Examining Principals Espoused Beliefs and Actions

by

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Abstract

This quantitative study examined the relationship between principals' espoused beliefs and their actions as educational leaders. Principals in the state of Alabama were invited to participate in the study. A researcher created survey was used to determine if the principals' self-reported instructional and transformational actions were related to their beliefs.

The findings revealed that principals control beliefs were strongly related to both their instructional and transformational actions. Also, through a standard multiple regression, results showed a strong positive correlation between principal beliefs and instructional actions and a moderately positive correlation between principal beliefs and transformational actions. The study additionally indicated that behavioral beliefs and control beliefs statistically and significantly predict instructional actions while control beliefs and normative beliefs statistically and significantly predict transformational actions.

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The professional and personal growth of which I have experienced over the past thirteen years in the field of education deserves to be acknowledged as well as all of the people who have played an integral part of making this dream reality. I began this journey as a young sixth grade teacher who aspired to one day become a school administrator. Now, thirteen years later, including ten years as an educational leader and the pursuit of a doctorate degree, I can say the journey has developed me into the person and educator I have aspired to become, even dating back to a very young age when I would "teach" the imaginary students in my grandmother's kitchen.

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CHAPTER I. NATURE OF THE STUDY

"Change forces' is a deliberate double entendre. Change is ubiquitous and relentless, forcing itself on us at every turn. At the same time, the secret of growth and development is learning how to contend with the forces of change – turning positive forces to our advantage, while blunting negative. The future of the world is a learning future." (Fullan, 2007, p. 3)

Introduction

When specifically addressing educational reform changes over the past decade, Fullan (2007) indicated that even with the numerous reform efforts

> … we have been fighting an ultimately fruitless uphill battle. The solution is not how to climb the hill by getting more innovations or reforms into the educational system. We need a different formulation to get at the heart of the problem, a different hill, so to speak. In short, we need a new mindset about educational change. (pg. 3)

Through the years Fullan has challenged educators, and especially school leaders to embrace change, challenge our assumptions, advance our schools and focus on improving student learning outcomes (Fullan, 1993, 2003, 2006, 2009; Fullan, Hill & Crevola, 2006).

At-Risk to Academic Excellence – What Successful Leaders Do by Schargel, Thacker, and Bell (2007) suggested that America had reached a pinnacle of power and influence.

> Our abundant natural resources, robust economy, and strong democratic system contributed to this rise; but the bedrock of our nation's prosperity and freedom is the public education program initiated more than 200 years ago. If we wish to sustain these remarkable achievements, we must improve the existing school system to accommodate a new reality. (pg. 3)

This began with a change in mindset believing that *all children* can learn and that school leaders are charged with making this a reality. A vital part of this new reality was the leadership of school principals and how we define their roles as head of schools (Fullan, 1993, 2003, 2006, 2009; Fullan & Hargreaves, 1996; Fullan, Hill & Crevola, 2006). Leithwood, Louis, Anderson and Wahlstrom (2004) indicated,

> At the core of most definitions of leadership are two functions which include providing direction' and 'exercising influence. Leadership is widely regarded as a factor in verifying differences in the success with which schools foster the learning of their students.

There were several factors within the school which contributed to success, but leadership was the catalyst. "In the world of school leadership, high-stakes accountability has changed everything" (Bottoms & O'Neill, 2004). As the nation continued seeking educational reform efforts through standards and accountability, the role of school principals was continuing to be placed under close scrutiny. There was once a time when principals were merely responsible for "holding school". During those times, school boards and school superintendents were satisfied if every classroom had a teacher, every student had a set of textbooks and the school day transitioned orderly. If the principal did this, their job was secure. Since that time, the principal's job has become much more.

High stakes accountability continued to change the world of school leadership. Bottoms and O'Neill (2001) indicated state legislatures have been responding to rising expectations in the workplace and the demands of a global economy by setting higher standards for schools. In order to enforce these standards, high-stakes accountability systems were being put in place in order to hold schools accountable for student achievement. As stated by Crum and Sherman

(2008), “Public school systems and individual schools are experiencing mounting demands and pressure for high-quality instruction and universal student achievement”. More often than not, the brunt of the burden and the responsibility of school success and individual student achievement had been placed on the principal (Bottoms & O’Neill, 2001; Tirozzi, 2001). “The principal’s job description has expanded to a point that today’s school leader is expected to perform in the role of ‘chief learning officer,’ with ultimate responsibility for the success or failure of the enterprise” (Bottoms & O’Neill, 2001, p. 5).

According to Parkes and Thomas (2007), the role of school leader was becoming more and more complex. Principals were expected to be prepared to focus time, attention and effort on the changing needs of students including what they were taught, how they were taught, and what they were learning. Parkes and Thomas (2007) described the job of school principal as a superhero because of the inordinate number of demands. This demanding challenge placed upon school principals called for a new breed of school leaders, a challenge which demanded that we do for all students what we had only expected for certain students in the past (Bottoms & O’Neil, 2001). This challenge required leaders with skills and knowledge far greater than those expected of school managers of the past. This led to the following question: What did successful school leaders need to know and be able to do in order to be effective as educational leaders? In order to address this question, we must look at the needs of today’s students.

For the first time in our nation’s history, as indicated in the Southern Education Foundation (SER) Research Report – *A New Diverse Majority* (2010), children of color make up the diverse majority of the students enrolled in the South’s public schools. This shift was attributed to the dramatic increase in various population groups including Latinos, Asian Pacific Islanders and Native Americans. Also, in the new majority group was the group with the most

egregious record of deprived access to equal, high-quality public education: African Americans. In addition to problems dating back many years, the South now faces a problem of education inequality and underdevelopment of its human capital of unparalleled dimensions.

> If the South and the Nation fail to come to terms with the educational needs of the new majority of diverse public schools students described in this report, the impact on the region's and nation's economy, global competitiveness, quality of life, and democratic institutions, will be catastrophic. (SEF Research Report – A New Diverse Majority, 2010, p. 3)

Research by Bottoms and O'Neil (2001), which was ten years before the current SEF report, indicated that many schools have not changed enough to meet the challenge of a growing diverse student body. The reality of the situation was that schools had to fundamentally change the role of the school leader.

DiPaola and Tschennen-Moran (2003) and SREB (2004) through their research on conditions and concerns of principals, found that good school principals were paramount to the success of schools. Effective leadership was critical to school reform (Leithwood, et al., 2004). Also, Leithwood, et al. (2004) and DiPaola and Tschennen-Moran (2003) concluded that without good principal leadership, reform efforts focused on improving student achievement was not possible. To assist with defining the role of school leaders, a meta-analysis conducted by Marzano, Waters, and McNulty (2005) identified 25 responsibilities of school leaders. The responsibilities included the following: affirmation, change agent, contingent rewards, communication, culture, discipline, flexibility, focus, ideal/beliefs, input, intellectual stimulation involvement in curriculum, instruction and assessment, knowledge of curriculum, instruction, an assessment, monitoring, optimizer, order, outreach, relationships, resources, situational

awareness, and visibility. Of the 25 responsibilities identified, both instructional leadership and transformational characteristics were included as being necessary to effective school leadership.

The role of school principals had continued to expand. There was a kind of fear of the ability of principals to provide the instructional leadership needed to move forward (DuFour, 2002). As stated by DuFour, "The school principal must serve as the instructional leader of the school" (p. 12). Many state legislatures have mandated principals to serve as instructional leaders while others were including instructional leadership experience as a requirement for the position as school principal. However, in many schools, according to Bottoms and O'Neil (2001), the instructional leadership component had been lacking and often was placed on the back burner. This was negatively impacted in the day to day instruction occurring in classrooms. According to Crum and Sherman (2008), this fear DuFour spoke to has constantly been made a reality due to the numerous demands placed on principals.

In addition to instructional leadership, today's leaders must serve as transformational leaders. Leithwood (1994) identified the cornerstone of transformational leadership as highlighting "people effects". With the rise of transformational leadership, there was an emphasis placed on ending the need for blueprints, models, mandates, uniform answers, and management gurus. Further, Cloke and Goldsmith (2002) found that the focus now was progressing to where solutions were to be "customized to fit problems and people rather than generalized as one-size-fits-all recommendations" (p. 106). During the 1980s the principal's role was one of controlling and coordinating curriculum, where others had to be followers without any input in instructional decisions. However, Sergiovanni (1990) and Hallinger (2003) argued that principals should be leaders of leaders, i.e. people who develop instructional leadership in their teachers through transformational leadership.

Meyerson, Lapointe, and Orr (2010), Hallinger (2003), Marks and Printy (2003), and Hallinger and Leithwood (1998) all concluded transformational leadership was a requirement for instructional leadership. It was found that transformational leadership did not imply instructional leadership; they should be coupled to become integrated leadership shared by individuals throughout the school organization. According to Marks and Printy (2003),

> If a principal demonstrates no capacity for transformational leadership—for example articulating an intellectual vision, providing structures for participator decision making, and promoting collaboration—the principal will be ill-disposed to share the responsibility with teachers in matters of instruction, curriculum, and assessment in a shared instructional leadership model. (p. 385)

Significance of the Study

With the numerous demands and strenuous accountability bestowed on principals, principals are having a difficult time (Crow, 2006). In the field of educational leadership, we are facing the increasing scarcity of effective principals due to the responsibilities of the position seeming unrealistic to perform. "Changing student demographics, the knowledge explosion, the larger web of roles with which the principal interacts, and the pervasive influence of technology are a few features of the new complex environment" (Crow, 2006, pg. 310). Mary Lee Fitzgerald, director of the education programs for the Wallace Reader's Digest Funds, Inc. described the job of the principalship as "a bull market." Nobody wants the job. People were hesitant to even apply for such positions because they felt it impossible to succeed. It was estimated that by 2006, 32,000 principals (over 40 percent of the country's school-building leaders) were eligible to retire. In addition, nearly one-half of the country's 15,000 superintendents reached retirement age. Further in 2001, research by the Institute for

Educational Leadership (2000) and Jones (2001) reported continued rising shortages in the principalship throughout the country.

Emerging developments indicated it was becoming a very difficult task to find qualified individuals for the principalship, but it was an even more daunting task to retain current principals. This was causing an extreme shortage of principals to lead today's schools (Cooley & Shen, 2000; Educational Research Service, 1998; Ireland Primary Principals' Network, 2002; Portin, 2000). Crow (2006) found reasons for this shortage to include increased job complexity, rising standards, and greater demands for accountability. Additionally, Hertling (2001) stated various reasons principals were leaving their jobs and highlighted the increased demands as one of the vital reasons.

> Today's principal is faced with the complex task of creating a schoolwide vision, being an instructional leader, planning for effective professional development, guiding teachers, handling discipline, attending events, coordinating buses, tending to external priorities such as legislative mandates, and all of the other minute details that come with supervising a school. (Hertline, 2001, p. 1)

Current principals indicated that the job is just not doable.

In the state where the present study was conducted, Reames, Kochan and Zhu (*in press*) found that 75% of the state's principals were eligible for retirement between 2007 and 2013. Additionally, principals were retiring for completely different reasons than they had expressed in earlier surveys. Principals reported external mandates like No Child Left Behind (2001) to be the main consideration for retirement. In addition, spending more time with family was ranked second. These state findings were supported by national trends and were documented in much of the literature on principals.

According to Bell (2001), ERS (1998), Gates et al. (2000), IEL (2000), and Tirozzi and Ferrandino (2000), there was a vast number of individuals who have the credentials to fulfill the job as principal, but the recruitment and retention of these individuals was a daunting task for school systems throughout the country. In a study conducted by Bowers (2001), it was found that in 2000, 165 of New York City's 1,100 principals were non-certified individuals. This shortage of interested candidates caused various systems to resort to employing uncertified individual to fulfill the position of school principal. As school systems continue to have increasing difficulty recruiting new leaders to take the place of retiring administrators, the explanation given most often is this: that the school principal's job had become impossible to perform.

A statewide study was conducted in 2003 by DiPaola and Tschannen-Moran in the state of Virginia which examined principals and assistant principals concerns, needs, and perceptions related to increasing shortage of school principals. This study described the principalship at a crossroads. "Although much has been invested in the principalship in hopes for school reform, there are concerns that the resources to make these growing expectations realistic have not been forthcoming" (DiPaola & Tschennen-Moran, 2003). In this particular study, the principals indicated the most pervasive problem that they faced was the growing expectations of their role as instructional leaders.

These findings by DiPaola and Tschennen-Moran (2003) were consistent with research indicating that instructional leadership expectations of principals were both overwhelming and unclear. Also the study's findings supported the need to continue examining principals' concerns of their roles as educational leaders with one concern being in the area of instructional leadership. Even though principals believed that they should serve as instructional leaders, their

actions were being altered by a plethora of problems and issues which included reform efforts and increased accountability. Additionally, there was a need for school leaders to be transformational leaders. Transformational leadership was attributed to all members in the organization who had the aspiration and desire to accomplish the goals of the organization. This belief was supported by findings by Bogler (2001), Day, et al. (2001), and Fullan (2002). A principal's transformational leadership had a direct impact on teachers' perceptions of the school conditions, their commitment and willingness to change, and the learning and instruction which took place within the organization.

Each of the aforementioned issues was greatly related to both, educational reform and principal accountability, and equally placed a strain on the expectations of principals. Many wanted to escape this wrath of the new era. "A looming shortage of school administrators presents us with both a crisis and an opportunity to redefine what it means to be a school leader" (Bottoms & O'Neil, 2001, p. 7). According to Hallinger et al. (2004) and Bottoms and O'Neil (2001), this could be done by identifying and preparing a diverse group of school leaders to be initiators of change with a focus on instruction and school improvement.

With the changing needs of our students, there has been a change in the roles and responsibilities of leaders (Bottoms & O'Neil, 2001). No longer were principals just the manager of the buildings as they were in the past. Leaders were responsible for being a manager as well as a leader for learning who maximizes the talents within their faculty and staff in order to maximize student success. "We judge our principals and superintendents by a new bottom line: their students' academic success" (Schargel, Thacker, & Bell, 2007, pg. 9). Therefore, principals worked collaboratively with staff members to ensure that students' needs were being met (Blasé & Blasé, 2004).

Blasé and Blasé (2004) found that relationships are the heart of principal leadership in spite of all obstacles and road blocks principals have had to face. However, Blasé and Blasé (2004) further explained that the role of school leaders had often been plagued by images of management, control, and bureaucratic snooping in classrooms. Blasé (1987) identified five key aspects of the role of effective principals. These aspects included: defining and communicating a school's educational mission, coordinating curriculum, supervising and supporting teachers, monitoring student progress, and nurturing a positive learning climate.

Similarly, Leithwood and colleagues (1998) developed a conceptual framework based on Bass' (1985) construct of transformational leaders which included the following eight components: individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations and modeling. If instructional leadership and transformational leadership were to be the hallmark of the 21st century in educational leadership, policy makers needed to make the role and expectations of principals more realistically and strategically defined, revolving around instructional leadership and transformational leadership theories.

When researching effective school leadership, Heck and Hallinger (1999) and Hammonds et al. (2010) developed two primary pathways of effective school leadership. Those leadership pathways included instructional leadership and transformational leadership. The first pathway, instructional leadership "involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers" (Hammonds et al., 2010). According to Hallinger (2003), this leadership theory was driven by a strong focus on curriculum and instruction by the school principal.

The second pathway, transformational leadership, "includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change" (Hammonds, et al., 2010). Leithwood et al. (2000b) conceptualized a framework for the theory of transformational leadership which included the following seven characteristics: shared goals, individualized support, vision, culture building, high expectations, rewards, support, and modeling.

Darling-Hammond, Meyerson, Lapointe, and Orr (2010) found a growing body of research that effective school leaders balanced both instructional and transformational leadership in order to be effective. Hallinger (2003) concluded that the similarities between the two leadership practices were clearly more significant than the differences. These similarities included creating a shared purpose, developing a climate of high expectations focused on teaching and learning, developing a reward system that reflects goals for faculty and staff, proving a wide range of stimulating professional development activities for faculty and staff, and constantly being visually present throughout the school. Concurring closely with Hallinger's similarities of the two leadership styles, Hammonds, et al. (2010) indicated that effective leaders are "those who can both influence teaching and learning directly (instructional leadership) and cultivate a social context (transformational leadership) that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities." This research by Hallinger and Hammonds et al. indicated that effective leaders strived for a mutually reinforcing relationship between instructional leadership and transformational leadership characteristics.

In addition to researching the two types of leadership, the current study also explored theories related to an individual's beliefs and actions. The cornerstone of Fishbein and Ajzen's

(1975) theory of reasoned action was the view that the influence of attitude on behavior is mediated through behavioral intentions. However, the theory goes beyond the inclusion of intention as a mediator of the attitude-behavior relationship. The theory of reasoned action held that attitude is only one determinant of people's intention and similar to Pryor and Pryor's (2005) Model of Reasoned Action, social pressure is also likely to be a determinant of people's intentions. Therefore, both the Model of Reasoned Action and the Theory of Reasoned Action indicated that people's actions are determined by both their beliefs and the perceived social pressure from significant others, known as subjective norms.

The Model of Reasoned Action (MORA) outlined how to specifically understand the belief structures that underlie the attitudes and behaviors of constituencies within a school. With the Model of Reasoned Action come two powerful implications for school leaders. The two beliefs, according to Pryor and Pryor (2005) were as follows: 1) people sometimes hold beliefs that are demonstrably untrue, and 2) true beliefs suggest possible administrative changes that can influence attitude and behavior in the desired direction. Historically, a person's attitude had been assumed to be a direct predictor of the individual's behavior. The current study examined how school leaders' actions were influenced by their beliefs including their behavioral, normative, and control beliefs which were identified by Ajen's Theory of Planned Behavior.

Purpose of the Study

In order to further examine principals' instructional and transformational leadership behavior the researcher examined the results for possible reciprocal relationships of transformational and instructional leadership with espoused beliefs. The purpose of this study was to determine if principals' perceptions of their actions were related to their espoused beliefs

as school leaders. Furthermore were principals' espoused beliefs and their instructional leadership actions and transformational leadership actions reciprocal?

Research Questions

1. To what level did principals endorse behavioral, normative, and control beliefs?
2. In regards to school leadership beliefs, what relationship, if any, existed between principals' instructional actions and their beliefs?
3. In regards to school leadership beliefs, what relationship, if any, existed between principals' transformational leadership actions and their beliefs?

Significance of the Study

The significance of this study was based on the evolving role of principals as instructional and transformational leaders and the accountability placed on principals to ensure that our schools perform at or above standards set as a result of national reform efforts. In the past, being an effective building manager was once sufficient in upholding the role of school principal. Principals were seen as building manager and student disciplinarians. The typical principal was described as the "keeper of the keys, a mower of the lower forty, the director of transportation — yes even the driver of the bus, the maker of menus, the operator of the public address system, the coordinator of correspondence, and the builder of the budget" (Seymour, 1967). Many principals in the past focused on task that had immediate, observable results. "The role of the school principal has come under intense scrutiny in recent years as research has focused attention on the relationship between effective schools and effective principals" (Zirkel & Greenwood, 1987).

During the last quarter of the twentieth century, the demands placed on schools and principals dramatically increased.

> As the nation seeks significant reforms in education through standards and accountability, it increasingly looks to principals to lead the way. There is a general belief that good school principals are the cornerstones of good schools and that without a principal's leadership, efforts to raise student achievement cannot succeed. (DiPaola & Moran, 2003)

With the authorization of No Child Left Behind (2001), there was more accountability placed on principals regarding their roles as instructional leaders. Principals were being "the instructional leader" of the school. Early research by Brookover, Beamers, and Efthim (1982), Edmonds (1979), and Weber (1971) identified the school principal as the key figure in setting the tone for the school and for assuming responsibility for instruction. Principal functions had been linked directly to student achievement.

> The principalship has thus been expanded to include significant responsibilities for the instructional leadership of schools, transformational leadership of school and ensuring that all children achieve to meet high standards and that the needs of children with disabilities are met. (DiPaola & Moran, 2003, p. 43)

However, there remained confusion regarding the role of principals as instructional leaders and transformational leaders. There were also misunderstandings of what characteristics and responsibilities defined effective instructional leadership and transformational leadership. The present study examined the role of principals as instructional and transformational leaders who sought to identify what characteristics and behaviors resulted in effective leadership. The study also sought to find the relationship between principals' beliefs about instructional leadership and the actions they exhibit in today's schools.

Limitations

The following are the limitations of the study:

- Lack of research about principals in their leadership roles within a school
- Populations size and if enough responses were gathered to make the study generalizable to all principals in the state of Alabama
- Each participant was to complete the entire survey in order for his responses to be counted in the survey data.
- The conditions where each survey was completed may have had an impact on the participants' responses.
- With time being a factor for school principals, the participants did not devote the necessary time to respond to the survey appropriately.
- The study included principals in only one Southern state.

Assumptions

- Research indicated that peoples' beliefs greatly impact their actions. Therefore, it can be assumed that principal' espoused beliefs regarding their role as school leaders had a significant impact on their actions as school leaders.
- It was assumed that participants answered with their honest perception of their beliefs and actions.

Definitions of Terms

Action – The fact or process of doing something, typically achieved an aim.

Belief – An acceptance that a statement was true or that something existed.

Instructional Leadership – Leadership practices which directly involve teaching and learning.

No Child Left Behind (NCLB) – A United States federal law that reauthorized a number of federal programs that aimed to improve the performance of America's schools by increasing the standards of accountability for states, school districts, and schools.

Theory of Planned Behavior – "Developed explicitly to deal with purely volital behaviors; in other words, relatively simple behaviors, where successful performance of the behavior required only for the formation of an intention" (Ajzen, 1988, p. 127).

Theory of Reasoned Action – Based on the view that influence of attitude on behavior was mediated through behavioral intentions (Ajzen, 1975).

Transformational Leadership –Activities that indirectly influenced practice by creating organizational conditions in the school that were conducive to positive change.

Summary

This chapter provided an overview of educational reform and the evolving role of the school principal. The chapter also introduced the concepts of instructional leadership, transformational leadership, the Theory of Planned Behavior and the Theory of Reasoned Action. The purpose of this study was to determine if principals' perceptions of their actions were related to their espoused beliefs as school leaders. In addition, the research sought to answer the following question: were principals' instructional leadership actions and transformational leadership actions reciprocal?

Chapter 2 provided the conceptual framework pertaining to existing research regarding instructional leadership and transformational leadership. This chapter also investigated the relationship between transformational and instructional leadership in regards to principal beliefs and actions.

CHAPTER II. REVIEW OF LITERATURE

Educational Reform

Hallinger and Murphy (1992) and Crowe (2006) indicated that throughout the 1990s and the first decade of the 21st century, we had seen reform initiatives and change on an unprecedented scale. The scope and changing pace of education at the start of the 1990s was nothing short of breathtaking. As a result, this emphasis on reform required schools to do for all students what we in the past have only expected for one-fourth of our students (SREB, 2004). In addition, SREB found that this rapid rate of reform continued to accelerate. According to Hallinger and Murphy and Crow, these forces included the following factors: competitive forces, demands of a changing population, the changing political landscape, debureaucratization of society, and the decentralization of programs.

In the United States, competitive positions and standards of living were increasingly declining, and schools were being held accountable for these problems (SREB, 2004). Research by Hallinger and Murphy (1992) concluded that schools were failing to educate students by not meeting their individual needs and were being judged as tremendously ill-equipped to the higher levels needed to function in the 21st century. "Too many students are failing to meet the benchmarks for promotion or graduation" (SREB, 2004, p. 6). In addition, a second issue which exacerbated the need for reform was the constant change in population demographics. "The types of students for whom schools have historically been least successful – linguistically different, low income, racial and ethnic minorities – are increasing" (Hallinger & Murphy, 1992).

Compounding this problem, according to Scott (2003), the number of qualified individuals to educate these under-served populations was becoming increasingly scarce (Scott, 2003). According to Bell (2001), ERS (1998), Gates et al. (2000), IEL (2000), and Tirozzi and Ferrandino (2000), there was a vast number of individuals who had the credentials to fulfill the job as principal, but the recruitment and retention of these individuals were a daunting task for school systems throughout the country. Additionally Scott (2003) found that America's schools were losing quality administrative personnel at a rapid rate. Also, changing political values had a bearing on demanding school reform. Bottoms and O'Neil (2001) indicated that these political values were receiving new attention. Political constituents' voices had become popular in the topic of school reform.

Further, the models of school governance including bureaucracy were furiously under attack. Academics and practitioners were joining forces in attempts to alleviate the effects of bureaucratic structures on children, teachers, and parents. Cloke and Goldsmith (2002) stated that bureaucracy was a description of the systems, processes, and methods that maintain and support structure which arose automatically in hierarchical organizations. This description summarized the bureaucratic governance models and centralization of problems which reform efforts were striving to revise. Cloke and Goldsmith identified the most common and essential elements of bureaucracy which can be applied to reform efforts regarding schools.

Reform efforts were attempting to alleviate the following elements of bureaucracy within schools:

> A precise formal division, separation, and opposition between different kinds of labor that render communication difficult across disciplines, a hierarchy of titles, offices, power, privileges, and functions leading to class distinctions, entitlement and privilege, a

> fixed set of rules and consequences governing performance that reduce creativity, authenticity, and individuality, goals measures, rules, and policies that are predetermined by others, disempowering those who actually perform the work, structures and processes views as primary and superior to values and relationship, relegating human being to second place and using secrecy and a need to know and withholding information to maintain or increase personal power. (Cloke & Goldsmith, 2002)

Researchers argued that bureaucratic management, including the elements listed above, was failing our schools in such a profound fashion that it was imperative that alternative forms of leadership other than bureaucratic were explored and implemented.

Conceptual/Theoretical Framework

The foundation of this study was based on Azen's Theory of Planned Behavior (TPB). TPB allowed beliefs to be further delineated as behavioral, control and normative beliefs. Accordingly, in TPB a person's beliefs are reflected by their actions. Repeatedly, principals have reported that reform initiatives have bombarded their ability to successfully lead their school (Bottoms & O'Neill, 2001; Reames, Kochan & Zhu, *in press*; Tirozzi, 2001). Because the educational waters of their school have been muddled by constant change and reform, principals' beliefs may or may not be reflected in their actions. An additional piece of the puzzle suggested that principals must attend to several types of leadership in order to be effective (Darling-Hammond, Myerson, LaPointe & Orr, 2010). A review of the literature suggested that educational leaders must attend to instructional and transformational leadership actions in order to be effective. Therefore, effective principals should have educational beliefs which align with their instructional and transformational actions. Existing literature on effective leadership, the

Alabama Standards for Educational Leaders, and ISLLC Standards were examined to build the components of the present study's application of Azen's TPB Model.

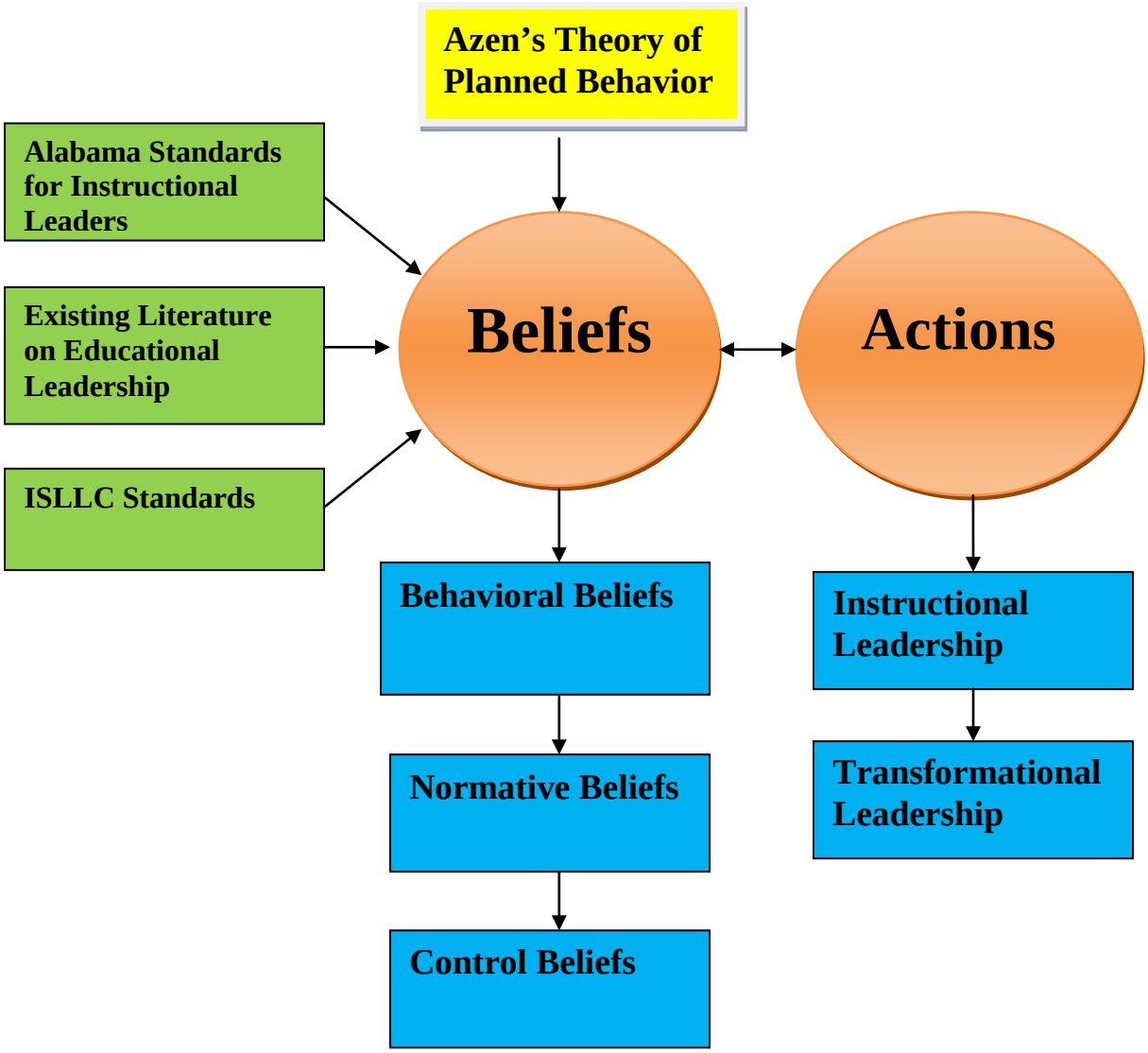

Figure 1. Conceptual Framework

Elements of Effective School Leadership

Leithwood, et al. (2004) defined leadership as having two functions, providing direction and exercising influence. Effective leadership was vital in improving teaching and learning and

this was accomplished through leaders setting directions, developing people, and making the organization work as a collaborative unit (Wallace Foundation, 2004). Through their research, Leithwood, et al. made two assertions from their research regarding educational leaders. First, leadership was second only to classroom instruction in student success. In fact, school leadership has approximately had 25% direct and indirect effect on student academic gains (Meyerson, Lapointe, & Orr, 2010). Secondly, leadership effects were often greater in the areas where the greater challenges were presented. For example, in situations where there were high poverty rates coupled with low parental support, there was a need for increasing the leadership effectiveness of all educational leaders as part of national school reform efforts.

The importance of instructional improvement and leadership in schools had been well documented through the works of Hallinger and Heck (1998), Leithwood et al. (2004), and Waters, Marzano, and McNulty (2003). Additionally, research, by Darling-Hammond, Meyerson, Lapointe, and Orr (2010) showed that leaders influenced classroom outcomes through two primary pathways, direct influences and indirect influences. The first pathway, instructional leadership or direct influence, included leadership practices that directly influenced teaching and learning such as through the selection of qualified and effective teachers, providing support for those teachers, and by continuing to develop those teachers. The second pathway, transformational leadership, was indirect influences by school leaders including practices such as creating organizational conditions in the school that were conducive to positive learning. According to Silins, Mulford, and Zarins (2002) and Marks and Printy (2003), both indirect pathways and direct pathways had been linked to important student outcomes.

Leaders, as indicated by Leithwood and Jantzi (2000, 2005) and Mark and Printy (2003), employ the most critical practices of school leaders which have both direct and indirect effects

on students' achievement. These practices include the following behaviors: Working directly with teachers to improve effectiveness in the classroom, through evaluation, supervision, modeling, and support

- Providing resources and professional development to improve instruction
- Coordinating and evaluating curriculum, instruction, and assessment
- Regularly monitoring teaching and student progress
- Developing and maintaining shared norms and expectations with students, staff, and families in the school.

These activities, working collaboratively, were aimed at improving teaching and learning. These were key components of instructional leadership.

Transformational school leaders focused on redirecting the organization by changing the context and sense of purpose surrounding instruction and learning throughout the organization. The term transformational leadership originally developed in the field of management (Burns, 1978). Burns examined effective political, business and army leaders. Burns used the following to describe transformational leadership:

> Transforming 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 become fused. Power bases are linked not as counterweights but as mutual support for common purpose. Various names are used for such leadership, some of them derisory: elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, and evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately

> becomes moral in that it raised the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. (p. 20)

Later, Bass's work would be infused into studies of educational leadership. As Darling-Hammond, Meyerson, Lapointe, and Orr (2010) suggested, transformational leadership was "cultivating people's engagement in a common vision, increasing their commitment to their work, creating a context that encourages risk taking and learning, and developing processes for shared decision making" (p. 15).

Transformational leadership became a common descriptor of leadership activities that had been found to predict organizational learning and change. These descriptors, according to Darling-Hammond, Meyerson, LaPointe, and Orr (2010) included the following:

- Setting direction by instilling a shared vision and compelling goals
- Promoting a trusting and caring work and schooling culture
- Holding high performance expectations and developing individuals through direct and indirect support
- Developing the organizational conditions (structures, processes, culture) to facilitate teaching and learning
- Developing collaborative decision-making structures
- Engaging families and the community in school improvement (Dvir, Eden, Avolio, & Shamir, 2002; Leithwood & Jantzi, 2005; Leithwood, Jantzi, Coffin, & Wilson, 1996; Silins, Mulford, & Zarins, 2002).

Marks and Printy (2003) and Hallinger (2003) showed that activities associated with both instructional leadership and transformational leadership reinforced each other. For example, setting direction through articulating a clear vision and expectations were transformational tasks.

However, instructional leaders assisted in developing these transformational behaviors in people, modeling desired behaviors by providing direct support and feedback regarding instructional practices and through providing goal related professional development activities.

> A growing body of research has shown that effective school leaders are those who can both influence teaching and learning directly and cultivate a social context that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities. (Darling-Hammond, Meyerson, Lapointe, & Orr, 2010)

Hallinger (2003) supported this belief through findings showing that the numbers of similarities between the two leadership styles were more significant than the differences.

Changing Role of School Leaders

An integral part of this fast paced effort for American school reform discussed previously was the role of school principals. "The role of the school leader is complex (Parkes & Thomas, 2007) and the focus on principals as leaders for teaching and learning within their schools and their responsibility for increased student achievement has risen with recent reform efforts" (Fink & Resnick, 2001; McAdams, 1998). Hallinger (1992) indicated that over the past 30 years, the principal had played three particular roles which had been the focus of evaluation when related to educational reform. Those three roles included the principal as a program manager, instructional leader, and transformational leader.

Principal as Manager

The predominant role of the school principal during the 1920s until the 1960s was that of administrative manager. Management was defined as "to control or direct others, causing them to submit to someone else's will" (Cloke & Goldsmith, 2002). During this time period, this

definition had been used to describe the role of the school principal, a manager of the building who directed the individuals within the building. Principals once were considered the person in charge and everyone else worked for the principal and not with the principal to achieve school goals. There was a command and control relationship between the principals and other employees which stifled needed change in schools. Employees were simply told what to do and expected to comply. Cloke and Goldsmith indicated the following regarding managers. "Managers are the frontline, hands-on enforcers of control, regularity, formality, systems and structures, rules, policies and procedures — each trying to fit round human beings into square organizational hole." This statement was used to explain how a principal's role was viewed during the 1960s and 1970s. They were expected to maintain control, ensure that rules and policies were being followed and made sure that everyone was in compliance. This type management was one in which creativity as individuals were stifled, and teachers were seen as robotic individuals who were not motivated to excel to their maximum potential by through principal leadership. In addition, there was an increase in hostility, opposition, and rebellion as a result of individuals being directed instead of being led.

Also, as a result of the principal's managerial responsibilities, there was an evident disconnect between the principal and classroom instruction. Whitaker (2003) described the management role of the principal as that of a boss or facilitator. The majority of principals' time was consumed by managerial tasks such as student discipline, attendance, and facilities' maintenance. This left little time for focusing on curriculum and instruction. During the 1960s and 1970s, policymakers recognized that teaching and learning were not at the forefront of principals' responsibilities. Principals' roles began to include the instructional arena as an area of concern and responsibility. Principals became responsible for instructional programs such as

managing federal funds, programs for special needs students, compensatory educational and bilingual education. In addition to managing programs, principals were expected to become active in curricular innovations within the programs they managed.

During this time period, principals also assumed a new set of change implementation functions that ranged from monitoring compliance for each program, providing and assisting with securing staff development and providing instructional support to classroom teachers. As Hallinger (1992) indicated, the principal of the late 1960s became viewed as a potential change agent which Fullan (1993) portrayed as being at the heart of educational change. As research indicated that the quality of schools dictated by teachers and students is dependent upon the leadership of the principals (Hallinger, 1992). Therefore, principals were now being charged with making sure the necessary instructional changes took place within their schools in order for reform efforts to be successful.

With the new charge, principals were forced to break the lock hold management mentality within schools. “The problem with management is that it impeded the capacity of organizations to evolve and adapt to rapidly changing conditions” (Cloke & Goldsmith, 2002). For schools to move forward, the positional leaders of schools, the principals, had to begin moving from a hierarchy of leadership to a democracy within the school (Cloke & Goldsmith, 2002). Naturally there was resistance from principals. Researchers found that principals had a greater concern for meeting compliance through employing management behaviors than for achieving program outcomes. This behavior of principals was typically encouraged through required program evaluations, which demonstrated a concern for compliance rather the for program outcomes including student progress.

Principals as Instructional Leaders

In 1979, Ron Edmonds stated unequivocally that "strong administrative leadership was a characteristic of instructionally effective schools". Hallinger (1992, 2003) found that in the 1980s, our attention was turned to the emergence of the principal as the school's instructional leaders. However, this emergence did not arise from studies conducted on instructional leaders rather it was a result of studies that examined change implementation. These findings brought forth the need for principals to become more actively engaged in the schools' instructional program and the need for principals' and teachers' attention to be placed on student achievement.

By the end of the1980s, it was deemed unacceptable for principals to focus all of their attention on managerial duties and program management. According to Hallinger (2003c) and Jackson (2000) at the turn of the millennium, a global giant wave of educational reform refocused the attention of educational policymakers and practitioners on this question: In our nations' schools, how do we incorporate the use of more powerful methods of teaching and learning? This renewed vision brought the issue of principal instructional leadership to the forefront of educational reform.

"Instructional leadership became the new educational standard for principals" (Hallinger, 1992, p. 334). Instructional leadership was seen as the avenue to successful change and school improvement (Hallinger, 2003). "The American infatuation with performance of school principals as instructional leader became a global love affair" (Leithwood, 2003; Murphy, 2002; Murphy & Shipman, 2003). Over twenty years later, research by Hallinger (2001), Hallinger and Heck (1996), and Southworth (2002) continued to suggest that the instructional leadership construct still remained in the field of educational leadership. Researchers such as Bolam

(2003), Jackson (2000), Lam (2003), and Tomlinson (2003) assumed that principals who ignore their role as instructional leaders, did so at their own risk of their own peril.

By the late 1980s, most states had put forth significant effort towards developing principals as instructional leaders. The new role of principals was to be primarily the instructional leader of the school. Duties of principals, according to Hallinger (1992), included being knowledgeable of the school's curriculum and instruction, intervening directly with teachers and students regarding instructional improvements, setting high expectations for teachers and students, close supervision of instruction and closely monitoring student progress. Hallinger (2002) developed the most frequently used conceptualization of instructional leadership. This conceptualization included three dimensions: defining the mission, managing the instructional program, and promoting a positive climate throughout the school.

However, with the new role of principals determined, critics acknowledged that there was still a lack of processes by which principals needed to help their schools become instructionally effective. Responsibilities had been determined, but principals still lacked the necessary knowledge and skills to make the needed progress possible. By now there was a plethora of richly detailed descriptions defining instructional leadership but none of which served as a blue print for practitioners to follow to improve academic achievement.

According to Hallinger (1992) and Hallinger (2005), in-service training programs for educational leaders quickly began attempting to produce road maps for practitioners. During the 1990s a new global wave of principal preparation programs developed, according to Hallinger (2005). However, policymakers and program developers still relied on their own assumptions and beliefs as they began mapping through the process of needed school improvement through principals' instructional leadership. Several researchers, such as Gerwirtz (2003), Hallinger

(2003), Murphy (2002), Murphy and Shipman (2003), and Stricherz (2001a, 2001b), based on the curriculum program trainings being put in place posed the question of what should preparation programs prepare principals to do as instructional leaders? Policymakers found that the problem with implementation of an instructional leadership model was that principals were inadequately prepared to perform expertise in areas of curriculum and instruction. This model of instructional leadership of the 1980s demanded a new focus and set of work activities from the principals.

Defining Instructional Leadership

Perhaps the most popular theme in educational leadership over the past two decades had been instructional leadership. Leithwood, Jantzi and Steinback (1999) conducted a review of contemporary literature on leadership and found that instructional leadership was one of the most frequently mentioned educational leadership concepts in North America. Hallinger (2005) concluded that "one lasting legacy of the effective schools movement was the institutionalization of the term 'instructional leadership' into the vocabulary of educational administration" (p. 221).

However, despite the popularity of the term 'instructional leadership', the concept was not well defined. According to Marzano, McNulty and Waters (2005), and Smith and Andrews (1989), the description of instructional leadership had attained the highest level of visibility over the years through their identification of four dimensions or roles of an instructional leader. Those four dimensions included the following: being a resource provider by ensuring that teachers have the materials, facilities and budget necessary to perform daily duties; being an instructional resource by actively supporting day-to-day instructional activities and programs by modeling desired behaviors; being a communicator by setting goals for the school and

articulating those goals to faculty and staff; and having a visible presence through engaging in frequent classroom observations and by being highly accessible to faculty and staff.

Others proposed slightly different definitions and defining characteristics of instructional leadership. According to DiPaola and Moran (2003), instructional leadership emerged as a term used describe the broad set of principal roles and responsibilities designed to address the workplace needs of successful teachers and to foster improved achievement among students. In addition to the emergence of the term, a sufficiently clear definition of the traits and behaviors associated with the term had not been clearly established. Additional diverse interpretations of the term were evident in the following four descriptions of instructional leadership.

- Andrews and Soder (1987) identified the effective leadership as a principal performing at high levels in four areas: resource provider, instructional resource, communicator, and visible presence in the school.
- Bossert et al. (1982) noted four separate distinguishing areas of principal leadership: goals and production emphasis, power and decision making, organization/coordination abilities, and human relations skills.
- Mortimore and Sammons (1987) offered 12 key factors of effective elementary schools, most of which were considered to be influenced by principals, if not directly under their control: purposeful leadership of the staff by the principal, involvement of the assistant principal, involvement of the teachers, consistency among teachers, structured school day, intellectually challenging teaching, work-centered environment, limited focus within academic sessions, maximum communication between teacher and students, monitoring student progress, parental involvement, and positive climate.

- Peterson (1987) conceived instructional leadership as being composed of the following six sets of behaviors: observed teachers and provide feedback, monitored student progress by reviewing tests, worked with teachers to build the instructional program, promoted staff development by securing requisite resources and opportunities for growth, communicated to staff members the responsibility for student achievement, and acted as an informational node and resource person.

The referenced definitions above make it clear that there has continued to be an issue in identifying congruence among the behaviors which constitute instructional leadership. The three definitions above defined instructional leadership in broad terms as well as in a narrow range of activities. Some overlap and some do not.

Researchers such as Murphy (1988), Avila (1990), Ginsberg (1988), and DeBevoise (1982) argued that we are currently in the infancy of our understanding of instructional leadership as it applied to school principals. Hallinger and Murphy (1987) explained that instructional leadership is rarely defined in concrete terms in studies leaving unanswered the question, What should a principal do in order to be as an instructional leader, what should a school principal be able to do? They argued that in order to overcome this major obstacle on the road to effective instructional leadership, there was a need to end eluding an exact definition. Without a precise understanding of what defined instructional leadership, practitioners remained unclear as to what the instructional leader was to do. Ginsberg (1988) identified seven constraints which made instructional leadership difficult for practitioners to achieve. These constraints included:

1. The lack of a precise definition of instructional leadership
2. Present training programs for principals — minimal amount of instruction required for certification includes teaching related to instructional leadership
3. Present selection criteria for principals in most districts — there was no evidence that suggest principals required the prerequisite of being master teachers before being hired, therefore, it is was assumed that instructional leadership skills such as evaluation and supervision was ignored as well
4. The everyday nature of the principal's job — research suggested that little if any of a principal's time was spent on instructional leadership which in reality concluded that a principal's work day left little time for instructional leadership tasks
5. The weak technology and disputed conceptions of teaching — the way a principal perceived teaching affected instructional leadership
6. Typical rewards and incentives for principals — there was no way to delineate good instructional leaders from compensated instructional leaders as related to principal pay; many principals were on standard salary schedules which did not include instructional leadership practices
7. Collective bargaining agreements and teacher contracts — creativity on the part of individual principals were severely limited

Principals as Transformational Leaders

Transformational leadership was introduced as a theory in educational leadership research during the 1970s and 1980s (Bass, 1997; Howell & Avolio, 1993). "It was a result of the reaction against the top down policy driven changes that predominated in the 1980s" (Hallinger, 2003, p. 335). In the 1990s, policy makers, administrators, teachers, and parents

continued to focus on the decentralization of authority over curricular and instructional issues. This could be seen from the school system to individual school sites. It included both teachers and parents in the decision making process and it placed more emphasis on teaching and learning. Smylie and Conyers (1991) conveyed a perspective of this new emphasis as

> a complex, dynamic, interactive, intellectual activity, not as a string of routinized tasks… If teachers are to meet the rapidly changing needs of their students, their practice cannot be prescribed and standardized. Teachers will require substantial autonomy to make appropriate instructional decisions. These decisions go beyond selecting from an array of previously mastered routines which include crafting idiosyncratic strategies to achieve classroom, school, and district goals. (p. 13)

Smylie and Conyers conception of teaching required "restructuring" so that teachers exercised their expertise rather than remained the targets of others reform efforts. Therefore, leadership needed to be expanded to include teachers, which highlighted a new role for principals — transformational leaders.

Leithwood and colleagues (1998) developed a conceptual framework based on Bass' (1985) construct of transformational leaders. Figure 2 displays Leithwood's framework which included the following eight components: individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectation, and modeling.

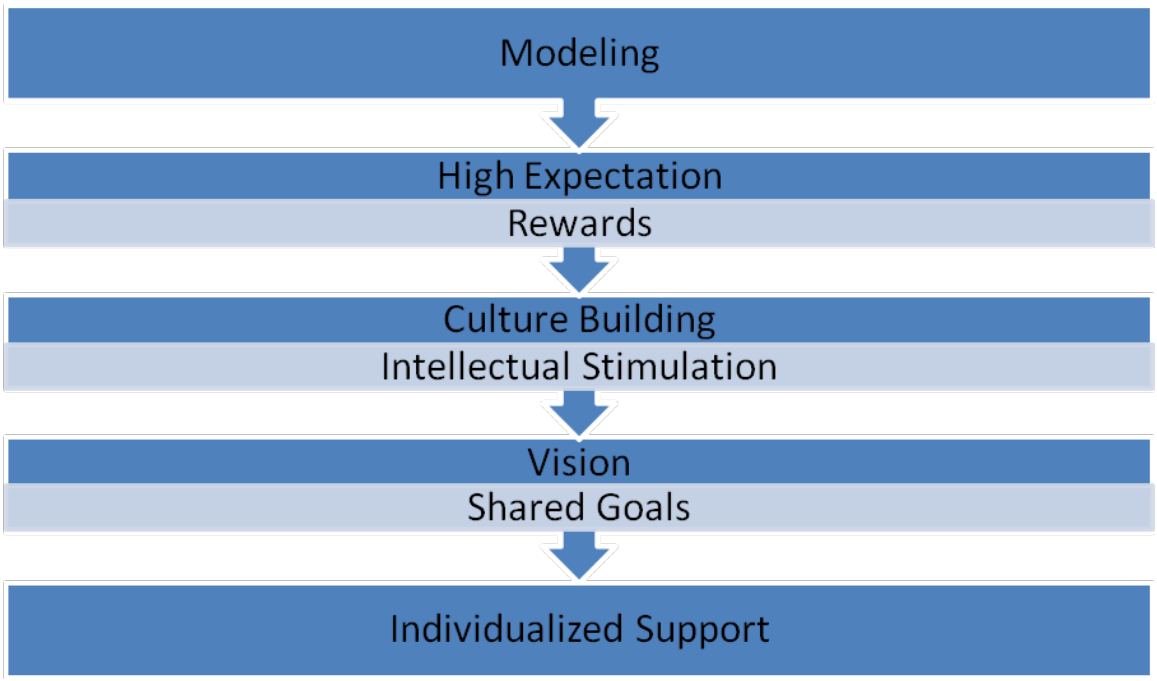

Figure 2. Transformational Leadership Model (Leithwood, et al., 1998)

This particular model assumed that principals did not act alone in providing leadership. Leithwood and Jantzi (2000a), Louis and Marks (1998), and Ogawa and Bossert (1995) concluded that leadership was to be between the principal and teachers. The model (Figure 1) was grounded on motivational assumptions grounded in the understanding of individual needs of staff instead of coordinating and controlling their actions towards the goals of the organization. This showed that the model sought to influence people through building them up from the bottom up instead of from the top down.

Leithwood (1994) identified the cornerstone of transformational leadership as highlighting "people effects". With the rise of transformational leadership, there was an emphasis placed on ending the need for blueprints, models, mandates, uniformed answers, universal solutions, taboos, categorical imperatives, and management gurus. Further, Cloke and Goldsmith (2002) found that the focus now was progressing to where solutions were to be

"customized to fit problems and people rather than generalized as one-size-fits-all recommendations" (p. 106). During the 1980s the principal's role was one of controlling and coordinating curriculum. However, Sergiovanni (1990) and Hallinger (2003) argued this suggestion by stating that principals were to be leaders of leaders; people who developed instructional leadership in their teachers through transformational leadership. Bottery (2001), Leithwood and Jantzi (1999a), and Mulford and Bishop (1997) found that "the principals' efforts became apparent in the school conditions that produced changes in people rather than in promoting specific instructional practices". Leithwood and Jantzi (2000) and colleagues concurred by illustrating instructional leaders as leaders who led from the front or the middle of the band and transformational leaders as leaders who led from the back of the band. This illustration identified transformational leaders as those who led from within and among the organization by focusing on the individuals within the organization. The leader no longer had to be the central focus point for leadership.

Transformational leadership focused on capacity development and developing high levels of personal commitment to organizational goals on part of all individuals within the organization. Burns (1978) and Bass (1985) further explained that effort and productivity were greatly affected by increased capacity and commitment. Leadership did not have to be directly allocated to those in administrative positions. Empowerment to lead was attributed to all members in the organization who had the aspiration and desire to accomplish the goals of the organization. The belief was supported by findings from Bogler (2001), Day et al. (2001), and Fullan (2002) that a principal's transformational leadership had a direct impact on teachers perceptions of the school conditions, their commitment and willingness to change, and the learning which took place within the organization.

Transformational leadership focused on structuring schools to be living organizations. As pointed out by Cloke and Goldsmith (2002), "fundamentally organizations do not exist. Unlike people, tables, and glasses of water, one cannot put one's finger on an organization. These entities have no existences apart from the people whose values, ideas, skills, processes, and relationships make them real" (pg. 136). This idea, supported by Jackson (2000), suggested that leadership be diffused throughout the school and included voices, such as those of teachers, administrators, staff, students, and students who engaged in the leadership process. Without the people, schools would not function. Therefore, it was important for principals to involve everyone within the organization in the leadership process through developing a web of association within the organization. Schools were to be recreated, shaped, and transformed by the people who brought them into existence, and the principal played a vital part of this restructuring. Transformational leadership focused not on the isolated individual but on self-managing teams.

Relationship between Instructional and Transformational Leadership

Based on research conducted by Hallinger (2003) and Hallinger (1992), the primary images of leadership which continued to prevail were instructional leadership and transformational leadership. According to Darling-Hammond (1988) and Rowan (1990), principals still remained the central agents of change within schools but had recognized the need to view teachers as equal partners in the leadership process by focusing on their professionalism, knowledge and skill. In addition, Murphy (1988) examined instructional leadership behaviors of principals and noted that principals in productive schools practiced instructional leadership that both directly and indirectly related to teaching and learning. Marks and Printy (2003) concluded that principals, who were transformational leaders, accepted their role as instructional leaders

and exercised it in collaboration with all individuals within the organization. Principal leadership became integrated by instructional and transformational practices. But, where was the appropriate balance?

Transformational leadership focused on developing a fundamental and enduring sense of purpose within the organization but lacked concentration on teaching and learning. Instructional leadership focused on the technical aspects of instruction, curriculum and assessment which govern the day to day activities of the school. This type leadership moved staff towards achieving goals through which the vision was obtained. The main difference between the types of leaders, according to Marks and Printy (2003) was that instructional leadership built individual and collective competence and transformational leadership focused on building organizational capacity. "The theory of action underlying this model holds that the efficacious principal works simultaneously at transformational and instructional tasks" (Marks & Printy, 2003). As a transformational leader, principals sought for developing organizational capacity in order to see school improvement. The instructional leader worked towards accomplishing teaching and learning goals by collaborating with teachers within the organization. Hallinger (2003) identified several conceptual similarities and differences between instructional leadership and transformational leadership which are outlined in Figure 3.

Instructional Leadership	Transformational Leadership	Remarks on Differences and Similarities
Articulate and communicate clear school goals	Clear vision	Instructional leadership model emphasizes clarity and organizational nature of shared goals, set either by the principal or by and with staff and community. Transformational leadership model emphasizes linage between personal goals and shared organizational goals.
Coordinate curriculum **Supervise and evaluate instruction** **Monitor student progress** **Protect instructional time**	----------	No equivalent elements for these coordination and control functions in the transformational leadership model. Transformational leadership model assumes others will carry these out as a function of their roles.
_____	Individualized support	Instructional leadership model assumes that this will come about through supervision and curriculum coordination. Transformational leadership views meeting individual needs as a foundation of organization development.
High expectations	High expectations	
Provide incentive for learners	Rewards	Similar focus on ensuring that rewards are aligned with mission of the school.
Provide incentives for teachers		
Providing professional development for teachers	Intellectual stimulation	Instructional leadership model focuses on training and development aligned with the school mission. Transformational leadership model views personal and professional growth broadly. Need not be tightly linked to school goals.
High visibility	Modeling	Essentially the same purposes. Principal maintains high visibility in order to model values and priorities.
_____	Culture building	Instructional leadership model also focuses on culture-building, building, but subsumed within the school climate dimension.

Figure 3. Comparison of Instructional and Transformational Leadership Models, adapted from Hallinger and Murphy (1985) and Leithwood, et al. (1998).

Research indicated two distinct types of leadership, instructional leadership and transformational leadership, which were both critical in a school's success. Hallinger (2003) agreed with Marks and Printy (2003) and supported the possible emergence of the two constructs. Hallinger found that the study demonstrated the effectiveness of integrated leadership which included both instructional and transformational leadership. Hallinger and Marks and Printy concluded that when principals strived for a high level of professionalism from teachers and worked interactively with teachers in a shared instructional leadership capacity, schools had the benefit of integrated leadership; they had the capability to be an organization that learned and performs at high levels.

In order to build on their premise identified previously indicating that transformational and instructional leadership was to be integrated, Marks and Printy (2003) conducted a study to further examine this premise. They hypothesized that transformational leadership was necessary but insufficient alone in achieving high quality teaching and learning. They assumed that instructional leadership and its components were essential to effective teaching and learning. Therefore, a study was conducted by Marks and Printy to find the following: the relationship between transformational and instructional leadership, how schools with varying approaches to leadership differ, and to examine the effect transformational and instructional leadership had on school performance as measured by quality of teaching and the level student learning.

From a national pool of schools nominated to participate in the study, twenty-four elementary schools, middle, and high schools, eight at each grade level, were selected to participate in the School Restructuring Study (SRS). A majority of the schools participating in the study were urban schools whose enrollment included substantial proportions of minority and economically disadvantaged students. The design for the study consisted of several qualitative

and quantitative instruments. Teachers in the schools were asked to respond to a survey inquiring about the instructional practices, professional activities, and perceptions of the school and its organization. Approximately 80% of the teachers responded to the survey with a 95% completion rate. The study took place over a school year in each school. Researchers were onsite at each participating school for two complete weeks during the study year, one week during the fall and one week during the spring. During onsite visits, three researchers conducted interviews with staff members of both school level and district level administrators. A sixty to ninety minute interview was conducted with each principal and was followed by observation of the principals' interactions both formally and informally throughout the school organization. Principals were also observed in action at gatherings such as curriculum meetings, school improvement committee meetings, administrative meetings, and faculty meetings.

In addition, the teachers at each school were interviewed and asked to attest to the nature of the principal's leadership. Each principal's data was compiled as a case study and the data gathered in interviews and through observations was summarized and synthesized utilizing coding reports. Once each case study was synthesized, the codes were converted into variables which were later coded and transformational or instructional leadership behaviors were identified.

Researchers also observed the governance and operations of the school by observing professional meetings and collecting and analyzing written documents related to the school's restructuring efforts. In addition, classroom instruction and assessment practices were evaluated in a total of 144 classrooms. The trained researchers evaluated the quality of instruction and rated the instruction according to standards. Further, each teacher was asked to provide researchers with two writing assessments indicating how they generally assessed student

learning. Finally, over five thousand student responses to assessments were collected and rated based on standards. To assure reliability, all student samples were evaluated by two teams including two raters in each team.

The results of the study yielded that transformational leadership behaviors were necessary but were insufficient for effective instructional leadership. It was concluded that,

> If a principal demonstrates no capacity for transformational leadership — for example, articulating an intellectual vision, providing structures for participatory decision making, building consensus toward a productive school culture, and promoting collaboration, the principal will be ill-disposed to share the responsibility with teachers in matters of instruction, curriculum, and assessment in an shared instructional leadership model. (Mark & Printy, 2003, pg. 385)

Conclusively, this particular study found that transformational leadership was a prerequisite for instructional leadership which supported Hallinger and Leithwood's (1998) and Hallinger's (2003) finding that transformational leadership did not imply instructional leadership; they were coupled to become integrated leadership shared by individuals throughout the school organization.

Development of the Alabama Standards for Instructional Leaders

> Alabama Governor Bob Riley stated in a press release on November 29, 2004 that
>
> … Strong school leaders make a huge difference in the quality of education our children receive and can drive improvements in student achievement. We owe it to our children to ensure Alabama has the most capable and best prepared school principals, superintendents, and teacher leaders.

This statement was made in regards to the governor launching the School Leader Improvement Initiative. Through this initiative, the State of Alabama took an aggressive approach to improving the quality of instructional leaders throughout the state.

Governor Bob Riley began this effort through the development of the Governor's Congress on School Leadership. The members of the Governor's Congress on School Leadership, which consisted of about two hundred educators and business leaders, worked through five task forces on the following issues: standards for preparing and developing principals as instructional leaders, selection and preparation of school leaders, certification of school leaders, professional development to support instructional leaders, and incentives and working conditions to attract and retain a quality principal in every school.

Task force one, Standards for Preparing and Developing Principals as Instructional Leaders, was charged with determining what Alabama leaders were to know and be able to do; the group was asked to identify standards for instructional leaders. In developing the standards, the task force consulted current research and literature regarding instructional leadership and reviewed existing standards for instructional leaders including those developed by Southern Association of Colleges and Schools (SACS), the Southern Regional Education Board, the Interstate School Leaders Licensure Consortium, and 22 other states.

As a result, a set of eight standards, Alabama Standards for Instructional Leaders, were developed by the Governor's Commission and adopted by the Alabama State Board of Education in May of 2005. The mission of the Alabama Standards for Instructional Leaders was "to realize the mission of enhancing school leadership among principals and administrators in Alabama resulting in improved academic achievement for all students, instructional leaders will held to the following standards:

- Standard 1 – Planning for Continuous Improvement
- Standard 2 - Teaching and Learning
- Standard 3 – Human Resources Development
- Standard 4 – Diversity
- Standard 5 – Community and Stakeholder Relationships
- Standard 6 – Technology
- Standard 7 – Management of the Learning Organization
- Standard 8 – Ethics"

(Governor's Congress on School Leadership, Final Report, 2005)

Alabama's standards preceded the 2008 ISLLC standards which were adopted by the National Policy for Educational Administration in late 2007. The ISLCC standards each are developed with three to nine functions, and the Alabama standards each had between seven and twenty "key indicators". In attempts to determine the alignment between the Alabama Standards for Instructional Leaders and the National ISLLC standards, the Southern Regional Education Board conducted an alignment exercise using an iterative methodology. The comparison conducted between the Alabama and ISLCC standards demonstrated the extent to which the new Alabama Standards shifted the focus from the view of principals as managers and administrators to a definition of principals as instructional leaders.

The Alabama standards were matched most frequently with three ISLCC functions. The most frequent matches include the following:

- Develop the instructional and leadership capacity of staff. (17 matches)
- Nurture and sustain a culture of collaboration, trust, learning and high expectations. (14 matches)

- Obtain, allocate, align and efficiently utilize human, fiscal and technological resources. (11 matches)

Development of Interstate School Leaders Licensure Consortium (ISLLC) Standards

With reform efforts taking place, in the mid-1980s the idea of strengthening the field of educational leadership became vitally important in the nation's reform efforts. A considerable amount of attention was begun devoted to finding ways to improve the quality of leadership in our schools with the release of the National Commission of Excellence in Educational Administration, Leaders for America's Schools in 1987. This release brought forth the development of the Interstate School Leaders Licensure Consortium (ISLCC) in 1990, which began efforts to rebuild the leadership infrastructure in schools. The major parties with a stake in educational leadership were brought together by ISLCC. These parties included the states (30), relevant professional associations, and the universities. ISLCC's goal was to develop a framework for redefining school leadership through involving the marshal of forces necessary to bring a new design to life.

The 2008 ISLLC Standards

The following ISLLC Standards, stated in Murphy, Yff, and Shipman (2000) and CCSSO (2008), emerged from the development process.

Standard 1. An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

C. Create and implement plans to achieve goals.

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans.

Standard 2. An education leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3. An education leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4. An education leader promotes the success of every student by collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build sustain productive relationships with community partners

Standard 5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

(CCSSO, 2008, p. 14-15)

Theory of Reasoned Action/Theory of Planned Behaviour

One of the core areas of study for decades, based on Allport (1935) which "is probably the most distinctive and indispensable concept in contemporary American social society" (p. 798), has been the study of attitudes. Allport's view was based on two observations. The first observation was an assessment of the social psychological literature of the time which indicated that "No other term appears more frequently in the experimental and theoretical literature" (p. 798). The second observation of Allport was the number of functions in which attitudes served made the concept indispensable. With the numerous functions that attitudes serve, research by

Maio and Olson (2000) argued that the myriad of functions that attitudes serve continued to be a fast growing area of research and concluded that attitudes served to guide people's behavior.

Historically, a person's attitude had been assumed to be a direct predictor of the individual's behavior. The present study examined how school leaders' actions/behaviors were influenced by their attitudes/beliefs. Therefore, it was important to look at theories related to beliefs and actions. The theories were the Theory of Reasoned Action and The Theory of Planned Behavior.

Theory of Reasoned Action

The cornerstone of Fishbein and Ajzen's (1975) theory of reasoned action was the view that influence of attitude on behavior was mediated through behavioral intentions. However, the theory went beyond the inclusion of intention as a mediator of the attitude-behavior relationship. The theory of reasoned action held that attitude was only one determinant of people's intention and similar to Pryor and Pryor's (2005) Model of Reasoned Action, social pressure was also likely to be a determinant of people's intentions. Therefore, both the Model of Reasoned Action and the Theory of Reasoned Action indicated that people's behavioral intentions were determined by both their attitudes and the perceived social pressure from significant others, known as subjective norms.

The Model of Reasoned Action (MORA) outlined how specifically to understand the belief structures that underlie the attitudes and behaviors of constituencies within a school. With the Model of Reasoned Action came two powerful implications for school leaders. The two beliefs, according to Pryor and Pryor (2005), were as follows: 1) people sometimes held beliefs that were demonstrably untrue, and 2) true beliefs suggested possible administrative changes that influenced attitude and behavior in the desired direction.

When we made up our minds about performing a specific behavior, we formed our intentions based on a personal factor and a social factor. The personal factor was derived from our attitude about forming the specific behavior and the social factor or the subjective norm. This was our perception of how those who were important to us would favor or oppose our performing the behavior. The subjective norm was subjective because the individuals never heard what their "important others" wanted them to do, they inferred the expectations of the persons or groups.

Ultimately, according to MORA, "planned behaviors are ultimately determined by the beliefs that people hold" (Pryor & Pryor, 2005). There were three kinds of beliefs. The first kind of belief was a thought that linked an object (or person) with a characteristic or quality. An example of this type belief was explained using a ball that was perfectly round, colored orange, and made of rubber. When one held the ball in his hand, one developed very strong beliefs that the ball was round, orange, and rubber. Therefore, our beliefs of this object having certain qualities influenced corresponding evaluations of the qualities which formed our attitudes toward the object. This same example was used with school leaders. When given certain characteristics or qualities of a particular instructional program, school leaders assess the qualities and characteristics which assisted in formulating the school leader's beliefs about the program. Therefore, the school leader's attitude about this particular instructional program was based on their beliefs related to the characteristics and qualities of the program.

A second kind of belief, according to Pryor and Pryor (2005), was a thought that linked one performing some behavior with the likely consequences or outcomes of that behavior. If school leaders believed that visiting classrooms regularly decreased teachers' time off task, the school leader probably visited the classrooms regularly in order to see the intended outcome, and

increased teachers' time on task. These beliefs about the teachers' behavioral outcomes and the corresponding evaluations of the outcomes formed the school leader's attitude about performing this particular behavior.

The third kind of belief established by Pryor and Pryor (2005) was the thought that linked performing some behavior with the approval or disapproval of the people who were important to one. This belief was associated with the social intentions discussed earlier. Our beliefs and willingness to comply with actions associated with these beliefs were greatly dependent upon those "important others" and the social pressure of whether or not to perform a specific behavior. Maybe school leaders believed strongly about a particular leadership theory; however, based on the pressure of others, they decided either to go with their belief or to choose an alternative method in attempts to satisfy those "important others".

Acquiring Beliefs

According to Pryor and Pryor (2005), beliefs were acquired in three ways. Beliefs were acquired through direct observation, acceptance of information, and by inferring new beliefs. In direct observation when one entered a school for the first time one automatically formed beliefs about that particular school based on the qualities one observed. Acceptance of information formed beliefs based on other sources such as another person, radio, television, or even a written article. If, before visiting the school mentioned above, one had spoken with someone regarding the operations of the school, one conceived beliefs based on this information given and one agreed strongly, somewhat strongly, or not at all.

Lastly, we infer beliefs based on what we already knew. When one formed beliefs based on direct observation and acceptance of information, from these two beliefs one inferred his/her own belief. For example, if a new school leader accepted information that his new school was

well run and highly maintained, but when he arrived at the school the grounds and buildings were poorly maintained, then he had to infer that the system lacked the proper funds to continue proper maintenance of the building.

Fishbein's model of reasoned action indicated that individuals possessed a large number of beliefs about a particular behavior, but only a subset of those beliefs were likely to be salient at any one time. Thus, we conclude that both attitudes and subjective norms were determined by an individual's underlying salient beliefs.

Theory of Planned Behavior

Azjen (1988) concluded that "The theory of reasoned action was developed explicitly to deal with purely volitional behaviors; in other words, relatively simple behaviors, where successful performance of the behavior required only for the formation of an intention" (p. 127). From this statement made by Ajzen, it was to be concluded that the theory of reasoned action indicates that one's behavior is dependent solely on the formation of intentions and that personal resources or environmental control had no bearing on or was relatively unimportant to one's behavior. From this belief, Ajzen extended the concept of the theory of reasoned action into the development of the theory of planned behavior. According to the theory of reasoned action, human behavior was guided by three kinds of considerations. These three considerations, according to Azjen (2002), were: behavioral beliefs – beliefs about the likely consequences or other attributes of the behavior, normative beliefs – beliefs about the normative expectations of other people, and control beliefs – beliefs about the presence of factors that may further or hinder performance of the behavior. Azjen implied that the three considerations combined led to the formation of a behavioral intention and that given the needed degree of control over the

behavior, individuals were expected to carry out their intention when the opportunity arises. "Intention is thus assumed to be the immediate antecedent of behavior" (Ajzen, 2002).

Research Questions

The following research questions were developed in relation to the body of research utilized in the study.

1. To what level did principals endorse behavioral, normative, and control beliefs?
2. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' instructional actions and their beliefs?
3. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' transformational leadership actions and their beliefs?

Chapter 2 provided the conceptual framework pertaining to existing research regarding instructional leadership and transformational leadership. The next chapter focused on the methods used in conducting the study.

CHAPTER III. METHODS

Overview

According to Allport (1935), "one of the core areas of study for decades, and probably the most distinctive and indispensable concept in contemporary American social society" (p. 798), had been the study of attitudes. No other term appeared more frequently in the experimental and theoretical literature (Allport, 1935, p. 798). Research by Maio and Olson (2000) argued that the myriad of functions that attitudes serve continued to be a fast growing area of research. They concluded that attitudes serve to guide people's behavior. Historically, a person's beliefs had been assumed to be a direct predictor of the individual's actions.

This chapter examined the methodology which was used to investigate principals' espoused beliefs and actions. A description of the purpose, the research questions, population and sample, research design, the instrumentation used, data collection, and analysis procedures were discussed in this chapter. In order to clearly examine principals' beliefs and actions, the Theory of Planned Behavior and the Theory of Reasoned Action were used as the underlying theories associated with the study.

Purpose of Study

The purpose of this study was to determine if principals' self-reported actions were related to their espoused beliefs as school leaders. The researcher further examined if principals' transformational and instructional actions were related to their beliefs. According to the literature, an individual's beliefs guide his/her actions (Pryor & Pryor, 2005). Further research

by Marks and Printy (2003) and Hallinger (2003) suggested that a school leader who was a best practices principal displayed actions which fell broadly into both transformational and instructional categories. In order to further examine principals' instructional and transformational leadership behavior, the researcher examined the results for possible reciprocal relationships of transformational and instructional leadership.

Significance of the Study

The significance of this study was based on the evolving role of principals as instructional and transformational leaders and the accountability placed on principals to ensure that our schools perform at or above standards set as a result of national reform efforts (Crum & Sherman, 2008; Darling-Hammond, Meyerson, Lapointe & Orr, 2010). Being an effective building manager was once sufficient in upholding the role of school principal. Principals were seen as building manager and student disciplinarians. Early research by Seymore (1967) and recent research by Tirozzi (2001) found the typical principal be described as the keeper of the keys, a mower of the lower forty, the director of transportation, and even is some instances the driver of the bus, lunchroom worker, secretary, attendance officer, and school bookers. Many principals in the past have focused on tasks that had immediate, observable results.

Over the past several years, the role of the school principal came under intense redesign and in recent years research focused its attention on the relationship between effective schools and effective principals (SREB, 2004; Zirkel & Greenwood, 1987). The SREB (2004) report defined that every school, regardless of its demographics, location, and economic situations, have a leader who worked with the school's faculty to increase student achievement. Initiatives such as this resulted in the principal being considered the instructional leader of the school. However, there was still the need to see what type of leadership was most effective, instructional

leadership or transformational leader or if effective leadership was a result of a combination of the two leadership styles (Darling-Hammond, Meyerson, Lapointe & Orr, 2010).

Dipaola and Moran (2003) noted,

> As the nation seeks significant reforms in education through standards and accountability, it continues to increasingly looks to principals to lead the way in these progress reform effort. There is a general belief that good school principals are the cornerstones of good schools and that without a principal's leadership. Therefore, it can be concluded that efforts to raise student achievement cannot succeed without good school principals.

This idea was further researched in the 2004 SREB Report which stated that "an effective principal is not all that is required for an effective school, but it is very difficult to have a good school without a good principal" (p. 1).

During the last quarter of the twentieth century, the demands placed on schools and principals dramatically increased. With the authorization of No Child Left Behind (2001), there had been more accountability placed on principals regarding their roles as instructional leaders. Today, principals were being considered "the instructional leader" of the school. Early research by Brookover, Beamers, and Efthim (1982), Edmonds (1979), and Weber (1971) identified the school principal as the key figure in setting the tone for the school and for assuming responsibility for instruction. Principal functions had been linked directly to student achievement. "The principalship has thus been expanded to include significant responsibilities for the instructional leadership of schools, ensuring that all children achieve to meet high standards and that the needs of children with disabilities are met" (DiPaola & Moran, 2003). In the 2004 SREB Report, there was strong consensus gathered about the role of the school

principal. "Good principals are essential to good schools and good principals make a positive impact on what and how teachers teach and how much students learn" (p. 8).

However, there remained confusion regarding the role of principals as instructional leaders and transformational leaders. According to Murphy (1988), Avila (1990), Ginsberg (1988), DeBevoise (1982), and Hallinger and Murphy (1987), there were also misunderstandings of what characteristics and responsibilities defined effective instructional leadership and transformational leadership. This study examined the role of principals as instructional and transformational leaders seeking to identify what characteristics and actions result in effective instructional leadership. The study also sought to find the relationship between principals' beliefs about instructional leadership and the actions they exhibit in today's schools.

In the present study, behavioral, normative, and perceived control beliefs were developed based on Ajzen's Theory of Planned Behavior. For each belief, instructional and transformational action statements were developed. Using this design allowed the principals' beliefs and actions to be examined to determine possible relationships.

Research Questions

The following research questions were developed to foundation of the body of research conducted in the study.

1. To what level did principals endorse behavioral, normative, and control beliefs?
2. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' instructional actions and their beliefs?
3. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' transformational leadership actions and their beliefs?

Role of Researcher

As a former elementary school teacher, elementary school principal, and current school Superintendent, the researcher has a profound interest in the field of education and a strong desire to make a difference in children's lives. Having been a principal for the past nine years, this researcher had the opportunity to experience the evolving role of the school principal. This study has allowed me to research, and I saw firsthand how to identify and to examine beliefs and actions of the school principal.

Methods

Population and Sample

For the purpose of this study school leaders were defined as school principals who are currently practicing as school leaders at various levels within public K–12 education. The sample for the study included all public K–12 public school principals in one state. The email addresses for the population group were secured through the State Department of Alabama directory of principals. The only information available through the directory was the principals' names, schools, and email addresses. No other demographic information was provided in the directory.

Sampling Methods

The sample group was a volunteer sample including only those principals from the population who agreed to participate in the study.

Instrumentation

For this quantitative study, the method for gathering data in this study was the use of an online survey because it allowed participant to easily answer questions about their actions and beliefs regarding leadership. The researcher-developed survey, Leadership Survey, was used to

gather this data. The survey items were developed by the researcher and a fellow graduate student, Robbie Slater, based on findings from the current literature on transformational and instructional leadership. The study required the collection and analysis of data regarding two scales: (a) leadership beliefs reported by school principals, and (b) leadership actions reported by school principals.

Leadership beliefs were categorized as behavioral, normative, and control beliefs as identified by Ajzen's Theory of Planned Behavior. The actions were categorized as instructional actions and transformational action as determined by current research on leadership traits of instructional and transformational leaders. In addition, demographic information gathered in the survey which included years of experience, gender, highest degree earned, gender, ethnicity, and type of school (rural, urban, or suburban). The items that were surveyed represented the following:

Questions 1–7: Demographics

Questions 8–15: Behavior Beliefs

Questions 16–22: Normative Beliefs

Questions 23–29: Control Beliefs

Questions 30–61: Actions of Principals

The rating scale used was based on a response of one (very unlikely) to six (very likely) for each survey item.

Pilot Study

In order to assess the content validity an expert panel was assembled. This panel included four central office administrators, including one superintendent and three administrative assistants to the superintendent from three rural school systems. The panel was selected to

review the instrument and to provide feedback regarding the content of the instrument. Each of the administrators selected were considered experts in the field of K–12 education. The administrators were given a hard copy of the instrument and were told what the survey was to measure before being asked to provide feedback on the content of the instrument. After the initial meeting, the researcher adjusted the instrument based on feedback from the panel.

Following the initial validity check, the researcher asked twenty additional Central Office Administrators from three rural school systems in Alabama to participate in the pilot study in order to assess the level of reliability of scores interpreted from the instrument. The researcher presented the survey to the pilot group using the online format selected for the main study. Piloting the instrument in the same online format which was used for the study was helpful in determining any unforeseen errors associated with design or delivery. This group was selected based on their previous experience as school principals and their knowledge of the standards required for principals in the state of Alabama. The panel of experts reassembled a second time and determined the instrument was ready for distribution.

Pilot Study Instrument Reliability

When the survey results were received from the twenty pilot study participants instrument reliability was computed for all scales. Alpha internal consistent reliability coefficients were computed for each of the five scales using responses from all participants. Results are reported in Tables 1–5.

Instructional Actions Scale

The coefficient alpha if item deleted was reduced for all sixteen items indicating that each of the items increased the reliability of the Instructional Action Scale. With all sixteen

items the reliability coefficient for the Instructional Action Scale was .92. The reliability data is shown in Table 1.

Table 1

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Instructional Actions Scale

Instructional Actions	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. As an educational leader, I meet with the building leadership team to align goals and objectives with the school vision.	.524	.918
2. As an educational leader, I foster a culture of continuous improvement among all members of the school organization.	.503	.918
3. As an educational leader, I build teacher capacity for teaching and learning.	.745	.912
4. As an educational leader, I elevate teacher goals to enhance their commitment to organizational growth.	.768	.910
5. As an educational leader, I allow staff to work collaboratively to develop a community of learners.	.584	.916
6. As an educational leader, I establish mentoring programs for novice and veteran staff members.	.647	.915
7. As an educational leader, I work with the school community to plan, implement, and assess policies that promote diversity.	.790	.910
8. As an educational leader, I build teams of teachers that are diverse both demographically and cognitively.	.697	.913
9. As an educational leader, I communicate the vision and mission to community stakeholders.	.768	.911
10. As an educational leader, I promote shared decision-making that impacts student achievement.	.666	.914
11. As an educational leader, I provide opportunities for accessing the use of technology throughout the school.	.661	.914
12. As an educational leader, I encourage the use of technology to aid in the development of professional learning communities throughout the school.	.579	.916

Table 1 (continued)

Instructional Actions	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
13. As an educational leader, I promote problem solving within the school organization to maintain a safe and secure academic environment.	.693	.913
14. As an educational leader, I empower others to manage the learning organization.	.661	.914
15. As an educational leader, I make decisions about the school community using moral and ethical standards.	.235	.925
16. As an educational leader, I follow federal, state, and local laws that apply to the school community.	.301	.923

Coefficient Alpha internal consistency reliability for the Instructional Action Scale was .92

Transformational Actions Scale

The coefficient alpha if item deleted was reduced for all sixteen items indicating that each of the items increased the reliability of the Transformational Action Scale. With all sixteen items the reliability coefficient for the Transformational Action Scale was .85. The reliability data is shown in Table 2.

Table 2

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Transformational Actions Scale

Transformational Actions	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. As an educational leader, I make instructional time a priority when managing daily activities.	.613	.836
2. As an educational leader, I utilize a school leadership team when making both short term and long term decisions regarding curriculum and instruction.	.432	.844
3. As an educational leader, I am able to monitor student achievement through data analysis.	.380	.847
4. As an educational leader, I am confident in my knowledge of the school's curriculum as evident through my ability to coach teachers on instructional practices.	.505	.841
5. As an educational leader, I work individually with teachers and staff to determine areas of needed improvement.	.474	.842
6. As an educational leader, I designate time to analyze data and time to enforce the use of data to inform instruction.	.395	.845
7. As an educational leader, I am aware of the diverse needs of our students and the instructional programs/practices that need to be in place to meet their needs.	.409	.845
8. As an educational leader, I disseminate school information to all parents in a language in which they can read and understand.	.432	.844
9. As an educational leader, I involve community stakeholders in the process of the selection of curricular programs used at the school.	.591	.835
10. As an educational leader, I promote strong relationships between the home and school through involving parents in decisions regarding curriculum and instructional related issues.	.612	.834
11. As an educational leader, I model the use of technology within the school.	.520	.839

Table 2 (continued)

Transformational Actions	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
12. As an educational leader, I offer professional development to improve technology integration in the classroom.	.540	.838
13. As an educational leader, I use available fiscal resources to meet the curricular and instructional needs.	.475	.841
14. As an educational leader, I solicit input from faculty and staff when planning the curricular and instructional budgets for the school.	.594	.834
15. As an educational leader, I encourage faculty and staff to make both moral and ethical decisions are related to curriculum and instruction.	.363	.847
16. As an educational leader, I encourage teachers to use differentiated instruction to meet the needs of all students.	.188	.853
Coefficient Alpha internal consistency reliability for the Transformational Action Scale was .85		

Behavioral Beliefs Scale

The coefficient alpha if item deleted was reduced for all eight items indicating that each of the items increased the reliability of the Behavioral Beliefs Scale. With all eight items the reliability coefficient for the Behavioral Beliefs Scale was .81. The reliability data is shown in Table 3.

Table 3

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for the Behavioral Beliefs Scale

Behavioral Belief	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
1. The educational leader engages the school community in a shared vision for the purpose of continuous school improvement.	.661	.782
2. The educational leader aligns the curriculum, instruction, and assessment to ensure effective student achievement.	.775	.765
3. The educational leader develops professional learning communities so faculty and staff can accomplish goals for the school and system.	.641	.783
4. The educational leader actively participates in political and policy-making decisions that affect a diverse school community.	.474	.812
5. The educational leader creates and sustains family-school-community relations.	.557	.797
6. The educational leader ensures the implementation, evaluation, and integration of current technology within the school community.	.473	.807
7. The educational leader promotes a safe and effective learning environment.	.521	.831
8. The educational leader follows a personal and professional code of ethics.	.235	.831
Coefficient Alpha internal consistency reliability for the Transformational Action Scale was **.81**		

Normative Beliefs Scale

The coefficient alpha if item deleted was reduced for all eight items except item 8, "I am expected to empower others in making significant decisions regarding school improvement" which had a Cronbach's alpha of .366. With item eight deleted, Cronbach's alpha increased to

.730. The coefficients indicated that each of the items increased the reliability of the Normative Beliefs Scale. With all seven items the reliability coefficient for the Normative Beliefs Scale was .73. The reliability data is shown in Table 4.

Table 4

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for the Normative Beliefs Scale

Normative Belief	Corrected Item-Total Correlation	Cronbach's Alpha if item deleted
1. As an educational leader, I am expected to improve teaching and learning within my school.	.000	.715
2. As an educational leader, I am expected to set expectations for those within my realm of leadership.	.671	.625
3. As an educational leader, I am expected to track the progress and performance of my students.	.000	.716
4. As an educational leader, I am expected to provide teachers with the necessary support needed to be successful.	.560	.631
5. As an educational leader, I am expected to promote the learning of all students regardless of race and socioeconomic background.	.000	.716
6. As an educational leader, I am expected to provide teachers with the training necessary in order to be effective.	.779	.548
7. As an educational leader, I am expected to act as a policy enforcer.	.560	.631
8. As an educational leader, I am expected to empower others in making significant decisions regarding school improvement.	.366	.730

Coefficient Alpha internal consistency reliability for the Transformational Action Scale was .70

Control Beliefs Scale

Results are reported in Table 5 for the Control Beliefs Scale. The coefficient alpha if item deleted was reduced for all eight items except item number 6, "As an educational leader, I create an atmosphere where all students are able to learn", which had a Cronbach's alpha of .307. With item six deleted, Cronbach's alpha increased to .867. These coefficients suggested that each of the items increased the reliability of the Control Beliefs Scale. With all seven items, the reliability coefficient for the Control Beliefs Scale was .86.

Table 5

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Control Beliefs Scale

Control Belief	Corrected Item – Total Correlation	Cronbach's Alpha if Item Correlation
1. As an educational leader, I receive support from district level administrators.	.857	.818
2. As an educational leader, I have an impact on student achievement.	.339	.863
3. As an educational leader, I am supported in my efforts by the teachers within the school.	.702	.826
4. As an educational leader, I have control over the decision-making process utilizing data to inform instruction.	.819	.809
5. As an educational leader, I improve instruction by providing an organized mentoring program.	.487	.862
6. As an educational leader, I create an atmosphere where all students are able to learn.	.307	.867
7. As an educational leader, I provide professional development that is relevant to all faculty.	.765	.817
8. As an educational leader, I provide a professional learning atmosphere.	.680	.836
Coefficient Alpha internal consistency reliability for the Transformational Action Scale was **.86**		

Final Study Instrument Reliability

Behavioral Beliefs Scale

Results are reported in Table 6 for the Behavioral Beliefs Scale. The coefficient alpha if item deleted was reduced for all seven items suggesting that each of the items increased the reliability of the Behavioral Beliefs Scale. With all seven items the reliability coefficient for the Behavioral Beliefs Scale was .65. The reliability data is shown in Table 6.

Table 6

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Behavioral Beliefs Scale

Behavioral Beliefs	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
8. As an educational leader, I think I should engage the school community in a shared vision for the purpose of continuous school improvement.	.425	.600
9. As an educational leader, I think I should align the curriculum, instruction, and assessment to ensure effective student achievement.	.373	.610
10. As an educational leader, I think I should develop professional learning communities so faculty and staff can accomplish goals for the school and system.	.346	.622
12. As an educational leader, I think I should create and sustain family-school community relations.	.376	.607
13. As an educational leader, I think I should ensure the implementation, evaluation, and integration of current technologies within the school community.	.515	.554
14. As an educational leader, I think I should promote a safe and effective learning environment.	.365	.636
15. As an educational leader, I think I should follow a personal and professional code of ethics.	.301	.636
Coefficient Alpha internal consistency reliability for the Behavior Beliefs Scale		**.65**

Normative Beliefs Scale

Results are reported in Table 7 for the Normative Beliefs Scale. The coefficient alpha if item deleted was reduced for all eight items suggesting that each of the items increased the reliability of the Normative Beliefs Scale. With all seven items the reliability coefficient for the Normative Beliefs Scale was .76. The reliability data is shown in Table 7.

Table 7

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Normative Beliefs Scale

Normative Beliefs	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
16. As an educational leader, I am expected to improve teaching and learning within my school.	.452	.750
17. As an educational leader, I am expected to set expectations for those within the realm of my leadership.	.533	.714
18. As an educational leader, I am expected to track the progress and performance of my students.	.668	.683
19. As an educational leader, I am expected to provide teachers with the necessary support needed to be successful.	.559	.718
20. As an educational leader, I am expected to promote the learning of all students regardless of race and socioeconomic background.	.673	.698
21. As an educational leader, I am expected to provide teachers with the training necessary in order to be effective.	.489	.724
22. As an educational leader, I am expected to act as a policy enforcer.	.301	.808
Coefficient Alpha internal consistency reliability for the Normative Beliefs Scale		**.76**

Control Beliefs Scale

Results were reported in Table 8 for the Control Beliefs Scale. The coefficient alpha if item deleted was reduced for all seven items indicating that each of the items increased the reliability of the Control Beliefs Scale. With all seven items the reliability coefficient for the Control Beliefs Scale was .74. The reliability data is shown in Table 8.

Table 8

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Control Beliefs Scale

Control Beliefs	Corrected Item – Total Correlation	Cronbach's Alpha if item Deleted
23. As an educational leader, I receive support from district level administrators.	.283	.756
24. As an educational leader, I have an impact on student achievement.	.483	.713
25. As an educational leader, I am supported in my efforts by the teachers within the school.	.457	.714
26. As an educational leader, I have control over the decision-making process utilizing data to inform instruction.	.508	.701
27. As an educational leader, I improve instruction by providing an organized mentoring program.	.504	.711
28. As an educational leader, I provide professional development that is relevant to all faculty.	.525	.699
29. As an educational leader, I provide a professional learning atmosphere.	.583	.695
Coefficient Alpha internal consistency reliability for the Control Beliefs Scale		**.74**

Instructional Actions Scale

Results are reported in Table 9 for the Instructional Action Scale. The coefficient alpha if item deleted was reduced for all sixteen items indicating that each of the items increased the reliability of the Instructional Action Scale. With all sixteen items the reliability coefficient for the Instructional Action Scale was .90.

Table 9

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Instructional Actions Scale

Instructional Actions	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
30. As an educational leader, I meet with the building leadership team to align goals and objectives with the school vision.	.564	.889
31. As an educational leader, I foster a culture of continuous improvement among all member of the school organization.	.687	.886
32. As an educational leader, I make instructional time a priority when managing daily activities.	.601	.887
33. As an educational leader, I utilize a school leadership team when making both short term and long term decisions regarding curriculum and instruction.	.601	.887
34. As an educational leader, I build teacher capacity for teaching and learning.	.719	.885
35. As an educational leader, I elevate teacher goals to enhance their commitment to organizational growth.	.631	.886
36. As an educational leader, I am able to monitor student achievement through data analysis.	.550	.889
37. As an educational leader, I am confident in my knowledge of the school's curriculum as evident through my ability to coach teachers on instructional practices.	.509	.891

Table 9 (continued)

Instructional Actions	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
38. As an educational leader, I allow staff to work collaboratively to develop a community of learners.	.592	.889
39. As an educational leader, I establish mentoring programs for novice and veteran staff members.	.546	.893
40. As an educational leader, I work individually with teachers and staff to determine areas of needed improvement.	.620	.887
41. As an educational leader, I designate time to analyze data and time to enforce the use of data to inform instruction.	.578	.888
42. As an educational leader, I work with the school community to plan, implement, and assess policies that promote diversity.	.632	.886
43. As an educational leader, I build teams of teachers that are diverse both demographically and cognitively.	.519	.891
44. As an educational leader, I am aware of the diverse needs of our students and the instructional programs/practices that need to be in place to meet their needs.	.626	.887
45. As an educational leader, I disseminate school information to all parents in a language in which they can read and understand.	.353	.898
Coefficient Alpha internal consistency reliability for the Instructional Actions Scale		**.90**

Transformational Action Scale

Results are reported in Table 10 for the Transformational Action Scale. The coefficient alpha if item deleted was reduced for all sixteen items indicating that each of the items increased the reliability of the Transformational Action Scale. With all sixteen items the reliability coefficient for the Transformational Action Scale was .87.

Table 10

Coefficient Alpha if Item Deleted, and Cronbach's Alpha Coefficient for Transformational Actions Scale

Transformational Actions	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
46. As an educational leader, I communicate the vision and mission to community stakeholders.	.644	.850
47. As an educational leader, I promote shared decision – making that impacts student achievement.	.644	.852
48. As an educational leader, I involve community stakeholders in the process of the selection of curricular programs used at the school.	.513	.866
49. As an educational leader, I promote strong relationships between the home and school through involving parents in decisions regarding curriculum and instructional related issues.	.524	.862
50. As an educational leader, I provide opportunities for accessing the use of technology throughout the school.	.624	.853
51. As an educational leader, I encourage the use of technology to aid in the development of professional learning communities throughout the school.	.623	.852
52. As an educational leader, I model the use of technology within the school.	.561	.854
53. As an educational leader, I offer professional development to improve technology integration in the classroom.	.596	.852
54. As an educational leader, I promote problem solving within the school organization	.582	.855
55. As an educational leader, I empower other to manage the learning organization.	.606	.853
56. As an educational leader, I use fiscal resources to meet the curricular and instructional needs.	.624	.853
57. As an educational leader, I solicit input from faculty and staff when planning the curricular and instructional budget for the school.	.506	.857
58. As an educational leader, I make decisions about the school community using moral an d ethical standards.	.277	.865

Table 10 (continued)

Transformational Actions	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
59. As an educational leader, I follow federal, state, and local laws that apply to the school community.	.352	.865
60. As an educational leader, I encourage faculty and staff to make moral and ethical decision that are related to curriculum and instruction.	.444	.861
61. As an educational leader, I encourage teachers to use differentiated instruction to needs of all students.	.414	.862
Coefficient Alpha internal consistency reliability for the Transformational Beliefs Scale		**.87**

Research Design

The study used a quantitative design to determine the relationship between principals' beliefs and actions.

Independent/Dependent Variables

The independent variable in the study was school principals' beliefs (behavioral, normative, and perceived control) and the dependent variables were the instructional and transformational actions of the school principals (see Appendix 1).

Research Procedures

Institutional Review Board (IRB)

Institutional Review Board approval was obtained by submitting an application for human subject research to Auburn University. The application included type of research, the objectives of the research and its significance, methods for selecting subjects, a consent form, and methods used to ensure confidentiality. The researcher was given exempt status for the study (see Appendix 2).

Data Collection

The survey was administered to the pilot population on July 11, 2011. The researchers contact information was attached to the letter given to all participants in the pilot study. Respondents were given one week to complete and send back the survey.

The data collection for the study began on October 14, 2011 and was ended on December 20, 2011, giving the participants approximately two months to complete the online survey. Each participant was contacted via telephone and was asked to participate in the study. Upon agreeing to participate, each participant was sent an email containing the consent to participate letter outlining the procedure for participating in the study and a link to the survey. Participants were also informed of their option to cancel their participation at any point during the study. In addition, it was stressed to the participants that their identity was strictly anonymous and that the research had no identifiable information to determine how they responded to the survey items. Once the consent was agreed upon, participants were immediately directed to the online survey. The survey engine used for the study was Qualtrics. A follow-up letter was sent every two weeks during the two month window reminding participants to complete the study and thanking them for their participation in the study. On December 20, 2011, the researcher closed the online survey and ended the data collection.

Statistical Analysis

The researcher utilized the statistical programs in the Statistical Package for the Social Sciences (SPSS) Version 19.0 to analyze data. Responses for the 173 surveys completed were exported into SPSS and an analysis was performed using the SPSS 19.0 version. The most appropriate statistical method for this study was determined to be means, standard deviation and standard multiple regressions.

Descriptive statistics were used with the demographic data gathered on the participants in the study. For this study, the researcher was primarily interested in the beliefs and actions of school principals. Therefore, the demographic data was gathered only to describe the study participants.

Summary

This chapter provided information about the methodology used in the study. The study focused on examining the beliefs and actions of school principals in Alabama. All principals in Alabama were invited to participate in the study via Qualtrics, an online survey engine. One hundred and seventy-three surveys were completed and submitted. Validity evidence was established using an expert panel of Central Office Administrators. Reliability coefficients were calculated using responses twenty individuals who had served in the capacity of principal during their career in education and were chosen through convenience sampling.

The next chapter details the findings of the study. It includes information about the demographics of the study participants and their perceptions of their beliefs and actions as school principals.

CHAPTER IV. RESULTS

Introduction

The purpose of this study was to determine if principals' self-reported actions are related to their espoused beliefs as school leaders. The researcher examined if principal transformational and instructional actions were related to their beliefs. According to the literature, an individual's beliefs guide his or her actions (Pryor & Pryor, 2005). Pryor and Pryor's (2005) research developed this statement by indicating two powerful implications related to school leaders' beliefs and actions. Those two implications are as follows: people sometimes held beliefs that were demonstrably untrue, and true beliefs suggested possible administrative changes that influenced attitude and actions in the desired direction.

Research by Marks and Printy (2003) and Hallinger (2003) on the actions of school principals suggested that a school leader who was a best practices principal had actions which fell broadly into both transformational and instructional categories. Based on their research, Marks and Printy (2003) and Hallinger (2003) concluded that activities associated with both instructional leadership and transformation leadership reinforced each other. For example, setting direction through articulating a clear vision and expectations were transformational tasks. However, instructional leaders assisted in developing these transformational behaviors in people through modeling desired behaviors, providing direct support and feedback regarding instructional practices, and through providing goal-related professional development activities. "A growing body of research has shown that effective school leaders are those who can both

influence teaching and learning directly while cultivating a social context that supports those efforts. This social context, according to Darling-Hammond, Meyerson, Lapointe, and Orr (2010), should include developing vision, maintaining a professional culture, incorporating shared decision-making structures, and engaging families and communities. In order to further examine principals' instructional and transformational leadership behavior, the researcher analyzed the results of the study in order to discover possible relationships between of principals' beliefs and their instructional and transformational actions.

Research Questions

The following research questions were developed to foundation of the body of research conducted in the study.

1. To what level did principals endorse behavioral, normative, and control beliefs?
2. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' instructional actions and their beliefs?
3. In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' transformational leadership actions and their beliefs?

The most appropriate statistical method for this study was determined to be means, standard deviation and standard multiple regressions. Descriptive statistics were used with the demographic data gathered on the participants in the study. For this study, the researcher was primarily interested in the beliefs and actions of school principals. Therefore, the demographic data was gathered for descriptive purposes only.

Description of the Population

There were 173 participants in the study. Gender breakdown for the participants was 53% male and 47% female. Years of experience as a school principal included the following:

28% had one to five years experience, 34% had six to ten years experience, 19% had eleven to fifteen years experience, 10% had sixteen to twenty years experience and 9% had twenty plus years of experience. The percentages of respondents by ethnicity included 63% Caucasian, 25% African American, 6% Hispanic/Latino, 2% Native American, and 4% Other. The age of the participants included the following: 56% ranged in age from 60–69, 15% ranged in age from 50–59, 21% ranged in age from 40–49, and 8% ranged in age from 30–39. Of the participants in the study, 50% had completed a master's degree, 31% had completed an educational specialist degree and 19% of the participants had earned a doctorate degree. Fifty-seven percent of the principals surveyed were from rural areas while 27% were from suburban districts and 16% were from urban districts. Figures 4–9 display the demographic statistics of the 173 principal participants in the study.

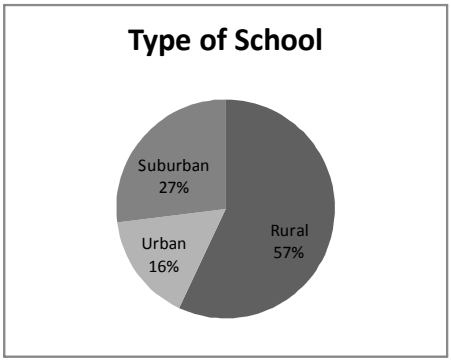

Figure 4. Percentages of Respondents by Gender (n = 173) on Leadership Survey

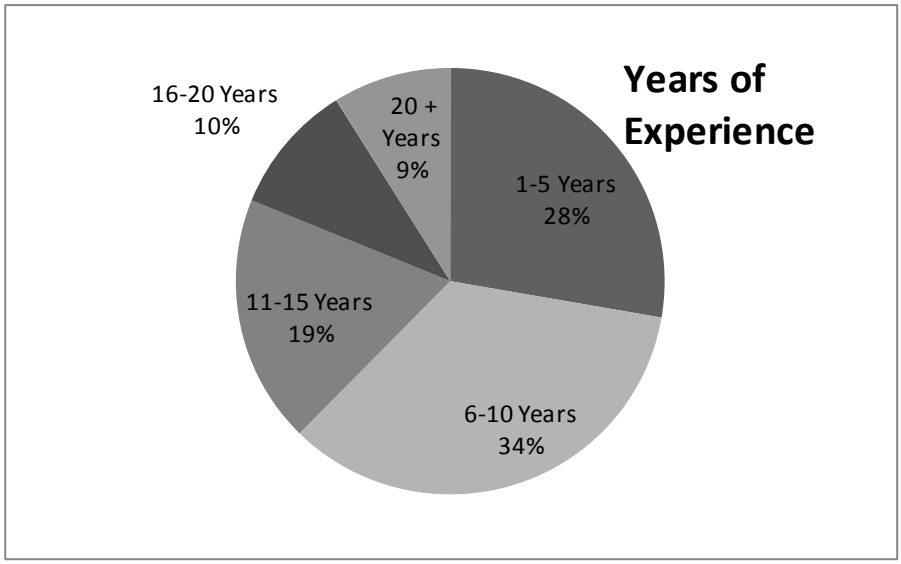

Figure 5. Percentages of Respondents by Years of Experience as a Principal (n = 173) on Leadership Survey

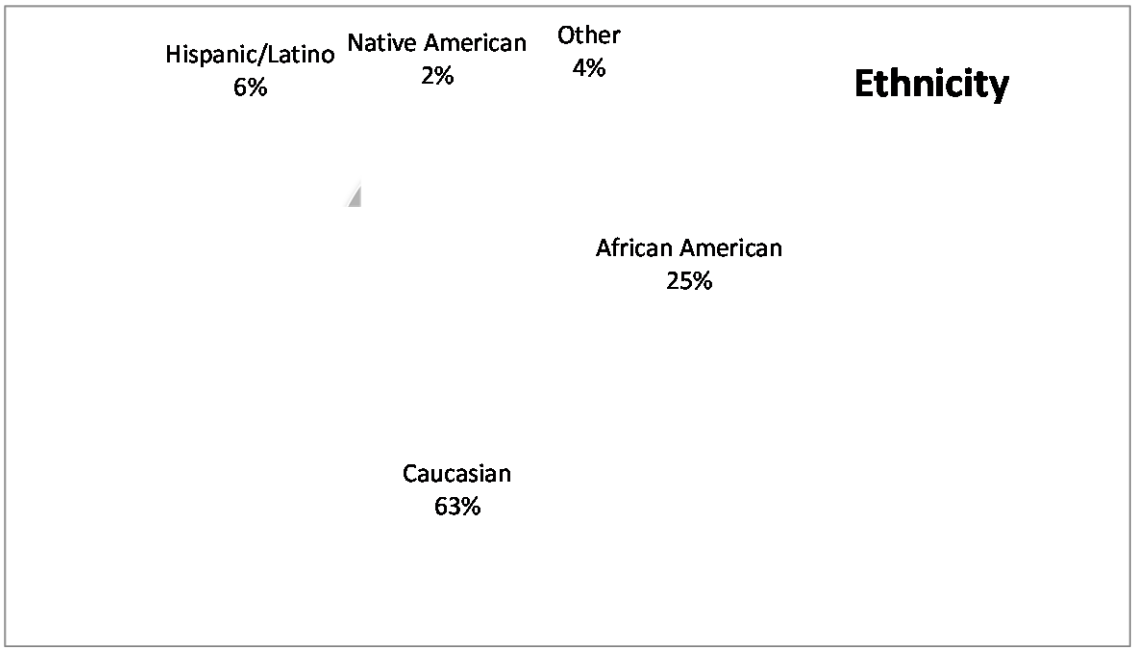

Figure 6. Percentages of Respondents by Ethnicity (n = 173) on Leadership Survey

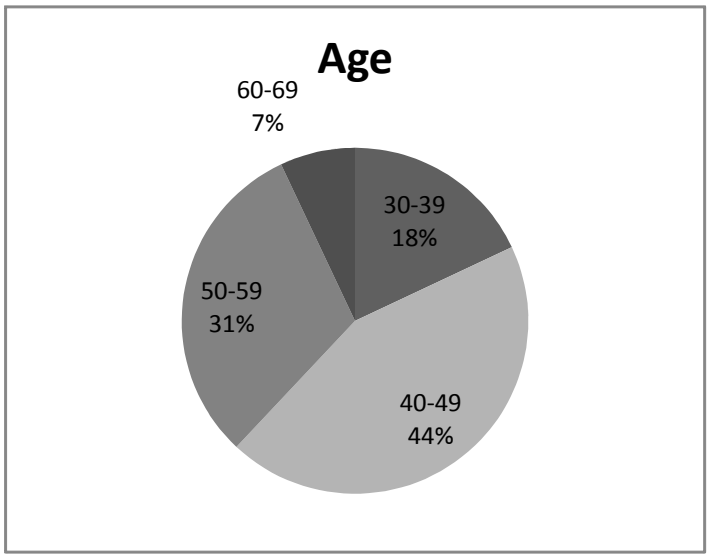

Figure 7. Percentages of Respondents by Age (n = 173) on Leadership Survey

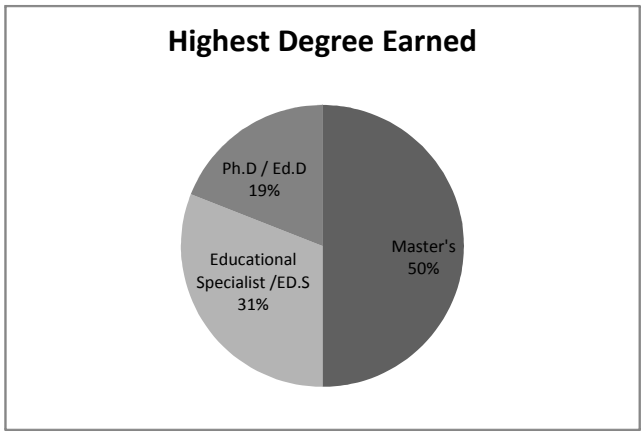

Figure 8. Percentages of Respondents by Highest Degree Earned (n = 173) on Leadership Survey

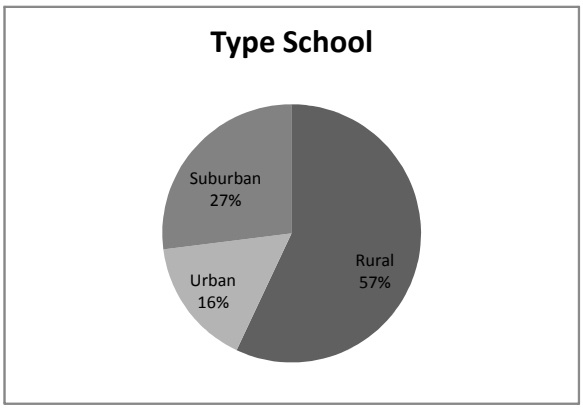

Figure 9. Percentages of Respondents by Type of School (n = 173) on Leadership Survey

Discussion of Research Questions

Research Question 1: To what level did principals endorse behavioral, normative, and control beliefs?

As indicated in Table 11, the 173 principals surveyed endorsed behavioral beliefs with a mean of 5.77 out of 6.00 possible and a standard deviation of .291. The principals endorsed normative beliefs with a mean of 5.86 out of 6.00 and a standard deviation of .239. The principals endorsed control beliefs with a mean of 5.40 out of 6.00 and a standard deviation of .455.

Table 11

Mean, Standard Deviation, and n for Principals' Level of Endorsed Beliefs

Variable	Mean	Standard Deviation	N
Instructional Actions			
Behavioral Beliefs	5.77	.291	173
Normative Beliefs	5.86	.239	173
Control Beliefs	5.40	.455	173

Behavioral and normative beliefs were only moderately related to instructional actions. Control beliefs were more strongly related to instructional actions than were behavioral and normative beliefs. Table 12 shows correlations among the variables.

Table 12

Pearson Correlations between Behavioral Beliefs, Normative Beliefs, Control Beliefs, and Instructional Actions

Variable	Behavioral Beliefs	Normative Beliefs	Control Beliefs
Instructional Actions	.493	.439	.812

Behavioral and normative beliefs were only moderately related to transformational actions. Control beliefs were more strongly related transformational actions than are behavioral and normative beliefs. See Table 13 for correlations among variables.

Table 13

Pearson Correlations Between Behavioral Beliefs, Control Beliefs, Normative Beliefs and Transformational Actions

Variable	Behavioral Beliefs	Normative Beliefs	Control Beliefs
Transformational Actions	.453	.483	.650

Research Question 2: In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' instructional actions and their beliefs?

A standard multiple regression analysis was used to address research question two. The dependent variable was principals' instructional actions and the independent variable was principals' behavioral, normative, and control beliefs. Results showed a strong positive correlation between principal beliefs and instructional actions, R=.828. The coefficient of determination (R^2) = .685 indicated that approximately 69% of the variance in the principals' instructional actions was accounted for by its linear relationship with principals' beliefs. The mean for instructional actions was 5.48. The means for behavior beliefs was 5.77 with a standard deviation of .141. The regression resulted in a standardized beta weight of .141, a correlation efficient of .493, partial correlation of .196, and part correlation of .112. The means for normative beliefs was 5.86 with a standard deviation of .239. The analysis yielded a standardized beta weight of .726, a correlation efficient of .439, zero-order correlation of .439, partial correlation of .083, and part correlation of .047. The means for control beliefs was 5.40 with a standard deviation of .455. The analysis yielded a standardized beta weight of .726, a correlation efficient of .812, partial correlation of .750, and part correlation of .636 (see Table 14).

Table 14

Means, Standard Deviations (Parentheses), Correlation Coefficients, Standardized Beta Weights, Zero-Order Correlations, Part and Partial Correlations for Variables in the Regression

Variable	Mean (SD)	Beta Weight	Correlation Coefficient	Partial Correlation	Part Correlation
Instructional Actions					
Behavioral Beliefs	5.77 (.141)	.141	.493	.196	.112
Normative Beliefs	.586 (.239)	.058	.439	.083	.047
Control Beliefs	5.40 (.455)	.726	.812	.750	.636

A comparison of standardized beta weights indicates that behavioral beliefs, $\beta = .141$, $p = .010$ and control beliefs, $\beta = .726$, $p < .001$ statistically and significantly predict instructional actions better than normative beliefs. Normative beliefs did not predict instructional actions at a statistically significant level, $p = .282$.

Research Question 3: In regards to school leadership beliefs, what relationship, if any, exists between Alabama principals' transformational leadership actions and their beliefs?

A standard multiple regression analysis was used to address research question three. The dependent variable was principals' transformational actions and the independent variable was principals' behavioral, normative, and control beliefs. Results yielded a moderately positive correlation between principal beliefs and transformational actions, $R = .697$. The coefficient of

determination (R^2) = .486 indicated that approximately 49% of the variance in principals' transformational actions were accounted for by the linear relationship with principals' beliefs. The mean for transformational actions was 5.53 with a standard deviation of .379. The means for behavior beliefs was 5.77 with a standard deviation of .290. The analysis produced a standardized beta weight of .108, correlation efficient of .453, partial correlation of .119, and part correlation of .086. The means for normative beliefs was 5.86 with a standard deviation of .239 and the results of the regression analysis yielded a standardized beta weight of .208, correlation efficient of .483, partial correlation of .226, and part correlation of .166. The means for control beliefs was 5.40 with a standard deviation of .455. The results yielded a standardized beta weight of .517, correlation efficient of .650, partial correlation of .534, and part correlation of .453 (see Table 15).

Table 15

Means, Standard Deviations (in Parentheses), Standardized Beta Weights, Zero-Order Correlations, Part and Partial Correlations for the Variables in the Regression

Variable	Mean (SD)	Beta Weight	Correlation Coefficient	Partial Correlation	Part Correlation
Transformational Actions					
Behavioral Beliefs	5.77 (.290)	.108	.453	.119	.086
Normative Beliefs	.586 (.239)	.208	.483	.226	.166
Control Beliefs	5.40 (.455)	.517	.650	.534	.453

A comparison of standardized beta weights indicated that control beliefs, $\beta = .507$, $p < .001$ and normative beliefs, $\beta = .208$, $p = .003$ statistically and significantly predicted transformational actions better than behavioral beliefs. Behavioral beliefs did not predict transformational actions at a statistically significant level, $p = .123$

Summary of Findings

Behavioral and normative beliefs were moderately endorsed instructional actions. Control beliefs were more strongly related to instructional actions than were behavioral and normative beliefs. Behavioral and normative beliefs were only moderately related to transformational actions. Control beliefs were more strongly related transformational actions than were behavioral and normative beliefs (see Table 16).

Table 16

Coefficient Correlations for Instructional Actions, Transformational Actions, Behavioral, Normative, and Control Beliefs

	Instructional Actions	Transformational Actions
	Correlation Coefficients	
Behavioral Beliefs	.493	.453
	Moderately Positive	Moderately Positive
Normative Beliefs	.439	.483
	Moderately Positive	Moderately Positive
Control Beliefs	.812	.650
	Strong Positive	Strong Positive

Additionally, the findings showed a strong positive correlation between the principals' beliefs and their instructional actions, R = .828 and a moderately positive correlation between principals' beliefs and their transformational actions, R = .697. Behavioral beliefs, p = .010, and control beliefs p < .001 statistically and significantly predict instructional actions. Control beliefs, p = .003 and normative beliefs, p = .003 statistically and significantly predict transformational actions (see Table 17).

Table 17

Standardized Beta-Weights for Instructional Actions and Transformational Actions

	Instructional Actions r = .828	Transformational Actions r = .697
Behavioral Beliefs	B = .141, p = .010 Statistically significant	B = .108, p = .123
Normative Beliefs	B = .058, p = .282	B = .208, p = .003 Statistically Significant
Control Beliefs	B =.726, p = .000 Statistically Significant	B = .517, p = .000 Statistically Significant

Conclusion

Results of analyses indicated that behavioral beliefs, p = .010, and control beliefs, p < .001, statistically and significantly predicted instructional actions and control beliefs, p = .003 and normative beliefs, p = .003 statistically and significantly predicted transformational actions.

In the next chapter, results are discussed and implications as related to the current field of educational leadership are outlined. Further research for future studies is suggested.

CHAPTER V. DISCUSSION

Introduction

The purpose of this study was to determine if principals' self-reported actions were related to their espoused beliefs as school leaders. The researcher examined principals' transformational and instructional actions and determined the relationship between the principals' actions and their beliefs. This conceptual framework for the study explored Azen's Theory of Planned Behavior and related the theory to the beliefs and actions of educational leaders. According to the literature on the Theory of Planned Behavior, an individual's beliefs guide their actions (Pryor & Pryor, 2005). Pryor and Pryor's research (2005) developed this statement further by indicating two powerful implications related to school leaders' beliefs and actions. Those two implications were as follows: people sometimes hold beliefs that are demonstrably untrue and true beliefs suggest possible administrative changes that can influence actions in the desired direction.

Research by Marks and Printy (2003) and Hallinger (2003) on actions of school principals suggested that a school leader who is a best practices principal will have actions which fall broadly into both transformational and instructional categories. According to Darling-Hammond et al. (2010), instructional leadership and transformational leadership should be mutually reinforcing of each other. Marks and Printy (2003) and Hallinger (2003) suggested that activities associated with both instructional leadership and transformation leadership are reciprocal. For example, setting direction through articulating a clear vision is a transformational

tasks which can be aligned with instructional leadership actions such as providing feedback to teachers through classroom walkthroughs. "A growing body of research has shown that effective school leaders are those who can both influence teaching and learning directly and cultivate a social context that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities" (Darling-Hammond et al., 2010). Exemplary principals stand out as strong instructional leaders who also engaged in transformational leadership activities.

Instrument Development

For this quantitative study, the method for gathering data was the use of an online survey because it allowed participants to easily answer questions about their beliefs and actions regarding leadership. The researcher-developed survey, Leadership Survey, was used to gather this data. The survey items were developed by the researcher and a fellow graduate student, Robbie Slater, based on findings from the current literature on transformational and instructional leadership. The study required the collection and analysis of data regarding two scales: (a) leadership beliefs reported by school principals and (b) leadership actions reported by school principals.

Leadership beliefs were categorized as behavioral, normative, and control beliefs as identified by Ajzen's Theory of Planned Behavior. The actions were categorized as instructional actions and transformational action as determined by current research on leadership traits of instructional and transformational leaders. In addition, demographic information gathered in the survey which included years of experience, gender, highest degree earned, gender, ethnicity, and type of school (rural, urban, or suburban). The items included the following:

Questions 1–7: Demographics

Questions 8–15: Behavior Beliefs

Questions 16–22: Normative Beliefs

Questions 23–29: Control Beliefs

Questions 30–61: Actions (Behaviors) of Principals

The rating scale used was based on a response of one (very unlikely) to six (very likely) for each survey item.

Following the survey development, in order to assess the content validity, an expert panel was assembled. This panel included four central office administrators, including one superintendent and three administrative assistants to the superintendent from three rural school systems. The panel was selected to review the instrument and to provide feedback regarding the content of the instrument. Each of the administrators selected were considered experts in the field of K–12 education. The administrators were given a hard copy of the instrument and were told what the survey was to measure before being asked to provide feedback on the content of the instrument. After the initial meeting, the researcher adjusted the instrument based on feedback from the panel.

Following the validity check, the researcher asked twenty (20) additional Central Office Administrators from three rural school systems in Alabama to participate in the pilot study to assess the level of reliability of scores interpreted from the instrument. The researcher presented the survey to the pilot group using the online format selected for the main study. Piloting the instrument in the same online format which was used for the study was helpful in determining any unforeseen errors associated with design or delivery. This group was selected based on their previous experience as school principals and their knowledge of the standards required for

principals in the state of Alabama. The panel of experts reassembled a second time and determined the instrument was ready for distribution.

Participants' Demographics

There were 173 participants in the study. The gender breakdown for the participants was 53% male and 47% female. The Years of Experience as a School Principal included the following: 28% had one to five years experience, 34% had six to ten years experience, 19% had eleven to fifteen years experience, 10% had sixteen to twenty years experience and 9% had twenty plus years of experience. The percentages of respondents by ethnicity included 63% Caucasian, 25% African American, 6% Hispanic/Latino, 2% Native American, and 4% Other. The age of the participants included the following: 56% ranged in age sixty to sixty-nine, 15% ranged in age from fifty to fifty-nine, 21% ranged in age forty to forty-nine, and 8% ranged in age from thirty to thirty-nine. Of the participants in the study, 50% had completed a master's degree, 31% had completed an educational specialist degree, and 19% of the participants had earned a doctorate degree. Fifty-seven percent of the principals surveyed were from rural areas while 27% were from suburban districts and 16% were from urban districts.

Summary of Findings

Research Question 1: To what level did principals endorse behavioral, normative, and control beliefs?

The 173 principals surveyed endorsed behavioral beliefs with a mean of 5.77 out of 6.00 and a standard deviation of .291. The principals endorsed normative beliefs with a mean of 5.86 out of 6.00 and a standard deviation of .239. The principals endorsed control beliefs with a mean of 5.40 out of 6.00 and a standard deviation of .455. The study participants supported behavioral, normative, and control beliefs at a positively significant level.

Based on the means and standard deviations, the principals surveyed endorsed normative beliefs at a higher level than they endorsed behavioral and control beliefs. These results indicated that the principals believed they are held to certain standards and expectations and feel as though they must comply with these normative expectations through their role as an educational leader.

Research Question 2: In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' instructional actions and their beliefs?

Results showed a strong positive correlation between principal beliefs and instructional actions, r =.828. The coefficient of determination (R^2) = .685 indicated that approximately 69% of the variance in the principals' instructional actions were accounted for by its linear relationship with principals' beliefs. These results showed that the 173 principals' surveyed actions are consistent with their beliefs as instructional leaders.

The mean for instructional actions was 5.48. The means for behavior beliefs was 5.77 with a standard deviation of .141, a beta weight of .141, a correlation efficient of .493, partial correlation of .196, and part correlation of .112. The means for normative beliefs was 5.86 with a standard deviation of .239, a beta weight of .726, a correlation efficient of .439, zero-order correlation of .439, partial correlation of .083, and part correlation of .047. The means for control beliefs was 5.40 with a standard deviation of .455, a beta weight of .726, a correlation efficient of .812, partial correlation of .750, and part correlation of .636.

A comparison of standardized beta weights indicated that behavioral beliefs, $\beta = .141$, $p = .010$ and control beliefs, $\beta = .726$, $p < .001$ statistically and significantly predicted instructional actions better than normative beliefs. Normative beliefs did not predict instructional actions at a statistically significant level, $p = .282$.

Research Question 3: In regards to school leadership beliefs, what relationship, if any, existed between Alabama principals' transformational leadership actions and their beliefs?

A standard multiple regression analysis was used to address research question three. The dependent variable was principals' transformational actions and the independent variable was principals' behavioral, normative, and control beliefs. Results yielded a moderately positive correlation between principal beliefs and transformational actions, R = .697. The coefficient of determination (R^2) = .486 indicates that approximately 49% of the variance in principals' transformational actions was accounted for by the linear relationship with principals' beliefs.

The mean for transformational actions was 5.53 with a standard deviation of .379. The means for behavior beliefs was 5.77 with a standard deviation of .290, a beta weight of .108, correlation efficient of .453, partial correlation of .119, and part correlation of .086. The means for normative beliefs was 5.86 with a standard deviation of .239, a beta weight of .208, correlation efficient of .483, partial correlation of .226, and part correlation of .166. The means for control beliefs was 5.40 with a standard deviation of .455, a beta weight of .517, correlation efficient of .650, partial correlation of .534, and part correlation of .453.

A comparison of standardized beta weights indicated that control beliefs, $\beta = .507$, $p < .001$ and normative beliefs, $\beta = .208$, $p = .003$ statistically and significantly predicted transformational actions better than behavioral beliefs. Behavioral beliefs did not predict transformational actions at a statistically significant level, $p = .123$

Discussion

The underlying framework for the present study was based on Azjen's and Fishbein's Theory of Reasoned Action (TRA) and Theory of Planned Behavior (TPB) (Azjen, 2002). Using the TPB, the two types of leadership which were tested were instructional and transformational

leadership. Azjen (1988) concluded that "The theory of reasoned action was developed explicitly to deal with purely volitional behaviors; in other words, relatively simple behaviors, where successful performance of the behavior required only for the formation of an intention" (p. 127). The theory of reasoned action suggested a person's behavior is dependent solely on the formation of intentions and that personal resources or environmental control had no bearing on or was relatively unimportant to one's behavior.

Ajzen's Theory of Reasoned Action (TRA) was related to voluntary behavior. Later on Ajzen realized that behavior appeared not to be totally voluntary and under control of the individual. Ajzen then added perceived behavioral control and renamed Theory of Reasoned Action (TRA) to Theory of Planned Behavior (TPB) (Azjen, 2002).

Principals' intention to act as instructional and transformational leaders was determined by the three constructs: their attitude toward the specific behavior, their subjective norms and their perceived behavioral control. According to Ajzen, the best predictor of a person's actions is intention. Intention is the cognitive representation of a person's readiness to perform a given behavior, and it is considered to be the immediate antecedent of actions. The Theory of Planned Behavior (TPB) holds that only specific attitudes toward the action in question can be expected to predict that behavior. In addition to measuring attitudes toward the behavior, we also need to measure people's subjective norms – their beliefs about how people they care about will view the behavior in question. To predict someone's intentions, knowing these beliefs can be as important as knowing the person's attitudes. Finally, perceived behavioral control influences intentions. Perceived behavioral control refers to a person's perceptions of their ability to perform a given behavior. These constructs lead to intention. The more favorable the attitude and the subjective norm, and the greater the perceived control, the stronger should be the

person's intention to perform the behavior in question. "Intention is thus assumed to be the immediate antecedent of peoples' actions" (Ajzen, 2002).

At first, the researcher asked principals their intent or perceptions of behavioral, normative and control beliefs. Overall, the principals endorsed the beliefs which were created from the researcher's analysis of the literature regarding the ISLLC (Murphy, Yff, & Shipman, 2000) and CCSSO (2008) and Alabama Instructional Leadership Standards (Governor's Congress on School Leadership, Final Report, 2005). The beliefs of principals were endorsed at a reported mean of 5.40 to 5.86 on a 6.00 scale. This is a strong indicator that principal's agree and accept policies and standards used to advocate for the school leadership profession. It is encouraging to know that principals within the state are supportive of the very standards which have been developed by the agencies charged with defining, monitoring and evaluating school leadership. While we do not know the specific reasons that principals hold these beliefs at such high regard, we could assume that leadership preparation, professional growth opportunities and the enculturation of principals has encouraged their development. It is also possible that the stringent requirements of external mandates such as NCLB have encouraged school systems to ensure that school leadership understands and articulates the beliefs necessary to move schools forward. Additionally, NCLB encourages school leaders to attend to all groups of learners. No longer can individual students or groups of students be ignored. In essence, NCLB requires an equitable education for all and it is the principal who must articulate this message. No principal can do an outstanding job of this work unless they have a strong belief system.

Knowing that principals throughout the state endorsed these beliefs at a high level means that educational leadership preparation programs should continue to stress these standards through course work, internships and field experiences (Reames, 2010; Reames, Kochan & Zhu,

2013). Part of this discussion should include honing personal codes of ethics and personal belief statements. Candidates in preparation programs should be deeply engaged in discussion about their beliefs, norms and behaviors and how these will influence their actions. Students of leadership should demonstrate a clear understanding of their beliefs while in the classroom and in the field. University faculty and field based supervisors should search for evidence that every candidate understands and exhibits a strong leadership belief system. School principals do make a difference in student learning outcomes (DiPaola & Moran, 2003). Principal beliefs, when focused on the standards for leaders, do appear to be important.

Principals serve their local communities and must maintain relationships with various stakeholder groups (Jackson, 2000). In their work with local community stakeholders, the principal must be able to articulate a convincing message. It is likely that principals who are able to do this will have a robust educational belief system and because they do, they are able to engage stakeholders and build strong partnerships. In the present study, principals were asked how strongly they believed that is was important to include community stakeholders in their vision. Additionally they were asked how strongly they believed it was important to build and sustain strong relationships with families. These beliefs were important to the principals. Principals and educational leaders could benefit from this finding because it demonstrates the importance school leaders place in building relationships with families and the communities.

Research has shown the importance of instructional leadership in schools (Darling-Hammond, et al., 2010; Hallinger & Heck, 1998; Leithwood et al., 2004; Waters, Marzano, & McNulty, 2003). Principals' espoused beliefs should be aligned with instructional actions. As noted by Leithwood and Jantzi (2000, 2005) and Marks and Printy (2003), instructional actions would include but are not limited to the following: working directly with teachers to improve

effectiveness in the classroom through evaluation, supervision, modeling, and support; regularly monitoring teacher and student progress and providing resources and professional development to improve instruction. The findings of the present study were supportive of this research because there was a strong positive relationship between the principals' espoused beliefs and instructional actions. Principals believed they should focus on instruction and understand the instructional actions necessary to support these beliefs.

This is important because principals are considered to be the instructional leaders of our schools. Principals are, so to speak, the boots on the ground when it comes providing the instructional direction for the school. Principals must articulate beliefs and instructional actions to their stakeholders. From children to teachers, to parents and community, it is important that the principal express their beliefs about instruction and then follow through with instructional actions. For example, if a principal believes being engaged with school data is important, then instructional actions like leading a data meeting will have significance. The overall instructional program of a school can greatly benefit from a strong relationship between the principal's beliefs and their actions as instructional leaders (Bolam, 2003; Jackson, 2000; Lam, 2003; Tomlinson, 2003).

Data from the present study also allowed the researcher to pinpoint types of intentions which were important to instructional actions. Principals' behavioral beliefs and the perceived control over those beliefs were important in predicting instructional actions. Principals whose intent was based on these two types of educational beliefs were essential in determining their actions as instructional leaders. It is important to note that the intent to perform instructional actions can be traced to the principal's beliefs about the behavior and the perceived level of

control they have. For principals, it is evident that leading with an instructional frame takes certain types of beliefs, intentions and actions.

For leadership development these findings may be helpful because it indicated that when working with principals and school administrators, instructional leadership will require a particular set of beliefs and actions. Principals need to be made aware that what they do in schools will require attention to actions which support both instructional and transformational leadership actions. Preparation programs can tailor their content and field experiences to pay attention to both types of leadership actions. Those that are leading and those that are preparing to lead must be given the proper exposure so that they can continue to grow themselves as leaders and those around them.

Transformational leadership, according to Darling-Hammond, et al. (2010), became a common descriptor of leadership activities that have been found to predict organizational learning and change. Transformational leadership is a different type of leadership and may require a different set of beliefs and actions (Leithwood & Jantzi, 2000a). The actions which educational leaders should exhibit, according to Darling-Hammond et al. (2010), include the following: setting direction by instilling a shared vision and compelling goals; promoting a trusting and caring work and schooling culture; developing individuals through direct and indirect support; developing the organizational conditions (structures, processes, culture) to facilitate teaching and learning; and developing collaborative decision-making structures. The results of the study indicated a moderately positive relationship between the principals' beliefs and their transformational actions. This can be interpreted to mean that the principals perceive transformational actions as necessary in order to be effective educational leaders.

Cloke and Goldsmith (2002) and Leithwood (1994) identified the cornerstone of transformational leaders as highlighting “people effects”. In the present study principals employ transformational leadership in their roles as educational leaders. The principals in the study moderately confirmed beliefs related to transformational actions. Transformational leadership, or paying attention to people, was not as strongly supported as providing instructional leadership. One particular reason may again be associated with accountability measures associated with external mandates such as NCLB. There is so much pressure on teachers and school administrators to raise student performance. At the same time, it is an interesting finding because successful principals must pay attention to both transformational and instructional leadership (Darling-Hammond, et al., 2010).

In order to make the relationship between principals’ beliefs and transformational actions stronger, principals have to recognize the importance of transformational leadership throughout the organization. Leadership preparation programs must encourage an understanding of the effect transformational leadership has on an organization. With concentrated efforts being placed on instructional leadership, transformational leadership tends to be placed on the back burner. This can be a major barrier for principals. If schools were not under such constraint and mandates at both the federal and state level, and individual schools were given some flexibility regarding the functioning of the organization, principals could allow more time for transformational actions and/or activities within the organization. Successful principals will need to find ways to encourage the “people effects” leadership and include transformational actions in their leadership.

The present study allowed the researcher to pinpoint specific beliefs which could predict transformational actions. Normative and control beliefs were statistically significant in

predicting the principals' transformational actions. Similar to their instructional actions, principals had strong beliefs regarding the factors which may impede or facilitate their behavior and their perceived power over these factors (control beliefs). However, unlike instructional actions, the principals' normative beliefs were statistically significant in predicting the principals' transformational actions. According to Azen's Theory of Planned Behavior, the principals' transformational actions were driven by the expectations of others and their motivation to comply with these expectations (normative beliefs). With massive reform and accountability efforts currently in place, today's educational leaders may feel they have to comply with these demands in order to be effective educational leaders. As SREB (2004) indicated, "Too many students are failing to meet the benchmarks for promotion or graduation". Pressures such as this daunting statement forces educational leader to feel that they are expected to uphold certain norms set forth by their constituents.

Also, like their instructional actions, the principals' control beliefs were statistically significant in predicting their transformational actions. In both instructional and transformational actions, the principals' beliefs were greatly affected by the areas they feel they have control over as educational leaders. If according to the principals' beliefs, they do not feel they have ownership or control over various areas, less concentration is focused on the area(s). However, behavioral beliefs were important to instructional actions and normative beliefs were important to transformational actions. Behavior beliefs are important to the instructional program of the school due to the either positive or negative impact a principals' actions can have on instruction. However, normative beliefs are very important in transformational leadership because the input and thoughts of others within the organization should be deemed valuable in the daily functioning of the organization.

Prior research has indicated that successful principals balance their actions between instructional leadership and transformational leadership (Darling-Hammonds, et al., 2010; Hallinger, 2003; Marks & Printy, 2003). Balance does not necessarily mean equal treatment at all times. Coupling a moderate relationship between beliefs and transformational actions and a strong relationship between beliefs and instructional actions from the present study does support other research findings (Darling-Hammond et al., 2010; Hallinger, 2008; Marks & Printy, 2003). At the same time, it is important for principals to be able to attend to people needs or they will have a difficult time leading the instruction within the organization. As indicated by Darling-Hammond et al. (2010), in order to lead instruction one must be able to lead individuals. Again, balance does not have to mean equal attention.

Superintendents need to examine the norms and expectations others have of school principals. Questions as to what pressures a principal faces should be attended to. For example, is the pressure to raise student outcomes so great that principals are being forced to pay more attention to instruction than to people? Are principals and teachers spending so much time on instruction that they cannot attend to other matters of the organization? As a superintendent, the researcher believes it is important for superintendents to set instructional standards and expectations for school principals. Instruction should be at the forefront so beliefs and actions should be strongly related. In the case of Alabama principals, it is such. As a sitting superintendent, the bottom line is results: results in instruction and results with people.

The Alabama leadership standards provide an outline of beliefs and actions necessary to be a successful principal. Both instructional and transformational beliefs and actions are represented in these standards. Therefore, superintendents should hold themselves and their principals accountable for these. Superintendents and principals must work together to ensure

that principals and other administrators develop strong beliefs and actions represented within the instructional and transformational leadership domains. Superintendents will need to encourage their principals to practice and develop their skills in both areas. Finally, superintendents and principals should understand that it takes different types of beliefs to attend to the two leaderships in question, i.e. instructional and transformational.

As a superintendent, the researcher has found it is important for superintendents to instill in principals that without the people within the school, the school does not exist. As a superintendent the researcher focuses time on people and relationships and encourages principals to do the same. As a leader, you are as good as the people on your team. Therefore, it is important for superintendents and principals to meet the needs of the people within the organization. Even with the demands placed on principals today, principals must incorporate instructional leadership into their role as principals and make it a priority. The instructional program is vital to the success of a school and principals should be the key facilitator in ensuring that the school has a sound instructional program. As a former principal, the researcher understands the significant impact that teaching and learning have on student achievement. Principals will have to find the balance suggested by the literature and this study.

In terms of instructional and transformational actions, it will probably depend on the school and the individuals within the school but there is no question principals should attend to both. A principal's beliefs and actions can either positively or negatively impact the actions of teachers within the school (Leithwood & Jantzi, 2008). Therefore, principals need to shape support based on what the teachers need. As stated by Reitug and West (2008), principals should be "a facilitator for teacher growth" (p. 695). Teachers will need instructional support from school principals. When teachers feel supported by the principals, it affects the instruction they

deliver in their classrooms. As a principal, the researcher has found that when teachers know that the principal has a firm understanding of the school's instructional program and is willing to support and assist teachers in providing high quality instruction, the teachers' actions are greatly impacted by the leaders' actions. Teachers should see principals as leaders of instruction in addition to the other responsibilities of the school principal. Teachers are also affected by principals' transformational actions. The principals' role in relation to teachers has shifted to collaborative inquiry with teachers through the development of professional learning communities. As transformational leaders, principals should involve teachers in the decision making progress by giving them ownership within the organization.

The overall results of the study are also important to educational leadership preparation at colleges and universities. Preparation programs should concentrate efforts on developing leaders who can balance all aspects of educational leadership. As shown earlier, effective principals must be balanced, neither all instructional leader nor all transformational. Rather it should be an integration of both instructional leadership and transformational leadership. Educational leaders should be taught throughout their preparation program that their educational beliefs must be balanced by their instructional and transformational actions. In addition to being prepared to lead by strong educational beliefs, as demonstrated through their actions, principals should recognize that beliefs will not always be supported by our actions. Educational preparation programs should prepare candidates for these nuances through the curriculum and field experiences.

Recommendations for Further Studies

The resulting recommendations for further study are based on the findings and discussion of this study.

1. Darling-Hammond, et al. (2010) and Marks and Printy (2003) concluded that transformational and instructional leadership should be integrated and balanced in order to be effective. The researcher recommends further studies on how educational leaders can successfully integrate transformational and instructional leadership through developing a strong instructional program and maintain a professional learning community through transformation leadership. If principals are to be expected to balance the two types of leadership, they need to know the importance and effects both can and should have on an organization.
2. Historically, a person's attitude has been assumed to be a direct predictor of the individual's behavior. Is there evidence of the validity of this statement among educational leaders? The researcher suggests conducting the same study in different states and examining the similarities and difference of beliefs and actions of educational leaders across different states.
3. According to Parkes and Thomas (2007), the role of school leaders is becoming more and more complex. Therefore, the researcher recommends case studies be conducted on individual school principals regarding their beliefs and actions as an educational leader and the barriers which prevent their beliefs from becoming actions.
4. "There are several factors within the school which contributes to success but leadership is the catalyst" (Bottoms & O'Neil, 2004). The researcher suggest further

studies on the important of effective school leadership and what beliefs and actions are needed in order to be an effective school leader.

Conclusion

In order further examine principals' instructional and transformational leadership actions the purpose of this study was to determine if principals' perceptions of their actions were related to their espoused beliefs as school leaders. The researcher examined principals' beliefs and explored the relationship between the principals' instructional and transformational actions.

The findings of the study showed that there is a positive relationship between both principals' instructional actions and transformational actions. Therefore, the researcher concurs with research which declared that exemplary principals deem instructional leadership and transformational leadership a mutually reinforcing relationship (Darling-Hammond et al., 2010). Educational leaders, in order to be successful, must be able to balance orchestrating people effects within the organization through transformational leadership while providing sound instructional leadership. In order to meet the demands of a robust economy, educational leaders must be change agents who are willing to adjust their leadership styles to meet the needs of all students and others within the organization. Gone are the days when a one-size-fits-all prescription was prescribed in schools. As Schargel, Thacker, and Bell (2007), Fullan (1993, 2003, 2006), and Fullan, Hill, and Crevola (2006) suggested, a vital part of our new reality for public education is the leadership of school principals and how their role is defined.

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Appendix 1

Principals' Survey of Beliefs

Principals: Examining Educational Leaders' Espoused Beliefs and Actions

1. What is your current position in the school?
- ❍ Principal (1)
- ❍ Assistant Principal (2)

2. What is your gender?
- ❍ Male (1)
- ❍ Female (2)

3. What is your ethnicity? Choose the best one that describes you.
- ❍ African American (1)
- ❍ Asian American (2)
- ❍ European American/Caucasian (3)
- ❍ Hispanic/Latino (4)
- ❍ Native American (5)
- ❍ Native Hawaiian/Other South Pacific Islander (6)
- ❍ Other (7)

4. How many years of experience do you have as leader of a school?
- ❍ 1–5 years (1)
- ❍ 6–10 years (2)
- ❍ 11–15 years (3)
- ❍ 16–20 years (4)
- ❍ 20+ years (5)

5. What is your age?

- ❍ Under 30 (1)
- ❍ 30-39 (2)
- ❍ 40-49 (3)
- ❍ 50-59 (4)
- ❍ 60-69 (5)
- ❍ 70+ (6)

6. What is the highest degree you have received?

- ❍ Bachelors Degree (1)
- ❍ Masters Degree (2)
- ❍ Educational Specialist/ED.S. Degree (3)
- ❍ Ph.D./Ed.D. (4)

7. How do you describe your current school?

- ❍ Rural (1)
- ❍ Urban (2)
- ❍ Suburban (3)

8. As an educational leader, I think I should engage the school community in a shared vision for the purpose of continuous school improvement.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

9. As an educational leader, I think I should align the curriculum, instruction, and assessment to ensure student achievement.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

10. As an educational leader, I think I should develop professional learning communities so faculty and staff can accomplish goals for the school and system.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

11. As an educational leader, I think I should actively participate in political and policy-making decisions that affect a diverse school community.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

12. As an educational leader, I think I should create and sustain family-school-community relations.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

13. As an educational leader, I think I should ensure the implementation, evaluation, and integration of current technologies within the school community.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

14. As an educational leader, I think I should promote a safe and effective learning environment.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

15. As an educational leader, I think I should follow a personal and professional code of ethics.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

16. As an educational leader, I am expected to improve teaching and learning within my school.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

17. As an educational leader, I am expected to set expectations for those within the realm of my leadership.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

18. As an educational leader, I am expected to track the progress and performance of my students.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

19. As an educational leader, I am expected to provide teachers with the necessary support needed to be successful.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

20. As an educational leader, I am expected to promote the learning of all students regardless of race and socioeconomic background.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

21. As an educational leader, I am expected to provide teachers with the training necessary in order to be effective.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

22. As an educational leader, I am expected to act as a policy enforcer.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

23. As an educational leader, I receive support from district level administrators.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

24. As an educational leader, I have an impact on student achievement.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

25. As an educational leader, I am supported in my efforts by the teachers within the school.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

26. As an educational leader, I have control over the decision-making process utilizing data to inform instruction.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

27. As an educational leader, I improve instruction by providing an organized mentoring program.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

28. As an educational leader, I provide professional development that is relevant to all faculty.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

29. As an educational leader, I provide a professional learning atmosphere.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

30. As an educational leader, I meet with the building leadership team to align goals and objectives with the school vision.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

31. As an educational leader, I foster a culture of continuous improvement among all members of the school organization.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

32. As an educational leader, I make instructional time a priority when managing daily activities.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

33. As an educational leader, I utilize a school leadership team when making both short term and long term decisions regarding curriculum and instruction.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

34. As an educational leader, I build teacher capacity for teaching and learning.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

35. As an educational leader, I elevate teacher goals to enhance their commitment to organizational growth.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

36. As an educational leader, I am able to monitor student achievement through data analysis.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

37. As an educational leader, I am confident in my knowledge of the school's curriculum as evident through my ability to coach teachers on instructional practices.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

38. As an educational leader, I allow staff to work collaboratively to develop a community of learners.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

39. As an educational leader, I establish mentoring programs for novice and veteran staff members.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

40. As an educational leader, I work individually with teachers and staff to determine areas of needed improvement.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

41. As an educational leader, I designate time to analyze data and time to enforce the use of data to inform instruction.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

42. As an educational leader, I work with the school community to plan, implement, and assess policies that promote diversity.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

43. As an educational leader, I build teams of teachers that are diverse both demographically and cognitively.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

44. As an educational leader, I am aware of the diverse needs of our students and the instructional programs/practices that need to be in place to meet their needs.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

45. As an educational leader, I disseminate school information to all parents in a language in which they can read and understand.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

46. As an educational leader, I communicate the vision and mission to community stakeholders.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

47. As an educational leader, I promote shared decision-making that impacts student achievement.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

48. As an educational leader, I involve community stakeholders in the process of the selection of curricular programs used at the school.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

49. As an educational leader, I promote strong relationships between the home and school through involving parents in decisions regarding curriculum and instructional related issues.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

50. As an educational leader, I provide opportunities for accessing the use of technology throughout the school.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

51. As an educational leader, I encourage the use of technology to aid in the development of professional learning communities throughout the school.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

52. As an educational leader, I model the use of technology within the school.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

53. As an educational leader, I offer professional development to improve technology integration in the classroom.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

54. As an educational leader, I promote problem solving within the school organization to maintain a safe and secure academic environment.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

55. As an educational leader, I empower others to manage the learning organization.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

56. As an educational leader, I use available fiscal resources to meet the curricular and instructional needs.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

57. As an educational leader, I solicit input from faculty and staff when planning the curricular and instructional budgets for the school.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

58. As an educational leader, I make decisions about the school community using moral and ethical standards.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

59. As an educational leader, I follow federal, state, and local laws that apply to the school community.
- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

60. As an educational leader, I encourage faculty and staff to make both moral and ethical decisions are related to curriculum and instruction.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

61. As an educational leader, I encourage teachers to use differentiated instruction to meet the needs of all students.

- ❍ Very Unlikely (1)
- ❍ Unlikely (2)
- ❍ Somewhat Unlikely (3)
- ❍ Somewhat Likely (4)
- ❍ Likely (5)
- ❍ Very Likely (6)

Appendix 2

Auburn University Institutional Review Board (IRB)

Approval Letter and Information Letter

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

RESEARCH PROTOCOL REVIEW FORM

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 **e-mail:** hsubjec@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/

Revised 03.26.11 – DO NOT STAPLE, CLIP TOGETHER ONLY. Save a Copy

1. PROPOSED START DATE of STUDY: Aug 1, 2011

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD ✓ EXPEDITED EXEMPT

2. PROJECT TITLE: Examining Principals' and Assistant Principals' Espoused Beliefs and Actions

3. Lakesha Brackins/Robert Slater	Graduate Students	EFLT	334-844-1415	llb0011@auburn.edu
PRINCIPAL INVESTIGATOR	**TITLE**	**DEPT**	**PHONE**	**AU E-MAIL**
332 Jasmine Circle, Enterprise, AL 36330			334-897-2839	rds0008@auburn.edu
MAILING ADDRESS			**FAX**	**ALTERNATE E-MAIL**

4. SOURCE OF FUNDING SUPPORT: ✓ Not Applicable Internal External Agency:_____ Pending Received

5. LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:
NA

6. GENERAL RESEARCH PROJECT CHARACTERISTICS

6A. Mandatory CITI Training

Names of key personnel who have completed CITI:
Lakesha Brackins ✓
Robert Slater ✓

CITI group completed for this study:
✓ Social/Behavioral Biomedical

PLEASE ATTACH TO HARD COPY *ALL* CITI CERTIFICATES FOR *EACH* KEY PERSONNEL

6B. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data Source(s): ✓ New Data Existing Data

Will recorded data directly or indirectly identify participants? Yes ✓ No

Data collection will involve the use of:
- Educational Tests (cognitive diagnostic, aptitude, etc.)
- Interview / Observation
- Physical / Physiological Measures or Specimens (see Section
- ✓ Surveys / Questionnaires
- Internet / Electronic
- Audio / Video / Photos
- Private records or files

The Auburn University Institutional Review Board has approved this document for use from 8/21/11 to 8/20/12
Protocol # 11-238 EX 1108

6C. Participant Information

Please check all descriptors that apply to the participant population.

✓ Males ✓ Females AU students

Vulnerable Populations
Pregnant Women/Fetuses Prisoners
Children and/or Adolescents (under age 19 in AL)

Persons with:
Economic Disadvantages Physical Disabilities
Educational Disadvantages Intellectual Disabilities

Do you plan to compensate your participants? Yes No

6D. Risks to Participants

Please identify all risks that participants might encounter in this research.

✓ Breach of Confidentiality* Coercion
Deception Physical
Psychological Social
None Other:

RECEIVED
JUL 18 2011

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

Do you need IBC Approval for this study? ✓ No Yes - BUA #_____ **Expiration date** _____

FOR OHSR OFFICE USE ONLY

DATE RECEIVED IN OHSR: original 7-18-11 by BB
DATE OF IRB REVIEW: 8/21/11 by KJE
DATE OF IRB APPROVAL: _____ by _____
PROTOCOL # 11-238 EX 1108
APPROVAL CATEGORY: 45 CFR 46.101(b)(2)
INTERVAL FOR CONTINUING REVIEW: 1 year
COMMENTS: revisions 8/26/11; OK - SRA 8/30/11 APR by KJE on 8/21/11

7. PROJECT ASSURANCES

PROJECT TITLE: Examining Principals' and Assistant Principals' Espoused Beliefs and Actions

A. PRINCIPAL INVESTIGATOR'S ASSSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
   a. Conducting the project by qualified personnel according to the approved protocol
   b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research
   c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
   d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Lakesha Brackins/Robert Slater — **Printed name of Principal Investigator**

Lakesha Brackins Robert D. Slater — **Principal Investigator's Signature (SIGN IN BLUE INK ONLY)**

07/15/11 — **Date**

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I have read the protocol submitted for this project for content, clarity, and methodology

Dr. Ellen Reames — **Printed name of Faculty Advisor / Sponsor**

Ellen H. Reames — **Signature (SIGN IN BLUE INK ONLY)**

7/16/11 — **Date**

C. DEPARTMENT HEAD'S ASSSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

SHERIDA DOWNER — **Printed name of Department Head**

for Maria M. Witte SHERIDA DOWNER — **Signature (SIGN IN BLUE INK ONLY)**

7/16/2011 — **Date**

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AUBURN UNIVERSITY
COLLEGE OF EDUCATION

Department of Educational Foundations, Leadership and Technology (EFLT)
College of Education • Auburn University, Alabama
www.auburn.edu/eflt

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMATION LETTER
for a Research Study entitled
"Examining Principals' and Assistant Principals' Espoused Beliefs and Actions"

To Whom It May Concern:

You are invited to participate in a research study to examine your beliefs and practices about leadership at your school. The study is being conducted by Lakesha Brackins and Robert Slater, Graduate Students under the direction of Dr. Ellen Reames, Associate Professor in the Auburn University Department of Education, Foundation, Leadership, and Technology. You were selected as a possible participant because you are a Principal/Assistant Principal and are age 19 or older.

If you decide to participate in this research study, you will be asked to fill out a survey online. Your total time commitment will be approximately thirty minutes.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Education, Foundation, Leadership, and Technology.

Any information obtained in connection with this study will remain anonymous. Information obtained through your participation may be used to fulfill educational requirements, published in a professional journal, or presented at professional meetings.

If you have questions about this study, please contact Lakesha Brackins at llb0011@auburn.edu , Robert Slater at rds0008@auburn.edu , or Dr. Ellen Reames at reamseh@auburn.edu .

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the

Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Investigator Date

Co-Investigator Date

The Auburn University Institutional Review Board has approved this document from August 21, 2011 to August 20, 2012. *Protocol* # 11-238

The Auburn University Institutional Review Board has approved this document for use from 8/21/11 to 8/20/12
11-238 EX 1108