line officers." Meyer and Feistritzer further suggest the principal is the chief executive officer responsible for overseeing the learning process. School

principals are expected to move schools from where they are to where they should be according to achievement performance indexes and school growth models.

According to Goldring and Greenfield (2002), "the principal's role is evolving from a controlling one to an empowering one" (p. 21). Principals, as the primary building leader, are expected to provide guidance and support to teachers (Mendel, Watson, & MacGregor, 2002). Principals set the conditions and parameters for how the school setting will function on a day-to-day basis. In order to be an effective leader, principals are required to succeed at the sometimes overwhelming responsibilities of developing policies, modeling research-based instructional practices, allocating resources, and providing incentives that align with creating and sustaining positive school culture, values, and norms (Waters, Marzano, & McNulty, 2003, p. 2).

Undoubtedly, the traditional role of the principal has changed. Prior to the 1980s, principals were evaluated on their ability to supervise schools in a corporate manner. Today's principals, however, are evaluated on academic successes (Mendel et al., 2002). According to a Public Agenda survey, 60% of parents believe the re-approval of principals' contracts should be based on school success (Johnson, 2003). Ubben et al. (2001) maintain that principals are primarily charged with establishing a school culture that promotes student achievement and school success (p. 1). The role of the principal in the age of accountability is rapidly becoming more and more demanding; however, the principal's primary function is to ensure curriculum design and instructional practices are aligned with the academic goal of increasing student achievement (O'Donnell & White, 2005).

According to Kaplan, Owings, and Nunnery (2005, p. 43) "principal quality is linked statistically and practically to student achievement." Leithwood and Riehl (2003) argue strong principal leadership is a recurring attribute of an effective school, whereas the presence of poor principal leadership is a major ingredient of unsuccessful schools. As a result, principal's evaluations are based heavily on achievement results. Standardized testing has replaced attendance and seat time as the tool of choice used to measure adequate learning. The challenge of principals is to transform curriculum standards to instructional practices. Federal and state laws require schools to provide evidence of quality classroom instruction. Standardized test are not only used to measure the effectiveness of quality classroom instruction effectiveness, but it is also used to measure the extent of leadership effectiveness. Testing and/or achievement gains and losses are frequently used as criteria to evaluate principals (Daggett, 2000).

Effective school leaders seek ways and opportunities to improve (Kelley, Thornton, & Daughtery, 2005). In addition to supervisory and instructional duties, building principals lead high stakes testing programs, account to and for internal and external political structures, and manage school improvement initiatives. In the era of high stakes testing, schools and principals are often haunted by federal and local lofty expectations to see instantaneous evidence of student achievement gains and school success. Community members, policymakers, parents, and school district leaders hold the building level administrator responsible for meeting the educational needs of every child. No longer can principals focus solely on simple day-to-day routine of making the school day flow smoothly. Effective principals protect instructional time, maintain high

visibility, promote professional development, and provide incentives for teaching and learning (Kelley et al., 2005).

Furthermore, principals are responsible for setting and cultivating conditions under which students learn and teachers teach. Tirozzi (2001) compares the school principal to an artist seeking to create masterpieces. An effective principal, according to Tirozzi, ensures works are not left unperfected. The principal works vigorously to ensure potential "masterpieces" are not left incomplete (p.435). The problem is that most principals were trained to be managers and not leaders. Tirozzi goes on further to say that in order to meet the educational challenges of today, it is important that principals begin to develop skills which require them to become more than building managers. Not only does accountability raise the standards for students, it also raises the level of leadership expectations by demanding principals become more than building managers. Leithwood (n. d.) believes managers focus on "doing things right" whereas leaders focus on "doing right things". Leithwood (n. d.) provides success is produced from "doing right things right" (p. 2). John Kotter (as cited in Tirozzi, 2001) believes "successful transformation is 70-90 percent leadership and 10-30 percent management" (n. p.). According to Leithwood and Riehl (2003, p. 8) "successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work." Tirozzi challenges principals to do more than work as accountability enforces. Tirozzi stresses the need for principals to become accountability leaders.

The principal's duties have changed from historic roles such as resource management and discipline to non-historic roles such as modeling teaching practices and fostering community relationships. Principals take on a multitude of duties necessary to

operate a school in a smooth and efficient manner. Portin (2004) asserts that a principals' main function is to ensure all areas under his/her supervision are fulfilled, whether by the principal directly or by someone else. Unfortunately, many of the principal's responsibilities are not correlated with boosting student achievement. Nevertheless, in the accountability age, it is important that the principal's time be maximized by engaging in activities that will lead to increased student performance (Waters & Grubb, 2004b). Even as principals are held accountable by outside agencies, Elmore (2003b) argues it is the principal who demands accountability of those within the learning community so that the school will succeed at meeting external accountability standards.

Principalship Challenges

"In the great scheme of things, schools may be relatively small organizations, but their leadership challenges are far from small, or simple" (Portin, Schneider, DeArmond, & Gundlach, 2003, p. 5). Not only are principals the organizational leaders, they are change agents (Meyer & Feistritzer, 2003). The success of the principals is often dictated by how effective he or she can diagnose problems, and how timely he or she can rectify or provide a solution which produces results. Portin (2004) summarizes an effective principals as "master diagnosticians" who provide sound solutions to problems (p. 16-17).

The duties of the principal begin long before the first bell and do not end until long after the last bus leaves campus (Godwin, Cunningham, & Childress, 2003). According to Portin (2004), the demands of the principalship require principals to engage in multiple and diverse roles. Cooley and Shen (2003) describe the role of the secondary principal as even more challenging and multifaceted. Moreover, NCLB greatly impacts

the roles and responsibilities of school leaders, especially the school principal. Anthes (2002) contends principals are pressured to improve student achievement and school performance in a time where teacher morale is at an all-time low. NCLB challenges principals to increase test scores and, at the same time, decrease learning gaps. Furthermore, secondary principals face additional pressure because most state accountability systems attach graduation requirements to standardized testing (Tirozzi, 2001).

Portin, Schneider, Dearmond, and Gundlach (2003) identify seven critical areas of building level leadership: (1) instructional, (2) cultural, (3) managerial, (4) human resource, (5) strategic, (6) external development, and (7) micro-political. The principal's level of involvement in fulfilling these leadership responsibilities is often dependant on school demographics such as size and type. For example, it is impossible to think secondary principals would have more subject matter knowledge than all teachers. Portin et al. state regardless of the principal's level of involvement in all seven areas, he or she is responsible for overseeing and ensuring leadership in all seven areas.

According to Godwin et al. (2003), there are four barriers to effective leadership. The first is role conflict. Role conflict is the type of pressure experienced by principals when attempting to fulfill all the managerial and instructional duties associated with being the principal. The second barrier is accountability conflict. Accountability conflict forces principals to constantly evaluate teaching practices and ensure learning takes place at all levels for all students. The third barrier is autonomy conflict. Autonomy conflict gives insight into how principals are held accountable even as they are losing some of their decision making power to higher authorities. The fourth barrier is responsibility

conflict. Responsibility conflict depicts the need for principals to become more in tune with the administrative needs of the school.

Principal Leadership and Student Achievement

Although the influence of good leadership is often immeasurable, the results of poor leadership are easily visible. Similarly, studies have shown leadership to explain less than five percent of the variation in student achievement; yet, leadership accounts for one-fourth of the total effect of all school factors which effect student learning (Leithwood & Riehl, 2003, p. 4). This substantiates research findings indicating leaders of unsuccessful schools were often inferior to those of successful schools. Leithwood and Jantzi (2000) surveyed 1818 teachers and 6490 students to determine what effect, if any, leadership has on student engagement. The results of their study concluded principal leadership has a weak but significant relationship on student engagement.

Effective schools' principals significantly contribute to the teaching and learning environment (Hallinger and Heck, 1998). According to Marzano (2003), an effective teaching and learning environment includes developing a guaranteed and viable curriculum, maintaining challenging goals and effective feedback, supporting parental and community involvement, creating a safe and orderly learning environment, and fostering collegiality and professionalism. Hallinger and Heck (1998) report principals indirectly impact school effectiveness by "framing, conveying and sustaining the schools purposes and goals" (p. 17). According to Brewer (1993, as cited in Hallinger & Heck, 1998), high school principals who maintain high academic goals had higher academic gains, whereas, high school principals who failed to maintain high academic expectations produced lower academic gains.

They are primarily responsible for the school accountability improvements at the building level (Nicholson, Harris-John, & Schimmel, 2005). The principal is the primary school leader designated to lead school improvement initiatives designed to improve the state of learning for students (Finnigan, 2005). The effectiveness of the principals as school leaders is "key to school improvement" (Hess & Kelly, 2007, p. 2). According to Hallinger (2003), "School principals contribute to school effectiveness and student achievement indirectly through the action they take to influence what happens in the classroom" (p. 332).

However, "most leadership practices create temporary, localized flurries of change but little lasting or widespread improvement" (Hargreaves & Fink, 2004, p. 9). The small number of studies establishing a relationship between principal's direct levels of involvement was identified at the elementary school level (Hallinger, 2003). Research conducted by Kaplan et al. (2005) found a statistically significant relationship between principal quality and student achievement in grades three and five. However, the research failed to establish a statistically significant relationship between principal quality and secondary students' achievement.

According to Leithwood (n. d.), there have been three generations of studies on leadership and achievement. The first generation of studies examining the effects of leadership on student achievement was primarily qualitative case study analyses comparing high-performing schools against low-performing schools. These studies failed to identify leadership practices which increased student or school performance. Because of the qualitative nature of these studies and questionable external validity, the best practices of school leaders were difficult to identify. The second generation of studies

was quantitative in nature and compared the effects of overall leadership on student achievement. The results of these studies concluded "the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally significant" (Leithwood, n. d., p. 3).

Researchers in the 1980s continued to examine the relationship of principal leadership and student outcomes. During this time period, principals were viewed as an important part of school management, but literature questioned the role of principals and the effect their leadership practices had on student achievement. This viewpoint led to the third generation of studies which attempted to quantify the effects of principal leadership and student outcomes.

One of the first studies to quantify the effects of principal leadership and student outcomes was conducted by Andrews and Soder (1987). The researchers asked respondents to scrutinize principal-teacher interactions as it relates to the principal as: (1) resource provider (2) instructional resource (3) communicator and (4) visible presence. The results of their study found a significant correlation between principal leadership and student performance at the elementary level. Their findings suggest effective leadership, especially principal leadership, is central to the success of all students. More specifically black students and students from a low socio-economic background are affected by strong effective principal leadership. The research generated the following teacher perceptions on principal leadership: (1) effective principals provide resources for teachers and students (2) effective principals establish and monitor high instructional expectations (3) effective principals are devoted to communicating school goals and (4) effective principals are visible (Andrews & Soder, p. 9).

Hallinger and Heck (1998) conducted an extensive research review of literature exploring the relationship between principal leadership and student achievement. They identified 40 studies from 1980-1995 that measured the following: (1) school principal's belief and leadership behavior (2) school performance as a dependent measure and (3) impact of principals from countries outside of the United States. Their research maintained "principals exercise a measurable, though indirect effect on school effectiveness and student achievement" (Hallinger & Heck, 1998, p. 186). Likewise, Kaplan, Owings, and Nunnery (2005) report "although the principal's effect on student achievement may be indirect, it is crucial" (p. 29). Kaplan et al. (2005) states principals indirectly impact the teaching and learning environment through:

1.   Attracting, selecting, and keeping outstanding teachers.

2.   Working with the school community to establish a common mission, instructional values, and goals.

3.   Creating a school culture grounded in collaboration and high expectations.

4.   Facilitating continuous instructional improvement.

5.   Finding fair, effective ways to improve or remove low-performing teachers.

6.   Producing excellent academic results for all students.

Witziers, Bosker, and Kruger (2003) conducted three meta-analyses to further examine the relationship between educational leadership and student achievement. The first meta-analysis examined the overall effect of educational leadership on student achievement by comparing the effect sizes of multiple studies. The first meta-analysis found "school leadership does have a positive and significant effect on student

achievement" (Witziers et al., p. 408). Findings for the second analysis were based on studies that used only one measurement for leadership. The results of the second meta-analysis found little or no relationship between leadership and student outcomes. The third meta-analysis was based on studies using the Principal Instructional Management Rating Scale. The results of this meta-analysis concluded the relationship between leadership and student achievement is small, with no direct relationship existing in secondary settings.

Additionally, the McREL organization conducted three meta-analyses of the effects of leadership on learning. The initial study focused on "research-based instructional strategies with statistically significant effect on student achievement" (Waters & Cameron, 2006, p. 1). The follow-up study examined school methods that have statistically significant effects on student achievement (Marzano, 2003; Waters and Cameron, 2006). Both studies combined represent an analysis of more than 5,000 studies. In the third study, McREL selected 69 out of more than 5,000 research studies that had the following characteristics: (1) the dependent variable was student achievement (2) the independent variable was leadership (3) student achievement measures were all quantitative and standardized and (4) school level leadership measures were all quantitative and standardized (Marzano, Waters, & McNulty, 2005; Waters & Cameron, 2006, p. 2). After conducting the three meta-analyses, McREL combined those elements of leadership associated with student outcomes into the Balanced Leadership Framework. The Balanced Leadership Framework contains 21 leadership responsibilities with a statistically significant relationship to student achievement (Waters and Grubb, 2004a). Marzano, Waters, and McNulty (2005) assert that when principals who perform the 21

leadership responsibilities at the 50th percentile increase their performance by just one standard deviation they can expect student achievement scores to increase by ten percentile points.

While educational researchers and policymakers continue to debate the degree to which principal leadership performance impacts school performance and student achievement, it is evident that poor leadership can have lasting and damaging effects on school performance and student achievement. According to Leithwood and Riehl (2003), the leadership influence of a good leader is often immeasurable; however, the results of poor leadership are easily determined. Both the school performance and student achievement are often hinged on the decisions made or not by the principal. Therefore it is imperative that researchers continue to analyze the results produced from current principal leadership practices, and make recommendations for improving practices.

Principal Self-Efficacy

Historically, the principal represented the primary source of power in public schools. Pierce (2000) refers to the principal as being the "passport to school success". Principals have direct influence over both teachers and students. Because of this power, accountability mandates, and public anxiety towards the lack of educational quality, it is increasingly important for the school principal to understand the concept of self-efficacy (Smith, Guarino, Strom, & Reed, 2003). According to DeMoulin (1993, p. 167), "individuals with a strong sense of efficacy establish a positive attitude towards themselves and toward their responsibilities".

According to Tschannen-Moran and Gareis (2006), "principal self-efficacy is a promising, but largely unexplored, construct for understanding principal motivation and

behavior" (p. 3). Lyons and Murphy (1994) define principal self-efficacy as "the principal's belief that what he or she does impact student achievement" (p. 3). Principal self-efficacy is believed to have a significant effect on the way principals carry out their leadership duties (Lyons & Murphy, 1994). Lyons and Murphy (1994) go on further to say, "principals high in self-efficacy are more likely to hold themselves accountable for student achievement results" (p. 17). The concept of efficacy in the school environment is important, because an individual's efficacy impacts the decisions that contribute to the organization's performance as a whole. Self-efficacy is the mediating balance between an individual's performance and an individual's achievement.

Principal self-efficacy is believed to have a significant effect on the way principals carry out their leadership duties (Lyons & Murphy, 1994). DeMoulin (1993) believes efficacy is an important element of achievement centered organizations such as schools. DeMoulin conducted an eight year study examining the correlation between self-efficacy and performance. DeMoulin (1993) reports a positive correlation exists between teacher self-efficacy and teacher attitudes towards students ($r = .66$) and student achievement ($r = .55$), student self-efficacy ($r = .77$). DeMoulin (1993) also reports a positive correlation between teacher self-efficacy and classroom creativity ($r = 67$). According to DeMoulin, "improving one's self-efficacy appears to increase individual creativity for maximizing the learning opportunities for students" (p. 192).

In a like manner, DeMoulin's (1993) findings report a positive relationship between principal personal efficacy and task completion. DeMoulin stresses the importance of principal's beliefs in their ability to maximize the teaching and learning opportunities of both teachers and students. In fact, DeMoulin (1993) reports a positive

correlation between principal self-efficacy and teacher self-efficacy ($r =.66$) and job satisfaction ($r = .69$). More specifically, DeMoulin's findings suggest a positive correlation between principals' self-efficacy and their self-perception of their decision making ($r =.63$), delegation ($r = .49$), and communication ($r = .51$). DeMoulin (1993) asserts "a principal's efficacy level can determine how the school functions and is a major factor in whether the school is effective or ineffective" (p.194). DeMoulin (1993) concludes that "high efficacy educators are more willing to change procedures in striving for improvements" (p.196), whereas individuals with a low sense of efficacy settle for using excuses as a justification for failure.

Tschannen-Moran and Gareis (2006) surveyed 558 public school principals using the Principal Sense of Efficacy Scale. They found gender, race, and years of administrative experience to be "largely insignificant" (Tschannen-Moran and Gareis, 2006, p. 14). According to Tschannen-Moran and Gareis (2006) a leader's belief in their abilities strengthens followers' beliefs in their ability to perform. More specifically, principals' self-efficacy beliefs have been found to stimulate teacher self-efficacy beliefs (Tschannen-Moran & Gareis, 2006). Tschannen-Moran and Gareis's (2006) findings reports a strong relationship with principals' self-efficacy and teacher support ($r =.36$).

Tschannen-Moran and Gareis (2006) also found a positive relationship between principal preparation and principals self-efficacy beliefs ($r =.31$). Additionally, they found both human and physical resources are strongly related to principals' sense of efficacy, $r =.36$ and $r =.21$ respectively (Tschannen-Moran & Gareis, 2006).

According to Kaplan et al. (2005, p. 42), "principals need frequent, meaningful assessment designed to generate information for their own professional growth and

school improvement." According to Leithwood, Day, Sammons, Harris, and Hopkins (2006), leadership actions are often the result of personal thoughts and feelings. Bandura (1997) further states, "When performance determines outcomes, efficacy beliefs account for most of the variance in expected outcomes" (p. 24). Data gathered from the National Center for Education Statistics' 2003-2004 School and Staffing Survey (as cited in Klump & Barton, 2007) demonstrates that almost half of public school principals led school who failed to meet either district or state performance standards. In order to decrease the number of schools failing to meet performance standards, Klump and Barton (2007) provide the performance of the leaders overseeing the school performance must improve. Bandura (as cited in Smith et al., 2006) concludes an individual's attitude and performance are influenced by their confidence in their ability to produce positive outcomes.

Standards for School Leaders

Just as teachers have an obligation to seek and utilize new teaching and learning opportunities, principals are equally, if not more obligated to seek and make use of leadership strategies that enable leaders to be more effective (Hallinger & Snidvong, 2005). Hallinger and Snidvongs (2005) provide "advances from research in teaching methodology, teacher effectiveness, school effectiveness, and school improvement represent core areas of knowledge for school leaders" (p. 7). According to Kaplan, Owings, and Nunnery (2005, p. 28), "two decades of school effectiveness research reliably conclude that successful school invariably have dynamic, knowledgeable, and focused leaders." Principals who have demonstrated mastery of research based standards, such as the ISLLC standards, tend to have high achieving schools that those who are

believed to have not mastered standards based leadership. Hallinger and Snidvongs (2005) state principals who fail to change during times of change do not get better, they get worse. Furthermore school development is a fundamental, indispensable component of school leadership. Hallinger and Snidvongs (2005) describe leaders who do not engage in continuous leadership development as "at-risk" leaders (p. 10).

ISLLC Standards

According to Waters and Grubb (2004b), "it is not enough to just know what is important; principals must also know what is essential" (p. 1). David Starr Jordan (as cited in Waters & Cameron, 2006, p. 1) states "wisdom is knowing what to do next, skill is knowing how to do it, and virtue is doing it." "Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement" (Council of Chief State School Officers, 1996, p. 5). The need for principals to be able to decipher between important and essential behaviors led to a movement to create standards for school leaders. The push for standards for school leaders began in 1994 when the Council of Chief State School Officers (CCSSO) commissioned the Interstate School Leaders Licensure Consortium (ISLLC) to work with the National Policy Board for Educational Administrations. The consortium presented ideas and thoughts on school leadership. They were tasked with establishing a foundation for what represents effective school leadership. In 1996, the two groups presented what has become known as the ISLLC standards. The ISLLC standards are made up of six standards which describe the "common core on knowledge, disposition, and performances" designed to "enhance the skills of school leaders" which lead to "enhanced educational outcomes" (Council of Chief State School Officers, 1996, p. iii).

Standard 1: The Vision of Learning

> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and steward ship of a vision of learning that is shared and supported by the school community. (Council of Chief State School Officers, 1996, p. 10)

Standard 2: The Culture of Teaching and Learning

> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining school culture and instructional programs conducive to student learning and staff professional growth. (Council of Chief State School Officers, 1996, p. 12)

Standard 3: The Management of Learning

> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment. (Council of Chief State School Officers, 1996, p. 14)

Standard 4: Relationships with the Broader Community to Foster Learning

> A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Council of Chief State School Officers, 1996, p. 16)

Standard 5: Integrity, Fairness, and Ethics in Learning

A school administrator is an educational leader who promotes the success

of all students by acting with integrity, fairness, and in an ethical manner.

(Council of Chief State School Officers, 1996, p. 18)

Standard 6: The Political, Social, Economic, Legal, and Cultural Context of

Learning

A school administrator is an educational leader who promotes the success

of all students by understanding, responding to, and influencing the larger

political social, economic, legal, and cultural context. (Council of Chief

State School Officers, 1996, p. 20)

According to Johnson and Uline (2005), one of the most difficult tasks of any

school leader is to get individuals to accept change. Principals are continuously charged

with implementing a curriculum program which challenges advanced students, but also

meets the educational needs of low-performing students. Principals make school-wide

decisions that affect individuals in many different ways. The ISLLC standards focus the

need for principals to build relationships with both staff and students. The better the

cultural and instructional relationship principals has with students and staff, the more

likely the principals is to develop an atmosphere where teachers can teach and students

can learn.

However, just as principals can create a positive environment, they can also create

a negative environment. Principals who neglect their obligation to build relationships

with educational stakeholders, such as teachers, staff and students, run the risk of shaping

an environment where teachers feeling neglected, parents feel cut-off, and students'

educational needs are not met. It is important for principals to make teachers feel as

though they play a vital role in the educational process, by valuing and respecting their opinions. Johnson and Uline (2005) suggest professional development as a useful tool for shaping and developing a culture for teaching and learning.

Acknowledging the principals' primary focus is student achievement and school success, Johnson and Uline (2005) believe school safety is also an important part of teaching and learning. The principal allocates both human and physical resources necessary to ensure that instructional interruptions are held to a minimum. The principal should welcome support and assistance from community agents; however, academic integrity should never be compromised. Principals have an obligation to make tough decisions that are not only legal, but aligned with community values and expectations. As the ranking authority within the building setting, it is often necessary for principals to utilize political structures to obtain educational resources. Often a principal's ability or inability to mange politics could be a determining factor as to whether or not he or she is successful as a school leader. Johnson and Uline (2005) believe school leader's decisions should address academic outcomes, but principals should not ignore the political ramifications of decisions, especially when trying to institute change.

Since the 1990s, the leadership of the principals has been recognized as one of the most important factors that contribute to student achievement. The recognition of the importance of principal leadership skills established the foundation for the ISLLC standards. However, the ISLLC standards were very broad and did not discuss which behaviors played a major role in student achievement and school success. McREL saw the need to expand upon the ISLLC standards and examine the specific leadership behaviors and responsibilities associated with high student achievement. In an effort to

examine and identify leadership behaviors related to student achievement, McREL

conducted two meta-analyses. The results of McREL's findings led to the development of

the Balanced Leadership Framework. As noted above, the Balanced Leadership

Framework consists of 21 leadership responsibilities and 66 associated practices that are

positively correlated to student achievement (Waters & Grubb, 2004a). Current McREL

research focuses on ensuring school leaders know and understand why the practices are

important. David Starr Jordan (as cited in Waters & Cameron, 2006, p. 1) states "wisdom

is knowing what to do next, skill is knowing how to do it, and virtue is doing it."

<div align="center">Balanced Leadership Framework</div>

M. Christine Devita, President of the Wallace Foundation, states the importance

of leadership to student learning is unquestionable; however, the degree to which

leadership impacts learning is debatable. Nonetheless, research conducted through large-

scale studies has shown that leadership does matter. Leadership, according to Devita, is

crucial to learning environments where students are the most severe. Devita asserts the

effectiveness of school leadership stimulates the learning environment by presenting a

shared vision, making research-based decisions, promoting professional learning, and

fostering a learning-centered environment (as cited in Leithwood, Louis, Anderson, &

Wahlstrom, 2004, p. 1).

Indeed, the concept that organizations need effective leadership is clear-cut;

however, the methods and know-how of effective leaders is easier said than done

(Leithwood, Louis, Anderson, & Wahlstrom, 2004). The Balanced Leadership

Framework acknowledges the complexity of effective school leadership by suggesting

effective principals successfully perform multiple responsibilities. In addition, the

Balanced Leadership Framework emphasizes the importance of principal's ability to differentiate between what is important and what is essential (Waters & Cameron, 2006). Waters, Marzano, and McNulty (2003) discuss the need for another leadership framework in their working paper entitled *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement.* Waters et al. acknowledge leadership is an important part of student learning; however, previous leadership models fail to identify which responsibilities of leadership positively effect student achievement and by how much. The Balanced Leadership Framework is unlike any other leadership work in the fact that it is based on quantitative studies. The Balanced Leadership Framework focuses on school leaders knowing what, when, why, and how to perform research-based practices that correlate to school achievement (Waters & Grubb, 2004b, p. 7).

The findings of McRELs' meta-analysis report the 21 leadership responsibilities, outlined in the Balanced Leadership Framework, that correlate (Note: correlation is presented as an effect size) with student achievement ($r = .25$). This means one standard deviation of principal leadership improvement may yield a ten percentile increase in student achievement. In addition to the 21 leadership responsibilities, the Balanced Leadership Framework outlines 66 associated practices that have a statistically significant relationship to student achievement. In addition, to those findings, McREL notes not all strong leaders have a positive impact on student achievement (Waters, Marzano, & McNulty, 2003). Leaders, according to Waters and Cameron (2006), can have a positive, negative, or no impact on achievement. McREL describes this as the "differential impact" of leadership on student achievement. McRELs' Balanced Leadership Framework

categorizes each responsibility as part of first-order and/or second-order change. McREL also discusses the order of chance impacts the organization and its members affected by the change (Waters & Grubb, 2004a, p. 2; Waters, Marzano, & McNulty, 2003).

The Balanced Leadership Framework expands upon the ISLLC standards in four respects. First, the Balanced Leadership Framework has increased utility. In other words, the language directly points to what a leader should know and be able to do whereas the ISLLC standards illustrate a broad overview. The Balanced Leadership Framework is user-friendly. For example, the ISLLC standards describe six descriptors of effective communication, while the Balanced Leadership Framework has only one responsibility with three related practices (Waters & Grubb, 2004a, p. 3). Second, the Balanced Leadership Framework uses research-based guidance; it is based heavily on research studies and dissertation, whereas ISLLC standards were derived mainly from professional ideology. The Balanced Leadership Framework develops a numerical (statistical) connection between leadership responsibilities and student achievement (Waters & Grubb, 2004a, p. 3). Third, the Balanced Leadership Framework identifies priorities; it ranks leadership responsibilities found to have the strongest correlation to student achievement. The ISLLC standards do not present any statistical reference to what leaders do, or how their actions relate to student achievement. The Balanced Leadership Framework establishes leadership focus for school leaders and leadership preparation programs (Waters & Grubb, 2004a, p. 4-5). Fourth, the Balanced Leadership Framework provides new insights into change leadership. Education is constantly changing, and with the mandates of NCLB, both high-performing and low-performing school leaders are expected to constantly assess and change practices as necessary to

meet the increasing demands of both individuals and organizations (Waters & Grubb, 2004a, p. 6).

The demands of accountability necessitate that all schools have in place a principal who not only possesses strong organizational skills, but effective people leadership or relationship skills. Moreover accountability deems it necessary for principals to raise low staff expectations, provide strategies for raising student achievement, and improve classroom instruction through monitoring and staff development (Tirozzi, 2001). Effective principals understand how to "focus" their leadership on activities that improve achievement results. Effective principals understand the "magnitude of change" associated with the activities. Effective principals utilize a community of educations whose purpose is to enhance academic performance. Waters and Cameron (2006) stress "failing to understand these implications and manage them can result in a good idea . . . being poorly implemented" (p.10).

The 21 leadership responsibilities outlined in the Balanced Leadership Framework are divided into three components: (1) Purposeful Community-affirmation, communication, culture, ideals/beliefs, input, relationships, situational awareness, visibility, (2) Focus of Change- contingent rewards , discipline, focus, involvement in curriculum, instruction, and assessment, order, outreach, resources, and (3) Magnitude of Change-change agent, flexibility, ideals/beliefs, intellectual stimulation, knowledge of curriculum, instruction, and assessment, monitor/evaluate, and optimize.

Purposeful Community

Waters and Cameron (2006) define a purposeful community "as one with the collective efficacy and capability to use all available assets to accomplish purposes and

produce outcomes that matter to all community members through agreed-upon processes" (p. 46). Leading change is most effective when the principal enlists the support of a small group, usually the leadership team, who assist the leader in fulfilling the change objective (Marzano, 2003). Waters and Cameron (2006) go on further to say "leaders create a purposeful or intentional communities by developing a vision of meaningful outcomes that they can only achieve as a community" (p. 47). The leaders emphasize it takes everyone to attain the collective goals that they all share. The focus is on working together instead of working as an individual. Involving others is an important part of implementing and maintaining change initiatives. The principal ensures school goals are meaningful, and encourages others to contribute to fulfilling the goal expectation (Hargreaves & Fink, 2004). There are eight responsibilities associated with the principal's capacity to build a purposeful community:

Affirmation. The principal "recognizes and celebrates school accomplishments and acknowledges failures" (Marzano, Water, & McNulty, 2005, p.41). Cotton (2003) finds "ceremonies and rituals . . . are integral to effective schools and are often missing— or are curiously hollow—in less effective ones" (p. 20).

Communication. The principal "establishes strong lines of communication with teachers and among students" (Marzano, Waters, & McNulty, 2005, p. 46). Moreover, 74% of secondary students stressed the importance of principals listening to students (MetLife, 2003, p. 9).

Culture. The principal "fosters shared beliefs and a sense of community and cooperation." Cotton (2003) suggests, "The principal's contribution to the quality of the school climates is a composite of all the things he or she says or does" (p. 14).

Ideals/Beliefs. The principals responsibility to "communicate and operate from strong ideals and beliefs about schooling" (Marzano, Waters, & McNulty, 2005, p. 51). Moreover effective principal believe they have the responsibility to improve their school's performance regardless of situation (Cotton, 2003).

Input. The principal "involves teachers in the design and implementation of important decisions" (Marzano, Waters, & McNulty, 2005, p. 51). Cotton (2003) stated, "Principals of high-achieving schools involved their staffs in school governance and instructional programs decisions" (p. 21).

Relationship. The principal "demonstrates awareness of the personal aspect of teachers and staff" (Marzano, Waters, & McNulty, 2005, p. 58). Cotton (2003) found "principals of high-achieving schools are capable and caring communicators" (p. 17).

Situational Awareness. The principal's "awareness of the details and the undercurrents regarding the functioning of the school and their use of this information to address current and potential problems" (Marzano, Waters, & McNulty, 2005, p. 60). Moreover, effective principals accurately gauge the level of teacher support. The principals' ability to accurately predict support better enables them to ward off those who seek to undermine the goals of the organization.

Visibility. The principal "has quality contacts and interactions with teachers and students" (Marzano, Waters, & McNulty, 2005, p. 61). Cotton (2003) believes "effective principals are a frequent presence in classrooms, observing and interacting with teachers and students" (p. 14).

The concept of enlisting the assistance of others to create a improve productivity and efficiency is not a new concept of leadership. McREL stresses the importance of

leaders ensuring stakeholders feel vested in both the student and school performance. Research conducted by McREL asserts a successful school transformation includes a diverse representation of all stakeholders. Involving stakeholders increase the likelihood of success (Waters & Cameron, 2006). Today's educational climate of accountability has virtually brought an end to the era in which principals made decisions in isolation. As the principles and practices of effective leadership become more inclusive, principals are increasingly expected to include other stakeholders, such as teachers, parents, community members and even students in the decision-making process (Hallinger & Snidvongs, 2005). According to Schnur (as cited in Kaplan et al., 2005, p. 28), "many of the most impressive examples of school-wide change and student achievement gains involve a talented principal who has brought together teachers, parents, and students. . . to improve teaching and learning."

As a school leader, the principal is expected to provide guidance and support for teachers. Effective school research identifies many ways the principal can provide such support. The principal may choose to be collaborative-working directly with teachers as their equal, non-directive-hands-off, allowing teachers to decide the best course of action, or directive-using their power to force change. Research conducted by Mendel, Watson, and MacGregor (2002) found 60% of principals were collaborative, 33% non-directive, and only 7% directive. The researchers argue positive school climates tended to have principals working in collaboration with teachers; however, schools that reported poor school climates tended to have directive principals. Their findings concluded principal leadership behavior and the way principals involved others in decision-making have a significant impact on school climate.

Effective principals recognize the positive effects school culture and climate have on creating and sustaining classroom instruction that promote student achievement and school success (Waters, Marzano, & McNulty, 2003). Effective school leaders are "moral agents and social advocates for the children and the communities they serve" (Council of Chief State School Officers, 1996, p. 5). According to O'Donnell and White (2005), "effective principals display caring attitudes toward staff members, students, and parents" (p. 68). Even as principals are being held more accountable for students' learning outcomes and school improvement, they must work vigorously to involve others in the decision making process (Lashway, 2001). According to Ubben, Hughes, and Norris (2001), principals can improve their organization by encouraging and fostering individuals from within the organization to serve as leaders of learning.

Focus of Change

The effect of leadership is often questioned. Many of the 69 studies used by McREL to derive the Balanced Leadership Framework found a negative correlation between leadership and student achievement. Such evidence supports the need for principals to engage in activities that produce positive student outcomes and increase school performance. The need for leaders to learn is not limited to those individuals serving in low-performing schools. For example, if a principal serving in a high-performing school district does not challenge the status quo, then growth for that school will likely become stagnate. Likewise, principals who attempt to implement change without understanding how those changes will affect the organization may encounter results that are inconsistent and unsustainable which will ultimately lead to resistance. On

the other hand, principals who only deal with situations when and if they arise but fail to address the real issues often fail to produce results (Waters & Cameron, 2006).

Using three examples, Waters and Cameron (2006) compares the leadership role/behavior of the principal to a spark plug. For example, "putting new spark plugs in an automobile that is already running well" is indicative of principal who does not seek new opportunities to grow and ultimately school performance becomes stagnate (Waters & Cameron, 2006, p. 21). Another example is "providing a spark plug to someone to install in a poorly run automobile without instructions for installing them." This is similar to a principal implementing a new curriculum without providing the necessary professional development to ensure consistency and sustainability (Waters & Cameron, 2006, p. 22). The final example is, "putting new seat covers in a car that is backfiring or stalling" (Waters & Cameron, 2006, p. 22). This is an example of a principal who provides cosmetic remedies as solutions to systematic problems. This type of principal fails to address the real issue, and ultimately there is no increased performance.

According to Portin et al. (2003, p. 9), "the core of the principal's job is diagnosing his or her particular schools' needs, and given the resources and talents available, deciding on how to meet them." McREL found some strong leaders fail to impact student achievement, because they focus on activities that do not correlate to student achievement (Waters & Cameron, 2006, p. 9). Marzano (2003) believes principals support educational objectives by ensuring instructional time is not wasted by establishing policies and procedures which deter any disturbance of the learning environment. Principals should ensure parents are knowledgeable of and in support of the school's mission and vision of learning. Hebert (2006) discusses the battles principals

face in maneuvering between the role of school manager and school leader. Hebert believes principals should focus on school leadership as their primary function and management secondary, whenever possible. Indeed, multi-tasking is a major aspect of being a school principal. The principal must be able to blend both managerial duties and leadership responsibilities in order to be effective (Hebert, 2006).

According to Ubben, Hughes, and Norris (2001), principals of effective schools demonstrate both managerial and leadership competency. For example, as a manager the principals create a sense of normality, but as a leader the principal uses normality to challenge the status quo. Leaders discover ways to make current practices better. Effective principals use their vision to communicate their goals and expectations. Vision is the driving force behind building organizational cohesion. A major influence upon principal leadership behavior is their morals and values (Hebert, 2006; Ubben, Hughes, & Norris, 2001). The commitment level of others is often predicated on their perception of the types of decisions the principal makes.

There are seven responsibilities associated with the principal's focus of change:

Contingent Rewards. The principal "recognize and rewards individual accomplishments" (Marzano, Waters, & McNulty, 2005, p. 45). Cotton (2003) adds "principals of high-achieving schools make a point of recognizing achievement and improvement" (p. 40). According to a MetLife (2003) survey, 51% of teachers and 60% of parents believe motivating teachers and students to do their best is the most important responsibility of the principal. Ubben, Hughes, and Norris (2001), believe effective school leaders acknowledge academic achievement on a school-wide basis, encourage a

stable learning environment, use research-based practices, promote parental involvement, and have high expectations for all students (p. 77).

Discipline. The principal "protects teachers from issues and influences that would detract from their teaching time or focus" (Marzano, Waters, & McNulty, 2005, p. 48). Cotton (2003) states effective principals make every effort to avoid non-instructional distractions.

Focus. It is the principal's responsibility to "establish clear goals and keep those goals in the forefront of the school's attention" (Marzano, Waters, & McNulty, 2005, p. 50). Cotton (2003) adds a principal's focus is "the principal's expression of high expectations . . . guides high-achieving" (p. 11). Cotton (2003) also suggests a "strong focus on academics is a key determinant of student outcomes" (p. 9). Hallinger and Heck (1998) add a primary function of the school principal is to guide the staff towards a common understanding of school values.

Involvement of Curriculum, Instruction, and Assessment (CIA). The principal "is directly involved in the design and implementation of curriculum, instruction, and assessment practices." (Marzano, Waters, & McNulty, 2005, p. 54). Cotton (2003) provides "principals who are knowledgeable about and actively involved in the school's instructional program have higher-achieving students than principals who manage only the non-instructional aspects of their schools" (p. 25).

Order. It is the principal's responsibility to "establish a set of standard operating procedures and routines" (Marzano, Waters, & McNulty, 2005, p. 57). Cotton (2003) further provides effective principals "exhibit personal warmth and accessibility, ensuring that there is broad-based agreement for student behavior" (p. 8). Effective principals

encourage everyone to assume the responsibility of creating an environment conducive to learning. According to a MetLife (2003) survey, 45% of principals responded safety was their most important responsibility.

Outreach. The principal "is an advocate and spokesperson for the school to all stakeholders" (Marzano, Waters, & McNulty, 2005, p. 58). Cotton (2003) adds "principals- of high-achieving schools are more involved in outreach to parents and other community members that are less-successful principals" (p. 18).

Resources. The principal "provides teachers with materials and professional development necessary for the successful execution of their jobs" (Marzano, Waters, & McNulty, 2005, p. 59). Cotton (2003) adds effective principals locate and offer quality resources to staff. The principal is responsible for securing resources, allocating planning time, and encouraging collaboration. It is essential for principals, especially secondary principals, to not only stay abreast of current teaching methods, but subject area knowledge as well. Principals cannot support teachers if they do not possess the curriculum and instructional knowledge to do so (Klump & Barton, 2007).

Magnitude of Change

Waters and Cameron (2006) assert it takes more than a strong leader to ensure positive outcomes. Many strong leaders fail to produce results because of their lack of ability to understand the impact of the decisions they make. The inability of a leader to acknowledge how change affects people differently may result in outcomes which adversely affect student achievement and ultimately school success. An effective leader understands the impact of their actions. The ability to implement policy and procedures that foster a positive learning environment is recurring characteristic of school leaders

who increased both student and school performance (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Effective leaders understand change is fluid. McREL's theory of change is made up of four phases. The first phase creates demand through the school leader's ability to intellectually stimulate, serve as a change agent, and the leader's ideals and beliefs. As school principal, he or she must believe and get others to believe that the status quo is not always best. Principals can use professional development as a tool to challenge the status quo. The principal is the chief communicator of his or her vision for change. The second phase implements change based on the principals' knowledge of curriculum, instruction, and assessment and how they inspire others. Stated differently, principals lead change by modeling change. The principal motivates others to accept change and believe that the change will produce results. The lack or failure of the principal to commit to leading change will result in changes failing. The third phase focuses on managing person transition. The principal displays an understanding that people change at different rates. He or she demonstrates enough flexibility to understand change takes times, without wasting time waiting on others to change. The principal should know "when to direct, when to step back, when to answer questions and when to answer them, when to speak and when to listen" (Waters & Cameron, 2006, p. 39). The fourth phase involves monitoring and evaluating. The principal constantly and consistently monitor and evaluate the staff, students, facility, and instruction. Monitoring and evaluation is an effective tool for principals to identify areas of improvement and gauge the productivity of changes. Ultimately, principals should know what works well and how well does it work (Waters & Cameron, 2006).

There are seven responsibilities associated with the principal's ability to judge magnitude of change:

Change agent. The principal "is willing to and actively challenges the status quo" (p. 44). Cotton (2003) estimates effective principals "encourage teachers to take risks because they themselves tend to be risk takers" (p. 34).

Flexibility. The principal "adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent" (Marzano, Waters, & McNulty, 2005, p. 49). Cotton (2003) adds effective principals "allow teachers more instructional autonomy" than ineffective principals. Moreover, effective principals protect teachers from unnecessary outside pressures.

Ideals/Beliefs. Note: appears in both Purposeful community and magnitude of change

Intellectual Stimulation. The principal "ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture" (Marzano, Waters, & McNulty, 2005, p. 52). Cotton (2003) adds effective principals establish a culture where "improvement is a permanent part of school life" (p. 29).

Knowledge of Curriculum, Instruction, and Assessment (CIA). The principal 'is knowledgeable of current curriculum, instruction, and assessment practices" (Marzano, Waters, & McNulty, 2005, p. 54). Cotton (2003) provides "principals of high-achieving schools are knowledgeable about curriculum and instruction; facilitate discussion among staff about these issues" (p. 30). More importantly, principals cannot support teachers if

they do not possess the curriculum and instructional knowledge to do so (Klump &
Barton, 2007).

Monitor/Evaluate. The principal "monitors the effectiveness of school practices
and their impact on student learning" (Marzano, Waters, & McNulty, 2005, p. 55).
Cotton (2003) found effective principals (1) observe classrooms and teachers with the
intent of providing feedback that will enhance learning and improve planning; (2)
frequently monitor the progress of students and implement mechanisms to share
outcomes with stakeholders; and (3) utilize data results to "improve the instructional
program" (p. 39). School accountability mandates challenge and encourage principals to
utilize data when making decisions (Meyer & Feistritzer, 2003). Earl and Fullan (2003)
provide that principals ought to be able to analyze and interpret data in order to make
school improvement.

Optimize. The principal "inspires and leads new and challenging innovations"
(Marzano, Waters, & McNulty, 2005, p. 56). Moreover "effective principals . . . provide
resources and even pressure to keep others similarly focused" (Cotton, 2003, p. 27).

First-Order vs. Second-Order Change

Further analysis of the 21 leadership responsibilities indicates all responsibilities
are positively correlated to first-order change. On the other hand, only 11 responsibilities
correlate to second-order change, of which seven are positively correlated and four
negatively correlated (Waters & Cameron, 2006, p. 11). Culture, order, communication,
and input responsibilities were negatively correlated to second-order change. McREL
suggests distributing theses responsibilities to others members in the school organization
as a way to counter negative response. Suggested members may include, but is not

limited to, assistant principals, lead teachers, and department chairs (Marzano, Waters, & McNulty, 2005; Waters & Cameron, 2006).

The notion that a particular leadership style is more effective than any other style strongly questions the reality that different situations and different organizational needs warrant different styles of leadership. Leithwood, Louis, Anderson, and Wahlstrom (2004) contend that it is more feasible to develop and train leaders in more a balanced style of leadership, one that enables a leader to be as flexible as the organization situation mandates.

The impact of Balanced Leadership Framework has contributed significantly to the area of principal leadership and achievement research; however, Leithwood (n. d.) cautions not to overstate the effects of principal leadership on student achievement for several reasons. First, the analysis only provides a correlation between leadership and achievement and not a cause-effect relationship. Secondly, the likelihood of a principal improving in all 21 responsibilities is doubtful at best.

Summary

Under new accountability standards and school mandates, a principal's success is judged by student and school performance. Hence, the literature examining the role of the principal and effective leadership has greatly expanded over the years. As the role of the principal has changed, the elements of an effective school leader have also changed. The literature documents the numerous challenges that principals face, but the literature also suggests that principals can overcome those challenges and succeed by performing the 21 leadership responsibilities presented in the Balanced Leadership Framework. These responsibilities have been found to have a statistically significant relationship to

student achievement. There are numerous facets and forms of leadership theories that provide the theoretical framework from which the Balanced Leadership Framework is based. Those theories include total quality management, servant leadership, situational leadership, transformational leadership and instructional leadership. Each of these aspects of leadership provides an invaluable backdrop for examining the present day role of the principal and self-efficacy in the area of effective leadership. Although a historic review of the literature provides a number of collected characteristics or elements of an effective leader, the Balanced Leadership Framework appears to provide the most comprehensive catalog of elements. The literature suggests that the Balanced Leadership Framework is the underpinning of many school reform and accountability mandates. Provided that implication, it appears that the Balanced Leadership Framework provides a good measuring tool for effective principal leadership and principal self-efficacy.

CHAPTER III

METHODOLOGY

Overview

The purpose of the study was to determine if there is a statistically significant relationship between principals' ratings of self-efficacy and school performance classifications under the Mississippi Schools Accountability System. Additionally, this study examined the degree to which Mississippi high school administrators delegate the 21 leadership responsibilities outlined in the Balanced Leadership Framework. Accordingly, Chapter III describes the research design and the independent and dependent variable to be used in this study. Also included in Chapter III is a brief description of the participants used in this study. The chapter also includes the description of the instrument utilized in this study; moreover, this chapter includes a description of the manner in which data was collected. Chapter III concludes with information about the statistical tests and significance level by which research questions were analyzed.

Research Design

Through quantitative statistical analysis, this correlational study examined the relationships among three independent variables and three dependent variables. The independent variables included the principals' ratings of self-efficacy in fulfilling the 21 responsibilities outlined in McREL's Balanced Leadership Framework, principals' ratings of delegatee effectiveness, and the principals' perception of change as defined by McREL. The dependent variables include school performance ratings, school growth status, and student achievement. The school performance ratings are assigned to schools based on student achievement and growth. According to Mississippi Department of

Education (2006) school performance ratings are divided into five levels: Level 1 (Low-Performing), Level 2 (Under-Performing), Level 3 (Successful), Level 4 (Exemplary), and Level 5 (Superior-Performing). School growth status or growth expectation is a psychometric formula used to gauge student improvement. Schools are considered to have Exceeded, Met, or Not-Met their growth expectation "based on annual assessment data and using a psychometrically approved formula to track progress" (Mississippi Department of Education, 2006, p. 61). Student achievement was determined according to schools' mean scale score on the four Subject Area Testing Program exams. Those examinations include Algebra I, Biology I, U.S. History from 1877, and English II.

Participants

The pilot study participants included a convenience sample of high school principals from the states of Louisiana and Alabama. The researcher obtained a copy of the Louisiana Directory and Alabama School Listings directory. Both directories are public record and were obtained from the respective states' department of education websites.

The study's participants were comprised of all Mississippi public school administrators who serve as high school and/or attendance center principals. The researcher obtained school names and administrator names from the 2007 Education Directory posted on the Mississippi Department of Education website and the 2007-2008 Mississippi High School Athletic Association 2007-2008 High School Directory. There were approximately 264 school principals who fit into these categories. The research excluded the Mississippi School for the Blind, Mississippi School for the Deaf, Mississippi School for the Arts, and the Mississippi School for Mathematics and Science.

Instrumentation

The data were gathered using a coded quantitative instrument, the Principal Leadership Self-Efficacy Survey, developed by the researcher (see Appendix A). The McREL organization granted the researcher permission to adapt the 21 leadership responsibilities for use (see Appendix B). The instrument obtains participant demographic information, leadership self-efficacy information, and effectiveness of delegate performance. Demographic information included age, gender, highest degree obtained, length of time in education, and length of time as principal. The Principal Leadership Self-Efficacy Survey (see Appendix A) adapts the 21 leadership responsibilities outlined in the Balanced Leadership Framework to obtain leadership self-efficacy ratings. Each responsibility was formatted as a question. Principals were asked to rate their leadership self-efficacy using a five-point Likert scale where 1 = Very Weak, 2 = Weak, 3 = Moderate, 4 = Good, and 5 = Very Good. Participants were asked to indicate whether or not they delegate any of the 21 leadership responsibilities. If the responsibilities are delegated, participants were expected to rate the performance of the individual performing the delegated responsibility using a five-point Likert scale where 1 = Very Weak, 2 = Weak, 3 = Moderate, 4 = Good, and 5 = Very Good. Participants were asked to describe the direction of their school as it relates to change. For the purposes of this study, the direction of school change is either first-order or second-order change.

Reliability and Validity

Research conducted by McREL determined that there is "strong construct validity among the 21 responsibilities" (Waters & Cameron, 2006, p. 11) presented in the Principal Leadership Self-Efficacy Survey (see Appendix A). A pilot test of the

instrument was conducted to obtain required reliability statistics. In order to determine the statistical reliability of the Principal Leadership Self-Efficacy Survey (see Appendix A), the researcher mailed 30 pilot instruments to high school principals in Louisiana and Alabama. Of the 30 mailed instruments, 18 were returned for a return rate of 60%. The researcher conducted statistical analysis to determine the Cronbach's alpha reliability statistic for principals' self efficacy ratings on their beliefs to perform the 21 leadership responsibilities outlined in McRELs' Balanced Leadership Framework. The Cronbach's alpha reliability statistics was .94. The researcher also conducted statistical analysis to determine the Cronbach's alpha reliability statistic for principals' ratings on their beliefs of delegate performance of the 21 leadership responsibilities outlined in McRELs' Balanced Leadership Framework. The Cronbach's alpha reliability statistics was .94.

<center>Procedures</center>

The researcher received dissertation committee approval for further study in March 2008. The researcher applied and received permission from The University of Southern Mississippi's Institutional Review Board (IRB) approval conduct study (see Appendix C). After IRB approval, the researcher conducted a pilot test to obtain required reliability statistics. The researcher utilized high school principals from Alabama and Louisiana to obtain reliability statistics. The researcher obtained a copy of the Louisiana Directory and Alabama School Listings directory. Both directories are public record and were obtained from the respective states' department of education website. The researcher mailed a copy of the proposed instrument (see Appendix A) and Cover Letter (Appendix D) directly to selected principals. Upon receipt of pilot instrument from pilot

participants, the researcher entered responses into SPSS 16.0 for statistical analysis. The

purpose of this analysis was to analyze the proposed instrument for reliability.

After conducting statistical analysis, the proposed instrument was forwarded to

the study's participants without changes, Mississippi public school administrators who

serve as high school and/or attendance center principals. The researcher obtained school

names and administrator names from the 2007 Education Directory posted on the

Mississippi Department of Education website and the 2007-2008 Mississippi High

School Athletic Association 2007-2008 High School Directory. The participants were

mailed a packet which included a Cover Letter (Appendix E), Principal Leadership Self-

Efficacy Survey (Appendix A), IRB approval (Appendix C), and Informed Consent (see

Appendix F). The researcher organized prospective participants by their respective

school's name listed alphabetically. Each participant was assigned a numerical code to

maintain a degree of confidentiality, yet allowing the researcher to later be able to match

returned participant surveys with their school's performance, growth, and achievement

data. The numerical codes began with the number one and continued until all participants

were assigned a numerical designation. The survey was designed to take no longer than

20-25 minutes to complete. The participants were asked to complete personal

demographic data, such as: gender, age, educational level, length of time in education,

and length of time as principal. Upon completion of the survey, the participants were

asked to return the survey back to the researcher utilizing a supplied, pre-stamped

envelope. The researcher utilized the Mississippi Assessment and Accountability

Reporting System (MAARS) located on the Mississippi Department of Education website

to obtain school performance ratings, growth expectation results, and subject area testing

program scores. All data retrieved from the Mississippi Department of Education website is public knowledge. Data collected from MAARS was matched accordingly to the participant who serves as either principal and/or attendance center principal of the particular school. The researcher conducted statistical testing according to the research hypotheses outlined in this study.

Data Analysis

The researcher performed Discriminant Function Analysis, Multiple Linear Regressions, and Chi-square tests to analyze the following research hypotheses. A significance level of .05 was used to determine a statistical relationship.

Research Hypotheses

H_1: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications. A Discriminant Function Analysis was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship.

H_2: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status. A Discriminant Function Analysis was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship.

H_3: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the

Balanced Leadership Framework and Algebra I mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine a statistical relationship.

H_4: There is a statistically significant relationship between Mississippi high

school principals' ratings of self-efficacy relative to the elements of the

Balanced Leadership Framework and Biology I mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine a statistical relationship.

H_5: There is a statistically significant relationship between Mississippi high

school principals' ratings of self-efficacy relative to the elements of the

Balanced Leadership Framework and U. S. History from 1877 mean

scores. A Multiple Linear Regression was conducted to analyze the

hypothesis using a significance level of .05 to determine a statistical

relationship.

H_6: There is a statistically significant relationship between Mississippi high

school principals' ratings of self-efficacy relative to the elements of the

Balanced Leadership Framework and English II mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine a statistical relationship.

H_7: There is a statistically significance difference between Mississippi high

school principals' perception of change and school performance

classification. A Chi-square was conducted to analyze the hypothesis

using a significance level of .05 to determine a statistical relationship.

H_8: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and their schools' performance

classifications. A Discriminant Function Analysis was conducted to

analyze the hypothesis using a significance level of .05 to determine a

statistical relationship.

H_9: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and school growth status. A

Discriminant Function Analysis was conducted to analyze the hypothesis

using a significance level of .05 to determine a statistical relationship.

H_{10}: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and Algebra I mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine a statistical relationship.

H_{11}: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and Biology I mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine statistical a relationship.

H_{12}: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and U. S. History from 1877 mean

scores. A Multiple Linear Regression was conducted to analyze the

hypothesis using a significance level of .05 determine a statistical

relationship.

H_{13}: There is a statistically significant relationship between efficacy of

delegatees' performance as rated by principals using the elements of the

Balanced Leadership Framework and English II mean scores. A Multiple

Linear Regression was conducted to analyze the hypothesis using a

significance level of .05 to determine a statistical relationship.

Summary

In summary, Chapter III introduced the variables in this study. Additionally, the

research design was presented. Chapter III provided the procedures for how participants

were selected for both the pilot study and the research study. Chapter III described the

process for establishing both instrument reliability and validity. The Principal Leadership

Self-Efficacy Survey was described both in purpose and design. Chapter III concludes by

listing research hypotheses which guide the study and the statistical analyses performed

to determine statistical significance.

CHAPTER IV

RESULTS

Introduction

The primary purpose of the study was to determine if there is a statistically

significant relationship between principals' ratings of leadership self-efficacy, and school

performance and student achievement. A secondary purpose of this study was to

determine if there is a statistically significant relationship between principals' ratings of

delegatee performance, and school performance and student achievement. This study

utilized principals' ratings of the 21 Leadership Responsibilities outlined in McREL's

Balanced Leadership Framework. The Mississippi Schools Accountability System was

used to describe school performance classifications and student achievement. Chapter IV

introduces the descriptive statistics and statistical analyses for the study. The descriptive

statistics describe the sample demographic data. Mean and standard deviations for group

statistics and self-efficacy ratings are presented. From Chapter IV's statistical analyses,

one can make inferences regarding whether or not a relationship exists between the

selected independent and dependent variables. Both descriptive and statistical test

analyses were conducted using the SPSS version 16.0.

The statistical tests for this study included Discriminant Function Analysis,

Multiple Linear Regression, and Chi-square tests. A Discriminant Function Analysis was

conducted to determine if there was a statistically significant relationship between

Mississippi high school principals' ratings of self-efficacy relative to the elements of the

Balanced Leadership Framework and their schools' performance classifications and

schools' growth status. Also, a Discriminant Function Analysis was conducted to

determine if there was a statistically significant relationship between principals' ratings of delegatee performance and school performance classifications and schools' growth status. Multiple Linear Regressions were performed to determine if there was a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Algebra I mean scores, Biology I mean scores, U. S. History mean scores, and English II mean scores. Similarly, Multiple Linear Regressions were conducted to determine principals ratings' of delegatee performance and their relationship to Algebra I mean scores, Biology I mean scores, U. S. History mean scores, and English II mean scores. A Chi-square was performed to examine the difference, if any, between Mississippi high school principals' perception of change and school performance classification. All reported statistical relationships were based on significance level of .05. There were 265 surveys distributed. Of the 265 surveys distributed, 102 were returned for a return rate of 38 %. One survey was returned unopened.

Descriptive Analysis of the Sample Data

The participants for this study included 102 high school and/or attendance center principals in the State of Mississippi. The descriptive statistics for age group, gender, and highest degree level obtained are presented in Table 1. Of the102 high school principals who responded to the survey 78.4% were male and 21.6% were female. The Age Group 46 to 55 described almost half (48%) of the principals who participated in this study. Approximately one-third (33.4%) of the principals possessed an Educational Specialist or Doctoral degree. The mean length of time in education for the sample was 22.9 years (SD = 9.2). The mean length of time as principal was 8.17 years (SD = 6.59).

Table 1

Frequency and Percentage Distribution of Sample

Variable	Frequency	Percent
Age Group		
Under 35	7	6.9
36 to 45	28	27.5
46 to 55	49	48
More than 55	17	16.7
Missing	1	1
Gender		
Male	80	78.4
Female	22	21.6
Highest Degree Level Obtained		
Master's	68	66.7
Specialists	22	21.6
Doctoral	12	11.8

The sample participation in this study was proportional to the population of this study as it relates to both school performance classification and growth expectation. With respect to school performance classification, approximately 3.5% of Mississippi high schools were classified as Level 1(Low-performing) schools, 14% of Mississippi high schools were classified as Level 2 (Under-performing), 36% of Mississippi high schools were classified as Level 3 (Successful), 24% of Mississippi high schools were classified as Level 4 (Exemplary), and 20.5% of Mississippi high schools were classified as Level 5 (Superior-Performing). With respect to growth expectation, approximately 88 % did not meet their growth expectation, 10 % met their growth expectation, and 1% exceeded their growth expectation.

Of the 102 school principals who responded to the survey, 15% were principals of Level 2 (Under-performing), 33% were principals of Level 3 (Successful), 29% were principals of Level 4 (Exemplary), and 25% were principals of Level 5 (Superior-Performing). There were no participants in this study who were principals of a Level 1 (Low-performing) school. In addition to school performance levels, the growth status of each principal's school was noted. Of the 102 school principals participating in this study, 88.2% are principals of schools that did not meet their growth expectation and 11.8% are principals of schools that met their growth expectation. There were no participants in this study who served at a school that exceeded its growth expectation. Table 2 contains descriptive statistics for school performance level and school growth status.

Table 2

Frequency and Percentage Distribution of School Performance and Growth Status

Variable	Frequency	Percent
School Performance Level		
Under-Performing	15	14.7
Successful	33	32.4
Exemplary	29	28.4
Superior-Performing	25	24.5
Growth Status		
Not met	90	88.2
Met	12	11.8

The principals were asked to describe their thoughts on leadership by circling one of four statements on leadership. The statements described four theories: 1) situational leadership, 2) transactional leadership, 3) servant leadership, and 4) transformational leadership. The majority (44.1%) of the principals indicated transformational leadership

statement as best describing their thoughts on leadership. Approximately one-third

(35.3%) of the principals indicated situational leadership as best describing their thoughts

on leadership; and 18.5% of principals indicated servant leadership as best describing

their thoughts on leadership. None of the participants indicated transactional leadership as

best describing their thoughts on leadership (see Table 3). Participants were provided two

statements about school change and asked to indicate which statement best described

their school's direction. The statements provided were descriptions of first-order change

and second-order change. Approximately two-thirds (65.7%) of the principals described

their school as breaking away from past and current practices in order to make significant

improvements (see Table 3).

Table 3

Remaining Frequency and Percentage Distribution of School Demographic Statistics

Variable	Frequency	Percent
Leadership Thoughts		
Situational Leadership	36	35.3
Servant Leadership	19	18.6
Transformational Leadership	45	44.1
Transactional Leadership	0	0
School Direction		
First-order Change	35	34.3
Second-order change	67	65.7

Both the leadership self-efficacy ratings and delegatee performance ratings were

acquired using the Principal Leadership Self-Efficacy survey. The Principal Leadership

Self-Efficacy survey is a 21-question survey adapted from the 21 leadership

responsibilities outlined in McREL's Balanced Leadership Framework. The Principal

Leadership Self-Efficacy survey measures principals' belief in their ability to perform the

21 leadership responsibilities using a five-point Likert scale where 1 = Very Weak, 2 = Weak, 3 = Moderate, 4 = Good, and 5 = Very Good. The group means and standard deviations for principals' ratings of self-efficacy according to school performance levels and growth status are presented in Table 4 and Table 5, respectively. The responsibility for which principals of Level 2 (Under-performing) schools reported the highest self-efficacy was Focus and Outreach (M= 4.47, SD= .64) and the responsibility for which principals reported the lowest was Flexibility (M=3.73, SD=.80). The responsibility for which principals of Level 3(Successful) schools reported the highest self-efficacy was Outreach (M= 4.58, SD= .56) and the responsibility for which principals reported lowest was Optimize (M=4.06, SD=.89). The responsibility for which principals of Level 4 (Exemplary) schools reported the highest self-efficacy was Outreach (M= 4.59, SD= .73) and the responsibility for which principals reported the lowest was Intellectual Stimulation (M=3.9, SD=.76). The responsibility for which principals of Level 5 (Superior-performing) schools reported the highest self-efficacy was Outreach (M= 4.80, SD= .41) and the responsibility for which principals reported the lowest was Knowledge of Curriculum, Instruction, and Assessment (M=3.92, SD=.70). Noticeably, participating Superior-performing school principals reported their belief in their ability to perform the responsibility of Knowledge of Curriculum, Instruction, and Assessment lower (M= 3.92, SD = .70) than any other school performance classification levels. As school performance classifications increased, so did principals' belief in their ability to perform the responsibilities of Discipline, Order, Outreach, and Visibility (see Table 4).

Table 4

Group Means and Standard Deviations for Principals' Ratings of Leadership Self-Efficacy by School Performance Levels

Variable	Under-performing n = 15		Successful n = 33		Exemplary n = 29		Superior-Performing n = 25	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Affirmation	4.40	.63	4.39	.72	4.21	.73	4.40	.50
Change Agent	4.07	.59	4.26	.63	3.97	.73	4.40	.64
Communication	4.27	.70	4.45	.62	4.34	.72	4.52	.51
Contingent Awards	4.13	.74	4.39	.67	4.10	.82	4.12	.73
Culture	4.07	.96	4.19	.83	4.17	.60	4.48	.65
Discipline	4.20	.86	4.23	.62	4.52	.63	4.60	.65
Flexibility	3.73	.80	4.26	.68	3.97	.68	4.04	.89
Focus	4.47	.64	4.32	.54	4.21	.77	4.48	.51
Ideals/Beliefs	4.40	.74	4.48	.68	4.48	.51	4.44	.58
Input	4.27	.46	4.45	.72	3.97	.78	4.36	.70
Intellectual Stimulation	4.07	.70	4.26	.68	3.91	.76	4.04	.84
Involvement in CIA	4.20	.94	4.48	.63	4.07	.70	4.16	.75
Knowledge of CIA	4.27	.59	4.42	.67	4.03	.68	3.92	.70
Monitor/Evaluate	4.13	.64	4.39	.56	4.12	.65	4.28	.61
Optimize	3.80	.94	4.06	.89	3.97	.68	4.16	.69
Order	4.27	.88	4.45	.62	4.48	.69	4.60	.58
Outreach	4.47	.64	4.58	.56	4.59	.73	4.80	.41
Relationships	4.20	.86	4.19	.79	4.03	.57	4.44	.58
Resources	4.27	.96	4.42	.67	4.34	.72	4.68	.48
Situational Awareness	4.13	.64	4.29	.69	4.14	.74	4.48	.59
Visibility	4.40	.63	4.45	.68	4.45	.57	4.72	.46

The responsibility for which principals of schools that "Met" their growth status expectation reported the highest self-efficacy was Outreach (M= 4.83, SD= .39) and the responsibility for which principals reported the lowest was Involvement in Curriculum, Instruction, and Assessment (M=3.83, SD=.72) and Intellectual Stimulation (M=3.83, SD= .57). The responsibility for which principals of schools that described as "Not Met" reported the highest self-efficacy was Outreach (M= 4.59, SD= .62) and the responsibility for which principals reported the lowest was Optimize (M=3.97, SD= .79).

Principals of schools that "Met" their growth expectation compared to principals of schools that did not meet their growth expectation status had higher ratings of self-efficacy in 17 of the 21 responsibilities. In four of the responsibilities, Ideals/beliefs, Intellectual Stimulation, Involvement in Curriculum, Instruction, and Assessment, and Knowledge of Curriculum, Instruction, and Assessment, principals of schools that "Met" their growth expectation rated their beliefs in their ability to perform lower than those principals who did not meet their growth status expectation. Descriptive statistics for principals' ratings of self efficacy beliefs by growth status are presented in Table 5.

Table 5

Group Means and Standard Deviations for Principals' Self-Efficacy Ratings by Growth Status

Variable	Not Met n = 90		Met n = 12	
	Mean	SD	Mean	SD
Affirmation	4.32	.67	4.50	.52
Change Agent	4.17	.68	4.25	.62
Communication	4.38	.65	4.67	.49
Contingent Awards	4.18	.74	4.33	.78
Culture	4.19	.77	4.58	.52
Discipline	4.40	.70	4.42	.52
Flexibility	4.03	.78	4.08	.67
Focus	4.33	.64	4.50	.52
Ideals/Beliefs	4.47	.62	4.42	.52
Input	4.22	.72	4.58	.67
Intellectual Stimulation	4.11	.75	3.83	.72
Involvement in CIA	4.30	.75	3.83	.57
Knowledge of CIA	4.19	.69	3.92	.67
Monitor/Evaluate	4.24	.62	4.25	.62
Optimize	3.97	.79	4.42	.67
Order	4.43	.69	4.75	.45
Outreach	4.59	.62	4.83	.39
Relationships	4.17	.72	4.50	.52
Resources	4.42	.72	4.58	.52
Situational Awareness	4.23	.69	4.58	.52
Visibility	4.49	.61	4.67	.49

Participants in this study were asked to indicate the number of administrative support personnel (assistant principals/lead teachers) in their schools. Of the 102 participants 29% reported having one administrative support staff member, 25% reported having two administrative staff members, and 15% reported having three administrative support members. Overall, approximately 78% of the participants indicated that they have at least three administrative support personnel (assistant principals/lead teachers) at their schools. Participants were also asked to indicate which, if any, of the 21 leadership responsibilities they delegate or share with someone. According to participants, the responsibility most delegated/shared was Affirmation; the responsibility least delegated was Flexibility. Results of participant responses are presented in Table 6.

Table 6

Descriptive Statistics for Sharing/Delegating 21 Leadership Responsibilities

Variable	Frequency	Percent
Affirmation	86	87.8
Change Agent	69	67.6
Communication	83	81.4
Contingent Awards	77	75.5
Culture	81	79.4
Discipline	74	72.5
Flexibility	56	54.9
Focus	78	76.5
Ideals/Beliefs	69	67.6
Input	81	79.4
Intellectual Stimulation	84	82.4
Involvement in Curriculum, Instruction, and Assessment	84	82.4
Knowledge of Curriculum, Instruction, and Assessment	82	80.4
Monitor/Evaluate	84	82.4
Optimize	81	79.4
Order	80	78.4
Outreach	82	80.4
Relationships	78	76.5
Resources	84	82.4
Situational Awareness	80	78.4
Visibility	80	78.4

Note: The remaining participants either did not share or delegate responsibility or data was missing.

If principals delegated or shared responsibilities with others, they were to rate the performance of the individuals to whom they delegate or assign those responsibilities described in the Balanced Leadership Framework. These ratings of delegatee performance were also measured using a five-point Likert scale where 1 = Very Weak, 2 = Weak, 3 = Moderate, 4 = Good, and 5 = Very Good. The delegated responsibility with the highest performance rating in Level 2 (Under-performing) schools was Visibility ($M=$ 3.77, $SD=$ 1.36), and the delegated responsibility with the lowest performance ratings was Flexibility ($M=2.62$, SD 1.98), Ideals/Beliefs ($M=2.62$, 1.94), and Order ($M=2.62$, $SD=$ 2.22). The delegated responsibility with the highest performance rating in Level 3

(Successful) was Affirmation (*M*= 4.38, *SD*= 1.08), and the delegated responsibility with the lowest performance ratings was Flexibility (*M*=2.93, *SD* = 2.00). The delegated responsibility with the highest performance rating in Level 4 (Exemplary) was Input (*M*= 3.52, *SD*= 1.48), and the delegated responsibility with the lowest performance ratings was Flexibility (*M*=1.72, *SD* = 2.03). The delegated responsibility with the highest performance rating in Level 5 (Superior-performing) was Outreach (*M* = 4.09, *SD* = 1.68), and the delegated responsibility with the lowest performance ratings was Flexibility (*M*=2.35, *SD* = 2.01). The delegated responsibility of Flexibility was weakest in all school performance classification levels. Descriptive statistics are presented in Table 7.

Table 7

Group Means and Standard Deviations for Delegatee Performance by School Performance Levels

Variable	Under-performing		Successful		Exemplary		Superior-Performing	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
Affirmation	3.54	1.66	4.38	1.08	3.44	1.45	3.74	1.91
Change Agent	3.15	1.57	3.24	1.66	2.54	1.84	2.48	2.13
Communication	3.23	1.96	3.90	1.50	3.36	1.60	3.91	1.38
Contingent Awards	3.31	2.06	3.90	1.47	2.80	2.06	3.52	1.76
Culture	2.77	2.00	4.10	1.15	3.40	1.44	3.65	1.58
Discipline	3.38	1.71	3.79	1.50	2.60	2.08	3.65	1.80
Flexibility	2.62	1.98	2.93	2.00	1.72	2.03	2.35	2.01
Focus	2.85	1.82	3.97	1.52	2.92	1.94	3.52	1.73
Ideals/Beliefs	2.62	1.94	3.17	1.95	2.60	2.08	3.13	1.96
Input	3.15	1.99	3.83	1.51	3.52	1.48	3.74	1.60
Intellectual Stimulation	3.00	2.16	4.03	1.05	3.28	1.43	3.65	1.58
Involvement in CIA	3.62	1.81	3.97	1.15	3.48	1.61	3.52	1.76
Knowledge of CIA	3.31	1.44	3.79	1.50	3.32	1.60	3.78	1.62
Monitor/Evaluate	3.62	1.50	3.93	1.60	3.32	1.77	3.74	1.57
Optimize	3.08	1.94	4.17	1.14	2.88	1.56	3.04	1.97
Order	2.62	2.22	3.79	1.63	3.00	1.85	3.91	1.65
Outreach	3.54	1.71	4.31	1.00	3.16	1.93	4.09	1.68
Relationships	3.08	1.94	3.59	1.64	3.00	1.80	3.61	1.80
Resources	3.46	1.45	4.21	1.05	2.96	2.01	4.00	1.65
Situational Awareness	3.00	1.83	4.00	1.51	2.80	1.78	3.74	1.57
Visibility	3.77	1.36	3.86	1.68	3.32	2.02	3.78	1.86

The delegated responsibility with the highest performance rating for schools classified as "Met" according to school growth status was Affirmation (M= 3.85, SD= 1.45) and the delegated responsibility with the lowest performance ratings was Flexibility (M=2.38, SD = 2.03). The delegated responsibility with the highest performance rating for schools classified as "Not Met" according to school growth status was Outreach (M= 4.64, SD = .51) and the delegated responsibility with the lowest performance ratings was Flexibility (M=2.55, SD = 2.12). The group means and standard deviations for principals'

ratings of delegatee performance according to school growth status are presented in Table 8.

Table 8

Group Means and Standard Deviations for Delegatee Performance by School Growth Status

Variable	Not Met		Met	
	Mean	SD	Mean	SD
Affirmation	3.85	1.47	3.73	2.05
Change Agent	2.82	1.82	3.00	2.00
Communication	3.61	1.60	4.00	1.41
Contingent Awards	3.33	1.87	4.00	1.41
Culture	3.56	1.54	3.91	1.45
Discipline	3.28	1.86	4.00	1.41
Flexibility	2.38	2.03	2.55	2.12
Focus	3.32	1.81	4.00	1.41
Ideals/Beliefs	2.84	1.99	3.55	1.81
Input	3.62	1.56	3.64	1.91
Intellectual Stimulation	3.57	1.53	3.64	1.43
Involvement in CIA	3.72	1.51	3.27	1.74
Knowledge of CIA	3.57	1.58	3.73	1.35
Monitor/Evaluate	3.63	1.66	3.91	1.38
Optimize	3.41	1.64	3.09	2.07
Order	3.33	1.86	4.18	1.47
Outreach	3.71	1.70	4.64	.51
Relationships	3.34	1.77	3.45	1.81
Resources	3.70	1.60	3.73	1.90
Situational Awareness	3.43	1.69	3.64	1.91
Visibility	3.68	1.77	3.64	1.86

Statistical Test Results

Statistical tests for each hypothesis were performed. The yielded results as follows:

H_1: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications. A Discriminant

Function Analysis was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and their schools' performance classifications X^2 (N = 96, df = 63) = 69.99, p = .255. Based on the results of the Discriminant Function Analysis, hypothesis one was rejected.

H_2: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status. A Discriminant Function Analysis was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and school growth status X^2 (N = 98, df = 21) = 20.16, p = .511. Based on the results of the Discriminant Function Analysis, hypothesis two was rejected.

H_3: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Algebra I mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Algebra I mean scores F (21,77) = .830, p = .675, R^2 = .185. Based on the results of the Multiple Linear Regression, hypothesis three was rejected.

H_4: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Biology I mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Biology I mean scores $F(21,78) = .97, p = .510, R^2 = .207$. Based on the results of the Multiple Linear Regression, hypothesis four was rejected. Although the results of the Multiple Linear regression were not significant, over 20% of the variance was explained.

H_5: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and U.S. History from 1877 mean scores $F(21, 78) = .78, p = .740, R^2 = .17$. Based on the results of the Multiple Linear Regression, hypotheses five was rejected.

H_6: There is a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and English II mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical

relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and English II mean scores $F(21, 78) = 1.11, p = .356, R^2 = .230$. Based on the results of the Multiple Linear Regression, hypothesis six was rejected. Although the results of the Multiple Linear regression were not significant, 23% of the variance was explained.

H_7: There is a statistically significance difference between Mississippi high school principals' perception of change and school performance classification. A Chi-square was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significance difference between Mississippi high school principals' perception of change and school performance classification X^2 (N=102, df = 3) = .72, p = .869 (see Table 9). Based on the results of the Chi-square, school performance levels increased parallel to the percentage of schools experiencing second-order change.

Table 9

School Direction Percentages According to School Performance Level

	Type of Change		
Variable	First-Order	Second-Order	Total
Under-performing			
Count	6	9	15
% Within Performance level	40.0	60.0	100.0
Successful			
Count	12	21	33
% Within Performance level	36.4	63.6	100.0
Exemplary			
Count	10	19	29
% Within Performance level	34.5	65.5	100.0
Superior-Performing			
Count	7	18	25
% Within Performance level	28.0	72.0	100
Total			
Count	35	67 .	
% Within Performance level	34.3	65.7	

H_8: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and their schools' performance classifications. A Discriminant Function Analysis was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between efficacy of delegatees' performance as rated by principals and Balanced Leadership Framework and schools performance classifications X^2 (N = 86, df = 63) = 60.32, p = .572. Based on the results of the Discriminant Function Analysis, hypothesis eight was rejected.

H_9: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and school growth status. A Discriminant Function Analysis was conducted

to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between efficacy of delegatees' performance as rated by principals and Balanced Leadership Framework and school growth status X^2 (N = 88, df = 21) = 14.69, p = .838. Based on the results of the Discriminant Function Analysis, hypothesis nine was rejected.

H_{10}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and Algebra I mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Algebra I mean scores $F(21, 67)$ = .869, p = .629, R^2 = .214. Based on the results of the Multiple Linear Regression, hypothesis 10 was rejected. Although the results of the Multiple Linear Regression were not significant, 21.4% of the variance was explained.

H_{11}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and Biology I mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine statistical a relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and Biology I mean scores $F(21, 68)$ = 1.19, p = .289, R^2 = .269. Based on the results of the Multiple Linear Regression, hypothesis 11 is

rejected. Although the results of the Multiple Linear Regression were not significant, 26.9% of the variance was explained.

H_{12}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores $F(21, 68) = .99, p = .49, R^2 = .234$. Based on the results of the Multiple Linear Regression, hypothesis 12 was rejected. Although the results of the Multiple Linear regression were not significant, 23.4% of the variance was explained.

H_{13}: There is a statistically significant relationship between efficacy of delegatees' performance as rated by principals using the elements of the Balanced Leadership Framework and English II mean scores. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a statistically significant relationship between Mississippi high school principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and U. S. History from 1877 mean scores $F(21, 68) = .99, p = .49, R^2 = .234$. Based on the results of the Multiple Linear Regression, hypothesis 13 was rejected. Although the results of the Multiple Linear Regression were not significant, 30.5% of the variance was explained.

Summary of Findings

Chapter IV presented both the descriptive statistics and statistical test results of the sample utilized for this study. The sample consisted of high school principals from across the State of Mississippi. There were 265 surveys distributed. Of the 265 surveys distributed, 102 were completed and returned. A Discriminant Function Analysis statistical test was performed to determine if a relationship existed between principals' ratings of self-efficacy, school performance and school growth status. Similarly, a Discriminant Function Analysis statistical test was performed to determine if a relationship existed between principals' ratings of delegatee performance, school performance and school growth status. The results of both tests indicated there was no statistically significant relationship between principals' ratings of self-efficacy, school performance and school growth status or principals' ratings of delegatee performance, school performance and school growth status. Multiple Linear Regressions statistical tests were performed to determine if a statistically significant relationship exists between principals' ratings of self-efficacy and student achievement, as well as principals' ratings of delegatee performance and student achievement. The results indicated there was no statistically significant relationship. A Chi-square statistical test indicated there was not a statistically significant relationship between principals' perception of school change and school performance classification.

CHAPTER V

DISCUSSION

Introduction

The purpose of the study was to determine if there was a statistically significant relationship between principals' ratings of self-efficacy relative to the responsibilities outlined in the Balanced Leadership Framework and school performance ratings, growth status, and student achievement as classified under the Mississippi Schools Accountability System. This study also examined whether there is a statistically significant relationship between principals' ratings of delegatee performance and school performance ratings, growth status, and student achievement as classified under the Mississippi Schools Accountability System.

The sample of participants for this study was 102 principals. The subjects were chosen from high schools and/or attendance centers from the State of Mississippi. The participants represented four of the five school performance classifications and two of the three growth expectation levels. There were no participants representing schools in the Level 1 (Low-Performing) school performance classification or from schools that "Exceeded" their growth expectation. Nevertheless, the sample of participants was proportional to the targeted population as it relates to both school performance classification and growth expectation.

The Principal Leadership Self-Efficacy Survey measured both principals' ratings of self-efficacy and delegatees' performance ratings in performing the 21 Leadership Responsibilities outlined in McREL's Balanced Leadership Framework. Data were analyzed using Descriptive statistics, Discriminant Function Analysis tests, Multiple

Linear Regression tests, and a Chi-Square test. None of the 13 hypotheses were accepted in this study.

<div align="center">Review of Findings</div>

The findings of this study were similar to the literature presented in Chapter II in that leadership, though important, is often difficult to measure. Research question one sought to determine if there was a statistically significant relationship between principals' ratings of self-efficacy relative to performing the responsibilities outlined in McREL's Balanced Leadership Framework and school performance classification. Although principals' ratings of self-efficacy did not have statistically significant relationships with school performance, it was interesting to note that with four of the 21 leadership responsibilities principals' ratings of self-efficacy increased as the school performance level increased. Those four responsibilities are 1) Discipline, which describes the extent to which principals protect teachers from undue distractions 2) Order, which describes the extent to which principals establish a set of standard operating principles and routines 3) Outreach, which describes the extent to which principals serve as an advocate and spokesperson for the school to all stakeholders and 4) Visibility, which describes the extent to which the principal has contact and interacts with teachers, students and parents (Marzano, Waters, & McNulty, 2005).The literature suggests the tenure of a principal is often determined by how well they "buffer teachers from outside interference" (Elmore, as cited in Marzano, Waters, & McNulty, 2005, p.48). According to Lashway (as cited in Marzano, Waters, & McNulty, 2005), "daily routines . . . send important messages about the organization's priorities" (p.57). According to Marzano, Waters, & McNulty (2005), principal visibility, or lack of visibility, is an indication of how interested and active

principals are in the day to day school process. Marzano, Waters, & McNulty (2005) suggest highly visible principals are frequent visitors of classrooms and have more interactions with teachers and students, both of which enable principals to be more effective leaders.

Research question two, unlike research question one, sought to determine if there was a statistically significant relationship between principals' ratings of self-efficacy relative to performing the responsibilities outlined in McREL's Balanced Leadership Framework and school growth expectation. Just as in research question one, the statistical test results of participants in this study found no statistically significant relationship between principals' ratings of self-efficacy and school growth expectation. Although statistical test analyses of research questions one and two did not produce statistically significant results, the descriptive statistic analyses of research question one and research question two did provide a common tendency. Principals, regardless of their school's performance classification or growth expectations status, rated their belief in their ability to perform the Outreach responsibility, which is their ability to be "an advocate and a spokesperson for the school to all stakeholders" (Marzano, Waters, & McNulty, 2005, p.58), higher than any other responsibility.

According to Marzano, Waters, and McNulty (2005), the principal is responsible for making sure the school is in compliance with both district and state mandates, and principals bear the responsibility of promoting the school to stakeholders, such as parents, central office personnel, and the general community. The fact that principals in this study rated their belief in their ability to serve as an "advocate and spokesperson for the school to all stakeholders" (Marzano et al., 2005, p. 58) higher than any other responsibility

highlights how the role of the principal has changed from one of building manager to organizational leader. This study infers that the changing role of the principalship may require more of principals' time to be consumed with addressing the needs and/or concerns of external stakeholders. These results are not surprising especially since high schools are traditionally viewed as the flagship of a school district. Also if it was not enough for high school principals to have to compete with other public high schools for students, public high schools also have to compete with non-public schools for students.

According to the literature, a significant portion of an effective school leader's responsibility is comprised of, or associated with, being an instructional leader. Klump and Barton (2007) emphasize the importance of knowing what instructional leadership practices have an impact on principal leadership. The Balanced Leadership Framework outlines two instructional based responsibilities, Knowledge of Curriculum, Instruction, and Assessment and Involvement in Curriculum, Instruction, and Assessment, that have been found to have a statistically significant relationship with student achievement and ultimately school performance. While one can expect a high school principal to have a working knowledge of all curriculum areas, one cannot expect a high school principal to be a curriculum subject matter expert in all areas. For example, it is highly unlikely that a high school principal with an English teaching background would have the same amount of curriculum knowledge as a Chemistry, Calculus, Physics, or Economics teacher. In view of that, when comparing the overall mean scores for principals' efficacy rating across the school performance levels the lowest mean score for Level 5 (Superior-performing), principals' belief in their ability to stay abreast of current curriculum,

instruction, and assessment practices (Knowledge of Curriculum, Instruction, and Assessment) was lower than any other school performance classification level.

Furthermore, when comparing the mean score efficacy ratings of principals' Involvement in Curriculum, Instruction, and Assessment, principals whose schools did not meet their growth expectation had higher ratings than principals who met their growth expectation. Perhaps, this may be attributed to the fact that many school leaders consider themselves leaders of leaders. Leithwood (n. d., p.8) states that the principal's primary roles with respect to instruction are to define the school's mission or direction, manage the instructional program, and promote a positive school learning climate. Current accountability mandates demand participation from all stakeholders in the curriculum and instructional process.

Research questions three through six sought to determine if there was a statistically significant relationship between principals' ratings of self-efficacy relative to the elements of the Balanced Leadership Framework and student achievement. Student achievement scores were determined according to schools' Algebra I, Biology I, U.S. History from 1877, and English II mean test scores. Together these exams comprise the Mississippi Subject Area Testing Program or SATP. Leithwood and Riehl (2003) maintain that studies have shown leadership only explains less than five percent of the variation in student achievement. This study, although there was no statistical significance, shows leadership self-efficacy explains 18.5% of the variance in Algebra I mean scores, 20.7% of the variance in Biology I mean scores, 17.3% of the variance in U.S. History mean scores, and 23% of the variance in English II mean score. While these scores were not statistically significant, they do, however, support the notion that

leadership exerted by principals is educationally meaningful even if not statistically significant (Leithwood, n. d., p.3).

Research question seven sought to determine if there was a statistically significant relationship between principals' perception of change (first-order or second-order) and school performance classification. Many of the 21 leadership responsibilities are closely linked with the principal identifying their school needs and providing resources to meet those needs. Although statistical test analysis indicated there is not a statistically significant relationship, descriptive test analyses revealed two interesting points. First, more participants in each school performance classification described their school as "breaking away from the past and current practices in order to make significant improvements." Secondly, as the school performance level increased, so did the percentage of principals who described themselves as "breaking away . . . to make significant improvements." Fullan (2002) states, "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement" (p. 16). The high percentage of principals describing their schools as 'breaking away from the past and current practices in order to make significant improvements" illustrates principals' understanding that in order to successfully meet the requirements of the new accountability model schools may experience a paradigm shift.

When asked "[w]hich statement best describes your thoughts on leadership," almost half of the participants responded "[p]eople will follow a person who inspires them" and slightly more than one-third responded "[t]he best action of the leader depends on a range of situational factors." These statements respectively represent the primary

assumptions of a transformational and situational leader. Though not statistically significant in this study, participant responses to this question offer a certain degree of optimism about the ability of contemporary school leaders to lead the schools of tomorrow. The ability of the principal to inspire others does more than just motivate others to follow them; it encourages others (i.e. teachers, parents, community members, etc.) to buy-in to the organization (the school) and its mission, which is to serve the needs of children. As stated in Chapter I, the State of Mississippi has recently embraced a new curriculum model designed to increase both the rigor and relevance of instruction. In order for schools to smoothly transition to the new curriculum standards, it will take principals who possess the attributes outlined in both transformational leadership and situational leadership.

According to Marzano, Waters, and McNulty (2005, p.52), an effective principal "provides opportunities for staff to be involved in developing school policy" and values the staff's input when making important decisions. More specifically, as a principal prepares today's schools for tomorrow's accountability expectations; he or she should make every effort to provide as many opportunities as appropriate for staff input in relevant school decisions. Likewise, once principals begin enlisting the support of others, they should recognize that each stakeholder (i.e. parents, teachers, students, etc) possesses varying degrees of experience and motivation. According to Marzano, Waters, and McNulty (2005), effective school leaders analyze situations and adjust their leadership style accordingly. Marzano, Waters, and McNulty (2005) further assert that effective school leaders are able to adjust their approach to meet the needs of the situation.

Limitations

The following are considered as limitations of this study that may have threatened the internal validity:

1. Although surveys were mailed to the principal of record, there was no assurance that the principal of record actually completed the survey.

2. The study does not include Mississippi high school principals from Level 1 (Under-performing) schools.

3. The study does not include Mississippi high school principals of schools who "Exceeded" their growth expectation.

4. Sample size was too small for the required statistical power needed.

Recommendations for Policy and Practice

The Mississippi Department of Education has outlined two bold goals: 1) reduce the dropout rate by 50% in the next five to seven years and 2) reach the national average on national assessment in the next five to seven years. The Mississippi Department of Education has also recognized that in order to meet the goals, instructional practices as well as leadership practices and leadership self-efficacy have to be addressed. Furthermore, while the results of this study failed to provide statistically significant relationships between the principals' self-efficacy, school performance and growth expectation, it did not fail in providing insights about the degree to which principals feel competent in performing the 21 responsibilities described in McREL as having a statistically significant relationship with student achievement. Therefore, it is imperative that time is invested in continuing to analyze the efficacy levels of principals. This is especially true as it relates to principals' belief in their ability to perform the

responsibilities and practices associated with their Knowledge of Curriculum, Instruction, and Assessment and Involvement in Curriculum, Instruction, and Assessment. The information gathered from principals could possibly provide useful insights to educational agencies, such as the Mississippi Department of Education, as they implement leadership development opportunities to meet the changing and challenging demands of school accountability. For the most part, principals, regardless of their school's performance classification or growth status, felt good about their ability to perform the 21 leadership responsibilities.

<div align="center">Recommendations for Future Research</div>

Based on the findings of this study, the writer offers four recommendations for future research. The first recommendation for future research is to examine the relationship between internal stakeholders' (teachers and principals) efficacy beliefs and school performance. By examining internal stakeholders' efficacy beliefs, future research(ers) could possibly provide useful insight into the benefits of collective efficacy. By including both teacher and principals as participants, future research could also offer more variability in participant responses. The second recommendation for future research involves a more in-depth examination of school demographic factors; such as ethnic make-up, socio-economic status, and student population and principals self-efficacy ratings. This recommendation suggests that there may be other factors beyond the principals' control that has an impact on their efficacy beliefs. The third recommendation for future research(ers) is to examine teachers' perception of principal performance as it related to the 66 practices associated with the 21 leadership responsibilities relative to the Balanced Leadership Framework. The fourth recommendation for future research(ers)

involves including the efficacy ratings of elementary, middle, and high school principals. The study excluded principals from both elementary and middle/junior high school settings. However, research conducted by Witziers, Bosker, and Kruger (2003) concluded the relationship between leadership and student achievement is small with no direct relationship in secondary settings. However, research conducted by Andrew and Soder (1987) found a significant correlation between principal leadership and student performance at the elementary level.

<div align="center">Summary</div>

The purpose of the study was to determine if there was a statistically significant relationship between principals' ratings of self-efficacy relative to the responsibilities outlined in the Balanced Leadership Framework and school performance ratings, growth status, and student achievement as classified under the Mississippi Schools Accountability System. This study also examined whether there is a statistically significant relationship between principals' ratings of delegatee performance and school performance ratings, growth status, and student achievement as classified under the Mississippi Schools Accountability System. The Principal Leadership Self-Efficacy Survey measured both principals' ratings of self-efficacy and delegatees' performance ratings in performing the 21 Leadership Responsibilities outlined in McREL's Balanced Leadership Framework. Data were analyzed using Descriptive statistics, Discriminant Function Analysis tests, Multiple Linear Regression tests, and a Chi-square test. Although none of the 13 hypotheses were accepted in this study, an examination of the descriptive statistics did offer some useful insight into principals' ratings of efficacy as it relates to the elements of the Balanced Leadership Framework and school performance

and student achievement. First, principals' belief in their ability to perform the Outreach responsibility was rated higher than any other responsibility in each of the four school performance classification and the two growth expectation statuses presented in this study. Secondly, principals' beliefs in their ability to execute responsibilities associated with their Knowledge of curriculum, instruction, and assessment were challenges for Level 5 (Superior-performing) schools. Also, principals' beliefs in their ability to perform the responsibilities associated with their Involvement in curriculum, instruction and assessment of schools who "Met" their growth expectation was lower than principals who did not meet their growth expectation.

APPENDIX A

PRINCIPAL LEADERSHIP SELF-EFFICACY SURVEY

Directions: Please answer the following questions as they relate to you and your school.
There are no right or wrong answers. All responses will be confidential and no individual
or school will be identifiable from the reported findings.

Age (check one)	Gender (check One)	Highest Degree Level Obtained
□ Under 35	□ Male □ Female	(check one)
□ 36 to 45		□ Master's Degree
□ 46 to 55		□ Educational Specialist's
□ More than 55		□ Doctoral Degree

Length of time in education   _____Year(s)

Length of time as principal   _____Year(s)

Number of administrative support personnel _____
(Assistant principals/lead teachers)

Which statement best describes your thoughts on leadership (Circle one)
   a) The best action of the leader depends on a range of situational factors.
   b) People are motivated by reward and punishment.
   c) The leader has responsibility for the followers.
   d) People will follow a person who inspires them.

Which statement best describes the direction of your school as it relates to change.
(Circle one)
   a) We are relying on past and current practices to make incremental improvements.
   b) We are breaking away from past and current practices in order to make significant
      improvements.

**Directions for COLUMN A: Please circle the rating which best describes the belief
in your ability to perform each of the 21 leadership responsibilities.**

**Directions for COLUMN B: Please indicate, by circling Y (Yes) or N (No), whether
or not you delegate/share the 21 leadership responsibilities. If the answer is Y (Yes),
please rate the performance of those whom the responsibilities are delegated/shared.**

COLUMN A: LEADERSHIP SELF-EFFICACY RATING "Copyright 2003. Adapted by permission of McREL." My Belief in my ability to . . . is 1= Very Weak 2= Weak 3= Moderate 4= Good 5= Very Good						COLUMN B: Do you delegate/share responsibilities with others? (Yes or No) If so, rate the performances of the individual(s). 1= Very Weak 2= Weak 3= Moderate Y= Yes or N = No 4= Good 5= Very Good						
1) Recognize and celebrate school accomplishments and acknowledge failure	1	2	3	4	5	Y	N	1	2	3	4	5
2) Willingly and actively challenge the status quo	1	2	3	4	5	Y	N	1	2	3	4	5
3) Establish strong lines of communication with teachers and among students	1	2	3	4	5	Y	N	1	2	3	4	5
4) Recognize and reward individual accomplishments is	1	2	3	4	5	Y	N	1	2	3	4	5
5) Foster shared beliefs and a sense of community and cooperation	1	2	3	4	5	Y	N	1	2	3	4	5
6) Protect teachers from issues/ influences that detract from their teaching time/focus	1	2	3	4	5	Y	N	1	2	3	4	5
7) Adapt my leadership behavior to the needs of the current situation and am comfortable with dissent	1	2	3	4	5	Y	N	1	2	3	4	5
8) Establish clear goals and keep those goals in the forefront of the school's attention	1	2	3	4	5	Y	N	1	2	3	4	5
9) Communicate and operate from my ideals and beliefs about schooling	1	2	3	4	5	Y	N	1	2	3	4	5
10) Involve teachers in the design and implementation of important decisions	1	2	3	4	5	Y	N	1	2	3	4	5
11) Ensure the faculty and staff is aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	1	2	3	4	5	Y	N	1	2	3	4	5
12) Directly involved myself in the design and implementation of curriculum, instruction, and assessment practices	1	2	3	4	5	Y	N	1	2	3	4	5
13) Possess knowledge about current curriculum, instruction, and assessment practices	1	2	3	4	5	Y	N	1	2	3	4	5
14) Monitor the effectiveness of school practices and their impact on student learning	1	2	3	4	5	Y	N	1	2	3	4	5
15) Inspire and lead new and challenging innovations	1	2	3	4	5	Y	N	1	2	3	4	5
16) Establish a set of standard operating procedures	1	2	3	4	5	Y	N	1	2	3	4	5
17) Be an advocate and spokesperson for the school to all stakeholders	1	2	3	4	5	Y	N	1	2	3	4	5
18) Demonstrate awareness of the personal aspects of teachers and staff	1	2	3	4	5	Y	N	1	2	3	4	5
19) Provide teachers with materials and professional development necessary for the successful execution of their jobs	1	2	3	4	5	Y	N	1	2	3	4	5
20) Be aware of the details and undercurrents in the running of the school and use this information to address current and potential problems	1	2	3	4	5	Y	N	1	2	3	4	5
21) Have quality contact and interaction with teachers and students	1	2	3	4	5	Y	N	1	2	3	4	5

Note: Format of survey instrument has been altered slightly due to formatting requirements.

APPENDIX B

PERMISSION LETTER FROM McREL

MCREL
Making a Difference

2550 S. Parker Road, Suite 500 • Aurora, CO 80014-1678
303.337.0990 • Fax: 303.337.3005 • www.mcrel.org

May 22, 2007

Robert Williams
University of Southern Mississippi
200 Blue Gable Rd #221
Hattiesburg, MS 39401

Dear Mr. Williams:

McREL is pleased to grant you permission to adapt for use as an instrument in your dissertation the 21 responsibilities described in *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement.* We ask that you provide a full scholarly citation to the source of the material along with the statement "Copyright 2003. Adapted by permission of McREL." We also request that you provide a us copy of your dissertation.

This permission is limited to the use and materials stated in the above a paragraph. Any further use of our work requires prior written permission from McREL.

Thank you for your interest in our work.

Sincerely,

Linda Brannan

Linda Brannan
Information Resource Manager

Mid-continent Research for Education and Learning

APPENDIX C

IRB PERMISSION TO CONDUCT STUDY

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 28040806
PROJECT TITLE: **The Relationship Between Principals' Leadership Self-Efficacy, Student Achievement, and School Performance**
PROPOSED PROJECT DATES: **04/01/08 to 04/01/09**
PROJECT TYPE: **Dissertation or Thesis**
PRINCIPAL INVESTIGATORS: **Robert Williams**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership & Research**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **05/15/08 to 05/14/09**

Lawrence A. Hosman   5-19-08
Lawrence A. Hosman, Ph.D.   Date
HSPRC Chair

APPENDIX D

Cover Letter to Pilot Participants

May 2008

Dear Principal:

I am currently working on my Ph.D. at the University of Southern Mississippi. As part of the requirements I developed a survey utilizing the 21 leadership responsibilities developed by the Mid-continent Research for Education and Learning. In order for this survey to be effective, I must first establish instrument reliability.

I am requesting that you complete the enclosed survey using the instructions provided. Then return the completed survey in the enclosed self-addressed stamped envelope provided no later than June 9, 2008.

There are no known risks associated with this study. Returning the instrument implies your consent to participate in this study. Assuming you agree to participate in the pilot study, you will complete the enclosed questionnaire. The questionnaire will take approximately 20-25 minutes to complete. Responses to questions will be kept confidential with no reporting identifying specific schools or principals involved in the study. Please be assured once the data has been entered into a database, all response forms will be destroyed.

Remember while your information is important-- your participation is voluntary. If you have any questions regarding the research, please feel free to contact my doctoral committee chair, Dr. Mike Ward, by phone at 601-266-4850 or by email mike.ward@usm.edu. If you have any questions regarding your rights as a research subject, please contact the University of Southern Mississippi Institutional Review Board at 601-266-6820.

Thanks you in advance for your time and assistance.

Sincerely,

Robert Williams
Doctoral Student
The University of Southern Mississippi
601-954-0619
coachrobertwilliams@gmail.com

APPENDIX E

Cover Letter to Study Participants

June 2008

Dear Principal:

I am conducting research examining principals' leadership self efficacy and delegatee's effectiveness. In order for this study to be effective, your voluntary participation is needed. If you agree to participate in the study, please complete the enclosed coded questionnaire. The coded questionnaire will take approximately 20-25 minutes to complete. Responses to questions will be kept confidential. There will be no reporting or identification of individual schools or principals. However, questionnaires are coded to monitor what participants have or have not returned questionnaires. Please be assured once the data has been entered into a database, all response forms will be destroyed.

Upon completion of the questionnaire, please return the questionnaire in the enclosed self-addressed stamped envelope no later than June 24, 2008.

Remember while your information is important-- your participation is voluntary. If you have any questions regarding the research, please feel free to contact my doctoral committee chair, Dr. Mike Ward, by phone at 601-266-4850 or by email mike.ward@usm.edu. If you have any questions regarding your rights as a research subject, please contact the University of Southern Mississippi Institutional Review Board at 601-266-6820.

Thanks you in advance for your time and assistance.

Sincerely,

Robert Williams
Doctoral Student
The University of Southern Mississippi
601-954-0619
coachrobertwilliams@gmail.com

APPENDIX F

Informed Consent

1. Purpose: The primary purpose of this study is to determine if there is a statistically significant relationship between principals' ratings of self-efficacy and school performance and growth status based on their classification under the Mississippi Schools Accountability System. The study will involve all public high school principals in the state of Mississippi. The study will attempt to identify if a relationship exists between principals' belief in their ability to perform the 21 leadership responsibilities outlined in the Balanced Leadership Framework student achievement and school performance. A secondary purpose is to determine if there is a statistically significant relationship between principals' ratings of delegate performance and school performance, growth status, and student achievement.

2. Description of the Study: Principals from Mississippi public high schools will voluntarily complete a self-rating questionnaire. The questionnaire is based on research conducted by Mid-continent Research for Education and Learning. Principals will rate their beliefs in their ability to perform 21 leadership responsibilities outlined in the Balanced Leadership Framework. Additionally, the study will ask principals to rate the performance of individuals to whom responsibilities are delegated.

3. Benefits: This study will provide more information to educational agencies responsible for providing licensure renewal professional development to principals. In addition, this study will provide insight for district superintendents who supervise and evaluate principals.

4. Procedure: Upon IRB approval, the researcher will forward pilot surveys to non-Mississippi high school principals. The pilot surveys will be used to obtain reliability statistics. After obtaining reliability statistics, the researcher will forward packets directly to principals. The packet will include questionnaire, informed consent page, demographics page, and cover letter. The cover letter briefly describes the purpose of the study. In addition, the cover letter requests that participants voluntarily complete the survey and return the survey back to the researcher. In addition to the aforementioned materials, a letter from the Institution Review Board informing principals of their participant rights in this study is included. Participants are allowed to complete the survey at their own pace; nevertheless, the survey is designed to take no longer than 20-25 minutes to complete.

5. Risks: There are no known risks associated with the administration of this instrument.

6. Confidentiality: Participation in this project is strictly voluntary, and participants may withdraw at any time without penalty, prejudice, or loss of benefits. All personal information will remain confidential, and no names will be revealed.

7. Participant Assurance: This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board at (601) 266-6820. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits. Any questions about the research should be directed to Robert Williams at (601) 954-0619 or (601) 450-1976.

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