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Reginald Leon Green, Ed.D.
Major Professor

We have read this dissertation and recommend
its acceptance:

Linda Wesson, Ph.D.

Denise Winsor, Ph.D.

Michelle Stockton, Ph.D.

Accepted for the Graduate Council:

Karen D. Weddle-West, Ph.D.
Vice Provost for Graduate Programs

THE PERCEPTION OF TEACHERS AND PRINCIPALS ON LEADERS' BEHAVIOR
INFORMED BY 13 CORE COMPETENCIES AND ITS RELATIONSHIP TO
TEACHER MOTIVATION

by

Aarek Wayne Farmer

A Dissertation

Submitted in Partial Fulfillment of the

Requirements of the Degree of

Doctor of Education

Major: Leadership and Policy Studies

The University of Memphis

December 2010

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Dedication

This dissertation is dedicated to my mother, the late Bonnie Farmer, as well as all the other “mothers” who have encouraged and watched over me since her departure from this world. Laura, Belinda, Missie, Kathy, Debbie, Susan, and Donna, you have another son who will think of you on every Mother’s Day. Most of all, this final product is dedicated to my beautiful pregnant wife, Jen, whose constant love, support, humor, and wisdom continually pushes me to become a better Christian man.

Acknowledgements

I could not have carried out this research without the guidance, expertise, and support of my dissertation committee. Dr. Green, Dr. Wesson, Dr. Winsor, and Dr. Stockton, you are going to change the world one person at a time. Thank you for giving me the opportunity to do the same. Doris, Donna, and Debbie, you actually made the editing process enjoyable. I will forever refer to you as part of my “grammar guru” team. Thank you for sharing your knowledge and making me laugh.

Abstract

Farmer, Aarek Wayne. Ed.D. The University of Memphis. December 2010. The Perception of Teachers and Principals on Leaders' Behavior Informed by 13 Core Competencies and Its Relationship to Teacher Motivation. Major Professor: Reginald Leon Green, Ed.D.

There is an emerging body of literature that places importance on the behavior of leaders of 21st-century schools. Research shows that the behavior of school leaders has a major impact on the effectiveness of a school. The effectiveness of a school is impacted by teacher motivation, and teacher motivation impacts student achievement. Successful school leaders have been found to possess a number of specific skills and attributes necessary to lead effective schools; thus, it is vital that school leaders strive to understand, value, and implement competencies necessary for achieving success. This study approaches excellence in leadership by examining 13 core competencies that school leaders must possess to remain successful in 21st-century schools. The 13 core competencies that inform the behavior of leaders are visionary leadership, curriculum and instruction, assessment, reflection, unity of purpose, diversity, inquiry, collaboration, professional development, professionalism, instructional leadership, organizational management, and learning community.

The purpose of this study was to investigate: (a) the extent to which principals perceived that they valued and exhibited behaviors informed by the aforementioned core competencies, (b) the extent to which teachers perceived that principals valued and exhibited behaviors informed by the core competencies, and (c) the relationship, if any,

between teacher perceptions and teacher motivation. *The Leadership Behavior Inventory* and *The Attitude Toward Teaching Survey* provided data for the research.

It was hypothesized that the higher the teachers' perceptions were regarding principal leadership behavior the stronger the teachers' motivation would be. Data found that teachers were more likely to have higher self-efficacy, collective efficacy, and intrinsic motivation when they perceived that principals valued and implemented behaviors informed the 13 core competencies. This conclusion confirms past research, showing that the 13 core competencies are critical in creating transformational leaders within 21st-century schools.

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Chapter 1: Introduction

Background of the Study

As a result of the “No Child Left Behind Law” (NCLB) (2001), and the enactment of other local, state, and national standards, the principalship has taken on a new focus. Twenty-first century school leaders, the chief learning officers and administrative heads of a school, are asked to play a vital and multifaceted role in setting and implementing directions for schools. In essence, they are being asked to become instructional leaders who can effectively create positive and productive workplaces for teachers and vibrant learning environments for children (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). In an effort to enhance the effectiveness of school leaders and to enable them to meet these new demands, researchers have studied the behavior of principals. There is a growing body of literature that recognizes the critical importance of the leadership behavior of principals and links that behavior to school effectiveness and student achievement (Fullan, 2002; Hallinger & Heck, 1996; Kelley, Thornton, & Daugherty, 2005; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004).

The current call is for principals to enhance their capacity to lead and, in doing so, exhibit behaviors that include (a) modeling self-confidence, (b) establishing safe and orderly school environments, (c) understanding staff members, (d) involving staff members in creating a shared vision, and (e) setting goals that are focused on student learning. Principals should passionately communicate the school’s norms, values, and beliefs to stakeholders and encourage collaboration and decision making to the extent that

staff accept responsibility for their own professional learning (Green, 2010; Gurr, Drysdale, & Mulford, 2006; Leithwood, 1992; Leithwood & Riehl, 2003).

The behaviors of principals are directly related to their leadership styles and are possibly the most important determinants of an effective learning environment (Kelley et al., 2005; Marzano, Waters, & McNulty, 2005). It results in excellence in learning and achievement while fostering positive behaviors, stronger job satisfaction, and effective learning environments. These behaviors are prevalent when principals understand their role as leaders, understand how schools function, focus on teaching and learning, and reflect on their actions. School leaders need to develop the capacity to lead and focus on specific competencies including engagement, systems thinking, lead learning, and self-awareness (Senge, 1990). Bogler (2001) supports this line of reasoning and reports that even levels of motivation and job satisfaction of teachers are directly related to the effectiveness of a principal who has developed the capacity to lead and uses this style of leadership. Guskey and Passaro (1994) stated that teacher motivation affects how well students learn, even those students who lack motivation. In general, it is critical for leaders to possess effective leadership qualities in order to create highly motivated teachers (Tabbodi & Prahallada, 2009), and highly motivated teachers are vital because they are more likely to produce higher achieving students (Goodard, Hoy, & Hoy, 2004).

Statement of the Problem

Christie, Mills, and Lingard (2004) stated, “Teacher traits and methods account for a higher variation in student achievement than all other aspects of a school combined” (p. 521). Berry (2000) concluded that expert teachers greatly impact student achievement,

and teacher leadership is strongly influenced by the relationship between teachers and principals. Thus, a critical challenge for school leaders is identifying and capitalizing on leadership behaviors that have the greatest impact on teacher motivation.

Hoy and Miskel (2000) concluded from their findings that leaders who possess the following characteristics will motivate teachers: (a) self-confidence, (b) stress tolerance, (c) emotional maturity, (d) personal drive, (e) power needs, (f) achievement orientation, and (g) high expectations for success. Fullan (2002) concluded, “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). Principals are able to model behaviors that enhance teacher motivation, increase teacher job satisfaction, and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning (Fee, 2008; Ivie, 2007).

Conversely, principals who do not master positive leader behaviors are more likely to foster low levels of job satisfaction and work motivation among teachers. Van Houtte (2006) stated that, “...low job satisfaction has been associated with stress, burnout, lack of commitment to the institution, absenteeism, and turnover” (p. 254).

Recognizing the importance of the leadership behavior of the principal in 21st-century complex schools is critical if an environment is to be created wherein teachers are empowered to foster the type of creativity that results in effective teaching and learning (Davis & Wilson, 2000; Duggan, 2007). Therefore, investigating the extent to which principals perceive 13 core competencies as being important, as well as the extent to which they perceive that they exhibit behaviors consistent with the 13 core competencies,

will offer a deeper understanding of leader behavior, enabling school leaders to use the information to enhance their capacity to lead 21st-century schools.

Purpose of the Study

The purpose of this study will be threefold: (a) to determine the extent principals perceive that they place importance and exhibit behaviors informed by 13 core competencies; (b) to determine the extent teachers perceive that their principals place importance and exhibit behaviors informed by 13 core competencies; and (c) to examine the relationship, if any, these perceptions have on teacher motivation.

The researcher will assess school leaders' perceptions of importance of 13 core competencies collectively and individually, as well as the extent to which school leaders perceive they exhibit behaviors informed by the competencies. Additionally, the researcher will measure teacher motivation to determine the relationship between leadership behavior and teacher motivation.

Significance of the Study

The study will add to the emerging body of literature that is placing importance on the behaviors of 21st-century principals. This study will explore, through examining the perceptions of principals and teachers, the importance of valuing and exhibiting behaviors informed by the 13 core competencies on creating effective school leaders, and will provide valuable information on the relationship between effective principals and teacher motivation. Data from this study may also identify characteristics of leaders that will assist them in enhancing teachers' motivation, which research has shown to have a positive effect on student achievement (Bandura, 1993; Blackwell, Trezesniewsk, &

Dweck 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Tabbodi & Prahallada, 2009; Zimmerman, 2000).

Assumptions

Research has established a relationship between teacher motivation and student achievement (Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004).

Research has also established a relationship between the leadership style of a principal and the motivation of a teacher (Fee, 2008; Green, 2010; Ivie, 2007). If school leaders develop their capacity to lead 21st-century schools through placing importance and exhibiting behaviors informed by the 13 core competencies, then those behaviors should enhance teachers' perceptions of leaders' behavior, and the level of teacher motivation should increase and result in an environment that is more conducive to student learning.

Research Questions

This study will answer the following research questions with respect to principals and teachers working within two successful school districts in Kentucky.

Principals' Perceptions

1. To what extent, if any, do principals perceive behaviors informed by the 13 core competencies to be important to them in their role as school leaders?

2. To what extent, if any, do principals perceive that they exhibit behaviors informed by the 13 core competencies?

Teachers' Perceptions

3. To what extent, if any, do teachers perceive that their principals place importance on behaviors informed by the 13 core competencies?

4. To what extent, if any, do teachers perceive that their principals exhibit behaviors informed by the 13 core competencies?

Principals' vs Teachers' Perceptions

5. Is there a relationship between principal and teacher perceptions of the principals' attitudes with regard to (a) placing importance on behaviors informed by the 13 core competencies and (b) exhibiting behaviors informed by the 13 core competencies?

Teacher Motivation

6. Is there a relationship between teacher motivation and teacher perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

7. Is there a relationship between teacher motivation and principals' perceptions on the extent to which they (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

Definitions of Terms

The following definitions clarify the terminology used in this study:

1. *Core Competencies* - a set of 13 skills that inform leader behavior as outlined by Green (2010), consisting of (a) visionary leadership, (b) curriculum and instruction, (c) assessment, (d) reflection, (e) unity of purpose, (f) diversity, (g) inquiry, (h) collaboration, (i) professional development, (j) professionalism, (k) instructional leadership, (l) organizational management, and (m) learning community.

2. *Leadership behavior* - the actions of the school leader, as perceived by teachers and/or principals in the school.

3. *Teacher motivation* - the attitudes, values, and perceptions surrounding the work and work environment of teachers consisting of intrinsic, extrinsic, and efficacy beliefs.

4. *Leadership Behavior Inventory* - a 39-item Likert type instrument used to measure both perceptions of importance and frequency of the behaviors informed by 13 core competencies.

5. *Teacher Attitude Survey* - a 20-item Likert type instrument used to measure teacher perceptions of their motivation consisting of (a) intrinsic motivation, (b) extrinsic motivation, (c) incremental beliefs, (d) self-efficacy beliefs, and (e) collective efficacy beliefs.

6. *School Leader* - the administrative head of a school who is considered the “chief learning officer,” and/or an individual with a vision for the future of the school who can articulate that vision to stakeholders.

7. *Teacher* - a member of a school professional staff who holds the title of teacher, counselor, librarian, or any other professionally licensed staff member excluding vice-principals, assistant principals, or supervisors.

8. *Successful District* - a district having met all state annual standards for all students over the two-year period preceding this study.

Limitations

This study is restrictive because the findings only represent school principals and teachers from two successful school districts in Kentucky. Therefore, the findings may not be generalizable. However, the data can be vital in examining principal behavior informed by the aforementioned 13 core competencies and the effect it has on teacher motivation.

Summary

In summary, successful school leaders improve the productivity of faculty, staff, and students when they create and promote a culture of collegiality, collaboration, support, and trust. Productivity is enhanced when vital core competencies are mastered and school leaders become equipped with the skills and attributes needed to meet the challenges of 21st-century schools (Fee, 2008; Green, 2010; Ivie, 2007). School leaders are able to model behaviors that enhance teacher motivation and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning. Conversely, school leaders who do not master these 13 core competencies and do not exhibit behaviors informed by them are more likely to foster negative teacher motivation, feelings, and attitudes, which have been associated with stress, burnout, lack of commitment to the institution, absenteeism, and turnover (Bogler, 2010; Tabbodi & Prahallada, 2009; Van Houtte, 2006).

Recognizing the importance of the leadership behavior of the principal in 21st-century complex schools is critical if an environment is created wherein teachers are empowered to foster the type of creativity that results in effective teaching and learning.

To examine the important relationship between principal behavior and teacher motivation, seven research questions will be investigated.

Organization of the Study

This dissertation will be organized into five chapters. Chapter 1 will include an introduction to the problem of leader behavior and teacher motivation, a statement of the problem, the significance of the study, the purpose of the study, assumptions, research questions, definitions of terms, limitations, and a summary. Chapter 2 will provide a review of the literature as it relates to: (a) leadership and teacher motivation theories, (b) leadership competencies, (c) teacher motivation, (d) the relationship between leadership behavior and teacher motivation. Methodology used to answer the research questions for this study will be the focus of chapter 3. To analyze the data, the study will use a description of participants, instrumentation, research questions, procedures, data analysis, and limitations. Chapter 4 will present the results of the analysis of the data. Chapter 5 will include conclusive discussions of the findings, conclusions, and implications that result from this study along with recommendations for further research.

Chapter 2: Review of the Literature

Introduction

A critical challenge for school leaders is capitalizing on leadership behaviors that have the greatest impact on creating effective schools wherein teachers are empowered and influence students to achieve success.

Let me state at the outset that you cannot do this (produce and sustain a vital public school system) without a dedicated, highly competent teaching force ... and you cannot get teachers working like this without leaders at all levels guiding and supporting the process. The principal's role is pivotal in this equation. (Fullan, 2003, p. 5)

The leadership style of the principal is possibly the most important single determinant of an effective learning environment (Kelley et al., 2005; Marzano et al., 2005). However, Dunaway (2007) stated, “ ... leaders do not cause motivation. Rather, they set the conditions and lead in ways through which followers find their own motivation and morale” (p. 3). Hoy and Miskel (2000) concluded from their findings that leaders who possess characteristics such as self-confidence, stress tolerance, emotional maturity, personal drive, power needs, achievement orientation, and high expectations for success will motivate teachers.

In order to meet the critical challenge of creating effective 21st-century schools, it is vital that school leaders incorporate a leadership style that enables them to master core competencies which provide them with the skills and attributes necessary to enhance teacher motivation, thus positively impacting student achievement. Literature describes not only researched leadership styles that develop positive relationships with followers and motivate performance that accomplishes specific goals (Ramachandran & Krishnan,

2009), but also leadership styles that create relationships in which the leader and followers are bound together around a set of common beliefs, values, and norms that foster attainment of specific visions (Green, 2010). Literature also describes core competencies that successful school leaders must master which will prepare school leaders to exhibit both behaviors that foster the desire to lead and behaviors that should bring about increased student achievement (Ivie, 2007).

The following literature review examines several theoretical frameworks that guide both positive leader behavior and teacher motivation as it relates to the aforementioned research questions. Following the theoretical frameworks, leadership behavior is examined using 13 core competencies (Green, 2010). A review of the literature surrounding teacher motivation, specifically intrinsic motivation, extrinsic motivation and efficacy beliefs, is then examined. Last is an examination of relevant research on teacher motivation and behaviors as they relate to leadership behavior.

Theoretical Frameworks

Transformational Leadership

The theory of transformational leadership provides a framework for guiding effective leader behaviors within 21st-century schools. Burns (1978) defined leadership as what happens when, “persons with certain motives and purposes mobilize resources so as to arouse, engage and satisfy the motives of followers” (p. 18). Collectively, the 13 core competencies used in this study are embedded in the theory of transformational leadership informing the type of behavior school leaders must exhibit if they are to meet the challenges and demands of leading 21st-century schools.

Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused—transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. (Burns, 1978, p. 20)

Ramachandran and Krishnan (2009) suggested that transformational leaders develop positive relationships with followers and motivate performance that accomplishes specific goals. They create relationships, more specifically, ones in which the leader and followers are bound together around a set of common beliefs, values and norms that foster attainment of specific visions (Green, 2010). These relationships between leader and follower are built around collaboration in which groups create, manage, and implement an instructional program that meets the needs of all students.

Transformational leaders develop partnerships with followers inside and outside of the schoolhouse and enroute to vision and goal attainment, they empower followers to make decisions and create a culture that enables them to participate in a collaborative manner. In essence, they share their power, distribute leadership tasks, and inspire others to lead. (Green, 2010, p. 13)

Conceptually, the research revolves around a new definition of what a school leader must be. In the past, a school leader focused on managerial functions. In the current era, managerial functions remain important; however, the major focus has shifted to instructional leadership. Though managerial functions cannot be left unattended, school leaders must divide their time between instructional leadership functions and managerial functions. Green (2010) described a 21st-century school leader as one who collaborates with other individuals and groups to create, manage, and implement an

instructional program that meets the needs of all students, as well as articulates a vision for the future of the school to all stakeholders.

To foster this concept, Green (2010) divided principal leadership into four dimensions. The four dimensions of principal leadership include the components of understanding self and others, understanding the complexity of organizational life, building bridges through relationships, and engaging in leadership best practices. Embedded in these dimensions are 13 core competencies informing processes and procedures that school leaders might use to acquire the skills, attributes, and competencies necessary to meet the new challenges. Underpinning these dimensions are the standards set forth by the Interstate School Leader Licensure Consortium (ISLLC), which provides guidelines for the behavior of 21st-century school leaders.

Understanding self and others. Kelley et al. (2005) stated, “As instructional leaders, principals can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate” (p. 18). Often, this task is impeded due to the challenges of different situations and personalities. In order for principals to remain effective while communicating a vision for the future, dealing with conflict, and building confidence among stakeholders, principals must have a clear understanding of their own strengths, beliefs, values, and other personal qualities, as well as those of others (Green, 2010).

Understanding the complexity of organizational life. Organizational life within a school revolves around four factors: 1) culture, 2) climate, 3) structure, and 4) the interaction of people.

Organizations work the way they work because of the ways that people work. If a school leader wants to improve a school, before he or she changes the rules, he or she must look first at the way that people think, behave, and interact together. (Senge, 2000, p. 19)

In essence, leaders develop an understanding of the culture of the organization and develop a deeper understanding of these complexities and identify strategies that can be used to address them.

Building bridges through relationships. Success will not be achieved in schools with the work of only one individual. Rather, it occurs as a result of the effective interaction of people. Therefore, individuals who work and serve in the schoolhouse will have to establish positive interpersonal relationships and deposit social capital. Putnam (2008) defined social capital as the connectedness among individuals. A society of many virtuous but isolated individuals is not necessarily rich in social capital. Individuals working alone might be able to make a contribution, but it is only when connections are made and individuals establish productive relationships with other individuals that schools will truly be able to function correctly. The goal of a leader should be to get the community to come together to create an education system that focuses on the possibilities of that school. Schools are made up of many people with different gifts and talents, and those gifts and talents should be explored and used to create a school community that empowers everyone involved (Block, 2008). Establishing and nurturing relationships in the internal and external environments is crucial in order to maintain an efficient and effective organization (Green, 2010).

Engaging in leadership best practices. In order to create successful organizations, effective school leaders must be versed in current research and data sufficient to identify

and utilize best practices. Through current research and data analysis, principals can make quality decisions and identify strategies for use in managing conflict, designing effective instructional programs, and making organizational change. The principal should be perceived as the gatekeeper or filter for information (Leech & Fulton, 2003). Figure 1 provides a model for the Four Dimensions of Principal Leadership.

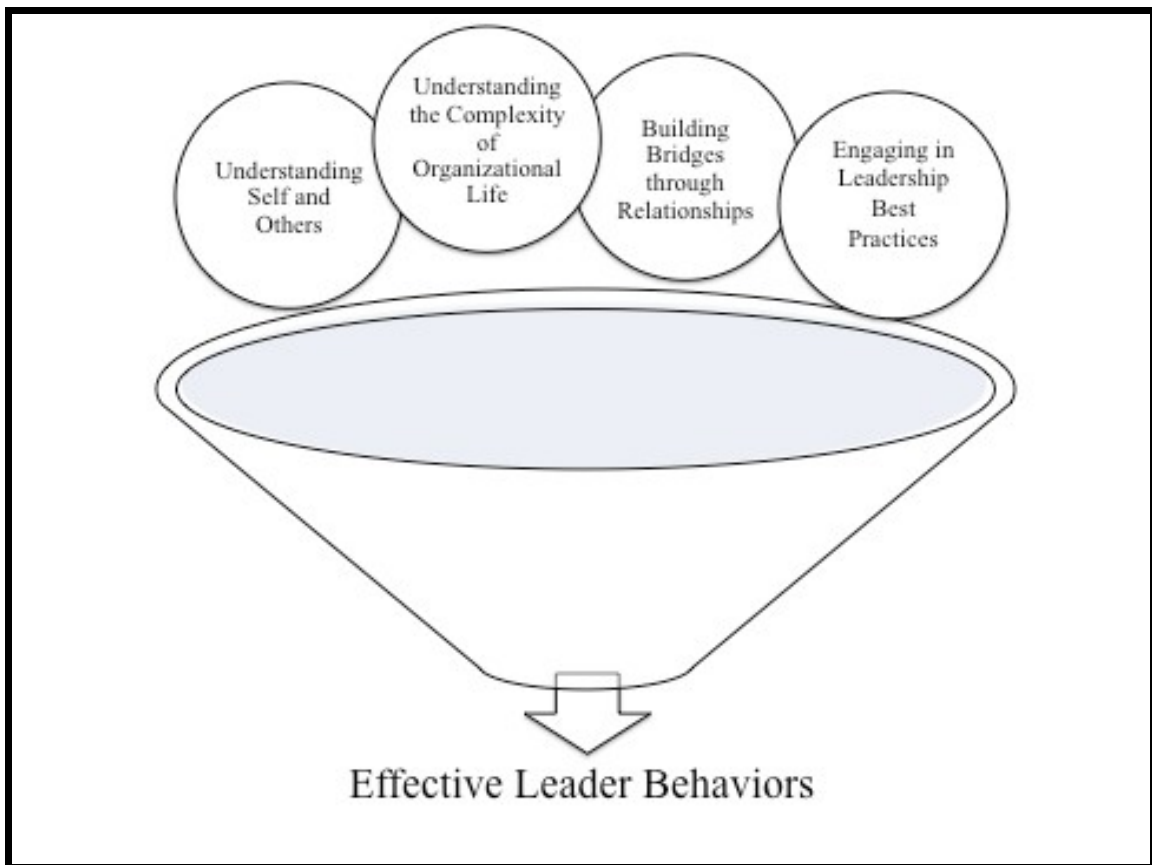


Figure 1. The four dimensions of principal leadership. This figure shows how the four dimensions work together to help create effective leaders.

Social Cognitive Theory

Bandura's (1986) social cognitive theory provides a framework that examines an individual's self-system which carries with it the ability to influence cognitive process and actions.

This self system houses one's cognitive and affective structures and includes the abilities to symbolize, learn from others, plan alternative strategies, regulate one's own behavior, and engage in self-reflection. It also plays a prominent role in providing reference mechanisms and a set of subfunctions for perceiving, regulating, and evaluating behavior, which results from the interplay between the self system and external environmental sources of influence. (Pajares, 1996, p. 543)

The choices that individuals make are influenced by the strength of their beliefs (Goodard et al., 2004). Bandura (1986) explains that an individual's ability to exercise a measure of control over their thoughts, feelings, motivation, and actions is influenced by the strength of their efficacy beliefs. Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). This ability, serving as a self-regulatory function, provides individuals with the capability to influence their own cognitive processes and actions, providing the capability to alter their environments.

This self-system is the foundation of Bandura's (1986) concept of reciprocal determinism. Reciprocal determination is the view that: 1) personal factors in the form of cognition affect biological events and behavior, and 2) environmental influences create interactions that result in a triadic reciprocity. In general, Pajares (1996) states, "[Social cognitive theory]... provides a view of human behavior in which the beliefs that people have about themselves are key elements in the exercise of control of their own

environments and of their social systems” (p. 2). Social cognitive theory is grounded in the idea that individuals are agents proactively engaged in their own development and can create change by their actions (Pajares, 1997).

This idea of proactive personal development, imbedded into social cognitive theory, also mimics other current theories rooted in a similar view that suggests individuals are agents that create change through their beliefs and actions. Peter Senge’s systems thinking theory is a discipline that views problems and goals, not as isolated, but rather as components of larger structures. It studies system structure and behavior and explains how everything is connected and related (Senge, 2001). Frederickson (2009) proposes that people are more likely to make positive choices when positive emotions are imbedded into a person’s mindset. Through increasing positivity, individuals can enhance their relationships, improve their health, relieve depression, and broaden their minds (Frederickson, 2003). Frederickson (2009) demonstrated the improvement of individual and collective functioning, psychological well-being, and physical health due to positive beliefs. Figure 2 shows the relationships within Pajares (1997) idea of triadic reciprocity.

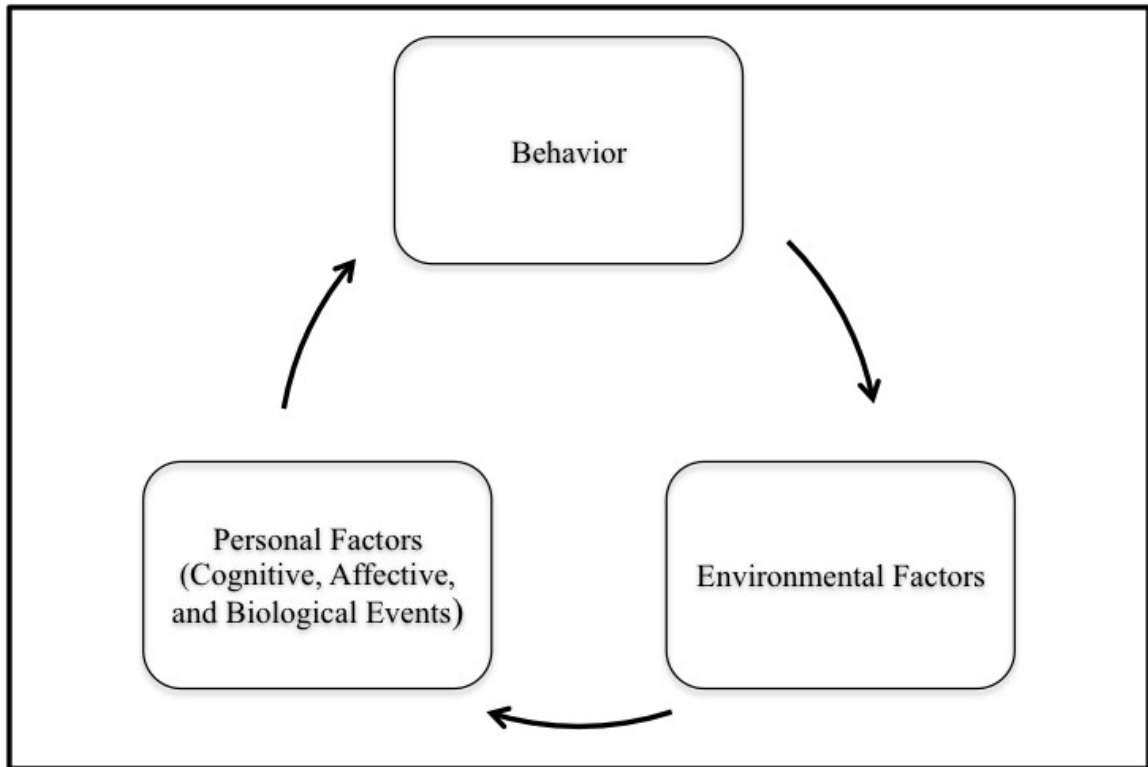


Figure 2. Social Cognitive Theory's Triadic Reciprocity as Described by Pajares. This figure shows three variables entwined into the social cognitive theory. Pajares, F. (1997). Current directions in self-efficacy research. Retrieved April 8, 2010, from <http://www.des.emory.edu/mfp/effchapter.html>

When applied to teaching, social cognitive theory predicts that the decisions teachers make about their classroom practices are directly influenced by their sense of efficacy for teaching (Goodard et al., 2004). Bandura (1993) found that personal beliefs affect how one deals with difficult tasks and that positive beliefs often influence an individual's ability to view difficult tasks as challenges to be mastered rather than threats to be avoided. Gibson and Dembo (1984) found that teacher beliefs positively related to (a) improving academic learning, (b) providing students who have difficulty learning with the help needed to succeed, and (c) praising students for their accomplishments. In

essence, social cognitive theory explains that people's thoughts, beliefs, and feelings affect the way they behave (Bandura, 1986, p. 25).

Two-Factor Theory of Motivation

Hertzberg's two-factor theory of motivation looks at the effects of the separate and individual variables of motivation and hygiene factors on job satisfaction. Motivation factors arouse, direct, and sustain increased performance. Hygiene factors must be satisfied or motivation will be blocked and job dissatisfaction can result. Motivation factors are identified as (a) recognition, (b) the work itself, (c) responsibility, and (c) advancement/promotion, whereas hygiene factors are identified as (a) supervision, (b) working conditions, (c) colleagues, (d) salary, or (e) job security (Hertzberg, 1968).

Motivators revolve around the work itself, which can be the source of intrinsic motivation, while hygiene factors revolve around the work environment and can serve as the primary source of job dissatisfaction. Hertzberg (1968) stated that motivation factors, those that lead to job satisfaction, deal with the factors involved in doing the job and are the true motivators. Motivation factors are primarily intrinsic. Job dissatisfiers deal with the factors that define the job context and begin as hygiene factors, which can become dissatisfiers if not attended to. Hygiene factors are primarily extrinsic. As stated by Pinder, "Hygiene factors are necessary for preventing job dissatisfaction, but they are not capable of generating either job satisfaction or motivation (Wallace, 1999, p. 22). People may meet their hygiene needs and may be satisfied for a while, but the effect will soon wear off. True satisfiers are those motivational factors that deal with achievement, advancement, and development which bring about a deeper level of fulfillment

(Chapman, 2001). Research into teacher satisfaction and dissatisfaction not only shows that a growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity (Tshannen-Moran, Hoy, & Hoy, 1998), and that leader behavior of principals has a positive effect on the teacher job satisfaction (Ivie, 2007)

The 13 Core Competencies

Literature recognizes the critical importance of the leadership behavior of principals and links that behavior to school effectiveness and student achievement (Hallinger & Heck, 1996; Fullan, 2002; Kelley et al., 2005; Leithwood et al., 2004). School leaders, in order to create effective schools, are being asked to become instructional leaders who can effectively create positive and productive workplaces for teachers and vibrant learning environments for children (Davis et al., 2005). With the current research that places importance on the leadership behavior comes the demand for discovering which specific behaviors prove absolutely critical for school leaders to master in order to create effective schools.

After a review of literature exploring leader behaviors that create effective learning environment, Green (2010) identified 13 core competencies. The competencies include: (a) visionary leadership, (b) curriculum and instruction, (c) assessment, (d) reflection, (e) unity of purpose, (f) diversity, (g) inquiry, (h) collaboration, (i) professional development, (j) professionalism, (k) instructional leadership, (l) organizational management, and (m) learning community. These competencies are valuable in almost all

contexts of school leadership: setting directions, developing people, enhancing instruction, and redesigning the organization (Ivie, 2007).

These core competencies inform processes and procedures set forth by the ISLLC standards, which provide standards for guiding behavior of 21st-century and acquiring the skills, attributes, and competencies necessary to meet new challenges. When mastered, these competencies equip school leaders with the competence necessary to capitalize on leadership behaviors that have the greatest impact on teacher motivation and behavior. Table 1 outlines the 13 core competencies described by Green (2010) and embedded in the ISSLC standards.

Table 1

The 13 Core Competencies as Identified by Green (2010)

#	Core Competency	Description
1.	Visionary Leadership	Effective leaders demonstrate energy, commitment, and an entrepreneurial spirit. They communicate values and a conviction that all children will learn at high levels, and they inspire others with that vision. Visionary leaders are able to influence a faculty to display faith and trust in their decisions and to assist in the transformation process. They elevate people to a place they have never been.
2.	Curriculum and Instruction	Effective leaders understand the relationships among curriculum coherence, student success, and pedagogical leadership. They keep the school focused on student learning and are able to put a curriculum that contains research-based strategies sufficient to meet the needs of all students into practice.
3.	Assessment	Effective leaders facilitate the use of a variety of strategies to monitor student performance and continuous leader development. The process they use contains a built-in plan for improving student achievement.
4.	Reflection	Effective leaders reflect on practices and evaluate results for the purpose of modifying future practices as warranted. They acquire and analyze knowledge about themselves to achieve self-understanding, as they realize the ability to self-assess and initiate action for self-improvement is a critical aspect of being an effective leader.
5.	Unity of Purpose	Effective leaders develop unity of purpose with all stakeholders and keep the school focused on student learning. They are able to acquire the commitment of faculty members around a single focus and align their behavior with activities that foster goal attainment. These leaders realize that beginning with the end in mind and providing positive directions for faculty and staff are critical to leadership effectiveness.

(table continues)

Table 1 (continued)

The 13 Core Competencies as Identified by Green (2010)

#	Core Competency	Description
6.	Diversity	Effective leaders create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued. Unfair treatment and inequalities are recognized and eliminated.
7.	Inquiry	Effective leaders create an environment in which inquiry guides the continuous improvement of school organization. They are concerned with identifying proven practices and acquiring information that can be aligned with instructional needs.
8.	Collaboration	Effective leaders engage all stakeholders in the creation of a caring, safe community that values self-motivation, active inquiry, and positive social interaction. They are able to work in a multicultural environment and can enhance student achievement, working with individuals who have diverse views and interests.
9.	Professional Development	Effective leaders are lifelong learners who demonstrate commitment to their own professional development and renewal. They also ensure that all faculty and staff members are engaged in programs and activities that keep them motivated, energized, and inspired to perform at their maximum level of effectiveness.
10.	Professionalism	Effective leaders demonstrate ethical and moral leadership and a commitment to the development of the profession. They display behavior that conforms to the ethical standards of the profession and put a system in place that influences all members of the school organization to behave in a similar manner.
11.	Instructional Leadership	Effective leaders facilitate the application of current knowledge in learning and human development. They are able to use data to make instructional program decisions that meet the needs of all students.
12.	Organizational Management	Effective leaders continuously improve the culture of the school by utilizing the principles and practices of effective organizational management. They structure the school organization in a manner that conveys high expectations for students and adults and the effective use of material resources.
13.	Learning Community	Effective leaders create empowering environments that support innovation, involvement in decision-making, and continuous professional development. They distribute leadership throughout the organization and influence individuals to display mutual support for goal attainment.

There is recent evidence which strongly suggests that principals who master these 13 core competencies and allow them to inform their behavior enhance their capacity to lead, because they are able to model behaviors that enhance teacher motivation, increase teacher job satisfaction, and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning (Fee, 2008; Ivie, 2007). Conversely, principals who do not master these core competencies and do not exhibit behaviors informed by them are more likely to foster low levels of job satisfaction and motivation among teachers, which Van Houtte (2006) stated, “... has been associated with stress, burnout, lack of commitment to the institution, absenteeism, and turnover” (p. 254).

Teacher Motivation

The foundation for exploring teacher motivation and leadership behavior is based on the premises that (a) the 13 core competencies influence principal behavior (Green, 2010), (b) principals who value the 13 core competencies will incorporate them into action (Green, 2010), (c) teachers that agree principals value and exhibit the 13 core competencies will possess higher motivation (Ballone & Czerniak, 2001; Barnett & McCormick, 2003; Davis & Wilson; 2000; Dunaway, 2007), and (d) teachers exhibiting higher motivation are more likely to have higher achieving students (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2000). The key is the congruence between principal leadership and teacher perceptions on the extent to which principals value and implement behaviors informed by these core competencies.

Intrinsic and Extrinsic Motivation

Motivation is often broken down into two categories: (a) intrinsic and (b) extrinsic. Teachers, like all professionals, require both intrinsic and extrinsic rewards. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). Intrinsic rewards, according to Herzberg, are more satisfying and motivating.

Extrinsically motivated individuals engage in a task or activity as a means to an end. As stated by Pintrich and Shunk, “Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes, such as rewards, praise, or an avoidance of punishment” (Wallace, 1999, p. 7). Intrinsically motivated individuals will perform to high standards for internal reasons as opposed to any external reward the organization offers them. This internal drive leads to work performed beyond expectations (Gibbons, 2009). Beswick stated, “[Intrinsic motivation] is a process of arousal and satisfaction in which the rewards come from carrying out an activity rather than from a result of the activity (Wallace, 1999, p. 7). Teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as through a sense of personal power and motivation (Wallace, 1999).

Kaufman (1984) reviewed teachers’ commitment to the profession and concluded that teachers characterized as intrinsically motivated were more committed to the teaching profession than were non-motivation seekers. Fruth, Bresdon, and Kaston

(1982) analyzed commitment to teaching and found that intrinsic motivation was the most powerful link to teacher performance. Pintrich (2000) stated that intrinsic motivation was highly linked to mastery goals. In general, teachers that are intrinsically motivated are more concerned with mastering and accomplishing a goal rather than just completing a task. Extrinsic motivators do not last, and the true satisfiers are those motivational factors that deal with achievement, advancement, and development, which bring about a deeper level of fulfillment (Chapman, 2001)

Efficacy Beliefs

There are two types of efficacy: collective and individual. Within the education arena, they exist in the forms of 1) student self-efficacy, 2) teacher self-efficacy, and 3) collective efficacy (Woolfolk & Hoy, 1990). Bandura (1986) defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Goodard et al. (2004) describes self-efficacy as the personal belief that one is capable of accomplishing a task. Specifically, teacher self-efficacy has been described as a "teacher's belief or conviction that they can influence how well students learn, even those considered difficult or unmotivated" (Guskey & Passaro, 1994, p. 2), and as the degree to which teachers could "control the reinforcement of their actions, that is, whether control reinforcement lay within themselves or in the environment" (Tschannen-Moran et al., 1998, p. 202). Yost (2002) states, "Because teachers who believe in themselves and their abilities to teach also believe in their students' abilities to learn, such experiences have a significant effect on teacher expectations" (p. 198).

Collective efficacy is defined as beliefs about the conjoint capability of a school faculty and the beliefs of teachers as a whole to execute actions required to have a positive effect on students.

People's shared beliefs in their collective power to produce desired results are a key ingredient of collective agency; therefore, perceived collective efficacy is not simply the sum of the efficacy beliefs of individual members. Rather, it is an emergent group-level property. (Bandura, 2000, p. 76)

Goodard and Goodard (2001) define collective efficacy as the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.

Efficacy beliefs provide the groundwork for human motivation, well-being, and personal accomplishment. Unless individuals believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. Literature shows that self-efficacy beliefs touch all aspects of people's lives (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2000). Whether people think productively, self-debilitatingly, pessimistically, or optimistically can be determined by an individual's self-efficacy. How well individuals motivate themselves and persevere in the face of adversities is influenced by personal judgments of one's own abilities. Vulnerability to stress and depression, as well as the life choices individuals make, has also been found to be related to self-efficacy (Pajares, 1996).

Goodard et al. (2004) found that the efficacy beliefs of teachers and students had a positive impact on student achievement. The efficacy beliefs of teachers are related to their instructional practices and to various student outcomes (Ashton & Webb, 1986; Parajes, 1997). Ames (1992) similarly found that efficacy beliefs were tied closely to the way teachers structure their classroom and make instructional decisions. If teachers

believe they are capable of teaching students with diverse needs, then they will be more likely to put forth more effort within the classroom (Goodard & Goodard, 2001).

Bandura (1993) found that students with high efficacy belief were more likely to put forth effort, persevere through challenging tasks, and perform better. Students with high efficacy beliefs do not fear failure and, as a result, are more likely to try new things and less likely to quit (Zimmerman, 2000). Both efficacy beliefs of teachers and students are vitally important when creating a positive atmosphere that is conducive to maximum learning. Goodard et al. (2004) concluded that the collective efficacy of a group as a whole was more important than the individual efficacy beliefs of teachers. When teachers believe that they can accomplish a task as a whole, a common bond is shared, collaboration efforts are started, and responsibility is heightened among the group. Hoy, Sweetland, and Smith (2002) stated that teachers' collective sense of efficacy was significantly related to student achievement.

Students who believe they are capable of learning new material will put forth more effort to accomplish a task (Blackwell et al., 2007). Steel and Aronson (1995) concluded that when students are stereotyped as low performers, they will perform worse. This data explains the stereotype threat theory. If educators believe that children cannot succeed, they more than likely will not. When efficacy beliefs are encouraged, the problem of stereotyping starts to vanish (Blackwell et al., 2007).

Teacher Motivation and Leader Behavior

Literature on teacher motivation not only indicates that teachers are vital change agents leading the way to education reform and that teacher beliefs are precursors to

change (Ajzen & Fishbein, 1980; Battista, 1994; Pajares, 1992), but literature also indicates that teacher motivation greatly affects student outcomes (Bandura, 1993; Goodard et. al., 2004; Zimmerman, 2000). Literature surrounding leader behavior reveals the impact it has not only on the learning environment within a school (Kelley et al., 2005; Marzano et al., 2005), but also on teacher motivation and behavior (Ballone & Czerniak, 2001, Dunaway, 2007).

... competent functioning requires harmony between self-beliefs on the one hand and possessed skills and knowledge on the other. Rather, it means that self-perceptions of capability help determine what individuals do with the knowledge and skills they have. More important, self-efficacy beliefs are critical determinants of how well knowledge and skill are acquired in the first place. (Parajes, 1997, p. 2)

Principals must exhibit the type of leadership that both provides teachers with the skills and attributes necessary to succeed as well as with the encouragement and belief that they can do so.

Hoy and Miskel (2000) concluded that leaders who possess self-confidence, stress tolerance, emotional maturity, personal drive, power needs, achievement orientation, and high expectations for success will motivate teachers. Barnett and McCormick (2003), during a study on the effects of transformational leadership on teacher motivation, found that a principal's behavior is able to encourage teachers to apply their expertise and efforts toward shared purposes. Davis and Wilson (2000), speak of the role that principal behavior plays on teachers' intrinsic beliefs in that the more principals engage in personally empowering behaviors for teachers, the more the teachers' intrinsic motivation increases. Burns (1978) mimicked this idea early on when he conceptualized transformational leaders and suggested that they are focused primarily on intrinsic

motivation. When teachers feel more competent about their jobs, their positive feelings about their roles also improve and collaboration is heightened. Taylor and Tashakkori (1994) found a positive correlation between teacher efficacy and job satisfaction.

The premise that leader behavior positively influences teacher motivation can also be explained using the Pygmalion effect. Eden (1992) describes the Pygmalion effect as a type of self-fulfilling prophecy in which leaders who are led to expect more of their employees will lead them to greater achievement. Research concluded that leadership is hypothesized to be the key mediator through which leader expectations influence employee self-efficacy, performance expectations, motivation, effort, and performance. “Individuals will tend to do tasks that they positively value and avoid tasks that they negatively value” (Wigfield & Eccles, 1992, p. 265), and teachers are not exempt from this finding. Frederickson (2009) proposes that people are more likely to make positive choices when positive emotions are imbedded into a person’s mindset. A positive mindset is directly related to the leadership of an organization. Research shows that emotions should be experienced in a 3 (positive) -to- 1 (negative) ratio. Through increasing positivity, individuals can enhance their relationships, improve their health, relieve depression, and broaden their minds (Frederickson, 2003). Frederickson (2009) has demonstrated the improvement of individual and collective functioning, psychological well-being, and physical health due to positive imagery. Wigfield and Eccles (1992) stated, “. . . individuals may have positive efficacy beliefs about certain tasks yet not engage in them because the task has little value for them” (p. 273). Leader behavior impacts not only the learning environment within a school (Kelley et al., 2005; Marzano

et al., 2005), but also teacher motivation and behavior (Ballone & Czerniak, 2001, Dunaway, 2007); thus, a critical challenge for school leaders is capitalizing on leadership behaviors that have the greatest impact on teacher motivation.

Chapter 3: Methodology

Research Design

This quantitative study is designed to explore, through an examination of the perceptions of principals and teachers, the importance of valuing and exhibiting behaviors informed by the 13 core competencies, proffered by Green (2010) on creating effective school leaders. This study is also designed to investigate the relationship between effective principals and teacher motivation using descriptive analyses, quantitative analyses, including Pearson product-moment correlations.

Population and Sample

When choosing a sample population for the current study, the researcher sought after school districts that met the following criteria: (a) a successful school district having met all state annual standards for all students over the two-year period preceding the study, (b) a school district possessing a superintendent willing to participate in the study, and (c) a school district possessing a superintendant who valued research and data and who valued creating positive change. Using this criteria, two school districts in Kentucky were selected.

In order to determine the success of both districts, the researcher reviewed the 2007-2008 and 2008-2009 state report cards from both districts. Both districts not only met all state standards for all students for the two years preceding the research study, but also showed signs of valuing and exhibiting behaviors informed by the 13 core competencies imbedded in this study. District report cards were reviewed and statements were found indicating that attention had been given to the 13 core competencies within

the two school districts chosen for this study (Greene, 2009; Lovett, 2009). These indicators can be found listed in Appendix J.

The selected population for the research study included: (a) a rural school district consisting of 10 schools (6 elementary schools, 3 middle schools, and 1 high school, and (b) an urban school district consisting of five schools (3 elementary schools, 1 middle school, and 1 high school).

The researcher obtained approval to conduct research among the districts' principals [Appendix A] and another approval to conduct research among the districts' teachers [Appendix B]. Approval was granted from the Institutional Review Board for the Protection of Human Subjects at the University of Memphis. Next, the researcher secured permission to conduct research from the superintendents [Appendix C] of the two districts through personal contact and telephone conversations. The superintendents provided a description of the study to their principals and teachers, and each principal and teacher was requested to consent to participate at the beginning of each survey [Appendix D].

Instrumentation

This study utilizes two instruments to gather data; the *Leadership Behavior Inventory* (Green, 2006) and the *Attitude Toward Teaching Survey*. The instruments relate to the constructs of leadership behavior and teacher motivation. First, the leadership behaviors of principals will be measured using the *Leadership Behavior Inventory* developed by Green (2006) and validated by Ivie (2007) during a research study on the relationship between teacher job satisfaction and school leaders' behavior informed by 13

core competencies. Two versions of the *Leadership Behavior Inventory* will be used. One measures principals' perceptions regarding their own leadership behaviors [Appendix E] and another measures teachers' perceptions regarding the leadership behavior of their principals [Appendix F].

Fullan (2002), stated, "Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement of student achievement" (p. 16). The *Leadership Behavior Inventory* was designed on this premise, recognizing that literature identifies the critical importance of the leadership behavior of principals and links that behavior to school effectiveness and student achievement (Fullan, 2002; Hallinger & Heck, 1996; Kelley et al., 2005; Leithwood et al., 2004).

Next, teacher motivation will be measured by the *Attitude Toward Teaching Survey* [Appendix H], designed, developed, and tested by the researcher. The *Attitude Toward Teaching Survey* was designed to measure motivational beliefs of teachers outlined in the literature as positively affecting teacher effectiveness and student achievement (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Meuller & Dweck, 1998; Zimmerman, 2000).

Leadership Behavior Inventory

The *Leadership Behavior Inventory*, developed by Green (2006), is a 39-item, 5-point Likert scale inventory that will provide leader behavior data for analysis. The *Leadership Behavior Inventory* measures two variables: 1) the perceived importance school leaders place on the 13 identified core competencies and 2) the perceived

frequency which school leaders exhibit behavior informed by those competencies in a school setting. These competencies were established by the Center for Urban School Leadership at the University of Memphis and include: (a) visionary leadership, (b) curriculum and instruction, (c) assessment, (d) reflection, (e) unity of purpose, (f) diversity, (g) inquiry, (h) collaboration, (i) professional development, (j) professionalism, (k) instructional leadership, (l) organizational management, and (m) learning community. Each of the 13 core competencies is measured by three statements, and mean competency scores will be calculated for each competency regarding the two aforementioned variables [APPENDIX G]. For the first variable, the respondents are asked to indicate the perceived importance they place on a specific behavior (*very important, important, moderately important, of little importance, or unimportant*). For the second variable, the respondents are asked to indicate the perceived frequency of which they exhibit a specific behavior (*always, frequently, occasionally, seldom, or never*).

Content validation. Ivie (2007) validated the *Leadership Behavior Inventory* while studying the relationship between teacher job satisfaction and school leaders' behavior informed by the aforementioned 13 core competencies. The instrument was validated by peer judgments made by school leaders and teachers. Twenty principals from various elementary, middle, and high schools, and subsequently 136 teachers reviewed the instrument. After minor changes were made, the inventory was field-tested using elementary, middle, and high school teachers. Respondents indicated the survey was easy to complete and easy to understand. The average amount of time to complete the survey was 8 minutes.

Reliability. Initially, Ivie (2007) found a high reliability score during her research of school leaders. The *Leadership Behavior Inventory* reliability study was conducted using survey completion for elementary, middle, and high school teachers. Two hundred surveys were distributed, and 136 were fully completed. Reliability was calculated for the initial instrument using means with Cronbach's alpha. The Cronbach's alpha coefficient is a measure of the internal consistency of a set of items to determine whether they are measuring the same construct. The Cronbach alpha coefficient compares the rating of one question to the ratings of all the remaining questions based on the theory that if a rating is low for one item, it would most likely be consistently low across the other items. Ivie (2007) found a high level of internal consistency with an alpha of .905. The Cronbach alpha coefficients determined for the *Leadership Behavior Inventory* during the current study was .938 (principal responses) and .939 (teacher responses).

Permission to use the Leadership Behavior Inventory. Permission to use the *Leadership Behavior Inventory* was granted to the researcher by the instrument's developer, Dr. Reginald L. Green and the Department of Leadership at the University of Memphis.

Attitude Toward Teaching Survey

The researcher designed, developed, and tested for validity and reliability the *Attitude Toward Teaching Survey* that will provide teacher motivation data for analysis. The instrument was developed from literature surrounding major motivational concepts that have shown to have a positive impact on teacher effectiveness including: 1) intrinsic motivation, 2) extrinsic motivation, 3) incremental beliefs, 4) collective efficacy, and 5)

self-efficacy (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Meuller & Dweck, 1998; Zimmerman, 2000). The 20-item, Likert scale inventory captures data for each of the five aforementioned motivational concepts using four statements [Appendix I]. Respondents are asked to describe how they might feel about or react to various aspects of his/her job (*strongly agree, agree, undecided, disagree, strongly disagree*). Given the design of this study, though this inventory captures data for five motivational concepts, the researcher will only use data from four of the five motivational concepts: (a) intrinsic motivation, (b) extrinsic motivation, (c) collective efficacy, and (d) self-efficacy. This survey will be administered to all teachers with the intent of assessing each of the four aforementioned motivational concepts against the 13 core competencies collectively in order to determine if there was a relationship between perceived principal behaviors, specifically, behaviors informed by the 13 core competencies and teacher motivation.

Content validation. To secure content validity, two panels of school principals, teachers, school counselors, professors of educational leadership, and other volunteers with little or no background in education reviewed the 20 items. Subsequent to the content validity assessment, another two panels, consisting of similar volunteers as the aforementioned panels, tested the items for structural validity using cards showing individual items printed on each card. Each card represented one item. These two panels sorted cards into groups representing items measuring similar motivational concepts. The first panel was asked to sort related cards into five stacks of four. The panel, on average, correctly grouped between 16 and 18 of the 20 items for an average “hit” rate of 83%. A

record was kept on the items that were most often grouped incorrectly; these items were edited for greater clarity. A second panel was asked to complete the same structural validity test and sorted the newly edited items into five stacks of four cards. The second panel, on average, correctly grouped between 18 and 20 of the 20 items for an average “hit” rate of 98%. The items that were incorrectly grouped during the second structural validity test were also edited for greater clarity.

Reliability. The *Attitude Toward Teaching Survey* was field-tested among 36 middle school and high school teachers from two schools. The average amount of time to complete the survey was 4 minutes. None of these teachers will be included in the actual study. The reliability study was conducted using the *Predictive Analytics Software (PASW) version 18.0*. Reliability was calculated for the initial instrument using means with Cronbach’s alpha. A high level of internal consistency with an alpha of .813 was determined. The Cronbach’s alpha coefficient is a measure of the internal consistency of a set of items to determine whether they are measuring the same construct. The Cronbach alpha coefficient compares the rating of one question to the ratings of all the remaining questions based on the theory that if a rating is low for one item, it would most likely be consistently low across the other items. The Cronbach alpha coefficient determined for the *Attitude Toward Teaching Survey* during the current study was .686.

Current Study Instrument Reliability

Reliability was calculated for the two survey instruments during the current study using means with Cronbach’s alpha before conducting further quantitative analysis. The Cronbach alpha coefficients determined for the *Leadership Behavior Inventory* during the

current study was .938 (principal responses) and .939 (teacher responses). These results showed that the reliability for the *Leadership Behavior Inventory* was very high and, if used again, this inventory would provide consistent results in further research studies. The Cronbach alpha coefficient determined for the *Attitude Toward Teaching Survey* during the study was moderately high, revealing an alpha of .686.

Procedures for Data Collection

After gathering permission from the Institutional Review Board for the Protection of Human Subjects at the University of Memphis, the researcher spoke with the superintendents of both the urban and rural school districts to explain the intended research study and to obtain permission to conduct research among their districts' teachers and principals. Permission was granted by both school districts.

Principals of the rural district completed the *Leadership Behavior Inventory* by hand at a principals' meeting during August of the 2009-2010 school year. Teachers in the rural school district completed the *Leadership Behavior Inventory* and the *Teacher Attitude Survey*, during April of the 2009-2010 school year, using an online survey tool.

Principals of the urban school district completed the *Leadership Behavior Inventory* using an online survey tool during April of the 2009-2010 school year. Teachers in the urban school district completed the *Leadership Behavior Inventory* and the *Teacher Attitude Survey* during May of the 2009-2010 school year, using an online survey tool. Surveys were conducted using the online survey tool, Question Pro.

Data Analysis

Descriptive analyses will be used to (1) determine the extent principals perceive that they place importance and exhibit behaviors informed by 13 core competencies; (2) determine the extent teachers perceive that their principals place importance and exhibit behaviors informed by 13 core competencies. Pearson's correlation analyses will examine the relationship these perceptions have on teacher motivation. Pearson's correlation analysis determines the average cross-product of the standard scores of two variables using the coefficient, Pearson's r . The Pearson's r coefficient represents the linear relationship between two variables.

Table 2 shows the research question, the inventory used to gather data, and the type of analyses to be used in order to answer the research question.

Table 2

Description of Instrument and Analyses Used to Answer Research Questions

#	Question	Instruments(s)	Statistical Analysis
1.	To what extent, if any, do principals perceive behaviors informed by the 13 core competencies to be important to them in their role as school leaders?	Leadership Behavior Inventory	Descriptive Analysis
2.	To what extent, if any, do principals perceive that they exhibit behaviors informed by the 13 core competencies?	Leadership Behavior Inventory	Descriptive Analysis
3.	To what extent, if any, do teachers perceive that their principals place importance on behaviors informed by the 13 core competencies?	Leadership Behavior Inventory	Descriptive Analysis
4.	To what extent, if any, do teachers perceive that their principals exhibit behaviors informed by the 13 core competencies?	Leadership Behavior Inventory	Descriptive Analysis
5.	Is there a relationship between principal and teacher perceptions of the principals' attitudes with regard to (a) placing importance on behaviors informed by the 13 core competencies and (b) exhibiting behaviors informed by the 13 core competencies?	Leadership Behavior Inventory	Pearson's Correlation Analysis
6.	Is there a relationship between teacher motivation and teachers' perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?	Leadership Behavior Inventory & Teacher Attitude Survey	Pearson's Correlation Analysis

(table continues)

Table 1 (continued)

Description of Instrument and Analyses Used to Answer Research Questions

#	Question	Instruments(s)	Statistical Analysis
7.	Is there a relationship between teacher motivation and principals' perceptions on the extent to which they (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?	Leadership Behavior Inventory & Teacher Attitude Survey	Pearson's Correlation Analysis

Chapter 4: Results of Data and Data Analysis

Introduction

Chapter 4 presents the results of data collection and analysis in the form of tables and written comments. The chapter is divided into the following sections: (a) Study Design, (b) Sample Participants and Demographics, and (c) Quantitative Findings and Answers to Research Questions.

Study Design

The purpose of this study was threefold: (a) to determine the extent principals perceived that they valued and exhibited behaviors informed by 13 core competencies; (b) to determine the extent teachers perceived that their principals valued and exhibited behaviors informed by 13 core competencies; and (c) to examine the relationship, if any, teacher perceptions, regarding the behavior of principals, have on teacher motivation. The study was guided by the following research questions:

1. To what extent do principals perceive behaviors informed by the 13 core competencies to be important to them in their role as school leaders?
2. To what extent do principals perceive that they exhibit behaviors informed by the 13 core competencies?
3. To what extent do teachers perceive that their principals place importance on behaviors informed by the 13 core competencies?
4. To what extent do teachers perceive that their principals exhibit behaviors informed by the 13 core competencies?

5. Is there a relationship between principal and teacher perceptions of the principals' attitudes with regard to (a) placing importance on behaviors informed by the 13 core competencies and (b) exhibiting behaviors informed by the 13 core competencies?

6. Is there a relationship between teacher motivation and teachers' perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

7. Is there a relationship between teacher motivation and principals' perceptions on the extent to which they (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

The researcher collected data through personally administered surveys and online administered surveys to answer all aforementioned research questions. The online data collection survey tool, *Question Pro*, was used for all online data collection. After the surveys were returned, data was input into the *Predictive Analytics Software (PASW) version 18.0*, which was used to conduct all quantitative analysis. Data collected produced results regarding (a) the perceptions of leadership behaviors informed by the 13 core competencies using descriptive analysis and (b) the relationship those perceptions had on teacher motivation using Pearson's correlation analysis. Pearson's correlation analysis determines the average cross-product of the standard scores of two variables using the coefficient, Pearson's r . The Pearson's r coefficient represents the linear relationship between two variables.

Two questionnaires, the *Leadership Behavior Inventory* and the *Attitude Toward Teaching Survey*, were utilized in this quantitative study designed to explore the perceptions of principals and teachers through an examination of (a) the importance of valuing and exhibiting behaviors informed by 13 core competencies, and (b) the relationship between the behavior of principals and teacher motivation.

Sample Population and Demographics

Two school districts were used in the study. The two districts were chosen because they were deemed as successful by the researcher. Both districts had met all state annual standards for all students over the two-year period preceding the study. The *Leadership Behavior Inventory* and the *Attitude Toward Teaching Survey* were sent to 434 teachers within the two districts. A total of 344 teachers responded to the surveys and provided their perceptions on leadership behavior and teacher motivation. The responses resulted in an overall teacher return rate of 80%. One hundred and five teachers in the urban school district participated for a response rate of 85%. Two hundred and thirty-nine teachers in the rural school district participated for a response rate of 77%.

The *Leadership Behavior Inventory* was sent to 15 principals within the two districts. All five principals in the urban school district participated for a return rate of 100%. All 10 principals in the rural school district participated for a return rate of 100%. The overall principal return rate was 100%.

High teacher and principal return rates were attributed to (a) the strong relationships between the researcher and the district superintendants, principals, and teachers, (b) the data collection process which included a presentation regarding the

purpose of the research study during a principals meeting, and (c) personal communication between the researcher and the principals and teachers. Table 3 shows a breakdown of the sample population and return rates.

Table 3

Survey Participants

	Number of Surveys Sent	Returned Surveys	Return Rate
Urban District			
Principals	5	5	100%
Teachers	123	105	85%
Rural District			
Principals	10	10	100%
Teachers	311	239	77%
Total			
Principals	15	15	100%
Teachers	434	344	80%

Demographics of the principal population were collected and determined in order to (a) guide the researcher during the analysis of data for this particular study and (b) provide data for future research regarding principal characteristics and qualities that might have an effect on leader behavior.

The majority of the principals that participated in this study were female (73%). Regarding the education level of the principals, all 15 principals had received at least a master's degree. Sixty-seven percent of the principals had 11 or more years of experience as a teacher, and 67% had had 6 or more years of experience as a principal. Table 4 shows a frequency distribution of principals' gender, district type, school type, years of teaching experience, years of principal experience, and education level.

Table 4

Principal Demographics

	Frequency
Gender	
Male	4
Female	11
District Type	
Urban	5
Rural	10
School Type	
Elementary	9
Middle	4
High	2
Years of Teaching Experience	
1-5 years	1
6-10 years	4
11+ years	10
Years of Principal Experience	
1-5 years	5
6-10 years	4
11+ years	6
Education Level	
BA	0
MA	1
MA+	13
ED.D/PH.D	0

N = 15 for each group

Demographics of the teacher population were collected and determined in order to (a) guide the researcher during the analysis of data for this particular study and (b) provide data for future research regarding teacher characteristics and qualities that might have an effect on teacher motivation.

The majority of the teachers that participated in this study were female (75%). Regarding the education level of the teachers, 73% had received at least a master's degree. Seventy-three percent of the teachers had 6 or more years of experience as a teacher, and 38% of the teachers had 11 or more years of experience as a teacher. Seventy-two percent of the teachers were regular education teachers. Most of the teachers taught a core subject including math, science, reading, language arts, or social studies (63%). Table 5 shows a frequency distribution of teachers' gender, age, district type, school type, years of teaching experience, education level, position, subject area, and grade level.

Table 5
 Teacher Demographics

	Frequency
Gender	
Male	51
Female	257
Age	
20-29 years	39
30-39 years	119
40-49 years	81
50+ years	69
District Type	
Urban	105
Rural	239
School Type	
Elementary	179
Middle	75
High	54
Years of Teaching Experience	
1-5 years	57
6-10 years	65
11+ years	186
Education Level	
BA	56
MA	120
MA+	132
ED.D/PH.D	0
Position	
Regular Education Teacher	248
Special Education Teacher	40
Other	20

(table continues)

Table 5 (continued)

Teacher Demographics

	Frequency
Subject Area	
Math	37
Science	22
English/Language Arts	43
Reading	83
Social Studies/History/Geography	30
Fine Arts (Music/Art/Drama)	8
P.E./Health	15
Computers	2
Vocational Skills	13
Other	55
Grade Level	
Pre-K	7
K-5	172
6-8	75
9-12	54

N = 344 for each group

Quantitative Findings and Answers to Research Questions

Principal Perceptions

Question 1. The first question explored principals' perceptions on the extent to which they perceived behaviors informed by the 13 core competencies as important. Responses to the *Leadership Behavior Inventory* were used to answer this question using descriptive analyses. The first research question states: To what extent, if any, do principals perceive behaviors informed by the 13 core competencies to be important to them in their role as school leaders?

Results revealed that principals perceived behaviors informed by all 13 core competencies as valuable, with ranges between important or very important. The average mean score for each competency was 4.53 or higher. The top three most important core competencies, as perceived by the principals, were (a) learning community ($M = 4.86$), (b) professionalism ($M = 4.84$), and (c) diversity ($M = 4.82$). As determined by the results, principals in this population value behaviors informed by all of Green's (2010) 13 core competencies. This shows that principals also value specific behaviors indicative of school environments that create empowering cultures and support innovation, involvement in decision-making, continuous professional development, moral and ethical standards of professionalism, and the elimination of unfair treatment and inequalities, all of which have been validated as beneficial in creating positive school environments (Fee, 2008; Green, 2010; Ivie, 2007; Lambert, 2005; Sergiovanni, 2004).

Though, behaviors informed by all core competencies were deemed as valuable by the principals, reflection ($M = 4.53$), was the least valued by principals. School leaders must take the time to think, reflect, and develop a personal learning infrastructure. School leaders must also consciously use their time to focus on professional practice and improvement. Regarding the time required to accurately reflect on best practices and the responsibilities on which school leaders are required to focus, behaviors informed by reflection were deemed as the least valuable.

Table 6 shows the mean scores for principals regarding the extent to which they perceived behaviors informed by the 13 core competencies to be important to them in their role as school leaders.

Table 6

Principals' Perceptions on the Importance of Behaviors Informed by the 13 Core Competencies

Core Competency	<i>M</i>	<i>SD</i>
Learning Community	4.86	0.288
Professionalism	4.84	0.353
Diversity	4.82	0.240
Organizational Management	4.81	0.308
Curriculum and Instruction	4.81	0.259
Assessment	4.76	0.361
Instructional Leadership	4.74	0.350
Inquiry	4.70	0.374
Unity of Purpose	4.67	0.302
Collaboration	4.62	0.324
Professional Development	4.61	0.416
Visionary Leadership	4.61	0.300
Reflection	4.53	0.466

Note. Maximum score = 5.

N = 15 for each group

Question 2. The second question explored principals' perceptions on the extent to which they exhibited behaviors informed by the 13 core competencies. Responses to the *Leadership Behavior Inventory* were used to answer this question using descriptive

analyses. The second research question states: To what extent, if any, do principals perceive that they exhibit behaviors informed by the 13 core competencies?

Results revealed that principals perceived that they either frequently or always exhibited behaviors informed by all 13 core competencies ($M = 4.07$ or higher). The top three most frequently used core competencies, as perceived by the principals, were (a) professional development ($M = 4.5$), (b) organizational management ($M = 4.48$), and (c) learning community ($M = 4.47$). Principals illustrated through their responses that they exhibited behaviors that demonstrated an emphasis on improving the culture of a school by utilizing principles and practices that (a) convey high expectations for students and adults, (b) focus on communication linking the individual, the group, and the organization, (c) show commitment to the lifelong learning process, and (d) display mutual support for involvement, decision-making, and goal attainment. Current research has shown that these behaviors, which emphasize communication and are informed by professional development, organizational management, and learning communities, are vital if school leaders are to meet the requirement of organizing a school (Green, 2010).

Once again, though still perceived to be used frequently, behaviors informed by reflection ($M = 4.07$) were believed to be used the least by principals. Principals seemed aware that they did not reflect and focus on professional practice and improvement. Reflection requires time, and as the chief learning officer of the school, the principals believed that they spent the majority of their time focusing on behaviors intended to continuously improve the culture of the school by utilizing the principals and practice of effective organizational management.

Table 7 shows the means scores of the principals regarding the frequency they perceived that they personally exhibited behaviors informed by the 13 core competencies

Table 7

Principals' Perceptions on the Frequency of Behaviors Informed by the 13 Core Competencies

Core Competency	<i>M</i>	<i>SD</i>
Professionalism	4.50	0.607
Organizational Management	4.48	0.436
Learning Community	4.47	0.346
Diversity	4.34	0.521
Collaboration	4.30	0.476
Instructional Leadership	4.19	0.431
Curriculum and Instruction	4.18	0.544
Assessment	4.18	0.396
Visionary Leadership	4.17	0.614
Inquiry	4.13	0.543
Unity of Purpose	4.12	0.521
Professional Development	4.10	0.648
Reflection	4.07	0.594

Note. Maximum score = 5
N = 15 for each group

Teacher Perceptions

Question 3. The third question explored teachers' perceptions on the extent to which their principals perceived behaviors informed by the 13 core competencies as important. Responses to the *Leadership Behavior Inventory* were used to answer this question using descriptive analyses. The third question states: To what extent, if any, do teachers perceive that their principals place importance on behaviors informed by the 13 core competencies?

Results reveal that teachers believed that principals perceived behaviors informed by 12 of the 13 core competencies as important or very important. These 12 core competencies averaged mean scores of 4.08 or higher. The top three most important core competencies for principals, as perceived by teachers, were (a) curriculum and instruction ($M = 4.38$), (b) assessment ($M = 4.34$), and (c) inquiry ($M = 4.31$). Teachers believed that principals valued behaviors that placed priority on (a) implementing a curriculum in a manner that focuses on student needs, (b) achieving stated goals and objectives outlined in the curriculum, (c) assessing data and current research that identifies best practices, and (d) evaluating assessments designed to provide educative feedback. Teachers believed behaviors of accountability and achievement were most valuable to principals; the results mimic the priorities set by the current educational system focusing on assessment and accountability (Elmore, 2002; Kohn, 2002).

Professional development was the only core competency in which the aligned behaviors were not perceived as very important ($M = 3.98$). Teachers viewed principals as only moderately valuing professional development. According to Lambert (2003), school

leaders must model, teach, coach, and provide leadership training, which requires time on the part of the principal. Professional development is required if school leaders are to implement meaningful continual learning that keeps professionals energized, motivated, informed, and inspired to perform high levels (Ivie, 2007).

Table 8 shows the mean scores as perceived by teachers regarding the extent their principals placed importance on behaviors informed by the 13 core competencies

Table 8

Teachers' Perceptions on the Importance their Principals Place on Behaviors Informed by the 13 Core Competencies

Core Competency	<i>M</i>	<i>SD</i>
Curriculum and Instruction	4.38	0.636
Assessment	4.34	0.685
Inquiry	4.31	0.729
Instructional Leadership	4.29	0.691
Unity of Purpose	4.25	0.736
Reflection	4.25	0.732
Collaboration	4.19	0.764
Learning Community	4.16	0.817
Organizational Management	4.16	0.825
Visionary Leadership	4.16	0.806
Diversity	4.14	0.837
Professionalism	4.08	0.850
Professional Development	3.98	0.895

Note. Maximum score = 5
N = 341 for each group

Question 4. The fourth question explored teachers' perceptions on the extent to which their principals exhibited behaviors informed by those 13 core competencies. Responses to the *Leadership Behavior Inventory* were used to answer this question using descriptive analyses. The fourth question states: To what extent, if any, do teachers perceive that their principals exhibit behaviors informed by the 13 core competencies?

Results revealed that teachers believed that principals frequently or always used behaviors informed by seven of the 13 core competencies. The seven core competencies had mean scores of 4.04 or higher. Teachers believed the three core competencies most frequently used by principals were (a) professionalism ($M = 4.20$), (b) curriculum and instruction ($M = 4.17$), and (c) inquiry ($M = 4.11$), two of which, as perceived by teachers, were also valued the most by principals (curriculum & instruction; $M = 4.38$, inquiry; $M = 4.31$). Teachers believed that principals exhibited behaviors emphasized within the current accountability movement imbedded within the current educational system (Elmore, 2002; Kohn, 2000). According to teachers, principals most frequently used behaviors that (a) relate to curriculum coherence, student success, and pedagogical leadership, (b) contain research-based strategies sufficient to meet the needs of all students, (c) guide continuous improvement through identifying proven practices aligned with instructional needs, and (d) display a commitment to ethical and moral leadership.

The following six core competencies were perceived as not frequently used by principals: collaboration ($M = 3.99$), visionary leadership ($M = 3.97$), diversity ($M = 3.95$), learning community ($M = 3.93$), organizational management ($M = 3.89$), professional development ($M = 3.73$). Though teachers believed that principals used

behaviors informed by these competencies occasionally to frequently, they were perceived to be used the least. These competencies involve behaviors that (a) unite a school to work together toward a common goal, (b) eliminate unfair treatment and inequalities, (c) govern the organization through effective communication and resources, and (d) display a culture of support for lifelong learning and performance, all of which are validated by research to be important for school leaders to master (Green, 2010; Lambert, 2005; Sergiovanni, 2004).

Table 9 shows the mean score for teachers regarding their perceptions on the extent to which their principals exhibited behaviors informed by the 13 core competencies.

Table 9

Teachers' Perceptions on the Frequency their Principals Exhibit Behaviors Informed by the 13 Core Competencies

Core Competency	<i>M</i>	<i>SD</i>
Professionalism	4.20	0.918
Curriculum and Instruction	4.17	0.767
Inquiry	4.11	0.817
Instructional Leadership	4.07	0.802
Assessment	4.07	0.766
Reflection	4.07	0.853
Unity of Purpose	4.04	0.877
Collaboration	3.99	0.868
Visionary Leadership	3.97	0.921
Diversity	3.95	0.939
Learning Community	3.93	0.951
Organizational Management	3.89	0.950
Professional Development	3.73	0.967

Note. Maximum score = 5
 N = 341 for each group

Principal Perceptions and Teacher Perceptions

Question 5. The fifth question included two sub questions which explored the relationships between principal and teacher perceptions regarding the extent to which principals perceived behaviors informed by the 13 core competencies as important, as well as the relationships between principal and teacher perceptions regarding the extent to which principals exhibited behaviors informed by those competencies. The two sub questions were answered using Pearson's correlation analyses. Responses to the *Leadership Behavior Inventory* were used to answer the questions. The fifth research question states: Is there a relationship between principal and teacher perceptions of the principals' attitudes with regard to (a) placing importance on behaviors informed by the 13 core competencies and (b) exhibiting behaviors informed by the 13 core competencies?

Sub question 5(a). A Pearson product-moment correlation was calculated between teachers' and principals' perceptions regarding the extent to which principals valued behaviors informed by the 13 core competencies. A statistically significant positive relationship was established between the perceptions of teachers and principals ($r = .183$, $p < 0.01$). This correlation suggested that a teacher's attitude regarding the extent to which a principal values behaviors informed by the 13 core competencies is directly related to the extent to which the same principal values the behaviors. Data revealed that the more a principal valued the behaviors informed by a specific core competency, the more a teacher perceived that the principal valued those same behaviors. Principals communicated the importance of a specific behavior, if they first valued that behavior.

Ivie (2007) found that through the valuing a behavior, specifically a behavior informed by the 13 core competencies, it is logical to assume that others will see the developing importance of the behavior as well.

Table 10 shows the Pearson product-moment correlation coefficient and significant level between principal and teacher perceptions regarding the extent to which principals valued behaviors informed by the 13 core competencies.

Table 10

Correlation Between Principal & Teacher Perceptions Regarding Principals' Attitudes of Importance of Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>	<i>N</i>
Importance of Behaviors	0.183**	0.001	308

** Correlation is significant at the 0.01 level (2-tailed)

Sub question 5(b). A Pearson product-moment correlation was calculated between teachers' and principals' perceptions regarding the frequency to which principals exhibited behaviors informed by the 13 core competencies. A statistically significant positive relationship was established between the perceptions of teachers and principals ($r = .127, p < 0.05$). This correlation suggested that a teacher's perception regarding the extent to which a principal uses behaviors informed by the 13 core competencies is directly related to the extent to which the principal perceives he or she uses those same behaviors informed by the competencies. Data revealed that the more a principal

perceived he or she used behaviors informed by the 13 core competencies, the more a teacher perceived that the principal used those behaviors. Through actions, principals showed teachers that they exhibited behaviors informed by the 13 core competencies, and teachers, as a result, perceived that the principals exhibited those same behaviors as well. If principals did not perceive that they use specific behaviors, teachers were not likely to observe principals exhibiting those behaviors.

Table 11 shows the Pearson product-moment correlation coefficient and the statistical significant level between principal and teacher perceptions regarding the extent to which principals exhibited behaviors informed by the 13 core competencies

Table 11

Correlation Between Principal & Teacher Perceptions Regarding Principals' Frequency of Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>	<i>N</i>
Frequency of Behaviors	0.127*	0.026	308

* Correlation is significant at the 0.05 level (2-tailed)

Teacher Perceptions and Teacher Motivation

Question 6. The sixth question included two sub questions. The first sub questioned explored individual relationships between teachers' motivation (intrinsic motivation, extrinsic motivation, self-efficacy, and collective efficacy) and teachers' perceptions on the extent to which principals placed importance on behaviors informed

by the 13 core competencies using quantitative analyses. The second sub question explored individual relationships between teachers' motivation (intrinsic motivation, extrinsic motivation, self-efficacy, and collective efficacy) and teachers' perceptions on the extent to which principals exhibited behaviors informed by the 13 core competencies using quantitative analyses.

Responses to both the *Leadership Behavior Inventory* and the *Attitude Toward Teaching Survey* were used to collect data, and Pearson's correlation analyses were conducted to determine these relationships. The sixth question states:

Is there a relationship between teacher motivation and teacher perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

Table 12 outlines the important relationships imbedded within the six question that were to be determined by the researcher.

Table 12

Important Relationships Sought Regarding Teacher Perceptions

Teachers' perceptions on:		Teachers' Motivation Regarding:
(a) the importance principals place on behaviors informed by the 13 core competencies	&	(a) Intrinsic Motivation (b) Extrinsic Motivation (c) Self-Efficacy (d) Collective Efficacy
(b) the frequency principals exhibit behaviors informed by the 13 core competencies	&	(a) Intrinsic Motivation (b) Extrinsic Motivation (c) Self-Efficacy (d) Collective Efficacy

Sub question 6(a). Statistically significant positive relationships were established among all four motivational concepts and teachers' perceptions regarding the extent to which principals value behaviors informed by the 13 core competencies: intrinsic motivation ($r = .246, p < 0.01$), extrinsic motivation ($r = -.275, p < 0.01$), self-efficacy ($r = .160, p < 0.01$), collective efficacy ($r = .317, p < 0.01$). These correlations suggest that a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies as a whole is directly related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, and the collective efficacy of the teacher. These significant relationships provided beneficial insight to the effect leadership behavior has on teacher motivation for participants within this sample population.

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies, the higher the teacher's intrinsic motivation. The more a teacher perceived that a principal valued behaviors informed by the core competencies, the more likely the teacher was to perceive that he/she (a) performed to high standards for internal reasons as opposed to any external reward the organization offered them and (b) obtained satisfaction in which rewards come from carrying out an activity rather than from the result of the activity.

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies, the higher the teacher's self-efficacy. The more a teacher perceived that a principal valued behaviors informed by the 13 core competencies, the more likely the teacher perceived that he/she was capable of accomplishing a goal relative their educational tasks.

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies, the higher the teacher's collective efficacy. The more a teacher perceived that a principal valued behaviors informed by the 13 core competencies, the more likely the teacher was to perceive that the teachers in the school as a whole were capable of accomplishing a goal regarding their educational tasks.

Data revealed that the higher a teacher's perception regarding the extent to which a principal valued behaviors informed by the 13 core competencies, the lower the teacher's extrinsic motivation. The more a teacher perceived that a principal valued behaviors informed by the core competencies, the less likely the teacher was to perceive

that he/she (a) engaged in a task or activity as a means to an end and (b) believed that participation in a task or activity would result in desirable outcomes, such as praise, rewards, or an avoidance of punishment.

Table 13 shows the Pearson's correlation coefficients and the statistical significance levels between each motivational concept and teachers' perception regarding the value principals placed on behaviors informed by the 13 core competencies.

Table 13

Correlations Between Teacher Motivation and Teachers' Perceptions on Regarding the Importance Principals' Place on Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>
Motivational Concepts		
Intrinsic Motivation	.246**	.000
Extrinsic Motivation	-.275**	.000
Self-Efficacy	.160*	.005
Collective Efficacy	.317**	.000

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

N = 312 for each group

Sub question 6(b). Statistically significant positive relationships were established among all four motivational concepts and teachers' perceptions regarding the frequency of which principals exhibited behaviors informed by the 13 core competencies: intrinsic motivation ($r = .189, p < 0.01$), extrinsic motivation ($r = -.330, p < 0.01$), self-efficacy ($r = .126, p < 0.01$), collective efficacy ($r = .335, p < 0.01$). These correlations suggest that a teacher's perception regarding the frequency of which a principal uses behaviors informed the core competencies as a whole is directly related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, and the collective efficacy of the teacher.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the teacher's intrinsic motivation. The more a teacher perceived that a principal used behaviors informed by the core competencies, the more likely the teacher was to perceive that he/she (a) performed to high standards for internal reasons as opposed to any external reward the organization offered them and (b) obtained satisfaction in which rewards come from carrying out an activity rather than from the result of the activity.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the teacher's self-efficacy. The more a teacher perceived that a principal used behaviors informed by the core competencies, the more likely the teacher perceived that he/she was capable of accomplishing a goal relative to their educational tasks.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the

teacher's collective efficacy. The more a teacher perceived that a principal used behaviors informed by the core competencies, the more likely the teacher was to perceive that the teachers in the school as a whole were capable of accomplishing a goal regarding their educational tasks.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the lower the teacher's extrinsic motivation. The more a teacher perceived that a principal used behaviors informed by the core competencies, the less likely the teacher was to perceive that he/she (a) engaged in a task or activity as a means to an end and (b) believed that participation in a task or activity would result in desirable outcomes, such as praise, rewards, or an avoidance of punishment.

Table 14 shows the Pearson's correlation coefficients and the statistical significance levels between each motivational concept and teachers' perception regarding the extent to which principals exhibited behaviors informed by the 13 core competencies.

Table 14

Correlations Between Teacher Motivation and Teachers' Perceptions Regarding the Extent to which Principals Exhibit Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>
Motivational Concepts		
Intrinsic Motivation	.189**	.001
Extrinsic Motivation	-.330**	.000
Self-Efficacy	.126*	.027
Collective Efficacy	.335**	.000

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

N = 312 for each group

Principal Perceptions and Teacher Motivation

Question 7. The seventh question involved two sub questions. The first sub question explored individual relationships between teachers' motivation (intrinsic motivation, extrinsic motivation, self-efficacy, and collective efficacy) and principals' perceptions on the extent to which they personally placed importance on behaviors informed by the 13 core competencies using quantitative analyses. The second sub question explored individual relationships between teachers' motivation (intrinsic motivation, extrinsic motivation, self-efficacy, and collective efficacy) and principals'

perceptions on the extent to which principals personally exhibited behaviors informed by the 13 core competencies using quantitative analyses.

Responses to both the *Leadership Behavior Inventory* and the *Attitude Toward Teaching Survey* were used to answer these questions. The seventh question states: Is there a relationship between teacher motivation and principal perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

Table 15 outlines the important relationships imbedded within question seven that were to be determined by the researcher.

Table 15

Important Relationships Sought Regarding Principal Perceptions

Principals' perceptions on:		Teacher's Motivation Regarding:
(a) the importance they place on behaviors informed by the 13 core competencies	&	(a) Intrinsic Motivation (b) Extrinsic Motivation (c) Self-Efficacy (d) Collective Efficacy
(b) the frequency they exhibit behaviors informed by the 13 core competencies	&	(a) Intrinsic Motivation (b) Extrinsic Motivation (c) Self-Efficacy (d) Collective Efficacy

Sub question 7(a). No statistically significant positive relationships were established among the four motivational concepts and principals' perceptions regarding the extent to which they personally valued behaviors informed by the 13 core competencies: intrinsic motivation ($r = .014, p > 0.01$), extrinsic motivation ($r = -.071, p > 0.01$), self-efficacy ($r = .007, p > 0.01$), collective efficacy ($r = -.080, p > 0.01$). These correlations suggested that a principal's perception regarding the extent to which they personally valued behaviors informed by the core competencies as a whole was not related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, or the collective efficacy of a teacher.

Within this sample population, whether or not a principal perceived that he/she valued behaviors informed by the 13 core competencies had no significant effect on whether a teacher was intrinsically motivated and satisfaction from carrying out an activity or extrinsically motivated and desirable outcomes such as rewards, praise, or an avoidance of punishment. Data revealed that whether or not a principal perceived that he/she valued behaviors informed by the 13 core competencies also had no significant effect on whether or not a teacher perceived that they, as an individual or as a group of teachers, were capable of accomplishing a goal successfully regarding their educational tasks.

Table 16 shows the Pearson's correlation coefficients and the statistical significance levels between each motivational concept and principal's perception regarding the extent they personally valued behaviors informed by the 13 core competencies.

Table 16

Correlations Between Teacher Motivation and Principals' Perceptions Regarding the Importance They Place on Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>
Motivational Concepts		
Intrinsic Motivation	.014	.805
Extrinsic Motivation	-.071	.212
Self-Efficacy	.007	.904
Collective Efficacy	-.080	.160

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

N = 308 for each group

Sub question 7(b). No statistically significant positive relationships were established among the four motivational concepts and principals' perceptions regarding the frequency to which they personally used behaviors informed by the 13 core competencies: intrinsic motivation ($r = -.023, p > 0.01$), extrinsic motivation ($r = -.032, p > 0.01$), self-efficacy ($r = -.088, p > 0.01$), collective efficacy ($r = .073, p > 0.01$). These correlations suggested that a principal's perception regarding the frequency to which they used behaviors informed by the 13 core competencies as a whole was not related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, or the collective efficacy of a teacher.

Within this sample population, whether or not a principal perceived that he/she used behaviors informed by the 13 core competencies had no significant effect on whether a teacher was intrinsically motivated and satisfaction from carrying out an activity or extrinsically motivated and desirable outcomes such as rewards, praise, or an avoidance of punishment. Data revealed that whether or not a principal perceived that he/she used behaviors informed by the 13 core competencies also had no significant effect on whether or not a teacher perceived that they, as an individual or as a group of teachers, were capable of accomplishing a goal successfully regarding their educational tasks.

Table 17 shows the Pearson's correlation coefficients and the statistical significance levels between each motivational concept and principal's perception regarding the extent they personally exhibited behaviors informed by the 13 core competencies.

Table 17

Correlations Between Teacher Motivation and Principals' Perceptions Regarding the Extent to which They Exhibit Behaviors Informed by the 13 Core Competencies

	<i>Pearson's r</i>	<i>p</i>
Motivational Concepts		
Intrinsic Motivation	-.023	.687
Extrinsic Motivation	-.032	.576
Self-Efficacy	-.088	.125
Collective Efficacy	.073	.200

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

N = 308 for each group

Chapter 5: Discussion and Implications of Study

Summary and Overview of Study

The 21st-century school leaders, otherwise known as the chief learning officers and/or administrative heads of a school, are asked to play a vital and multifaceted role in setting and implementing directions for schools. School principals are being petitioned to become instructional leaders who can effectively create positive and productive workplaces for teachers and vibrant learning environments for children (Davis et al., 2005). A growing body of literature recognizes the critical importance of the leadership behavior of principals and links that behavior to school effectiveness and student achievement (Fullan, 2002; Hallinger & Heck, 1996; Kelley et al., 2005; Leithwood et al., 2004).

Since the behaviors of principals are directly related to their leadership styles, they are possibly the most important determinants of an effective learning environment (Kelley et al., 2005; Marzano et al., 2005). Excellent leadership behaviors result in excellence in learning and achievement, while fostering positive behaviors, stronger job satisfaction, and effective learning environments (Ivie, 2007). These behaviors are prevalent when principals understand their role as leaders, understand how schools function, focus on teaching and learning, and reflect on their actions. In order to create an effective learning environment where a school as a whole strives for excellence, school leaders must develop the capacity to lead and focus on specific competencies including engagement, systems thinking, lead learning, and self-awareness (Senge, 1990).

With regard to teacher motivation, Bogler (2001) supports the aforementioned reasoning and reports that even levels of motivation and job satisfaction among teachers are directly related to the effectiveness of a principal, especially one who has developed the capacity to lead and uses excellent leadership behaviors. Guskey and Passaro (1994) stated that teacher motivation affects how well students learn, even those students who lack motivation. Expert teachers greatly impact student achievement, and teacher leadership is strongly influenced by the relationship between teachers and principals (Berry, 2000). The behaviors of principals assist in enhancing teachers' motivation, which research has shown to have a positive effect on student achievement (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Tabbodi & Prahallada, 2009; Zimmerman, 2000).

A critical challenge for school leaders is to identify and capitalize on leadership behaviors that have the greatest impact on teacher motivation since teacher motivation has such a critical impact on student achievement. Fullan (2002) concluded, "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). When principals model positive leadership behaviors, they, as a result, are able to enhance teacher motivation, increase teacher job satisfaction, and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning (Fee, 2008; Ivie, 2007). Conversely, principals who do not master positive leader behaviors are more likely to foster low levels of job satisfaction and work motivation among teachers.

In general, it is critical for leaders to possess effective leadership qualities in order to create highly motivated teachers (Tabbodi & Prahallada, 2009) because those highly motivated teachers are more likely to produce higher achieving students (Goodard et al., 2004). To determine specifically which effective leadership qualities were vital in producing these positive results, perceptions from both principals' and teachers' regarding the leadership behavior of principals were analyzed in order to determine the importance leadership behavior had on creating an environment wherein teachers were motivated and empowered to foster the type of environment that research has shown to result in effective teaching and learning.

Two questionnaires, the *Leadership Behavior Inventory* and the *Attitude Toward Teaching Survey*, were implemented to collect data regarding (a) the extent to which principals and teachers perceive that principals value behaviors informed by 13 core competencies as being important, (b) the extent to which principals and teachers perceive that principals exhibit behaviors informed by the 13 core competencies, and (c) the relationship, if any, teacher and principal perceptions on principal leadership behaviors have on teacher motivation.

The *Leadership Behavior Inventory*, developed by Green (2006), was completed by 343 teachers and 15 principals. This instrument measured specific behaviors informed by Green's (2010) identified 13 core competencies: (a) visionary leadership, (b) curriculum and instruction, (c) assessment, (d) reflection, (e) unity of purpose, (f) diversity, (g) inquiry, (h) collaboration, (i) professional development, (j) professionalism, (k) instructional leadership, (l) organizational management, and (m) learning community.

The *Attitude Toward Teaching Survey* provided teacher motivation data for analyses regarding motivational concepts proven to have a positive impact on teacher effectiveness including: (a) intrinsic motivation, (b) extrinsic motivation, (c) collective efficacy, and (d) self-efficacy (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Meuller & Dweck, 1998; Zimmerman, 2000). This survey was administered to all teachers with the intent of assessing each of the four aforementioned motivational concepts against the 13 core competencies collectively in order to determine if there was a relationship between perceived principal behaviors, specifically behaviors informed by the 13 core competencies and teacher motivation.

Three hundred and forty-four teachers from two school districts in Kentucky participated in the study and provided their perceptions of leadership behavior and teacher motivation, which resulted in a return rate of 80%. Fifteen principals from an urban and rural school district in Kentucky participated in the study and provided their perceptions of leadership behavior, which resulted in a return rate of 100%. Data collected produced results regarding (a) the perceptions of leadership behaviors informed by the 13 core competencies using descriptive analysis and (b) the relationship those perceptions had on teacher motivation using Pearson's correlation analysis.

Discussion and Implications of Findings

Question 1

To what extent, if any, do principals perceive behaviors informed by the 13 core competencies to be important to them in their role as school leaders?

Data revealed that principals from the sample population perceived behaviors informed by all 13 core competencies as important with mean scores of 4.53 or higher behavior, all of which were all well above the statistical mean of 2.5. Statistical data supporting these results appear on page 53.

Fullan (2002) concluded, “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). In order for principals to be equipped to handle these specific challenges, specific competencies must be identified. Green (2010), through an extensive review of the literature surrounding effective leadership behavior, identified 13 core competencies. When implemented into a school collectively, these competencies provide leaders with the ability to transform any school into an effective work environment whose focus is teaching and learning. This particular finding is powerful in the study of leadership behavior; it embraces key competencies that influence the ability of successful school districts to create successful and effective learning environments.

Before effective change can take place, leaders must first value these specific competencies. Findings from this question (a) suggest that principals value the 13 core competencies, which is the first step in mastering successful behaviors vital to school leaders working in complex 21st-century schools and (b) confirm past research on leadership behaviors emphasizing the importance of valuing these 13 core competencies (Fee, 2008; Green, 2010; Ivie, 2007). Given the facts that (a) principals from this sample population were found to value these competencies and (b) these principals worked

within successful school districts, it can be concluded that it would be profitable for every school leader to be mindful of and trained to value these competencies. Figure 3 shows a chart of the importance principals place on the 13 core competencies.

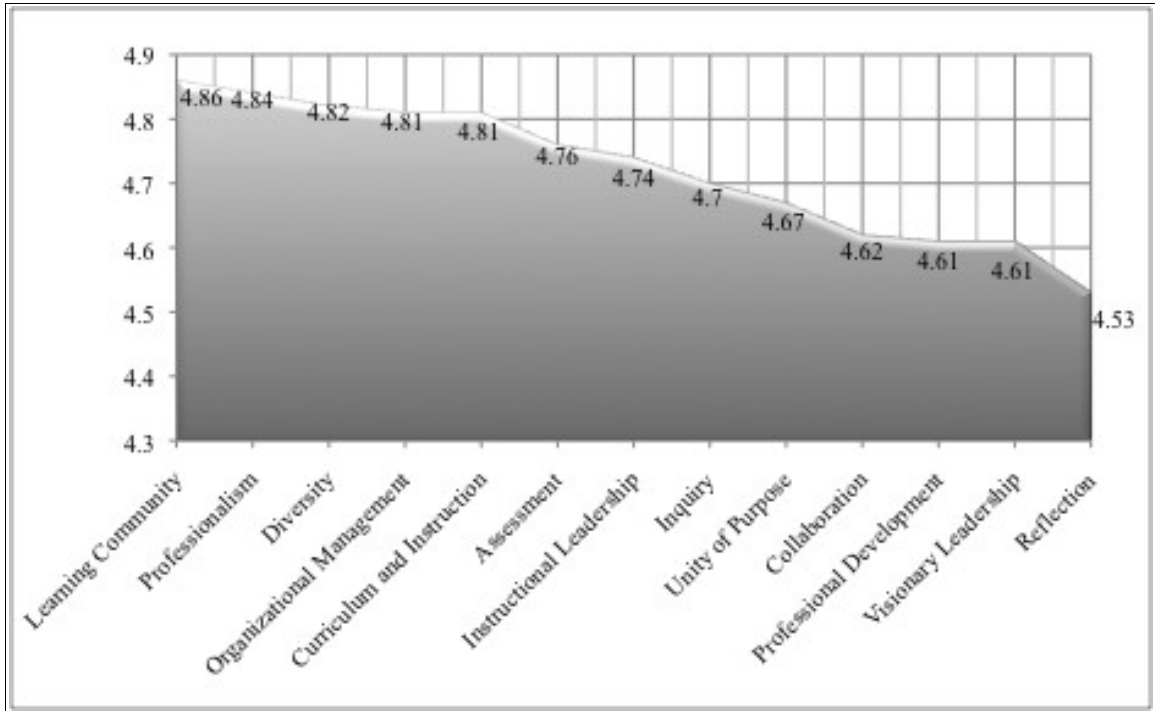


Figure 3. The importance principals place on the 13 core competencies. This figure shows the average importance principals placed on each competency.

Question 2

To what extent, if any, do principals perceive that they exhibit behaviors informed by the 13 core competencies?

Data revealed that principals from the sample population perceived that they frequently or always used behaviors informed by all 13 core competencies with mean scores of 4.07 or higher, which were all well above the statistical mean of 2.5. Statistical data supporting these findings appear on page 55.

Results from the first research question proved that principals from this population sample valued Green's (2010) 13 core competencies into action. Findings from the second research question showed that principals did more than just value competencies; they not only perceived them as important, but also strived to put them into action. This is an important finding because principals must be able to communicate the school's norms, values, and beliefs to stakeholders, as well as encourage collaboration and decision making to the extent that staff accept responsibility for their own professional learning (Green, 2010; Gurr et al., 2006; Leithwood, 1992; Leithwood & Riehl, 2003). This study showed that principals within these successful school districts are communicating positive attributes through the frequent use of behaviors informed by the 13 core competencies.

Burns (1978) defined leadership as what happens when, "persons with certain motives and purposes mobilize resources so as to arouse, engage and satisfy the motives of followers" (p. 18). Transformational leadership occurs when people engage others in such a way as to raise one another to higher standards of work (Burns, 1978). In order for school leaders to mobilize followers and encourage others toward a united vision of teaching and learning, school leaders must put into action the values that they believe in.

Based on the principle that principals in successful school districts not only value 13 core competencies but also put those competencies into action, it is essential that school leaders reflect on the importance of these 13 core competencies and train themselves in ways of implementing behaviors informed by them into their work environment. When this occurs, the fourth of Green's (2010) four dimensions of principal leadership becomes evident, and school leaders truly engage in leadership best practices. Implementing behaviors informed by the 13 core competencies agrees with research showing that in order to create successful organizations, effective school leaders must be versed in current research and data sufficient to identify and utilize best practices (Leech & Fulton, 2003). Figure 4 shows the frequency principals perceive that they exhibit behaviors informed by the 13 core competencies.

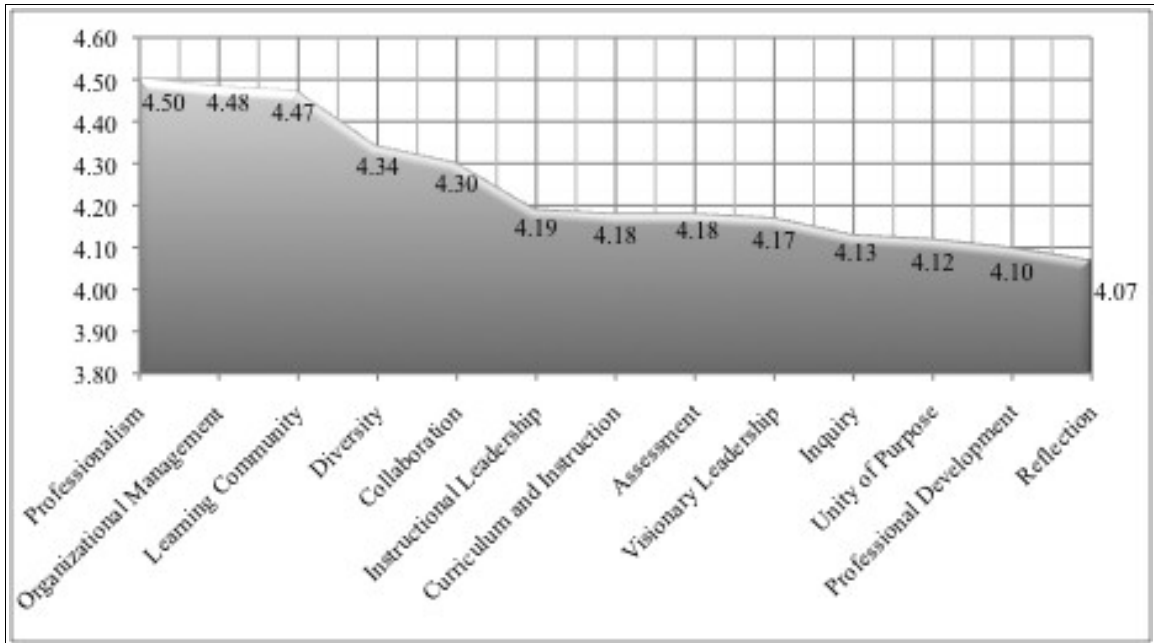


Figure 4. The frequency principals exhibit the 13 core competencies. This figure shows the average frequency that principals used behaviors informed by the 13 core competencies.

Question 3

To what extent, if any, do teachers perceive that their principals place importance on behaviors informed by the 13 core competencies?

Data revealed that, according to teachers, principals perceived behaviors informed by 12 of the 13 core competencies as important. Twelve (12) of the core competencies had mean scores of 4.08 or higher, all of which were well above the statistical mean of 2.5. Professional development was the only core competency in which the aligned behaviors were not perceived as important ($M = 3.98$). Statistical data supporting these findings appear on page 58.

The perceptions of teachers, when compared with the perceptions of principals regarding the importance principals place on the 13 core competencies, provides a clearer outlook on the effective communication of the principals. Data revealed that principals found all 13 core competencies as important, whereas teachers believed principals only viewed twelve of the core competencies as important. For each individual competency, teachers perceived that principals valued behaviors informed by the core competencies less than principals perceived that they valued those same behaviors themselves.

Teachers and principals differed in their perceptions regarding which competencies principals viewed as most important. Principals perceived behaviors informed by the following core competencies as most important: (a) learning community ($M = 4.86$), (b) professionalism ($M = 4.84$), and (c) diversity ($M = 4.82$). Teachers perceived that principals viewed behaviors informed by the following core competencies as most important: (a) curriculum and instruction ($M = 4.38$), (b) assessment ($M = 4.34$), and (c) inquiry ($M = 4.31$).

It is interesting that principals viewed behaviors informed by these three competencies as most important, for they mimic behaviors found throughout the current accountability movement that places importance on high stakes testing. Today, “high-stakes” testing and accountability models affect many school environments. The impact of high stakes testing and accountability accompanied by poor working conditions possibly creates general dissatisfaction in many schools (Amrein & Berliner, 2002). Teachers are being reduced to “teaching the test” and are given no creativity to truly teach what they desire (Elmore, 2002; Kohn, 2000). Teachers may have perceived that

principals within this sample population placed importance on core competencies imbedded in the current accountability movement because as Kohn (2000) states, “The focus among policy makers has been on standards of outcome rather than standards of opportunity” (p. 6). There is a need for schools boards, administrators, and communities to develop more creative and effective means of positive motivation to lift teachers up to higher levels of performance (Kohn, 2000). Teachers perceived that principals viewed professional development as moderately important ($M = 3.98$) while principals themselves perceived that professional development was very important ($M = 4.61$). Both Fullan (2001) and Lambert (2003) agree that school leaders must engage in educational initiatives designed to keep professionals energized, motivated, informed, and inspired. According to Senge (2001), quality professional development that places people in a continual learning mode takes time, especially when it is the type of effective professional development that produces positive change. When taking into consideration the accountability movement within the current educational system that focuses on assessment and achievement, principals are asked to focus on responsibilities dealing with high-stakes testing and optimal achievement, thus losing time for professional development (Ediger, 2002; Kohn, 2000).

A breakdown in communication between principals and teachers occurred regarding the extent to which principals valued the core competencies. The degree to which principals perceived that they valued the competencies was not fully communicated to teachers, especially in the area of professional development. It was found that teachers perceived that principals did not value the core competencies as much

as the principals, themselves, perceived that they valued the core competencies. Teachers within this population believed that principals did value most competencies as important or very important; given the fact that principals were perceived to value the core competencies less by their teachers, it would be beneficial for principals to learn strategies enabling them to better communicate their personal value of the 13 core competencies. It is evident from the results of the first research question that principals did value all of the core competencies as important to very important.

Figure 5 shows comparisons of the importance principals place on the core competencies as it relates to principals' perceptions and teachers' perceptions.



Figure 5. Importance principals place on core competencies as perceived by principals and teachers. This figure shows the comparison between the average scores of teachers and principals regarding the value principals place on behaviors informed by the 13 core competencies.

Overall, teachers perceived that principals did not value behaviors informed by the core competencies as much as principals, themselves, perceived that they valued the core competencies. Behaviors informed by (a) professionalism, (b) learning community, and (c) diversity produced the largest differences in perceptions. This finding shows that though principals may believe behaviors to be important, their belief isn't always reflected through their behaviors, and teachers develop a different impression relating to what principals value. Principals perceived to value behaviors that (a) demonstrated ethical and moral leadership and a commitment to the development of the profession, (b) created empowering environments that support innovation, involvement in decision-making, and continuous professional development, and (c) eliminated unfair treatment and inequalities. Though perceived to be important by principals, teachers believed that these behaviors were not as important to principals as they actually were.

This finding suggests that principals should reflect on what is important to them as an educational leader and ensure that this is communicated to their followers; everyone must be united under the same vision of what is important. This idea is not only imbedded into Green's (2010) third dimension of principal leadership in which bridges are built through relationships. Putnam (2008) and Block (2008) also stress the idea that through effective communication a community can come together and create an education system that focuses on the same vision.

Table 18 shows the differences in perceptions of teachers and principals regarding the importance principals place on behaviors informed by the 13 core competencies.

Table 18

Differences in Perceptions of Teachers and Principals Regarding the Importance Principals Place on the 13 Core Competencies

<i>Core Competencies</i>	<i>Principal Perceptions</i>	<i>Teacher Perceptions</i>	<i>Differences in Mean Scores</i>
Professionalism	4.84	4.08	0.76
Learning Community	4.86	4.16	0.70
Diversity	4.82	4.14	0.68
Organizational Management	4.81	4.16	0.65
Professional Development	4.61	3.98	0.64
Instructional Leadership	4.74	4.29	0.45
Visionary Leadership	4.61	4.16	0.45
Curriculum and Instruction	4.81	4.38	0.43
Collaboration	4.62	4.19	0.43
Assessment	4.76	4.34	0.43
Unity of Purpose	4.67	4.25	0.42
Inquiry	4.70	4.31	0.40
Reflection	4.53	4.25	0.29

Question 4

To what extent, if any, do teachers perceive that their principals exhibit behaviors informed by the 13 core competencies?

According to the teacher perception data, principals frequently or always used behaviors informed by only 7 of the 13 core competencies: professionalism ($M = 4.20$), curriculum and instruction ($M = 4.17$), inquiry ($M = 4.11$), instructional leadership ($M =$

4.07), assessment ($M = 4.07$), reflection ($M = 4.07$), and unity ($M = 4.04$). These seven core competencies had mean scores of 4.04 or higher, which were statistically above the mean of 2.5. The following six core competencies were perceived as not frequently or always used by principals and did not have statistical means above 2.5: collaboration ($M = 3.99$), visionary leadership ($M = 3.97$), diversity ($M = 3.95$), learning community ($M = 3.93$), organizational management ($M = 3.89$), and professional development ($M = 3.73$).

Teachers believed the three core competencies most frequently used by principals were (a) professionalism ($M = 4.20$), (b) curriculum and instruction ($M = 4.17$), and (c) inquiry ($M = 4.11$). These competencies once again reflect the accountability movement within the current educational system that focuses on assessment and achievement.

Principals are asked to focus on responsibilities dealing with high-stakes testing and optimal achievement, thus losing time for professional development (Ediger, 2002; Kohn, 2000). Statistical data supporting these findings appear on page 60.

Data revealed that teachers had lower perceptions regarding principals' leadership behavior than did principals themselves. Concerning the frequency principals implemented behaviors informed by the 13 core competencies, teachers did not believe that principals frequently or always exhibited those same behaviors. Principals perceived that they frequently used behaviors informed by all core competencies, whereas teachers believed principals only frequently or always exhibited behaviors informed by the following seven of the core competencies (a) professionalism, (b) curriculum and instruction, (c) inquiry, (d) instructional leadership, (e) assessment, (f) reflection, and unity.

Figure 6 shows comparisons between principals' perceptions and teachers' perceptions regarding the frequency principals use behaviors informed by the core competencies.

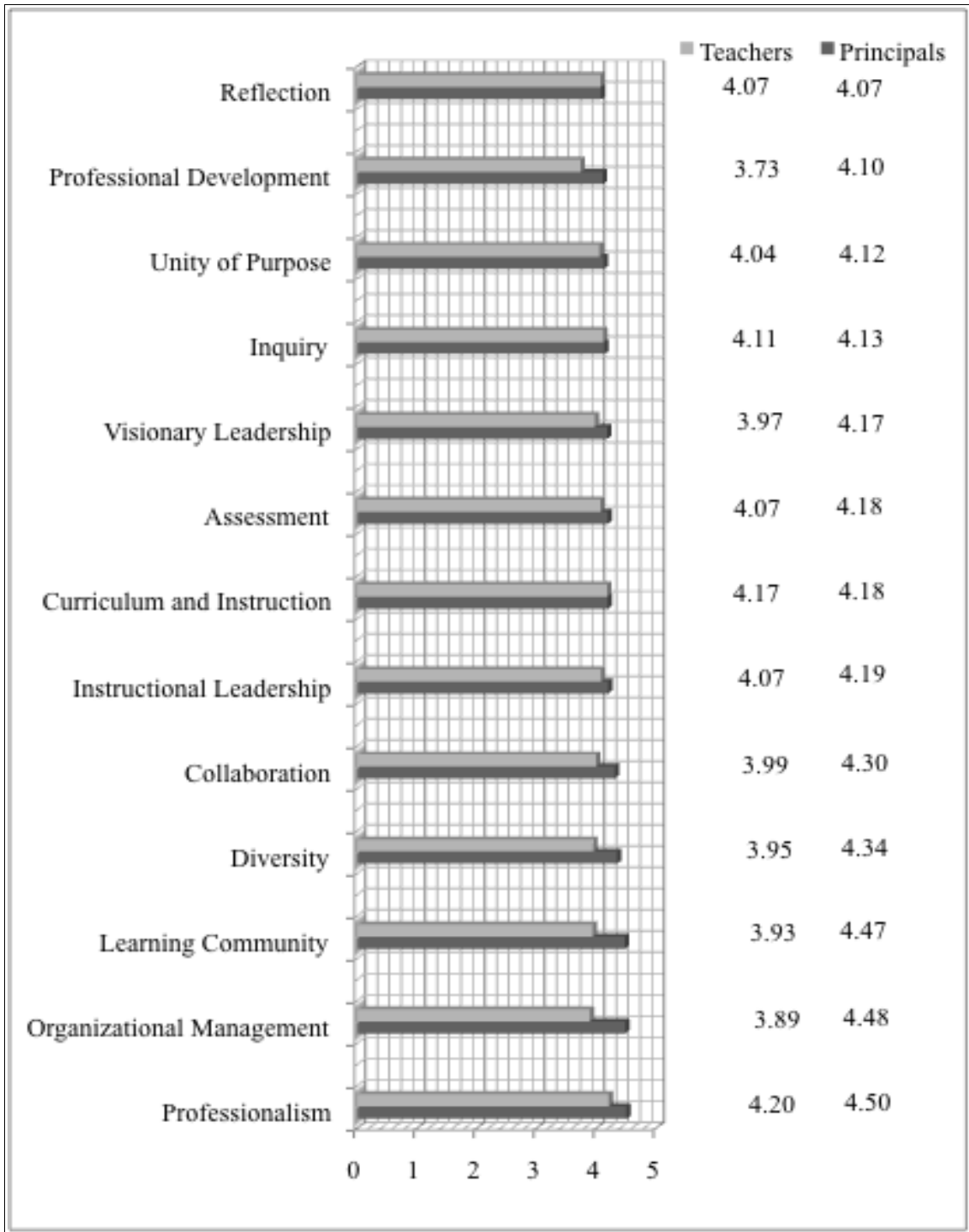


Figure 6. Frequency principals use core competencies as perceived by principals and teachers. This figure shows the comparison between the average scores of teachers and principals regarding the frequency principals use behaviors informed by the 13 core competencies.

Overall, teachers and principals had different views regarding the core competencies that informed behaviors exhibited by principals. Specifically, behaviors informed by (a) organizational management, (b) learning community, and (c) diversity produced the largest differences in perceptions. These competencies, when grouped together, are embedded into Green's (2010) second dimension of principal leadership, which emphasizes the importance of understanding the complexity of organizational life.

Organizations work the way they work because of the ways that people work. If a school leader wants to improve a school, before he or she changes the rules, he or she must look first at the way that people think, behave, and interact together. (Senge, 2000, p. 19)

Though teachers believe that principals are occasionally implementing behaviors embedded into Green's (2010) second dimension of principal leadership, teachers are not witnessing these behaviors frequently enough if a school leader is to maximize on the possibility of creating the most effective teaching and learning environment within a school.

The differences in perceptions between teachers and principals regarding what principals actually incorporated into their routines, shows a breakdown in communication from principal to teacher. Principals believe they incorporate into their routines specific behaviors, but teachers actually see principals incorporate into their routines different behaviors. Given this finding, school leaders should look at the behaviors informed by (a) organizational management, (b) learning community, and (c) diversity and strive to make them more visible throughout their daily work routines. This would require principals to make more visible behaviors that (a) empower environments that support innovation, involvement, decision-making, and continuous professional development, (b) structure

the school organization in a manner that conveys high expectations for students and adults and the effective use of material resources, and (c) eliminate inequalities and unfair treatment.

Table 19 shows the differences in perceptions of teachers and principals regarding the frequency principals exhibited behaviors informed by the 13 core competencies.

Table 19

Differences in Perceptions of Teachers and Principals Regarding the Frequency Principals Exhibit the 13 Core Competencies

<i>Core Competency</i>	<i>Principal Perceptions</i>	<i>Teacher Perceptions</i>	<i>Differences in Mean Scores</i>
Organizational Management	4.48	3.89	0.60
Learning Community	4.47	3.93	0.54
Diversity	4.34	3.95	0.40
Professional Development	4.10	3.73	0.37
Collaboration	4.30	3.99	0.32
Professionalism	4.50	4.20	0.30
Visionary Leadership	4.17	3.97	0.20
Instructional Leadership	4.19	4.07	0.12
Assessment	4.18	4.07	0.11
Unity of Purpose	4.12	4.04	0.08
Inquiry	4.13	4.11	0.02
Curriculum and Instruction	4.18	4.17	0.01
Reflection	4.07	4.07	0.00

Results revealed that behaviors informed by the competencies revolving around the learning community and diversity were produced the largest differences in mean

scores between teacher and principal perceptions for (a) the importance principals place on the core competencies and (b) the frequency principals exhibit behaviors informed by the competencies. This indicated that though principals within the population sample believed that they valued and exhibited behaviors that promote strong learning communities and diversity, teachers did not perceive the same relating to their principals' perceptions. However, behaviors informed by reflection produced the least amount of differences in mean score between teachers and principals for both (a) the importance principals place on the core competencies and (b) the frequency principals exhibit behaviors informed by the competencies. This revealed that principals value and implement behaviors such as (a) analyzing knowledge about themselves to achieve self-understanding and (b) self-assessing and initiating action for self-improvement.

Question 5

Is there a relationship between principal and teacher perceptions of the principals' attitudes with regard to (a) placing importance on behaviors informed by the 13 core competencies and (b) exhibiting behaviors informed by the 13 core competencies?

Subquestion 5(a). A Pearson product-moment correlation was calculated between teachers' and principals' perceptions regarding the extent to which principals valued behaviors informed by the 13 core competencies. A statistically significant positive relationship was established between the perceptions of teachers and principals ($r = .183$, $p < 0.01$). This correlation suggests that a teacher's attitude regarding the extent to which a principal values behaviors informed by the 13 core competencies is directly related to the extent to which the principal values the behaviors. Data revealed that the more a

principal valued behaviors informed by the competencies, the more a teacher perceived that the principal valued those behaviors. Statistical data supporting this finding appear on page 63.

Research shows that the behaviors of principals are directly related to their leadership style and are possibly the most important determinants of an effective learning environment (Kelley et al., 2005; Marzano et al., 2005). "...principals can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate" (Kelly et al., 2005, p. 18). Current data revealed that when principals value behaviors informed by the 13 core competencies, teachers are more likely to value those behaviors as well. This finding is grounded in the idea that principals must understand what they value. This idea is in conjunction with Green's (2010) first dimension of principal leadership in which importance is placed on understanding self and others. In order for principals to remain effective while communicating a vision for the future, dealing with conflict, and building confidence among stakeholders, they must have a clear understanding of their own strengths, beliefs, values, and other personal qualities, as well as those of others (Green, 2010).

Senge (1990) concludes that school leaders need to develop the capacity to lead and focus on specific competencies. The current study confirmed the research (Fee, 2008; Green, 2010; Ivie, 2007) relating to the importance of valuing Green's (2010) 13 core competencies. Ivie (2007) concluded, when exploring the importance of the 13 competences that "...it would be advantageous for every school leader to be cognizant and trained in the 13 core leadership competencies" (p. 88). Results from the fifth

research question, which showed that when principals value the competencies necessary to lead a school, teachers also value those same competencies, agree with Ivie's (2007) conclusions and suggest that school leaders strive to value behaviors informed by the 13 core competencies.

Subquestion 5(b). A Pearson product-moment correlation was also calculated between teachers' and principals' perceptions regarding the extent to which principals exhibited behaviors informed by the 13 core competencies. A statistically significant positive relationship was established between the perceptions of teachers and principals ($r = .127, p < 0.05$). This correlation suggests that a teacher's attitude regarding the extent to which a principal exhibits behaviors informed by the 13 core competencies is directly related to the extent to which the principal exhibits the behaviors. Data revealed that the more a principal valued behaviors informed by the 13 core competencies, the more a teacher perceived that the principal valued those behaviors. Statistical data supporting this finding appear on page 64.

This data supports Burns (1978) definition of leadership as what happens when, "persons with certain motives and purposes mobilize resources so as to arouse, engage and satisfy the motives of followers" (p. 18). Transformational leadership occurs when people engage others in such a way as to raise one another to higher standards of work (Burns, 1978). Principals within this sample population modeled the type of behavior that is required by transformational leaders. As a result, teachers were more likely to believe that principals were engaging in best practices. These best practices coincide with the fourth of Green's (2010) four dimensions of principal leadership. Implementing

behaviors informed by the 13 core competencies agrees with prior research showing that in order to create successful organizations, effective school leaders must be versed in current research and data sufficiently to identify and utilize best practices (Leech & Fulton, 2003).

In order for school leaders to mobilize followers and encourage others toward a united vision of teaching and learning, they must put into action the values that they believe in and cling to as important. School leaders should strive to mobilize resources and arouse the motives of others by implementing behaviors informed by the 13 core competencies.

Question 6

Is there a relationship between teacher motivation and teacher perceptions on the extent to which principals (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

Sub question 6(a). A Pearson product-moment correlation was calculated between each teacher motivational concept and teachers' perceptions regarding the extent to which principals value behaviors informed by the 13 core competencies. Statistically significant positive relationships were established among all four motivational concepts and teachers' perceptions regarding the extent to which principals value behaviors informed by the 13 core competencies: intrinsic motivation ($r = .246, p < 0.01$), extrinsic motivation ($r = -.275, p < 0.01$), self-efficacy ($r = .160, p < 0.01$), collective efficacy ($r = .317, p < 0.01$). These correlations suggest that a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies is

directly related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, and the collective efficacy of a teacher. Statistical data supporting these findings appear on page 68.

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by the 13 core competencies, the higher the teacher's intrinsic motivation. The more a teacher perceived that a principal valued behaviors informed by the core competencies, the more likely the teacher was to perceive that he/she (a) performed to high standards for internal reasons as opposed to the external rewards the organization offered them and (b) obtained satisfaction in which rewards come from carrying out an activity rather than from the result of the activity. According to Herzberg (1968), intrinsic motivation factors arouse, direct, and sustain increased performance. Therefore, given the results of this research study, principals should strive to value behaviors informed by the 13 core competencies because they have a direct and positive effect on the intrinsic motivation of teachers.

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by these core competencies the higher the teacher's self-efficacy. The more a teacher perceived that a principal valued behaviors informed by the competencies, the more likely the teacher perceived that he/she was capable of accomplishing a goal successfully regarding their educational tasks. Teacher self-efficacy has been described as a "teachers' belief or conviction that they can influence how well students learn, even those considered difficult or unmotivated" (Guskey & Passaro, 1994, p. 2). According to the findings from this research, principals should place significant

importance on behaviors informed by the 13 core competencies. Data shows that when this occurs, teachers are more likely to possess higher self-efficacy, which results in the ability to positively influence how students learn (Bandura, 1986; Goodard et al., 2004; Woolfolk & Hoy, 1990).

Data revealed that the higher a teacher's perception regarding the extent to which a principal values behaviors informed by the core competencies, the higher the teacher's collective efficacy. The more a teacher perceived that a principal valued behaviors informed by the core competencies, the more likely the teacher was to perceive that the teachers in the school as a whole were capable of accomplishing a goal successfully regarding their educational tasks. If teachers, as a whole, believe they are capable of teaching students with diverse needs, they will be more likely to put forth more effort within the classroom (Goodard & Goodard, 2001). Results suggest that principals should place priority on valuing Green's (2010) 13 core competencies; data proved that principals who did so had teachers with higher collective efficacy, which results in putting forth more effort (Bandura, 1993; Goodard & Goodard, 2001; Goodard et al., 2004).

Data revealed that the higher a teacher's perception regarding the extent to which a principal valued behaviors informed by the 13 core competencies, the lower the teacher's extrinsic motivation. The more a teacher perceived that a principal valued behaviors informed by the core competencies, the less likely the teacher was to perceive that he/she (a) engaged in a task or activity as a means to an end and (b) believed that participation in a task or activity would result in desirable outcomes, such as praise,

rewards, or an avoidance of punishment. According to Herzberg (1968), extrinsic factors block job satisfaction and work performance if not attended to. As a result of the current study, principals should strive to value behaviors informed by the 13 core competencies. When principals value these behaviors, teachers are less likely to display extrinsic motivation, which research has shown to block job satisfaction and work performance (Herzberg, 1996).

Sub question 6(b). A Pearson product-moment correlation was calculated between teacher motivational concepts and teachers' perceptions regarding the frequency with which principals use behaviors informed by the 13 core competencies. Statistically significant positive relationships were established among all four (4) motivational concepts and teachers' perceptions regarding the frequency of which principals use behaviors informed by the 13 core competencies: intrinsic motivation ($r = .189, p < 0.01$), extrinsic motivation ($r = -.330, p < 0.01$), self-efficacy ($r = .126, p < 0.01$), collective efficacy ($r = .335, p < 0.01$). These correlations suggest that a teacher's perception regarding the frequency with which a principal exhibits these behaviors is directly related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, and the collective efficacy of a teacher. Statistical data supporting these findings appear on page 71.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies the higher the teacher's intrinsic motivation. The more a teacher perceived that a principal used behaviors informed by the core competencies, the more likely the teacher was to perceive that he/she (a) performed to high standards for internal reasons as opposed to external

rewards the organization offered them and (b) obtained satisfaction in which rewards come from carrying out an activity rather than from the result of the activity. Results suggest that principals in this population engaged in leadership best practices that resulted in higher intrinsic motivation, which Hertzberg (1968) states will push individuals to perform to higher standards for internal reasons. These findings suggest that principals should incorporate behaviors informed by the 13 core competencies in order to directly increase the intrinsic motivation of teachers.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the teacher's self-efficacy. The more a teacher perceived that a principal used behaviors informed by the core competencies, the more likely the teacher perceived that he/she was capable of accomplishing a goal successfully regarding their educational tasks. These results coincide with principles outlined by Bandura's (1986) social cognitive theory, which suggest that interactions between individuals influence beliefs and behaviors. Given this fact and the data regarding teacher self-efficacy, it is crucial that principals exhibit behaviors informed by these competencies. For this sample population they had a direct and positive impact on a teacher's self-efficacy, which research shows is the groundwork for human motivation, well-being, and personal accomplishment (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2002).

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the teacher's collective efficacy. The more a teacher perceived that a principal used behaviors

informed by the core competencies, the more likely the teacher was to perceive that the teachers in the school as a whole were capable of accomplishing a goal successfully regarding their educational tasks. Goodard et al. (2000) defined collective efficacy as the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students. Burns (1978) stated that, "...transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both" (p. 20). According to these principals and the current research findings, principals should exhibit behaviors informed by the 13 core competencies because it was shown to have a direct and positive impact the collective efficacy of teachers with the school.

Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the lower the teacher's extrinsic motivation. The more a teacher perceived that a principal used behaviors informed by the core competencies, the less likely the teacher was to perceive that he/she (a) engaged in a task or activity as a means to an end and (b) believed that participation in a task or activity would result in desirable outcomes, such as praise, rewards, or an avoidance of punishment. Chapman (2001) found that extrinsic motivators do not last, and the true satisfiers are those motivational factors that deal with achievement, advancement, and development which bring about a deeper level of fulfillment. Given this finding and the findings from the current research, principals should exhibit behaviors informed by the 13 core competencies frequently because for this sample population, it was proven to lower a teacher's extrinsic motivation.

These aforementioned findings are vital for this study because they confirm the results of past research stating that it is critical for leaders to possess effective leadership qualities in order to create highly motivated teachers (Tabbodi & Prahallada, 2009). Berry (2000) concluded that expert teachers greatly impact student achievement and teacher leadership is strongly influenced by the relationship between teachers and principals. Fee (2008) and Ivie (2007) showed that principals are able to model behaviors that enhance teacher motivation, increase teacher job satisfaction, and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning. The data in this study revealed a significant positive relationship between teacher perceptions of their principals and teacher motivation, concluding that the teachers in this study had higher teacher motivation when they felt they worked for principals who valued and frequently implemented the 13 core competencies.

Past motivation research has revealed the importance teacher motivation has on the learning environment and student achievement. Guskey and Passaro (1994) stated that teacher motivation affects how well students learn; even those students who lack motivation. Goodard et al. (2004) found that highly motivated teachers are vital because they are more likely to produce higher achieving students.

Question 7

Is there a relationship between teacher motivation and principals' perceptions on the extent to which they (a) place importance on behaviors informed by the 13 core competencies and (b) exhibit behaviors informed by the 13 core competencies?

Sub question 7(a). Pearson product-moment correlations were calculated between teacher motivational concepts and principals' perceptions regarding the extent to which they personally valued behaviors informed by the 13 core competencies.

No statistically significant positive relationships were established among the four motivational concepts and principals' perceptions regarding the extent to which they valued behaviors informed by the 13 core competencies; intrinsic motivation ($r = .014, p > 0.01$), extrinsic motivation ($r = -.071, p > 0.01$), self-efficacy ($r = .007, p > 0.01$), collective efficacy ($r = -.080, p > 0.01$). These correlations suggest that, within this population sample, principals' perceptions regarding the extent to which they valued behaviors informed the 13 core competencies was not related to the intrinsic motivation, the extrinsic motivation, the self-efficacy, or the collective efficacy of a teacher.

Statistical data supporting these findings appear on page 74.

Sub question 7(b). Pearson product-moment correlations were calculated between teacher motivational concepts and principals' perceptions regarding the extent to which they personally exhibited behaviors informed by the 13 core competencies.

No statistically significant positive relationships were established among the four (4) motivational concepts and principals' perceptions regarding the frequency to which they use behaviors informed by the 13 core competencies: intrinsic motivation ($r = -.023, p > 0.01$), extrinsic motivation ($r = -.032, p > 0.01$), self-efficacy ($r = -.088, p > 0.01$), collective efficacy ($r = .073, p > 0.01$). These correlations suggest that principals' perceptions regarding the frequency to which they used behaviors informed the 13 core competencies was not related to the intrinsic motivation, the extrinsic motivation, the

self-efficacy, or the collective efficacy of a teacher. Statistical data supporting these findings appear on page 76.

Though data from both sub questions, embedded within the seventh research question, concluded that principals perceptions regarding their own leadership behaviors had no direct statistically significant relationship to teacher motivation, results from previous research questions showed that principal perceptions regarding their own leadership behavior were statistically and significantly related to teacher perceptions regarding principal leadership behavior. The more a principal personally perceived to value and exhibit behaviors informed by the 13 core competencies, the more a teacher perceived that principals valued and exhibited behaviors informed by the 13 core competencies. The more teachers perceived that principals valued and exhibited behaviors informed by the core competencies, the higher intrinsic motivation, self-efficacy, and collective efficacy teachers exhibited. Based on these findings, principal perceptions are indirectly related to teacher motivation, but a teacher's perception regarding principals' leadership behavior had a more positive effect on teacher motivation than a principal's perception of his own leadership behaviors.

These findings were expected, given results of prior motivation research stating that personal motivation is a component of ones' own perceptions rather than the perceptions of another (Bandura, 1986; Goodard et al., 2004; Pajares, 1996). This study reveals that it is vital for teachers to have strong perceptions of their principals' behaviors and attributes, and that principals must be able to communicate the school's norms, values, and beliefs to stakeholders, and encourage collaboration and decision making to

the extent that staff accept responsibility for their own professional learning. Though there were no statistically significant relationships between principals' perceptions of their own leadership behavior and teacher motivation, it is still vital for principals to value and exhibit behaviors informed by the 13 core competencies. If principals don't value and exhibit positive leadership behavior teachers will not perceive that principals do so which can result in lower motivation.

Relationship to Prior Research

The 13 Core Competencies

Previous research has consistently concluded that all 13 of Green's (2006) identified core competencies are vital in the transforming of principals into successful leaders (Fee, 2008; Ivie, 2007). On this foundation, Green's (2010) 13 core competencies were explored further regarding their relationship to teacher motivation during the current research study. Ivie (2007), during a study on the relationship between Green's (2010) core competencies and teacher job satisfaction, found that teachers who indicated that school leaders exhibited behavior informed by the 13 core competencies possessed a higher job satisfaction. "Since the thirteen core leadership competencies are valid measures of the school leaders' behavior, it would be advantageous for every school leaders to be cognizant and trained in the thirteen core leadership competencies" (Ivie, 2007, p. 88). Fee (2008) found that principals exhibiting core competencies are able to model behaviors that enhance teacher motivation, increase teacher job satisfaction, and foster positive feelings and attitudes among teachers regarding their ability to enhance teaching and learning. When the 13 core competencies are mastered, productivity is

enhanced, and school leaders become equipped with the skills and attributes needed to meet the challenges of 21st-century schools (Fee, 2008; Green, 2010; Ivie, 2007).

Current findings suggest that Green's (2010) core competencies result in teachers who personally perceive to be highly motivated, and motivation research proves teacher motivation as having a positive effect on student achievement (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Tabbodi & Prahallada, 2009; Zimmerman, 2002). Prior research and literature have proven that these core competencies, even used on an individual basis, help create leaders who are equipped to handle problems created by complex schools within society.

Curriculum and instruction. Research has shown that a key to student achievement is for school leaders to focus on academic programs, especially curriculum development. School leaders must expend time and effort into focusing on student needs and developing a sound platform for curriculum and instructional development (Fiore, 2004; Hoy et al., 2002; Ruebling, Stow, Kayona, & Clark, 2004).

Assessment. Regarding assessment, Ediger (2001) concluded that school leaders must take the leadership role in requiring teachers to determine quality objectives, implement effective learning strategies, assist in attaining objectives, and select proven assessment strategies to determine if objectives have been met.

Inquiry. Spark (2003) found during research on the importance of inquiry for leaders that leaders must investigate school effectiveness through processing what has worked in the past and consistently implementing best ideas from the field. It is vital that

school leaders have a commitment to developing and sharing new knowledge (Fullan, 2003).

Professionalism. Fullan (2002), Green (2010), and Sergiovanni (1992) all agree that school leaders should have a strong sense of moral purpose and be conscious of ethical standards in order to maintain professionalism on a daily basis.

Visionary leadership. Sergiovanni (2004) called for school leaders to have not only a vision, but also the skills to communicate that vision to others and to develop a shared vision among all followers. Senge (2001) explains that when there is a genuine vision, people excel and learn, not because someone else told them to do so, but because they want to excel and learn.

Unity of purpose. A school leader must be able to influence others to follow a vision (Green, 2010). Lambert (2005) concluded that a school leader must unify the group and be able to develop ability in all colleagues and the organization. Both Sergiovanni (2004) and Lambert (2005) emphasized the importance of a leader's ability to unify a group to create a shared covenant by uniting followers and getting them to commit to focus and to align their behaviors with activities that will achieve goals of the school.

Learning communities. It is the school leaders role to facilitate a mutual support for learning and performance, as well as to develop the structural properties of the organization, the organizational climate, the role characteristics, and subordinate characteristics to distribute leadership in the school (Hoy & Miskel, 2000). Learning

communities are established and facilitate more learning and achievement when people become leaders through valuing issues important to them (Sergiovanni, 2004).

Instructional leadership. Effective leaders facilitate the application of current knowledge in learning and human development. They are able to use data to make instructional program decisions that meet the needs of all students (Green, 2010). Leaders must become masters of learning disciplines and facilitate the importance of designing instructional program to enhance academic achievement (Hoy et al., 2002; Ruebling et al., 2004; Sergiovanni, 2004).

Collaboration. School leaders must be able to communicate the school's norms, values, and beliefs to stakeholders, encourage collaboration, and accept responsibility (Green, 2010; Gurr et al., 2006; Leithwood, 1992; Leithwood & Riehl, 2003. Fullan (2001) recalled that in order to build capacity through collaboration, the school leader must recognize and be able to work with individuals of diverse opinions and interests. When teams learn together, they accomplish better results (Senge, 2001).

Diversity. School leaders must ensure that all stakeholders are treated equally and with dignity. Effective leaders create environments where ethical and moral imperatives of schooling in a democratic society are valued. Inequalities and unfair treatment must be recognized and eliminated if school leaders are to effectively establish an environment that is optimal for learning and achievement (Green, 2010; Lambert, 2005).

Professional Development. Both Fullan (2001) and Green (2010) called for school leaders to engage in educational initiatives designed to keep professionals energized, motivated, informed, and inspired. Effective leaders are lifelong learners who

demonstrate commitment to their own professional development and renewal. Senge (2001) recalled that people with a high level of mastery live in a continual learning mode.

Reflection. Effective leaders reflect on practices and evaluate results for the purpose of modifying future practices as warranted. They acquire and analyze knowledge about themselves to achieve self-understanding, as they realize that the ability to self-assess and initiate action for self-improvement is a critical aspect of being an effective leader (Green, 2010; Senge, 2001).

Transformational Leadership

The behaviors exhibited by principals within this study showed signs of transformational leadership because values and actions of principals within this study positively impacted the motivation of teachers. Burns (1978) defined leadership as what happens when, "... persons with certain motives and purposes mobilize resources so as to arouse, engage and satisfy the motives of followers" (p. 18). Collectively, the 13 core competencies valued by these principals, used by these principals, and embedded in the theory of transformational leadership informed the type of behavior required to meet the challenges and demands of leading 21st-century schools.

Ramachandran and Krishnan (2009) suggested that transformational leaders develop positive relationships with followers and motivate performance that accomplishes specific goals through the possession of specific competencies. Transformational leaders create relationships, more specifically, ones in which the leader and followers are bound together around a set of common beliefs, values, and norms that foster attainment of specific visions (Green, 2010). Principals exhibited behaviors, not

only informed by collaboration and unity, but also the other ten core competencies which both Green (2010) and Burns (1978) agree are vital in creating an instructional program that meets the needs of all students.

The four dimensions of principal leadership. Green (2010) divided principal leadership into four dimensions that provide framework guiding the principles school leaders should emphasize in order to create empowering schools geared towards meeting the complex challenges of 21st-century schools. Results of this study validate the importance of all four of the dimensions proffered by Green (2010).

Data revealed that when principals valued behaviors informed by the 13 core competencies, teachers were more likely to value those behaviors as well. This finding is grounded in the idea that principals must understand what they value. This idea is in conjunction with Green's (2010) first dimension of principal leadership in which importance is placed on understanding self and others. In order for principals to remain effective while communicating a vision for the future, dealing with conflict, and building confidence among stakeholders, they must have a clear understanding of their own strengths, beliefs, values, and other personal qualities, as well as those of others (Green, 2010).

Teachers and principals had different views regarding the core competencies that informed behaviors exhibited by principals, specifically, behaviors informed by (a) organizational management, (b) learning community, and (c) diversity. These competencies, when grouped together, are embedded into Green's (2010) second dimension of principal leadership, which emphasizes the importance of understanding the

complexity of organizational life. Though teachers believed that principals only occasionally implemented behaviors embedded into Green's (2010) second dimension of principal leadership, teachers did witness these behaviors to some degree. If principals implemented them more frequently, research shows that school leaders would maximize the possibility of creating the most effective teaching and learning environment within a school.

Principals reflected on what was important to them as educational leaders; they ensured that those values were communicated to their followers and that everyone was united under the same vision of what is important. This idea mimics Green's (2010) third dimension of principal leadership in which bridges are built through relationships, as well as Putnam's (2008) and Block's (2008) ideas that effective communication creates an educational system in which a community can come together and focus on the same school vision.

Teachers perceived that principals frequently implemented behaviors informed by the 13 core competencies. This finding proved that Green's (2010) fourth dimensions of principal leadership became evident, and school leaders truly engaged in leadership best practices. Implementing behaviors informed by the 13 core competencies agrees with research showing that in order to create successful organizations, effective school leaders must be versed in current research and data sufficient to identify and utilize best practices (Leech & Fulton, 2003).

Social Cognitive Theory

Bandura's (1986) social cognitive theory suggests that interactions between individuals influence beliefs and behaviors. Data revealed that the higher a teacher's perception regarding the extent to which a principal exhibited behaviors informed by the 13 core competencies, the higher the teacher's intrinsic motivation, self-efficacy, and collective efficacy. The more a principal valued and exhibited behaviors informed by the 13 core competencies, the more the principals was able to communicate to teachers what was important. Through this communication, teachers were able to understand what principals valued enough to implement into their daily routines. This interaction between principal and teacher produced statistically significant positive relationships, and as a result teacher motivation was heightened. The more a teacher perceived that a principal used and exhibited behaviors informed by the core competencies, the more likely teachers perceived that he/she (a) performed to high standards for internal reasons as opposed to external rewards the organization offered them and (b) obtained satisfaction in which rewards come from carrying out an activity rather than from the result of the activity.

The more a teacher perceived that a principal used and exhibited behaviors informed by the core competencies, the more likely the teacher perceived that he/she was capable of accomplishing a goal successfully regarding their educational tasks. The more a teacher perceived that a principal used and exhibited behaviors informed by the core competencies, the more likely teachers perceived that they as a group were capable of accomplishing a goal successfully regarding their educational tasks.

These findings agree with Banduras (1978) and Pajares (1997), who state that social cognitive theory is grounded on the principles (a) that interactions between principals influence beliefs and behavior and (b) that individuals are agents proactively engaged in their own development and can create change by their actions. Principal behavior showed a positive effect on the motivational beliefs of teachers, and that motivation is proven to positively affect student achievement (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Tabbodi & Prahallada, 2009; Zimmerman, 2002

Teacher Motivation

The foundation for exploring teacher motivation and leadership behavior was based on the premises that (a) the 13 core competencies influence principal behavior (Green, 2010), (b) principals who value the 13 core competencies will incorporate them into action (Green, 2010), (c) teachers who agree that principals value and exhibit the 13 core competencies will possess higher motivation (Ballone & Czerniak, 2001; Barnett & McCormick, 2003; Davis & Wilson; 2000; Dunaway, 2007), and (d) teachers exhibiting higher motivation are more likely to have higher achieving students (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2002).

The current research showed a significantly positive relationship between a teacher's perception of both the extent to which a principal values and uses behaviors informed by the 13 core competencies and teacher motivation, specifically, intrinsic motivation, extrinsic motivation, self-efficacy, and collective efficacy. All of these motivational concepts have been proven as having a positive effect on teacher

effectiveness (Bandura, 1993; Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004; Meuller & Dweck, 1998; Zimmerman, 2000). Kaufman (1984) reviewed teachers' commitment to the profession and concluded that teachers characterized as intrinsically motivated were more committed to the teaching profession than were non-motivation seekers. Fruth et al. (1982) analyzed commitment to teaching and found that intrinsic motivation was the most powerful link to teacher performance. The efficacy beliefs of teachers are related to their instructional practices and to various student outcomes (Ashton & Webb, 1986; Parajes, 1997) If teachers believe they are capable of teaching students with diverse needs, they will be more likely to put forth more effort within the classroom (Goodard & Goodard, 2001).

Implications of Limitations

Limitations of this study were noted (a) to help guide the researcher during the analysis and understanding of the data and (b) to help guide future researchers during research planning on leadership behaviors and motivation.

This study is restrictive because the findings represent a sample population consisting of school principals and teachers from only two Kentucky school districts; therefore, the findings may not apply to principals and teachers in all educational settings. The sample population was also one of convenience. The high return rate from both principals and teachers may be explained because the researcher had a close relationship with the chosen districts. The districts in this sample were deemed as successful districts. Other researchers may use various criteria when determining the definition of a successful district, but for the purposes of this study, successful districts were defined as

those that had met all state annual standards for all students over the two-year period preceding this study.

The results are based on perceptions of the respondents; thus, data collected only reflects their thoughts and beliefs regarding specific perceptions on leaders behavior and teacher motivation. Given the wide range of perceptions due to various interpretations of how leaders should behave, data might not reflect accurate representations of leader behavior or teacher motivation without also incorporating a qualitative research component that includes observations.

Twenty percent of the total number of teachers who were asked to volunteer did not participate; therefore, the results do not reflect the perceptions of all teachers within the two districts. Of the 80% that did participate, a small percentage did not answer all of the questions due to technological problems with the online survey program.

Teachers were asked to provide their perceptions regarding principals' behaviors in the spring before the school year had been completed. Perceptions regarding principals' behaviors might have been different had teachers been asked to complete the surveys at the completion of the school year.

Recommendations for Practice

The participating districts within this study were deemed as successful districts because both had met all state annual standards for all students over the two-year period preceding this study. The primary focus of this study was to determine if teacher motivation was related to principals' behavior regarding Green's (2010) 13 core competencies. This focus was founded on the hypotheses that (a) Green's (2010) 13 core

competencies influence principal behavior, (b) principals who value the 13 core competencies will also incorporate them into action (Green, 2010), and (c) teachers that agree principals both value and exhibit the 13 core competencies will possess higher motivation (Ballone & Czerniak, 2001; Barnett & McCormick, 2003; Davis & Wilson; 2000; Dunaway, 2007). Higher motivation displayed by teachers, results in higher achieving students (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2002).

These hypotheses were proven true. All competencies were perceived by principals as important and were frequently implemented into the daily work routines of principals who guided these successful districts. Teachers perceived that principals valued and implemented behaviors informed by the 13 core competences. Teachers' perceptions regarding principal leadership behavior had a statistically significant positive relationship to their personal motivation.

Given these findings, it is recommended that principals give particular attention to understanding, valuing, and implementing behaviors informed by the 13 core competencies. It is also recommended that the 13 core competencies be (a) incorporated into principal training programs (b) read about in current research, and (c) imbedded into professional development programs. The aforementioned recommendations should emphasize the following core competencies: (a) visionary leadership, (b) curriculum and instruction, (c) assessment, (d) reflection, (e) unity of purpose, (f) diversity, (g) inquiry, (h) collaboration, (i) professional development, (j) professionalism, (k) instructional leadership, (l) organizational management, and (m) learning community.

In order to establish proper implementation of these competencies, an open door policy between teachers and principals should be established. Principals should be open and willing to listen as teachers reflect upon a principal's leadership behaviors. Teachers should (a) feel comfortable with expressing their concerns to principals and (b) feel confident that principals will take their voices seriously. Regularly scheduled meetings between principals and teachers should take place so that principals may reflect upon their own behaviors with the help of their teachers. A checklist outlining behaviors informed by the 13 core competencies should aid principals in their leadership conduct.

Visionary Leadership

Effective leaders should demonstrate energy, commitment, and an entrepreneurial spirit. They should communicate values and a conviction that all children will learn at high levels, and they should inspire others with that vision. Visionary leaders should influence a faculty to display faith and trust in their decisions and to assist in the transformation process.

Curriculum and Instruction

Effective leaders should understand the relationships among curriculum coherence, student success, and pedagogical leadership. They should keep the school focused on student learning and should be able to put into practice a curriculum that contains research-based strategies sufficient to meet the needs of all students.

Assessment

Effective leaders should facilitate the use of a variety of strategies to monitor student performance and continuous leader development. The process they use should contain a built-in plan for improving student achievement.

Reflection

Effective leaders should reflect on practices and evaluate results for the purpose of modifying future decisions as warranted. They should acquire and analyze knowledge about themselves in order to achieve self-understanding. They should realize their ability to self-assess and initiate action for self-improvement as a critical aspect of being an effective leader.

Unity of Purpose

Effective leaders should develop unity of purpose with all stakeholders and keep the school focused on student learning. They should be able to inspire the commitment of faculty members around a single focus and align their behavior with activities that foster goal attainment. These leaders should have an end results in mind and provide positive directions for faculty and staff are critical to leadership effectiveness.

Diversity

Effective leaders should create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued. Inequalities and unfair treatment should be recognized and eliminated.

Inquiry

Effective leaders should create an environment in which inquiry guides the continuous improvement of school organization. They should be concerned with identifying proven practices and acquiring information that can be aligned with instructional needs.

Collaboration

Effective leaders should engage all stakeholders in the creation of a caring, safe community that values self-motivation, active inquiry, and positive social interaction. They should provide and cultivate a multicultural environment to enhance student achievement, working with individuals who have diverse views and interests.

Professional Development

Effective leaders should become lifelong learners who demonstrate commitment to their own professional development and renewal. They should ensure that all faculty and staff members are engaged in programs and activities that keep them motivated, energized, and inspired to perform at their maximum level of effectiveness.

Professionalism

Effective leaders should demonstrate ethical and moral leadership and a commitment to the development of the profession. They should display behavior that conforms to the ethical standards of the profession and put a system in place that influences all members of the school organization to behave in a similar manner.

Instructional Leadership

Effective leaders should facilitate the application of current knowledge in learning and human development. They should use data to make instructional program decisions that meet the needs of all students.

Organizational Management

Effective leaders should continuously improve the culture of the school by utilizing the principles and practices of effective organizational management. They should structure the school organization in a manner that conveys high expectations for students, adults, and the effective use of material resources.

Learning Community

Effective leaders should create empowering environments that support innovation, involvement in decision-making, and continuous professional development. They should encourage leadership throughout the organization and influence individuals to display mutual support for goal attainment.

Recommendations for Future Research

This study has shown the crucial impact that principals can have on teacher motivation. It would be beneficial for future study to show, specifically, which principal behaviors impact teacher motivation the most. The competencies imbedded within this study have the potential to produce not only positive motivation but also negative stress for a teacher. It would be valuable to understand which of the 13 core competencies inform behaviors that produce the most stress both collectively and individually. From past educational experiences, I have seen that when a principal does not master behaviors

of effective leaders, (a) there is a lack of connectedness between a principal and a teacher and (b) the quality of the teacher's performance decreases to a level that negatively affects student performance. There must be a healthy, open relationship between a principal and a teacher in order to produce maximum results within the classroom.

On a broader scale, the following recommendations for future research would provide more knowledge regarding leadership behavior and motivation.

The current research dealt with leadership behavior and its relationship to teacher motivation. Future research exploring the relationship between principal motivation and teacher motivation would add to the literature revolving around factors that help create a more effective learning environment.

The current student did not explore the differences in teacher and principal demographics and the effects, if any, they had on perceptions of principal leadership. Future research regarding the demographics of teachers would prove beneficial in determining factors that affect how teachers perceive principals (i.e., gender, age, district type, school type, years of teaching experience, education level, position, subject area, and grade level). Future research regarding the demographics of principals would prove beneficial in determining factors that affect how principals perceive themselves (i.e., age, gender, district type, school type, years of teaching experience, years of principal experience, and education level).

The current study did not determine the differences, if any, between urban and rural school districts. Future research addressing how perceptions of teachers and principals regarding principal leadership differ in urban and rural schools might provide

insight into best practices that are currently being carried out that have a positive impact affecting learning environments.

The current study investigated teacher motivation and did not incorporate student motivation. Similar studies that gather data on student motivation could explore the relationship, if any, leadership behavior has on student motivation.

Research correlating the 13 core competencies to student achievement, student attendance, and student conduct is needed to determine the influence leadership behavior has on student outcomes. Research also correlating the 13 core competencies to parental involvement and community support would prove beneficial in showing the effect leadership behavior has on total community involvement.

Conclusions

School leaders, working within continually changing and complex 21st-century schools, are being asked to play a critical and multifaceted role in setting and implementing visions for their schools in order to create both a positive and productive workplace for teachers and a vibrant learning environment for children (Davis et al., 2005). Identifying and capitalizing on leadership behaviors that can produce these positive results has been a critical challenge for school leaders and has been the focus of the current research study; therefore, much attention has been given to the type of leadership behaviors school leaders must value and implement in order to positively impact teacher motivation. Teacher motivation is critical within 21st-century schools due to the increasing amount of research that connects teacher motivation to student achievement (Blackwell et al., 2007; Elliot & Dweck, 2005; Goodard et al., 2004)

Prior to the current study, Green (2010) identified 13 core competencies of school principals that have been found to create effective learning environments. A growing body of literature recognizes the critical importance of the leadership behavior of principals and links that behavior to school effectiveness and student achievement (Fullan, 2002; Hallinger & Heck, 1996; Kelley et al., 2005; Leithwood et al., 2004).

Based on this research, the researcher hypothesized that if school leaders develop their capacity to lead 21st-century schools through valuing and exhibiting behaviors informed by the 13 core competencies, then (a) those behaviors should enhance teachers' perceptions of leaders' behavior and (b) the level of teacher motivation should increase, resulting in an environment that is more conducive to student learning. The foundation for exploring the relationship between teacher motivation and leadership behavior is based on the ideas that (a) the 13 core competencies influence principal behavior (Green, 2010), (b) principals who value the 13 core competencies will incorporate them into action (Green, 2010), (c) teachers that agree principals value and exhibit the 13 core competencies will possess higher motivation (Ballone & Czerniak, 2001; Barnett & McCormick, 2003; Davis & Wilson; 2000; Dunaway, 2007), and (d) teachers exhibiting higher motivation are more likely to have higher achieving students (Bandura, 1993; Elliot & Dweck, 2005; Goodard et al., 2004; Zimmerman, 2000).

The current study confirmed that the aforementioned premises proved the hypotheses to be true. Data found that teachers were more likely to have higher self-efficacy, collective efficacy, and intrinsic motivation when principals valued and implemented behaviors informed by Green's (2010) 13 core competencies. This

conclusion confirms the work of past research stating that when school leaders exhibit the 13 core competencies, they become equipped with the skills and attributes needed to meet the challenges of 21st-century schools (Fee, 2008; Green, 2010; Ivie, 2007). This conclusion also supports the notion that Green (2010) has been effective in identifying 13 core competencies believed to be critical in creating transformational leaders. In order to create an empowering environment in which effective teaching and learning is achieved, school leaders should value these core competencies and must strive to implement them into their daily routines.

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APPENDIX A

IRB APPROVAL TO CONDUCT RESEARCH AMONG PRINCIPALS

THE UNIVERSITY OF MEMPHIS

Institutional Review Board

To: Aarek Wayne Farmer
Educational Leadership

From: Chair, Institutional Review Board
for the Protection of Human Subjects
Administration 315

Subject: Principal Leadership: The Qualities of an Effective Principal
(E10-14)

Approval Date: 8/3/2009

This is to notify you that the Institutional Review Board has designated the above referenced protocol as exempt from the full federal regulations. This project was reviewed in accordance with all applicable statutes and regulations as well as ethical principles.

When the project is finished or terminated, please complete the attached Notice of Completion and send to the Board in Administration 315.

Approval for this protocol does not expire. However, any change to the protocol must be reviewed and approved by the board prior to implementing the change.

Chair, Institutional Review Board
The University of Memphis

APPENDIX B

IRB APPROVAL TO CONDUCT RESEARCH AMONG TEACHERS

THE UNIVERSITY OF MEMPHIS

Institutional Review Board

To: Aerek Wayne Farmer
Educational Leadership

From: Chair, Institutional Review Board
for the Protection of Human Subjects
Administration 315

Subject: Teacher and Principal Perceptions on Principal Leadership
Behavior and the Impact it has on Teacher Motivation (E10-174)

Approval Date: February 4, 2010

This is to notify you that the Institutional Review Board has designated the above referenced protocol as exempt from the full federal regulations. This project was reviewed in accordance with all applicable statutes and regulations as well as ethical principles.

When the project is finished or terminated, please complete the attached Notice of Completion and send to the Board in Administration 315.

Approval for this protocol does not expire. However, any change to the protocol must be reviewed and approved by the board prior to implementing the change.

Chair, Institutional Review Board
The University of Memphis

APPENDIX C

PERMISSION TO CONDUCT RESEARCH FROM SUPERINTENDENT

**INFORMED CONSENT
Research Project**

Perceptions of Teachers and Principals on Leaders' Behavior Informed by Thirteen Core Competencies
and Its Relationship to Teacher Beliefs

Description of Study: The purpose of this research will be to validate the presence and importance placed on essential leadership competencies that school principals must possess as transformational leaders. This study will investigate the relationship between principal and teacher perceptions as well as the impact the perceptions have on teacher motivation. Survey data will be used to develop a dissertation used for policy creation and implementation.

Risks/Benefits to the Participant: There is a possibility that data will reveal high or low levels of teacher motivation and/or positive or negative perceptions of principals by teachers. Regardless of the outcome of the study, the benefits outweigh the risks. Data can be used in valuable ways in order to improve the future of the district. Results of this study will provide beneficial data for program creation and implementation and for increasing the moral, motivation, and job performance of teachers, staff, and/or the community.

Confidentiality: We are obligated to keep any information a participant shares with us during this study confidential. This means that we will not discuss any information in our research project about you or any particular situation that you (the participant) do not give me permission to do so. Your name will not be attached to the article or any data that is reported, unless written permission is provided by you (the participant).

Participants Right to Withdraw from the Study: As a participant of this study you have the right to withdraw from this study at anytime. If you choose to do so, please inform us.

Voluntary Consent by the Participant: Participation in this research project is completely voluntary, and your consent is required before you can participate in this research. If significant new information related to this study becomes available and this information may affect your willingness to participate in this study, we will alert you immediately.

I have read this consent form (or it has been read to me) and I fully understand the contents of this document and voluntarily consent to participate. All of my questions concerning this research have been answered. If I have any questions in the future about this study the investigator listed above or his supervisor will answer them. I understand that this consent ends at the conclusion of this study. If I desire, a copy of this form will be given to me.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

APPENDIX D

CONSENT TO PARTICIPATE IN RESEARCH STUDY

Thank you for sacrificing your time to provide me information about your perceptions on your current job and work environment. By checking the box below:

- A. You are stating that you will provide accurate information.**
- B. You are stating that you understand that your personal responses 1.) will be completely anonymous, and 2.) will not be shared with your principal.**
- C. You give me permission to use your responses to complete my research and analysis.**

-Aarek Farmer

___ I agree with the 3 statements.

APPENDIX E

LEADERSHIP BEHAVIOR INVENTORY FOR PRINCIPALS

Leader Behavior Inventory

Gender: M or F

Years of Teaching Experience: 1-5 6-10 11+

Years of Principal Experience: 1-5 6-10 11+

Educational Level: BA MA MA+ ED.D/PH.D

Current Position: Principal Assistant Principal Other _____

Name of Current School: _____

					Directions: The following 39 statements characterize leader behavior advocated for 21st century school leaders. Please read each statement and indicate your perception on both the importance you place on the behavior and the frequency to which you exhibit the behavior described in the statement. Record your response by shading in the corresponding box.										
Unimportant	Of Little Importance	Moderately Important	Important	Very Important							Never	Seldom	Occasionally	Frequently	Always
U	L	M	I	V	1	influence teachers to support student learning and performance					N	S	O	F	A
U	L	M	I	V	2	demonstrate an understanding of the relationships among curriculum coherence, student success, and pedagogical leadership					N	S	O	F	A
U	L	M	I	V	3	advocate the use of a variety of strategies that can be used to monitor student performance and continuous leader development					N	S	O	F	A
U	L	M	I	V	4	behave in a way that reflects a value for ethical standards in the education profession					N	S	O	F	A
U	L	M	I	V	5	reflect on past practices for the purpose of improving future practices					N	S	O	F	A
U	L	M	I	V	6	create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued					N	S	O	F	A
U	L	M	I	V	7	examine research to identify best practices for use in responding to school-related issues					N	S	O	F	A
U	L	M	I	V	8	engage school personnel in the creation of a community of individuals that value positive social interaction					N	S	O	F	A
U	L	M	I	V	9	recommend professional development activities that energize teachers					N	S	O	F	A
U	L	M	I	V	10	influence teachers to commit to assisting in accomplishing the vision of the school					N	S	O	F	A
U	L	M	I	V	11	recommend curriculum that focuses on individual student needs					N	S	O	F	A
U	L	M	I	V	12	assist teachers in clearly understanding outcome expectations					N	S	O	F	A
U	L	M	I	V	13	exhibit knowledge of processes that can be used to enhance teaching and learning					N	S	O	F	A
U	L	M	I	V	14	assist teachers in seeing the relationship between their role and function and the vision for the school					N	S	O	F	A

U	L	M	I	V	15 support teachers when they provide the leadership for student learning and performance	N	S	O	F	A
U	L	M	I	V	16 respect the ideas of teachers when they work with you	N	S	O	F	A
U	L	M	I	V	17 demonstrate a commitment to professional development	N	S	O	F	A
U	L	M	I	V	18 keep teachers focused on student learning	N	S	O	F	A
U	L	M	I	V	19 design instructional programs to improve student achievement	N	S	O	F	A
U	L	M	I	V	20 demonstrate, through behavior, a commitment to being a moral agent in the profession of education	N	S	O	F	A
U	L	M	I	V	21 perform tasks in a manner that enhances the climate of the school	N	S	O	F	A
U	L	M	I	V	22 use a formal plan to assess student progress for the purpose of enhancing student achievement	N	S	O	F	A
U	L	M	I	V	23 design professional development activities to keep teachers educationally informed of best practices	N	S	O	F	A
U	L	M	I	V	24 make teachers feel valued as professionals	N	S	O	F	A
U	L	M	I	V	25 work in concert with individuals who have diverse opinions	N	S	O	F	A
U	L	M	I	V	26 make it evident that you reflect on your practices with focus on improving your effectiveness	N	S	O	F	A
U	L	M	I	V	27 assist teachers in aligning their activities to facilitate the accomplishment of the vision of the school	N	S	O	F	A
U	L	M	I	V	28 influence teachers to assist in the transformation process	N	S	O	F	A
U	L	M	I	V	29 use data to guide you in making decisions	N	S	O	F	A
U	L	M	I	V	30 use assessment processes to identify areas of student achievement that need improvement	N	S	O	F	A
U	L	M	I	V	31 use data to assist school-based personnel in achieving their goals	N	S	O	F	A
U	L	M	I	V	32 eliminate inequities	N	S	O	F	A
U	L	M	I	V	33 evaluate the results of work completed for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	34 support teachers when they are engaged in a project or activity with you	N	S	O	F	A
U	L	M	I	V	35 show evidence of having knowledge of curriculum components that keep the school focused on student learning	N	S	O	F	A
U	L	M	I	V	36 collaborate with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction	N	S	O	F	A
U	L	M	I	V	37 demonstrate a willingness to collaborate with school-based personnel for the purpose of improving student achievement	N	S	O	F	A
U	L	M	I	V	38 empower teachers to participate in the decision-making process	N	S	O	F	A
U	L	M	I	V	39 influence teachers to have faith and truth in your directions	N	S	O	F	A

APPENDIX F

LEADERSHIP BEHAVIOR INVENTORY FOR TEACHERS

Leadership Behavior Inventory

Gender: M or F
Years of Teaching Experience: 1-5 6-10 11+
Educational Level: BA MA MA+ ED.D/PH.D
Position: Reg. Edu. Teacher Spec. Educ. Teacher Other
Name of Current School: _____

					Directions: The following 39 statements characterize leader behavior advocated for 21st century school leaders. Please read each statement and indicate your perception on both the importance your principal places on the behavior and the frequency to which he/she exhibits the behavior described in the statement. Record your response by shading in the corresponding box.														
Unimportant	Of Little Importance	Moderately Important	Important	Very Important						Never	Seldom	Occasionally	Frequently	Always					
					IMPORTANCE										FREQUENCY				
U	L	M	I	V	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					1 influence teachers to support student learning and performance						N	S	O	F	A				
					2 demonstrate an understanding of the relationships among curriculum coherence, student success, and pedagogical leadership						N	S	O	F	A				
					3 advocate the use of a variety of strategies that can be used to monitor student performance and continuous leader development						N	S	O	F	A				
					4 behave in a way that reflects a value for ethical standards in the education profession						N	S	O	F	A				
					5 reflect on past practices for the purpose of improving future practices						N	S	O	F	A				
					6 create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued						N	S	O	F	A				
					7 examine research to identify best practices for use in responding to school-related issues						N	S	O	F	A				
					8 engage school personnel in the creation of a community of individuals that value positive social interaction						N	S	O	F	A				
					9 recommend professional development activities that energize teachers						N	S	O	F	A				
					10 influence teachers to commit to assisting in accomplishing the vision of the school						N	S	O	F	A				
					11 recommend curriculum that focuses on individual student needs						N	S	O	F	A				
					12 assist teachers in clearly understanding outcome expectations						N	S	O	F	A				
					13 exhibit knowledge of processes that can be used to enhance teaching and learning						N	S	O	F	A				
					14 assist teachers in seeing the relationship between their role and function and the vision for the school						N	S	O	F	A				
					15 support teachers when they provide the leadership for student learning and performance						N	S	O	F	A				

U	L	M	I	V	16 respect the ideas of teachers when you work with them	N	S	O	F	A
U	L	M	I	V	17 demonstrate a commitment to professional development	N	S	O	F	A
U	L	M	I	V	18 keep teachers focused on student learning	N	S	O	F	A
U	L	M	I	V	19 design instructional programs to improve student achievement	N	S	O	F	A
U	L	M	I	V	20 demonstrate, through behavior, a commitment to being a moral agent in the profession of education	N	S	O	F	A
U	L	M	I	V	21 perform tasks in a manner that enhances the climate of the school	N	S	O	F	A
U	L	M	I	V	22 use a formal plan to assess student progress for the purpose of enhancing student achievement	N	S	O	F	A
U	L	M	I	V	23 design professional development activities to keep teachers educationally informed of best practices	N	S	O	F	A
U	L	M	I	V	24 make teachers feel valued as professionals	N	S	O	F	A
U	L	M	I	V	25 work in concert with individuals who have diverse opinions	N	S	O	F	A
U	L	M	I	V	26 make it evident that they reflect on their practices with focus on improving their effectiveness	N	S	O	F	A
U	L	M	I	V	27 assist teachers in aligning their activities to facilitate the accomplishment of the vision of the school	N	S	O	F	A
U	L	M	I	V	28 influence teachers to assist in the transformation process	N	S	O	F	A
U	L	M	I	V	29 use data to guide them in making decisions	N	S	O	F	A
U	L	M	I	V	30 use assessment processes to identify areas of student achievement that need improvement	N	S	O	F	A
U	L	M	I	V	31 use data to assist school-based personnel in achieving their goals	N	S	O	F	A
U	L	M	I	V	32 eliminate inequities	N	S	O	F	A
U	L	M	I	V	33 evaluate the results of work completed for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	34 support teachers when you are engaged in a project or activity with them	N	S	O	F	A
U	L	M	I	V	35 show evidence of having knowledge of curriculum components that keep the school focused on student learning	N	S	O	F	A
U	L	M	I	V	36 collaborate with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction	N	S	O	F	A
U	L	M	I	V	37 demonstrate a willingness to collaborate with school-based personnel for the purpose of improving student achievement	N	S	O	F	A
U	L	M	I	V	38 empower teachers to participate in the decision-making process	N	S	O	F	A
U	L	M	I	V	39 influence teachers to have faith and truth in their directions	N	S	O	F	A

APPENDIX G

THE 13 CORE COMPETENCIES GROUPED BY ITEMS

Assessment	
3	advocating the use of a variety of strategies that can be used to monitor student performance and continuous leader development
22	using a formal plan to assess student progress for the purpose of enhancing student achievement
30	using assessment processes to identify areas of student achievement that need improvement
Collaboration	
8	engaging school personnel in the creation of a community of individuals that value positive social interaction
25	working in concert with individuals who have diverse opinions
37	demonstrating a willingness to collaborate with school-based personnel for the purpose of improving student achievement
Curriculum and Instruction	
35	showing evidence of having knowledge of curriculum components that keep the school focused on student learning
2	demonstrating an understanding of the relationships among curriculum coherence, student success, and pedagogical leadership
11	recommending curriculum that focuses on individual student needs
Diversity	
6	creating an environment in which the ethical and moral imperatives of schooling in a democratic society are valued
16	respecting the ideas of teachers when working with them
32	eliminating inequities
Inquiry	
7	examining research to identify best practices for use in responding to school-related issues
29	using data to guide you in making decisions
12	assisting teachers in clearly understanding outcome expectations
Instructional Leadership	
13	exhibiting knowledge of processes that can be used to enhance teaching and learning
19	designing instructional programs to improve student achievement
36	collaborating with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction
Learning Community	
38	empowering teachers to participate in the decision-making process
15	supporting teachers when they provide the leadership for student learning and performance
18	keeping teachers focused on student learning
Organizational Management	
21	performing tasks in a manner that enhances the climate of the school
34	supporting teachers when engaged in a project or activity with them
14	assisting teachers in seeing the relationship between their role and function and the vision for the school
Professional Development	
17	demonstrating a commitment to professional development
9	recommending professional development activities that energize teachers
23	designing professional development activities to keep teachers educationally informed of best practices
Professionalism	
24	making teachers feel valued as professionals
4	behaving in a way that reflects a value for ethical standards in the education profession
20	demonstrating, through behavior, a commitment to being a moral agent in the profession of education
Reflection	
5	reflecting on past practices for the purpose of improving future practices
33	evaluating the results of work completed for the purpose of improving future practices
26	making it evident that you reflect on your practices with focus on improving your effectiveness
Unity of Purpose	
31	using data to assist school-based personnel in achieving their goals
27	assisting teachers in aligning their activities to facilitate the accomplishment of the vision of the school
1	influencing teachers to support student learning and performance
Visionary Leadership	
28	influencing teachers to assist in the transformation process
39	influencing teachers to have faith and truth in your directions
10	influencing teachers to commit to assisting in accomplishing the vision of the school

APPENDIX H

ATTITUDE TOWARD TEACHING SURVEY

Attitude Toward Teaching Survey						
Gender: M or F		Age: 20-30 30-40 40-50 50+				
Years of Teaching Experience: 1-5 6-10 11+						
Educational Level: BA MA/MA+ ED.D/PH.D						
Position: Reg. Edu. Teacher Spec. Educ. Teacher Other		Subject: _____				
Name of Current School: _____			Grade: _____			
Directions: Listed below are a number of items that describe how a teacher might feel about or react to various aspects of his/her job. Please use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. Circle one response for each item that best describes your reactions.					Strongly Disagree	
					Disagree	
					Undecided	
					Agree	
					Strongly Agree	
1	I like to set professional goals for myself.	SD	D	U	A	SA
2	I enjoy putting effort into my job.	SD	D	U	A	SA
3	I believe there is more I can learn in order to reach my full teaching potential.	SD	D	U	A	SA
4	I believe I can learn new ways to reach students with different ability levels.	SD	D	U	A	SA
5	I became a teacher for the pay.	SD	D	U	A	SA
6	As a whole, educators in this school believe that there are some students that just cannot be reached.	SD	D	U	A	SA
7	As a whole, educators in this school do not have the skills to help children learn.	SD	D	U	A	SA
8	My job as a teacher requires too much of my time after the close of the regular school day.	SD	D	U	A	SA
9	I would like to have more praise from my principal for my work.	SD	D	U	A	SA
10	I believe I am capable of creating a positive classroom environment for my students.	SD	D	U	A	SA
11	I believe I am not capable of adapting my instruction to fit the needs of diverse students.	SD	D	U	A	SA
12	I believe I am capable of motivating students who show low interest in school work.	SD	D	U	A	SA
13	I believe I can learn more strategies that will allow me to create a more positive classroom environment.	SD	D	U	A	SA
14	I have a natural desire to see students succeed.	SD	D	U	A	SA
15	Negative aspects about teaching (paperwork, stress, negative parents, etc.) outweigh the positive aspects of teaching.	SD	D	U	A	SA
16	As a whole, educators in this school are able to get through to the most difficult students.	SD	D	U	A	SA
17	As a whole, educators in this school are confident they will be able to motivate their students.	SD	D	U	A	SA
18	One of the best things about teaching is seeing the students succeed.	SD	D	U	A	SA
19	I believe that I am not capable of teaching my students new information.	SD	D	U	A	SA
20	I believe I cannot learn new teaching strategies to incorporate in the classroom.	SD	D	U	A	SA

APPENDIX I

MOTIVATIONAL CONCEPTS GROUPED BY ITEM

<p>COLLECTIVE EFFICACY BELIEFS</p> <p>16. As a whole, educators in this school are able to get through to the most difficult students.</p> <p>*6. As a whole, educators in this school believe that there are some students that just cannot be reached.</p> <p>*7. As a whole, educators in this school do not have the skills to help children learn.</p> <p>17. As a whole, educators in this school are confident they will be able to motivate their students.</p>
<p>EXTRINSIC MOTIVATION</p> <p>5. I became a teacher for the pay.</p> <p>8. My job as a teacher requires too much of my time after the close of the regular school day.</p> <p>9. I would like to have more praise from my principal for my work.</p> <p>15. Negative aspects about teaching (paperwork, stress, negative parents, etc.) outweigh the positive aspects of teaching.</p>
<p>INTRINSIC MOTIVATION</p> <p>1. I like to set professional goals for myself.</p> <p>2. I enjoy putting effort into my job.</p> <p>14. I have a natural desire to see students succeed.</p> <p>18. One of the best things about teaching is seeing the students succeed.</p>
<p>INCREMENTAL BELIEFS</p> <p>3. I believe there is more I can learn in order to reach my full teaching potential.</p> <p>4. I believe I can learn new ways to reach students with different ability levels.</p> <p>13. I believe I can learn more strategies that will allow me to create a more positive classroom environment.</p> <p>*20. I believe I cannot learn new teaching strategies to incorporate in the classroom.</p>
<p>SELF-EFFICACY BELIEFS</p> <p>10. I believe I am capable of creating a positive classroom environment for my students.</p> <p>*11. I believe I am not capable of adapting my instruction to fit the needs of diverse students.</p> <p>12. I believe I am capable of motivating students who show low interest in school work.</p> <p>*19. I believe that I am not capable of teaching my students new information.</p>

* denotes a negative item

APPENDIX J

INDICATORS OF THE PRESENCE OF THE 13 CORE COMPETENCIES WITHIN THE SCHOOL DISTRICTS

1. Teachers, support staff, and administration work proactively to meet the needs of our diverse population with continuous professional development for staff, analysis of students' test data, and individualized plans for all students (diversity, professional development, inquiry, collaboration).

2. Teachers utilize focused lessons to teach, remediate, and enrich essential skills in the areas of reading, mathematics, and behavior (instructional leadership, curriculum and instruction).

3. Success occurs when all students, staff, and parents strive daily to do their best (collaboration, learning community, unity of purpose).

4. We are dedicated to doing what is best for all students and expect all students to achieve at high levels, as we continuously strive to close the achievement gaps among various groups of students (diversity, unity of purpose, instructional leadership, visionary leadership).

5. One-hundred (100) percent of classes are taught by teachers who participated in content-focused professional development (professional development, curriculum and instruction, instructional leadership).

6. Our goal is to improve school climate for greater student learning (instructional leadership, assessment, curriculum and instruction, organizational management).

7. Staff are accountable for student achievement. On-going assessment and analysis of student achievement tied to improvement efforts is conducted. High achieving students are recognized daily (learning community, professionalism, diversity, assessment, instructional leadership, curriculum and instruction, reflection, inquiry).

8. Community input is sought. Schools rely on parent and community input for improvement. Strong parent involvement is illustrated by the number of volunteers in our schools through council work, committees and various activities occurring in each school (learning community, unity of purpose, visionary leadership, collaboration, visionary leadership).

9. The district provides high quality professional development for all staff (professional development, professionalism, inquiry, reflection).

10. Minority employees are recruited. A diverse school staff provides role models for a diverse student body (diversity, professionalism, visionary leadership).

11. Many church and civic organizations also tutor students at their sites to support learning in our schools (learning community, instructional leadership, unity of purpose, visionary leadership, collaboration).

12. Corrective reading, learning strategies, and a Response to Intervention plan target individual student needs (diversity, instructional leadership, visionary leadership, curriculum and instruction, inquiry, assessment, unity of purpose).

13. We continue aligning a rigorous curriculum, conducting scholastic reviews, district-wide walkthroughs, administering the various type of assessment, and analyzing

data (professionalism, professional development, curriculum and instruction, inquiry, assessment, reflection, unity of purpose, visionary leadership).

14. Our district is also embarking on the establishment of professional learning communities, which provide teacher support and the capability to work as true experts in student achievement and focus on student learning as well as teaching (learning communities, professional development, reflection, inquiry, collaboration, curriculum and instruction, instructional leadership, diversity, unity of purpose).

15. Our vision is to become the premier school district in Kentucky. Our mission is to inspire a lifelong passion for learning in all students to help them become thoughtful contributors within a global society. We understand that in order to grow and thrive, individuals need caring relationships and a nurturing environment (learning community, visionary leadership, unity of purpose, instructional leadership, collaboration, diversity, organizational management, professionalism).

16. The district level comprehensive plan and implementation team review the district's needs assessment and, from disaggregated data, formulates a district comprehensive improvement plan, which addresses equity and educational issues (inquiry, assessment, instructional leadership, diversity, reflection, organizational management).

17. Goals and objectives are written pinpointing the areas needing improvement to ensure that all students will achieve at a high level regardless of race, gender, socio-economic status or disability (diversity, unity of purpose, visionary leadership, unity of purpose, organizational management, learning community).