

**An Examination of the Influence of Leadership Competencies on School Culture**

by

Holly Hicks Lane

A dissertation/ submitted to the Graduate Faculty of  
Auburn University  
in partial fulfillment of the  
requirements for the Degree of  
Doctor of Philosophy

Auburn, Alabama  
December 10, 2016

Copyright 2016 by Holly Lane

Approved by

James E. Witte, Chair, Professor of Educational Foundations, Leadership, and Technology  
Maria Martinez Witte, Professor of Educational Foundations, Leadership, and Technology  
Leslie Cordie, Assistant Professor of Educational Foundations, Leadership, and Technology  
Chih-Hsuan Wang, Assistant Professor of Educational Foundations, Leadership, and Technology  
David DiRamio, Professor of Educational Foundations, Leadership, and Technology

## Abstract

This study examined the relationships between leadership competencies of school principals and school culture. The leadership competencies that are examined in this study include positive disposition, cultivation of a shared belongingness, support of social relationships, focus of vision, enhancing trust and offering and accepting feedback. The school culture was examined through specific behaviors which included professional collaboration, collegial and affiliative relationships, as well as efficacy or self-determination. The study accessed the leadership competencies as reported by school administrators as well as school faculty, the school culture as reported by both administrators and faculty, as well as examine if there is a relationship between school culture and leadership competencies.

Two hundred and ninety four secondary teachers and 13 administrators in south Alabama were recruited to participate in the study. Two surveys, the Competency Approach Survey and the Self-Assessment School Culture Triage Survey were used to measure perceptions of leadership competencies and to rate school culture. Analysis of data using Pearson's Correlation indicated a relationship exist between perceived leadership competencies and school culture. Analysis of data using regression methods indicated that the perception of leadership competencies and school culture ratings were not influenced by gender, age of the participant nor years of experience.

## Acknowledgments

I have enjoyed the support and encouragement of many individuals in this endeavor. I would like to acknowledge the support of my husband Greg, my children Will, Graves and Harris, and my parents Larry and Carolyn. To Dr. Maria Witte, Dr. James Witte, Dr. Leslie Cordie and Dr. Chih-Hsuan Wang I express my deepest appreciation for your patience, guidance and leadership in this venture. Without each of you this goal would have impossible.

Dr. James Witte, my committee chair, has provided invaluable encouragement in this project. Thank you for your support and your guidance in helping me to complete this goal. Dr. Maria Witte has been a steady and solid leader who has provided many hours in guiding me through this process, answering questions and providing feedback. Dr. Cordie, you have provided me encouragement that is immeasurable. You provide a style that allows me, as an individual, to see many points of view. Dr. Chih-Hsuan Wang, your depth of knowledge and expertise is without a doubt beyond measure. Thank you to Dr. Margaret Shippen for your willingness to serve as the university reader.

A special thank you to both the Houston County School System and the Enterprise City School System for allowing me access to recruit individuals for this research.

Thank you to the colleagues and friends who continually provided support and encouragement through this process.

## Table of Contents

Abstract.....	ii
Acknowledgments.....	iii
List of Tables .....	ix
List of Figures .....	x
List of Abbreviations .....	xi
Chapter 1: Introduction.....	1
Background.....	1
Conceptual Framework.....	3
Positive School Culture.....	4
Statement of the Problem.....	5
Purpose of the Study.....	6
Research Questions .....	6
Limitations .....	6
Delimitations.....	7
Assumptions.....	7
Definition of Terms.....	9
Significance of the Study .....	9
Chapter 2: Review of Literature .....	11
Introduction.....	11

Culture.....	12
Defining Culture .....	13
Elements of Culture .....	13
Teachers in a School Culture .....	15
School Culture .....	16
Affiliative Collegiality .....	20
Professional Exchange of Ideas .....	20
Informal Exchange of Ideas .....	21
Classroom Culture .....	22
Professional Development Collaboration .....	22
School Culture Implications on Academics.....	24
School as a Cultural Organization .....	25
Organization Defined.....	25
Self-Determination/Efficacy.....	25
Leadership.....	27
Leadership in Schools.....	31
Principal Defined .....	33
Principal as a Leader.....	34
Leadership Competencies of the Principal .....	36
Cultivate a Shared Belonging .....	37
Support Social Relationships .....	38
Collaboration.....	39
Focus of Vision.....	42

Enhance Trust .....	43
Offer/Accept Feedback .....	44
Teachers' Perceptions of Principal Leadership.....	45
Teacher Satisfaction as Related to School Culture .....	47
Positive Culture.....	48
Negative Culture .....	48
Efficiency .....	49
Feedback .....	49
Connection of Leadership and Culture .....	50
Teacher Retention and Positive School Culture .....	50
School Performance .....	52
Vision.....	52
Accountability.....	52
Interpersonal Skills .....	53
Conclusion .....	54
Summary of Review and Implications.....	56
Chapter 3: Methodology .....	58
Introduction.....	58
Purpose of the Study .....	58
Research Questions .....	59
Research Methodology .....	59
Measurement Tool I: The Competency Approach.....	60
Measurement Tool II: The School Culture Triage Survey .....	60

Participants.....	61
Context.....	62
Instrumentation .....	63
Reliability.....	65
Validity .....	65
Data Collection Procedure .....	67
Data Analysis .....	67
Summary.....	68
Chapter 4: Results.....	70
Introduction.....	70
Demographics .....	71
Chapter 5: Summary, Recommendations for Future Research, and Conclusions .....	92
Research Questions.....	92
Results.....	93
Leadership Competency Importance .....	94
Leadership Competence and Presence.....	95
School Culture Ratings .....	96
Perceptions of Principal Competencies .....	97
Limitations of the Study.....	97
Implications for the Field.....	98
Suggestion for Future Research .....	100
References.....	102

Appendix A Competency Approach Survey .....	130
Appendix B School Leader’s Tool .....	133
Appendix C Permission to Use Competency Approach Survey.....	136
Appendix D Permission to School Culture Triage Survey .....	138
Appendix E Approval Letters to Conduct Study .....	140
Appendix F Information Letter .....	143
Appendix G Initial E-mail to Recruit Teacher Participants.....	145
Appendix H Follow-up Email to Recruit Teacher Participants .....	147
Appendix I Auburn University Institutional Review Board Approval.....	149



## List of Tables

Table 1	Relationship of Research Questions and Measurement Tools .....	56
Table 2	Wagner (2006) Behaviors and References .....	65
Table 3	Frequency Counts .....	69
Table 4	Descriptive Statistics for Leadership Importance Ratings (Sorted by Highest Mean) .....	73
Table 5	Prediction of Competency Importance Controlling for Demographic Factors for Teachers .....	74
Table 6	Prediction of Competency Importance Controlling for Demographic Factors for Principals.....	76
Table 7	Descriptive Statistics for the Leadership Competence Ratings (Sorted by Highest Mean) .....	78
Table 8	Prediction of Competencies Observed Controlling for Demographic Factors for Teachers .....	80
Table 9	Prediction of Competencies Observed Controlling for Demographic Factors for Principals.....	81
Table 10	Descriptive Statistics for the School Triage Culture Ratings (Sorted by Highest Mean) .....	82
Table 11	Prediction of Culture Rated by Teachers Controlling for Demographics .....	84
Table 12	Prediction of Culture Rated by Principals Controlling for Demographics .....	85
Table 13	Psychometric Characteristics for Summated Scale Scores .....	86
Table 14	Pearson Correlations for Selected Variables with the Leadership Competency and School Culture Scales.....	87

## List of Figures

Figure 1 Teacher Years of Experience.....	70
Figure 2 Principal Years of Experience .....	70
Figure 3 Respondent Population.....	71
Figure 4 Teacher vs Principal Participants .....	71
Figure 5 Teacher and Principal Response Competence Approach Importance.....	74
Figure 6 Teacher and Principal Response Competency Observed .....	79

## List of Abbreviations

DLC	Library of Congress
FSU	Florida State University
GU	University of Georgia
HU	University of Hawaii
ISU	Idaho State University
TxU	University of Texas at Austin
UU	University of Utah
WSU	Washington State University

## CHAPTER 1: INTRODUCTION

### **Background**

The purpose of the study is to examine the relationship between perceived competencies of a school principal and school culture. A school principal's leadership has a significant impact on the school organization (Boyd, et al., 2011). The competencies that a school leader exhibits and shows evidence of are fundamental to the understanding of a school organization (Louis, Dretzke, & Wahlstrom, 2010). Principal leadership, school culture and teacher's perceptions are essential to understand the workings of a school site.

The school principal must overcome challenges in order for them to be successful. The principal's leadership can have a profound impact on the school establishment (Boyd et al., 2011). The principal does not have direct impact on student performance but the principal does have an impact on the culture of the school. Organizational culture has been a part of research since the 1970s according to van der Westuizen et al. (2005). Peterson and Deal (1998) stated, "Although hard to define and difficult to put a finger on, culture is extremely powerful. School culture impacts all aspects of the school" (pp. 28).

As early as 1957, when the Soviet Union launched *Sputnik*, education in the United States became a focus in education due to competition (Zhao, 2009). This action resulted in the federal government passing "The National Defense Education Act" in 1958 (Hunt, 2016). In the decades following, several pieces of legislation have been enacted; one of the most impactful in recent years being the "No Child Left Behind Act." This Act, enacted in 2002, outlined

prescriptive requirements for student progress (U. S. Department of Education, 2015). The most recent Act passed by the federal government is the “Every Student Succeeds Act”. This Act will be fully enacted in the year 2017–2018. This Act is an accountability act, similar to “No Child Left Behind”, but rolls back the federal footprint and allows states to determine goals regarding proficiency, testing and graduation rates (Klein, 2016).

As legislation pertaining to education progressed, “No Child Left Behind” (NCLB) was passed in 2002. This piece of legislation significantly changed the landscape of education. NCLB required students in grades 3–8 to take annual standardized tests in the areas of math and reading and one time during grades 9–12 (U.S. Department of Education, 2002). This accountability model established that all students reach a “proficient” level in math and reading before the year 2014 (Peterson & Ackerman, 2015).

The latest reform to improve education is the adoption of the Common Core standards (Gewertz, 2015). These standards create a common set of abilities and skills that a student must be taught in each state (Layton, 2013). The Common Core Standards are a response to a global economy. The standards are to ensure that students are able to compete in an economy and society that is ever changing (Conley, n.d.).

The role of the principal, with the legislative demands, is vital for academic improvement (DuFour & Mattos, 2013). Creating a collaborative culture and collective responsibility in a school is powerful for improving teaching and student learning (DuFour & Mattos, 2013). Effective school leadership is often judged by the community, which includes parents, business leaders and community groups, by academic achievement (van der Westuizen et al., 2005). Furthermore, according to van der Westuizen (2005), parents, if given a choice, will send their children to a school that performs well academically.

School culture consists of a number of factors that indirectly impact students' achievement according to Peterson and Deal (1998). Although there are a variety of definitions that exist for school culture, van der Westuizen (2015) defines organizational culture as, "the intangible foundation that encompasses common values, assumptions, norms and convictions, which serve as guidelines for the behavior of individuals in the organization" [p. 92].

In light of reforms and new initiatives to improve education, many individuals and groups continue to develop models to improve the educational system. Research suggests that a positive school culture improves academic performance. According to Peterson and Deal (1998), it is the school leaders that help to identify and maintain a strong, positive, student-focused culture. Without the aforementioned, Peterson and Deal (1998), argue that reforms and change can result in low teacher and student morale, as well as commitment, which can lead to a negative impact on student learning. Johnson (2014) indicated that concern for others and a focus on student success is the best way for principals to improve a school. Although principals are familiar with literature concerning effective schools, most principals do not have a model to achieve greater success.

According to the literature reviewed regarding the influence of school leadership on school culture, there is a link between principal leadership and school culture in the school setting. Theorists, including Schein, Deal and Peterson, and Wagner, have provided a basis to understand the purpose of this study. Schein (1996) is one theorist that has contributed to the understanding of culture as it relates to the influence on an organization. A leader is the person who manages and creates changes in a culture (Schein, 2004).

Deal and Peterson (2002) have specifically focused on leadership and practices that impact school culture. The work of Deal and Peterson concentrates on school culture and how

principals can improve school culture and reinforce support of the individuals who are a part of the culture. The shared norms, values and meaningful traditions in school foster improved performance (Deal & Peterson, 2002). Schools that prosper and thrive do so in large part to a strong, passionate culture that is reinforced by the principal of the school who grows and nourishes a positive school culture (Deal & Peterson, 2002).

Christopher Wagner (2007) indicates that school culture is an important and often overlooked component of school success. Wagner (2007) has developed a tool for assessing and improving school culture. His survey tools and information are helpful in developing a deeper understanding of school culture at a specific school site. Wagner's survey, The School Culture Triage Survey (Wagner, 2007), measures specific components of school culture and identifies the health or toxicity of a school culture within the school.

Although there are various definitions of culture, culture incorporates the values and beliefs within an organization (Schein, 2004). According to Schein, as subsequently stated, a skilled leader can create positive change within an organization (Schein, 2004).

Principal leadership influences the culture of a school. Through leadership, a principal can influence positive school culture (Habbegger, 2008). High performing principals share common traits in promoting a positive school culture (Suber, 2011). Creating and nurturing relationships with faculty, staff and students in addition to sharing responsibility fosters a sense of teamwork in the school environment (Suber, 2011).

A principal's positive support provides the basis for teachers to develop a connection to school (Petty, Fitchett, & O'Connor, 2012). Principals who led successful schools provided shared accountability, empowerment and collaboration together in support of teachers (Suber, 2011). Principals can provide role modeling, coaching, and guided practice as a form of ongoing

feedback to influence culture (Ross, 2010). Dufour and Mattos (2013) revealed that principals can provide support by observing and giving feedback to faculty. Collaboration and teamwork among members of the staff also work provide further support (Zeigler & Ramage, 2013).

### **Statement of the Problem**

Schools, and the leadership within the schools, are expected to cultivate a culture that promotes success. The specific competencies that are needed to be an effective leader who can promote a culture of success may not be taught in school leadership programs. The competencies needed for success are learned and developed by the leader as they become more effective. As schools are under increasing pressure to perform, it is valuable to study and better understand the competencies needed by school leaders to positively influence school culture. The problem is to further analyze current literature and add to the existing research about school culture and leadership competency influence. A review of international studies by Day and Sammons (2013) revealed that schools that are improving have a leadership that can synergize relevant variables that promote positive school culture. Additionally, a study by Wagner (2006) in which the primary focus was the leader at the school site revealed that a healthy school organization consisted of support from leaders at both the school and district levels. School leadership, specifically the leader's abilities and skills, can foster a positive school culture. Further research is needed to better understand the practices of educational leadership on school culture.

### **Purpose of the Study**

The purpose of this study was to examine the relationship of the influence of leadership and leadership competencies on the culture of the school organization. The leadership focus was used to determine the specific leadership competencies that affected school culture. School



culture exists throughout a school site and therefore is affected by the leadership. Leadership and its impact can be present in many areas of a school such as teachers, office staff, teacher's aides and other groups in the school; however, the purpose of this study was to focus on the principal leadership.

The method of analysis is quantitative, using survey data to determine if any relationships exist between the following: 1) leadership competencies and school culture, 2) teacher's perceptions and school culture, and 3) school culture and principal competencies perceived by teachers on four demographic values.

### **Research Questions**

The following research questions were used in this study:

1. What are principal's assessment of leadership competencies?
2. What are teacher's assessment of leadership competencies?
3. What is the culture of the school according to principals?
4. What is the culture of the school according to teachers?
5. What is the relationship between leadership competencies and school culture?

### **Limitations**

The study has specific limitations. The study participants were located in the southeast region of Alabama. The study included participants from six high schools in the area. The limitation is related to the proximity of the study and the participants. The study focused only on the perceptions of teachers and principals. This excluded the values and beliefs of other staff members and stakeholders associated with the school. The small number of principals in the six schools limited the perception rating to a small number of participants.

The data collection from participants was performed in a 9–12 week time frame. The potential for more data collection could be presented had participants been given a longer time frame. The data may not be representative of the entire population since some possible participants choose not to complete the surveys. Also, participant's responses are restricted to their experience at the current school site.

### **Delimitation**

The delimitations of this study are interpreted by the findings. The findings are not true for all people because they are limited to teachers and principals that chose to respond and complete the surveys. The findings are not true for all people at all times because they focus on a particular area of Southeast Alabama.

### **Assumptions**

There is an assumption that a relationship exists among principal leadership competencies and school culture. It is assumed that a leader has an impact on organizational culture. The responses on surveys from both teachers and principals are assumed to be honest and authentic. The assumptions of this study are those that attempt to explain perceptions about school culture.

### **Significance of the Study**

A study of principal leadership and school culture is important for a number of reasons. First, an understanding of values and beliefs of a school organization can assuredly help a school to depict the beliefs and assumptions that are valuable to the school organization. Furthermore, research has been conducted to study the competencies of a leader needed in school sites which are generalized to school sites(Orphanos & Orr, 2014). Lastly, this study might provide data to school systems concerning principal leadership competencies that are needed to inspire a positive

school culture. This study was focused in a rural Alabama school system in three secondary school settings. This study can provide further research and results that can help to establish the principal leadership competencies that are most influential on a school site organization and the culture that exists.

In an address in February, 2010, Arne Duncan, the United States Secretary of Education, emphasized the importance of principal leadership. Duncan indicated that the job of the school principal has changed over the years from being a building supervisor to that of an instructional leader and the training for today's principal has been subpar with a lack of funding for rigorous research and relevant research (U.S. Department of Education, 2010). Furthermore, Duncan committed to increasing the funding for principal training fivefold. During the address Duncan called for transformational change in leadership preparation programs (U.S. Department of Education, 2010).

Additionally, Arne Duncan launched a Principal Ambassador Program (PAP) in 2013. This program was developed due to the recognition of the important role that principals play in a school's success. The principal plays a vital role in every aspect of a school including instruction, school environment and staff performance. The objective of the Principal Ambassador Program is to connect principals' skills and expertise to policy makers in an effort to best execute policies and involve the community in school outcomes (U.S. Department of Education, 2013).

In November of 2014 Arne Duncan, along with 50 U. S Department of Education staffers, spent a week with principals in various schools. This was part of "Principal Shadowing Week." The purpose of this was to learn from the principals, see the hurdles faced, and to encourage educators to aspire to become principals (U.S. Department of Education, 2014).

During these school visits, Rachel Skerritt, who Arne Duncan spent a day with, voiced that the visit in her school confirmed, “that leadership matters greatly at a school.”

A review of data by Ikemoto, Taliaferro and Fenton (2014) reveals that principal leadership has a greater impact on student achievement in a school than that of teachers. This data assuredly points to the importance and significance of understanding the value of perceived effective principal leadership.

### **Definition of Terms**

**Collegiality:** Teacher’s involvement with peers on any level (Jarabkowski, 2002).

**Competencies:** The specific capabilities or abilities a person possess (Gulcan, 2012)

**Culture:** The personality of a group of people that presents itself in an organization in its values, beliefs, and assumptions, is its culture (Schein, 2004).

**Disposition:** Temperament or disposition that is present in a person or an organization (Wasicsko, 2007).

**Feedback:** Advantageous knowledge or analysis that people may offer to other people to make stronger or improve work efforts (Feedback, n.d.).

**Influence:** Inspiration or impact of a specific idea or concept (Cashman, 20058).

**Leadership:** A skill or skill set that a person embraces that inspires others to act in a particular manner (Cushman, 2008).

**Organization:** A group of people within a certain area that associate together for personal or business motives (Schein, 2004).

**Perceptions:** Opinions or views of specific groups or individuals (Russell, Williams, & Gleason-Gomez, 2010).

**Positive:** A perspective that carries itself in one's disposition or outlook on a particular person or organization (Wasicsko, 2007).

**Principal:** A person in a school organization who holds a position of leadership and must ensure adequate education for all students in a school site while adhering to school district and state policies ("School Principal." 1997, p. 1).

**Retention:** Maintaining or continuing a certain position (Boyd et al., 2011).

**Satisfaction:** A feeling of contentment or happiness in an individual or an organization (Boyd et al., 2011).

**School:** An organization that was enacted to provide educational instruction to students (Definition of a School Content, 2013, p. 1).

**School District:** A governing body that supervises the operations of school sites in a particular region for sufficient education while obeying state and local guidelines.

**Trust:** Depending on some others person's capability or competence (Trust, n.d.).

**Vision:** An idea or plan that is presented to one's self or others (Kelley, Thornton, & Daughetry, 2005; Mitgang, 2012).

## CHAPTER 2: REVIEW OF LITERATURE

### **Introduction**

The objective of the literature review is to examine leadership competencies and the impact they had on teachers' perceptions of school culture. The literature review will include five sections. Culture is the first area that will be reviewed. In order to comprehend the characteristics of culture and importance of culture in a school organization it is vital to study and understand culture. Second, the complex nature of school culture will be explored. The third area examined is that of principal leadership. Specifically, for the purpose of the literature review, the role of principal leadership and the related competencies will be examined. The fourth part of the study will explore the impact the relationship between principal leadership competencies and the effects they have on culture. In this area we will focus on how school culture is influenced by principal leadership. Lastly, the fifth area is the study of teacher's perceptions of principals' leadership and the significance it has on the daily role of the teacher.

The literature review will explore the effects that leadership, particularly principal leadership, has on teachers' perceptions of school culture in the organization. The purpose of this research is to contribute to existing data for an improved understanding regarding the impact that leadership has on the school culture in an organization. The literature review will examine the leadership competencies that play a role in contributing to a positive school culture as perceived by teachers.

## **Purpose of the Study**

The purpose of this study was to examine the relationship of the influence of leadership and leadership competencies on the culture of the school organization. The leadership focus was used to determine the specific leadership competencies that affected school culture. School culture exists throughout a school site and therefore is affected by the leadership. Leadership and its impact can be present in many areas of a school such as teachers, office staff, teacher's aides and other groups in the school; however, the purpose of this study was to focus on the principal leadership.

The method of analysis is quantitative, using survey data to determine if any relationships exist between the following: 1) leadership competencies and school culture, 2) teacher's perceptions and school culture, and 3) school culture and principal competencies perceived by teachers on four demographic values.

## **Research Questions**

The following research questions were used in this study

1. What are principal's assessment of leadership competencies?
2. What are teacher's assessment of leadership competencies?
3. What is the culture of the school according to principals?
4. What is the culture of the school according to teachers?
5. What is the relationship between leadership competencies and school culture?

## **Culture**

### **Defining Culture**

Defining culture in any organization is assuredly a difficult task. The term ‘culture’ has been researched and studied over the years. Many researchers, educators and theorists have made an effort to identify the characteristics that would define what is called culture.

In the book *Organizational Culture and Leadership* written by Schein (2010), the author relays the findings of his study of culture and the impact on an organization. Schein writes,

The culture of a group can now be defined as a pattern of shared basic assumptions that was learned by the group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 18)

The abovementioned definition gives additional insight into the behavior of a group that shares similar assumptions. Culture sets the common practices, patterns, customs and traditions that determine how people act, communicate, behave and solve problems (Ross, 2014). CEO Ian Read of Pfizer argues that culture in an organization influences every aspect of the organization. Culture can transform an organization and be the basis for continued success (Ross, 2014).

### **Elements of Culture**

Common to the culture of any organization is organizational values, organizational beliefs, and organizational norms (Sherman, 1989). In an organization behaviors that are exhibited result from specific beliefs within the organization. These beliefs are shared with new staff of the organization resulting in like behavior (Bolman & Deal, 2008). Schien (2010) reports that certain beliefs and values result from either members bringing beliefs into the organization or as a result of being a part of the organization that has developed over a period of



time. To get to the organizations specific beliefs one must understand the values and beliefs that are cultivated by the members of the organization.

Schien (2010) sets forth the idea that each organization has what he refers to as “genes of the culture” in order to describe and better understand the culture. The comparison to human genes allows an understanding that each organization has specific traits and characteristics that are unique to that organization. On the surface of the organization we can observe the behaviors or processes of the organization. The concept of culture by social scientists, researchers and lay people alike is a foundation on which to describe behavior (Evan, 1975). An organization’s culture gives the individuals in the organization a sense of reality on which to base behavior (Alveson, 1987). The behaviors of the organization are a manifestation of beliefs and basic assumptions of the organization (Schein, 2010).

The culture of an organization consists of beliefs, values and ideas of the organization that provides the norms for the behavior that is expected of the employees (Hogan & Coote, 2013). The beliefs, values and ideas that are communicated by leadership in an organization set the tone for the expected behaviors of individuals in an organization. Assuredly these communicated beliefs, values and ideas are powerful and compelling in setting expectations, resulting in specific behaviors (Mumford, Scott, Gaddis, & Strange, 2002). The beliefs, values and ideas of the organization serve as a guide or norm on which to base decisions and how to approach situations.

The underlying assumptions are the implicit assumptions that are taken for granted in the organization and are unconscious (Schein, 2010). These givens are taken for granted in the organization and are considered “right” and is applied without thought (Wilkins, 1983). The

individuals in an organization are characterized by the assumptions and the behaviors they display as a result of the beliefs and assumptions within the organization (Sackmann, 2002).

### **Teachers in a School Culture**

According to Kent and Deal (2002), the key to a successfully performing school is the atmosphere and heart of the relationships in the organization. This includes an effort to serve all students and a shared sense of responsibility between the individuals who are responsible for the learning. Assuredly an important group of individuals in the school site are the teachers.

Teachers have varied responsibilities in the school site which contribute to students' involvement in the organization and contribute to the school's framework (Harrison & Killion, 2007). Responsibilities of the teacher include providing content knowledge, encouragement, guidance, mentoring, opportunities for learning, and instruction. Teachers are the leaders in the classroom among students. Teachers also provide leadership in areas beyond the classroom. With many varied responsibilities, principal leadership that supports teachers and has clarity is important in the school (Deal & Peterson, 2009).

In order to understand how culture influences the organization it is imperative to study culture for understanding of the relationships of the mixture of characteristics of the organization. Cameron and Quinn (2011) explain the enormous influence that culture has in the output, or productivity, of an organization. A variety of individuals exists in an organization, and as a result come a variety of cultures that appear and develop. The effect impacts the culture's workings and output. Culture explains both the reason that people work and the way in which people work (Hofstede et al., 2010).

The display of values and assumptions by members in the organization characterize the members of the organization (Sackmann, 1992). These characteristics are of importance because

they impact the way that the organization perform and operates (Buchanan, 2012). Each school culture is unique and distinctive. According to Hongboontri and Keawkhong (2014), cultures are created and re-created by the individuals who are considered members. In a school this may include teachers, students, parents, and community members. In a study of elementary school teachers, it was shown that school cultures molded teachers based on the characteristics of the culture (Rosenholtz, 1991). In another finding, the influence of school culture on teachers emphasized the power of school cultures (Kleinsasser, 1993).

### **School Culture**

As previously defined school culture refers to the assumptions, values, and beliefs that are present in a school setting. School culture is a pervasive component of a school (Lindahl, 2006). Deal and Peterson (1998) states that school culture permeates all aspects of a school organization. This includes the way people act, how people dress, what individuals choose to talk about or avoid talking about, if individuals seek out colleagues for help or choose to isolate themselves, how teachers feel about their students and their work, and how students feel about the school.

A school is an institution for students to learn and for teachers to educate the students. School culture involves many factors. According to Muhammad (2009), some of these may include behavioral sciences and a history of services provided. For a school to sustain a positive environment there must be student learning and academic achievement, increased graduation rates, teacher retention, positive student development, and effective risk prevention as well as the promotion of health (Thapa et al., 2013).

The school culture has an impact on many people and on a variety of levels (Zhu, Devos & Li, 2011). School culture is a significant organizational culture that effects the daily lives of children and many adults as well (Zhu, et al., 2011).

Wagner (2000) describes some of the elements of an effective school culture as staff stability, common goals throughout the school, curricular and instructional goals, order and discipline, honest and open communication as well as trust, and the recognition of stakeholders in school celebrations. Gary Phillips, the president of the National School Improvement Project, states that people are more important than projects. The way people treat each other, how they value one another, how they work together, and how they get along in both a professional and personal sense moves us more toward understating school culture (Wagner, 2004).

Dr. Chris Wagner, who is a co-director of the Center for Improving School Culture, along with a group of peer researchers developed a survey to assess school culture and methods to improve the culture after assessment (Wagner, 2006). The assessment tool, School Culture Triage Survey, was first developed in 1996 and has been revised on two occasions, most recently in 2002 (Wagner, 2006).

Wagner's research (2006) is the basis for measuring three components of the school environment. These three components are 1) professional collaboration, 2) collegial and affiliative relationships, and 3) efficacy and self-determination (Wagner 2006). These three elements are foundational and provide the framework for exploring teachers' perceptions of school culture.

The first element of school culture, according to Wagner, is professional collaboration. Professional collaboration refers to the way individuals or groups of people communicate in a school to analyze and improve classroom instruction, solve problems, and increase their

professional skills, through mutual sharing, to improve their practice (education.com 2010). According to McClure (2008), there is a body of evidence that suggest a positive connection between teacher collaboration and student achievement. Assuredly, teachers and school both benefit from collaboration.

Collaboration in the school setting can take place through professional learning communities and/or professional development. Professional development includes time that is set aside for teachers to offer them the opportunity to work together during the school day or after school. These opportunities encourage a sense of community which is important in the school setting (Deal & Peterson, 2009). These interactions among the teachers form rituals and traditions, which are a part of collaboration. The interactions during collaboration can be positive or negative. The reactions to the positive or negative feelings are then incorporated into the school's culture (Beaudoin & Taylor, 2004).

The commitment of teachers to student success is merged into the makeup of properties that affect school culture (Muhammad, 2009). Professional development and professional learning communities provide a platform for teachers to share information and feel supported for the purpose of positively impacting student performance (McClure 2008). Assuredly, these gatherings serve as a catalyst for collaboration. When the collaboration is considered not beneficial by the participants, teachers may spend time negatively voicing problems they have encountered (Deal & Peterson, 2009). Teachers want to feel productive, so professional time utilized for collaboration is most effective when the time is used to share information that helps teachers to achieve the intended agenda. These types of collaborative meetings and trainings have an impact on school culture according to Deal and Peterson (2009).

Professional learning communities are the professional opportunities where like groups in an organization engage in collaboration. These professional development opportunities and professional learning communities can be used to discuss strategies that can be used to ultimately increase performance. One of these strategies may be the discussion of the professional learning community as an approach (Deal & Peterson, 2009). According to Deal and Peterson (2009), professional learning communities work together, as a team, to plan and form a “sense of community.” Collaboration provides an opportunity to stimulate enthusiasm between teachers, break the isolation of the classroom, and provides a cultural fit between the teachers and the organization (Gumuseli & Eryilmaz, 2011).

The second element to explore is collegial and affiliative relationships in the school (Wagner, 2006). This element describes how the individuals in the school communicate, interact and the level of care for one another. If the relationships between the school staff consists of trust, helpfulness, generosity, and cooperativeness then the relationships between students, parents and the community are likely to be the same (Barth, 2006). Barth (2006) argues that the relationships among educators in the school define the relationships in the school’s culture.

The third element to be examined is that of self-determination and efficacy (Wagner, 2006). The idea of self-efficacy was introduced by Bandura who characterized self-efficacy as the extent to which individuals believe they can organize and execute actions that will bring about a particular outcome (Silverman & Davis, 2009). Self-determination includes the need for competence, the need for relatedness, or the desire to interact and connect with others, and autonomy (Deci & Ryan, 2008). Assuredly, having a sense of relatedness in the school organization is important for understanding the school culture and the factors that are important in the culture but also for retention of individuals in the organization.

An individual with a high sense of self-efficacy makes judgments about his or her capacity to achieve a particular level of performance. Teachers with a high degree of self-efficacy feel a sense of personal achievement, have high expectations for students, feel a responsibility for student learning, have a positive view about teaching, believe they can impact student learning and have a plan for achieving objectives (Ashton, 1984).

**Affiliative collegiality.** As previously stated, collegial affiliative and collegial relationships describe how school members interact and care for one another. School culture is multifaceted with collegial relationships being one component that impacts school culture. Culture is a complex network in a school, which make it intricate (Zhu et al., 2011). The interactions and relations of the school members that make up the school organization is connected to the school's culture (Buchanan, 2012). Collegiality occurs in a variety of settings in the school site (Deal & Peterson, 2009). The teacher interactions that occur in the lunchroom, through professional development, in the teacher's work area, and through the sharing of instructional practices are influenced by the culture of the school. School culture is complex. The preceding information explains that culture exist in the everyday interactions and influences every element of the school. School culture is visible in many different ways in a school setting. Assuredly, the collegial interactions between school personnel are shaped by the school culture.

**Professional exchange of ideas.** "Schools that value collegiality and collaboration offer a better opportunity for the social and professional exchange of ideas, the enhancement and spread of effective practices and widespread problem solving", according to Deal and Peterson (2009, p. 13). At Monte Vista School in New Mexico, professional collaboration and exchange of ideas is a part of the school focus which has led to a culture of collective trust and high expectations (Kinzer & Taft, 2012). Interactions in the school site are deeply woven into the

being of the organization according to Deal and Peterson (2009). The interactions and exchanges through collaboration may set the stage for groups in the organization to form that affect the culture (Muhammad, 2009). These groups form a strong bond, through relationships, over a period of time that produces a deeply bound connection of the members (Deal & Peterson, 2009). It is important to recognize these groups and to also understand the rootedness as part of understanding the school (Eller & Eller, 2009). These particular groups are formed in variety of ways, and the disposition of the group influences the culture of the school organization. These groups have “rituals” which will connect to the school organization (Deal & Peterson, 2009, p. 93). For a school to thrive and be successful, it must foster a culture that is positive to better the overall performance of the school (Massey, 2013).

**Informal exchange of ideas.** Informal communication is neither functional nor dysfunctional in an organization but does influence the organization (Newstrom, Monczka, & Reif, 1974). In the school setting places that culture can be visible through informal interactions is in the lunchroom or the teacher’s work area (Deal & Peterson, 2009). Teachers in the lunch area openly chat about various things such as educational happenings, staff members, and student behavior with other colleagues. This type of interaction is a type of informal interaction where teachers discuss occurrences in the school setting. These informal interactions reflect the cultural aspects of the school site but may not be easily observed. This interaction is referred to as “The symbolism of storytelling” (Deal & Peterson, 2009). Stories shared or talks about the subject matter in the classroom are ways that members of the organization may be influenced by the opinions and assumptions of other members of the organization. The interactions, both positive and negative, have an impact on the school culture (Muhammad, 2009). These interactions may lead to innovative ideas in the school. School leaders should identify the



impacts of culture within the school, which include teacher and student interactions, which are observable on a daily basis, to measure and support the culture (Deal & Peterson, 2009).

**Classroom culture.** The classroom is a significant place in the school where teachers contribute to the culture of the school (Deal & Peterson, 2009). Teacher planning, methods of content delivery, direct teaching and classroom practices provide the basis for the interaction between student and teacher. The interaction and the manner that teachers connect with students influence the school culture. Various teaching techniques and methods also influence the school culture. The various ways methods that are used in the classroom — visual media, kinesthetic, auditory techniques — are linked to the disposition and personality of the teacher and are connected to the overall school culture (Price, 2012). The methods and unique way that a teacher teaches is related to the teacher's individuality in the school (Olsen, 2008). This individuality is significant because it has a direct impact on school culture as it relates to values and beliefs (Sackmann, 1992). Assuredly teachers are one connection between people and the school that influences school culture.

**Professional development collaboration.** Professional development training is a component of education that allows educators to learn about new standards or innovative practices. These professional trainings and new information influence the culture of the school. Professional development occurs in time frames set aside for teachers, either during a school day or after school, which offer teachers the opportunity to collaborate with one another. These collaborative opportunities are important because they encourage community among the faculty (Deal & Peterson, 2009). These interactions are the starting place of certain traditions and rituals, which are an important part of collaboration. The interactions between faculty members which result from professional development can be considered both positive and negative. The

reactions and responses from the group's members are incorporated into the school's culture (Beaudoin & Taylor, 20014). The commitment of teachers to student success in the school setting is woven into the characteristics that affect the school culture (Muhammad, 2009). Professional development gatherings are meant to offer methods and means of support for the teacher to impact the success of the students. In addition, the professional development venue provides an avenue to foster teacher collaboration. If professional development meetings are not viewed as useful and meaningful, teachers may use the allotted time to negatively vent about problems that they encounter during the week (Deal & Peterson, 2009). Assuredly teachers want to feel productive, so professional development time should be filled with information that parallels with the agenda and is useful for teachers. Regular professional development trainings additionally have an impact on the culture of the school (Deal & Peterson, 2009). Recent findings show that an organization's success largely depends on teamwork and collaboration to learn, to improve and to be innovative (Poulos, Culberston, Piazza, & D'Entremont, 2014).

Professional development meetings can be used for collaboration in like groups within the organization. These groups use the professional development gathering to develop lesson plans and share classroom practices. These professional development group meetings can be used to share strategies, like "professional learning communities" (Deal & Peterson, 2009, p. 65) used in schools for collaboration. The professional learning communities are allotted time to work together as a team to encourage and cultivate a "sense of community" (Deal & Peterson, 2009).

The meetings are just one opportunity to influence school culture. It is essential to understand school culture and the groups that are incorporated into the culture and the also the component of school culture as an organization (Bolman & Deal, 2008). Teachers that engage in

professional collaboration feel included and involved in a “shared meaning” (Deal & Peterson, 2009, p. 69). Assuredly, teachers like to assist in decision making and collaborating.

**School culture implications on academics.** There is research that indicates that school culture may impact the academic success of the school. In a study conducted in 73 middle schools in Canada results showed that perceptions of the **school** environment were significantly associated with **academic success** (Gietz & McIntosh, 2014). Additionally, research in 29 schools in Texas indicated that a school’s culture could have a positive or negative effect on success (Macneil, Prater, & Busch, 2009). Schools with a solid culture that are understood by the leaders, have both better scores and increased teacher satisfaction. These studies indicate the impact that school culture has on student performance in a school site. The importance of school culture and the related factors are represented by the results of the schools’ academic success.

The culture of a school perhaps has the most significant impact on student achievement. The mass of research citing the critical role of school culture in determining school success is overwhelming (Cleveland, et al., 2011). School culture is extremely powerful and important for improving academic success of students (Cleveland, et al., 2011).

According to Certo and Fox (2002) reflections of greatness are evidenced in a school that promotes knowledge through its culture. The cultural environment impacts teachers’ instruction and student learning (Johnson, Kraft, & Papay, 2012). Assuredly, it is good for a school to embrace the culture and for leaders to cultivate an environment that thrives on student academic success. This creates an environment that can be optimistically accepted and positively impact the teaching of students in the school setting. For instruction to continually improve, the heart of such improvement lies within the culture of the school (Fox, 2014).

## **School as a Cultural Organization**

**Organization defined.** Organization is defined as a group of people organized for some end or work (dictionary). In the school setting, school culture or culture explores the inner workings of the organization. Bolman and Deal (2008) explain that organizations have individual values that are unique to each school and these values are what culminate the group into an organization. Assuredly, one way to examine the impact of leadership in a school is to view the school as an organization.

**Self-determination/efficacy.** In defining the school as an organization it is understood that school beliefs and values of the school site members has the important task of instructing students (Saphier, King & D'Auria, 2006). According to Deal and Peterson (2009), organizational cultures as it relates to the school organization, is a concept that identifies what motivates educators and what drives the success of the school. Assuredly, in a globally competitive environment the success of students and their performance is imperative to success as a whole for both individuals and our nation. The school organization is one that should encourage individuals to excel.

The school organization is in the business of educating students (Deal & Peterson, 2009). Self-efficacy is the self-perception of one's ability to competently complete a task or perform a function (Clark, Clark & Brey, 2014). This perceived self-efficacy correlates to an individual's belief that they can perform a behavior with a desired outcome which in turn leads to self-determination (Clark, Clark & Brey, 2014). In a school organization self-efficacy is the belief a teacher has in his/her abilities to bring about student engagement and learning even among those students who may have difficulty or are unmotivated. Teacher efficacy is considered to be a key of both teacher professional behavior and student learning (Clark, Clark, & Brey, 2014).

In a school setting every individual in the school has the role of helping students attain knowledge needed to succeed (Purinton, 2013). Effective organizations have members who desire to do their best work and are knowledge driven and desire to be there (Kaplan, 2011). According to Shaugnessy (2004), teachers who exhibit high self-efficacy are more likely to have students who achieve and as a result more likely to remain in the teaching profession.

Each member of the school organization has an obligation to participate in the role to success. Assuredly, the member's contributions will be paramount when the members' perceptions of the organization are positive. When faced with obstacles, individuals with high self-efficacy are more likely to persist in problem solving (Demir, 2008). Self-efficacy is connected to the collective efficacy of the school (Demir, 2008). Collective efficacy in a school culture refers to working relationships which are voluntary and evolutionary leading to a collaborative relationship among teachers that is likely to enhance capacity beliefs for accomplishing shared goals (Yu, Leithwood & Jantzi, 2002). School members must respect each other and value each other's position and input as an appreciation of others (Deal & Peterson, 2009).

If teachers believe they are able to impact student learning in a positive manner, teachers set higher expectations, exert greater effort, and are more resilient when things are difficult (Tschannen-Moran & Hoy, 1998). Self-efficacy can be enhanced through evaluation and feedback from peers and colleagues as well as self-reflection. Engaging in these activities can be promoted by leadership (Runhaar, 2010).

According to Daly and Chrispeels (2005), each member of the school organization is to be a part of a process by which everyone performs a job that complements the success of students. In this type of organization, leaders contribute efforts to motivate the potential of the

members of the school organization. The potential of a school organization can be enhanced when leaders contribute to the school culture with positive actions and efforts. The school as a culture should agree about the goals and decisions of the school, as a sense of cohesion (Wagner, 2006).

### **Leadership**

The study of leadership is essential when examining organizational culture. According to Bolman and Deal (2008), leadership is not providing visions nor giving things but rather it is offering oneself and one's spirit. Cashman (2008) describes leadership as trustworthy power, through core values, talents and purpose, which motivates worth in other individuals. Schien (2004) asserts that leaders have beliefs that are part of the leader's individual cultural background. Senge (2006) maintains that leadership includes five dimensions that include thinking, personal mastery, mental models, team learning and shared vision. When a leader becomes part of the organization the leader is the catalyst for these dimensions. Growth in these dimensions allow for individuals to continually expand their capacity to create results they desire, promote an environment where new and expansive patterns of thinking are nurtured, and create an environment where people learn to see the whole reality together. When a leader is genuine in his/her influence, the organization will benefit from the environment, which is why it is important to study leadership and the influence of leadership within an organization (Llopis, 2013). When employees strongly identify with the leader or supervisor in the organization this identification results in a positive emotional connection to the organization and has a positive effect on the perceived organizational support (Stinglhamber, Marique, Caesens, Hanin, & DeZanet, 2015). It is important for a leader to appreciate the role he or she possesses and the influence the he or she has in an organization. The essentials of leadership include a central

compass, clarity in communication, value and support everyone they lead, know when to get out of the way, are accessible, and understand character and integrity. Furthermore, the qualities of a leader in an organization are based on these principles that a leader possesses, and it is important that the leader is aware of his or her principles (Eich, 2012).

Self-assurance, self-management, and effective communication that includes empathy and relationship skills are social competencies of strong leadership that involves emotional intelligence (Goleman, 2014). Taking time to forge human connections gives a leader leverage that he or she would otherwise not have (Goleman, 2006). The person-to-person climate created by positive interactions allows principals to be more effective. Sociologists have recorded that emotions ripple outwards with the strongest intensity of emotion coming from the strongest person (Goleman, 2006). This strong figure can be the classroom teacher in the classroom, or the principal in a staff meeting. The influences of a leader within an organization are based on the beliefs, values and principles the leaders possesses, so it is important that the leader is mindful of his or her beliefs, value and principles.

The values that impact the school organization are the leaders' viewpoints, viewpoints that are expressed in ways that are encouraging (Collins, 2001). These encouraging behaviors and ways can occur through interactions the leader engages in within the organization (Cashman, 2008). The similarity of values between the leader and the subordinates impacts the quality of exchange between the individuals. The more similar the values of the individuals, the higher quality the exchanges can be (Ashkanasy & O'Connor, 1997). The outlook and values of the leader will define the role that the leader displays in the organization (Senge, 2006). The leader's alignment will have a great impact on the culture that he/she creates (Kihlmann, 2010).

A leader practices many roles in the leadership of an organization (Kaplan, 2011). Each of these roles is just as important and influences the culture of the organization. Goleman, Boyatzis and McKee (2013) state that the leader in an organization powers the inner working of the organization and that great leadership works through emotions. Assuredly, the leader is responsible for ensuring the success of the organization through his or her influence. The leader must be responsible for being integrated in the culture of the organization to provide influence and encourage the members of the organization to meet the needs of the organization (Kuhlmann, 2010). The magnitude of the impact of culture in an organization is important to grasp when seeking to understand the influence of culture (Karakose, 2008).

The leader is only one person of influence in an organization; other leaders are present who lead departments, divisions, and various disciplines that participate in the success of the organization. Every organization has a titled leader but other leaders in the organization play a role in the organization's culture and influence (Covey, 2008). Other individuals who work as leaders in different areas of the organization influence others by means of providing support to other members which further clarifies that influence of many in the organization. When there is a larger leader that impacts other leaders in an organization, then the business will show significant accomplishments as well (Maxwell, 2013). Leaders in an organization motivate others and also serve as a mentor who can serve as a guide in showing others how to act (Kouzes & Posner, 2007). The influence of a leader combined with the importance of the leader position affects the organization.

In a leader, it is important to understand that their leadership style encompasses many parts of their individual characteristics. One significant and positive characteristic of a leader is to be mindful. Awareness, or mindfulness, can be explained as the part of being that allows a



leader to expand conscious experience, and enable a leader to filter and make distinctions that impact decision making and reasoning. This may include awareness of bias, personal prejudices, assumptions, and preconceptions (Block, 2014). When a leader is conscious and aware, the leader understands that his or her actions impact others. This is efficacious to the organization as a whole and to the culture. (Cashman, 2008). It is important for a leader to know that impact that one has on others (Kuhlmann, 2010). Most assuredly, what a leader does and says impacts others in the organization. Ruiz (2001) clearly emphasizes in his book *The Four Agreements*, the importance of speaking impeccably when speaking. This includes saying only the things that one means, speaking with integrity, avoiding gossip or negative talk, and of utmost importance using the spoken word in the direction of love and truth (Ruiz, 2010). Words have a considerable impression and outcome on relationships built with others. It is critical for a leader to have this awareness and understanding (Maxwell, 2013). A leader's behavior is representative of the organization so he or she must practice impeccable words in an effort to maintain the truthfulness of his or her leadership in the organization. Certainly, this is a simple yet powerful task that should provoke thoughtful choices in the leader when considering his or her impact on others.

In addition to thoughtful leadership, a leader should inspire others to achieve excellence (Eich, 2012). Organizations have the power to achieve brilliant things with the inspiration of a strong leader (Deal & Peterson, 2009). Leaders who do not inspire others cheat the organization of the brilliance that could be otherwise achieved (Wagner, 2009). Baldoni (2012) states that people want to believe in and be a part of a greater cause than themselves. People want to feel that they have significance and worth in their lives; they want to feel included and intimately connected (Heathfield, 2015). Leaders have the responsibility to ensure that the individuals are

inspired and the organization is performing at its best (Kouzes & Posner, 2007). Understanding and appreciating the positive implications of modeling, speaking and inspiring are all important aspects of a positive leader, including leaders at a school.

### **Leadership in Schools**

School leadership is considered crucial to the success of a school and to educational change (Hauge, Norenes, & Vedoy, 2014). Leadership has an immense impact on the success of a school. In his book *The Leader in Me*, Covey (2008) explains the positive impact that developing leadership had on a particular school in Raleigh, North Carolina. He states that ageless life principles have a profound impact on every aspect of life, particularly in leadership. Leaders are present in every aspect of a school's functioning and operation. This functioning and performance influences the results of an organization (Goulet, Jefferson & Szwed, 2012). Leadership can be present in various individuals in the schools setting. This may include the principal, teachers, school support staff and students (Covey, 2008). The principal is considered the leader of a school and is charged with implementing the values, standards and ideals to ensure student achievement (ten Bruggencate, Zluyten, Scheerens, & Slegers, 2012). The school leader has a strong influence on the development of cooperation, innovation and professionalism (ten Bruggencate et al., 2012). Just as principals are the leader in the school, the teacher is considered the leader in the classroom. Teacher leadership is an important part of student success. Teachers being included in decisions that impact students empower teachers to make positive contributions in the classroom (Cosenza, 2015). Developing leaders in various members of the school comes from including individuals in decisions through collaboration and dialogue in order to create effectiveness in the school (Patton, 2015). School secretaries and school staff are important players in managing and contributing to various aspects of the school

organization. It is important to understand that leadership exists in a variety of ways and includes the entire school organization

Leadership is more significant than just a title or label. Leadership can be used as tool to influence others as well as a means of providing collaboration among staff which results in having the power to develop the organization and affect the culture of the organization in a positive manner (Turan, 2013). In the school organization, leadership promotes an environment of shared sense of what is important, a shared commitment and a shared philosophy of caring (Peterson & Deal, 1998). When the school accepts the leader the culture is more positive (Deal & Peterson, 2009). It is vital that a leader understand the meaning that is created in the school with students and the relevance to culture (Branch, Hammons, & Rivkin, 2013). Strong leadership in a school is supportive and encourages high quality, innovative teaching and learning, which leads to enthusiasm and success (Engels et al., 2008).

Leadership impacts every individual that is associated with a school, including teachers, students, parents, staff members and community members. Leadership makes a difference in creating academic optimism and that optimism impacts academic success (McGuigan & Hoy, 2006). Leaders create academic optimism by developing the belief within the school that academic achievement is important, that faculty members have the ability to help students achieve, and establishing a sense of trust with parents and students (McGuigan & Hoy, 2006). When students arrive at school, parents must know that children are learning and growing while at the school (Deal & Peterson, 2009). The school is a community and every person has an impact on the students in the learning environment (McGuigan & Hoy, 2006).

Within the school vision, dreams and meaning connect each person to the organization. These connections between the individuals associated with the school tie in to the culture of the

school (Deal & Peterson, 2009). Culture is a vital component of school success. As a result a leader must recognize and comprehend the influence he or she have to impact the culture of a school (Louis & Wahlstrom, 2011). An effective leader promotes change and teacher leadership in order to create the best learning environment for students (Louis & Wahlstrom, 2011).

**Principal defined.** A general definition of a school principal is the person who engages in the process of influencing a group of individuals to achieve common goals in a school. (Northhouse, 2012). A principal has the task of ensuring school success through leading and guiding on many levels (Deal & Peterson, 2009). In recent years the need for better leaders in schools has sparked research regarding leadership in successful schools (Hall, Rutherford, Hord & Huling, 1984). In an era of school accountability a school principal is required to be an educational leader. This means that a principal must influence teachers and students for the purpose of creating a culture that produces academic success (Okutan, 2014). Principal effectiveness as an instructional leader requires a focus on improving instruction, improving the learning climate, and an impetus for student achievement (Backor & Gordon, 2015).

A principal is responsible for ensuring that a school is operating within the policies of the school district. The school principal serves as the educational leader who is responsible for managing the policies, and regulations to ensure that all students are provided a safe environment in which students can achieve academic excellence (Principal Job Description, n.d.). This description is a general definition which does not encompass children as individuals nor the individuals who influence the culture of the school. Five key components of a quality principal include a focus on academic success for all students, creating a climate that is hospitable to education, developing leadership in others, improving instruction and managing people, data and processes (Wallace Foundation, 2012). A superior principal creates positive outcomes for the

school (Certo & Fox, 2002). In addition, a principal is tasked with the responsibility of caring for each member of the school (Roekel, 2008). The promotion of a positive school culture in a school is the charge of a principal who is an extraordinary school principal (Holloman, Rouse & Farrington, 2007).

Ensuring teacher morale is an essential role of a school principal. Research indicates that teacher morale can have either a positive or negative impact on school culture. A successful principal can provide the energy and vision for shifts in teacher morale (Meyer, Macmillan & Northfield, 2009). There is a relationship between effective principals and teacher morale (Hunter-Boykin, Evans, & Evans, 1995). Surely, a school principal is the leader who is to make certain that morale among employees is such that school culture is shaped and changed in a manner that produces success.

**Principal as a leader.** The term ‘principal’ is used to describe and define the person who is in charge of managing the operation of a school; however, a principal is the leader of a school (Fullan, 2002). Certainly, the most important role of a principal is to be the leader of the school. Fullan (2010) states that the key to quality is founded in the power of leadership. Oftentimes the role of the principal is managerial in nature. Schools need a principal to support achievement and promote success within the school. Being a leader of learning is a role the principal must take responsibility for, identify with and understand (Purinton, 2013). Lambert (2006) states that to influence and impact improvement in a school, a principal must understand the role of the school leader.

Inspiring others is one of the important leadership roles of a school principal. Principal practices, including leadership styles, support and encouragement are influential in the school setting (Orphanos & Orr, 2014). This influence extends beyond the school faculty and staff and

onto the school grounds (Bayler, 2012). Aligning the objectives of the organization within the school is the responsibility of the principal (Branch, et al., 2013). This influence has been shown to have a positive impact on student outcomes (Orphanos & Orr, 2014). Positive leadership influence through good communication, shared decision making, respect, care and trust are common variables that lead to valuable outcomes (Anderson, 1982). With knowledge of this impact, it is necessary for principals to lead a school with positive processes, actions and practices (Boyd et al., 2010).

Assuredly positive leadership has an immense influence on the school organization. Leadership is an important factor affecting organizational innovation, when leaders provide motivation and inspiration (Hsiao & Chang, 2011). Supportive leadership is positively associated with an organization (Hsiao & Chang, 2011). This support and positive influence provides energy, direction and increased cohesion for the organization, which results in a positive atmosphere (Hsiao & Chang, 2011). It is the responsibility of the school principal to establish and develop the quality of the school (Holloman et al., 2007; Mitgang 2012). The influence of a school leader extends to all areas of the school (Supovitz, Sirinides, & May, 2010).

Leaders modeling positive oriented leadership have a desirable influence on the performance and attitudes of those within the leadership influence (Avey, Richmond & Nixon, 2012). A positive state or positivity is an important component for an improved educational organization (Maxwell, 2013). The role of good school principal includes creating positivity through collaboration, interactions, communication, shared responsibility and encouragement by the leader (Tubin & Pinyan-Weiss, 2015). When principals model their actions, individuals in the organization may change their performance based on this modeling (Lambert, 2006). A principal, as the leader of a school, must exhibit the behaviors they want to observe and establish

in the faculty and staff of the school (Kouzes & Posner, 2007). A leader must recognize the influence and impression they have on others on a daily basis within the school organization (Gulcan, 2012; Kaplan, 2011).

The leader of an organization will imitate behaviors that will reflect personal values that are important (Schien, 2004). A leader is a person who can motivate, influence, guide others and give good examples (Gulcan, 2012). Leadership behaviors and practices are strongly associated with increased teacher commitment, engagement, and effectiveness (Orphanos & Orr, 2014). Leadership influence has a strong and direct impact on teacher satisfaction (Orphanos & Orr, 2014). A competent leader, in the role of a school principal, which possesses specific characteristics of leadership, can benefit the culture of the school organization (Gulcan, 2012).

### **Leadership Competencies of Principal**

The leadership competencies that a school principal demonstrates can have a positive impact on the culture of a school (Devita, Colvin, Darling-Hammond & Haycock, 2007). Meaningful change in an organization's culture occurs when effective leadership involves the members of the organization in planning and implementing desired changes (Leech & Fulton, 2008). The competencies of a leader include the traits or characteristics the individual exhibits in interactions that differentiate outcome performance (Steiner & Hassel, 2011). Some believe that leadership competencies can be taught while others believe that these traits are innate behaviors (Doh, 2003). Leadership competencies that are research driven and practice proven include fostering effective relationships, visionary leadership, leading a learning community, providing instructional leadership, developing and facilitating leadership, managing school resources, and understanding and responding to societal context (Mombourquette, 2013). Other, more specific competencies considered in research include fostering a shared vision, cultivating a shared

belonging, developing trust, a positive disposition and advancing the offering and accepting of feedback. These competencies provide a framework for examining teacher's perceptions of leadership competencies and the impact on school culture.

**Cultivate a shared belonging.** The traditional role of the principal and teacher has evolved over recent years. The changes includes a focus on improved organizational teamwork in which all members assume roles in decision making in an effort to improve the school (Leech & Fulton, 2008). Belonging means to be a valued member of the school organization while maintaining individuality (Quay & Quaglia, 2005). This belonging creates a sense of support and connectedness that increases intrinsic motivation through fostering self-confidence and community investment (Quay & Quaglia, 2005). Belonging can be enhanced by encouraging faculty and staff to be accepting of one another, displaying value and respect of individuals, and providing opportunities for staff to feel connected (Quay & Quaglia, 2005). According to Kouzes and Posner (2012), a feeling of belonging can have a positive and significant impact on work commitment and attitudes. Examples of this can be observed in a sense of loyalty to the organization, stronger feelings of personal effectiveness, reduced levels of job stress, a sense of teamwork and facilitate a consensus of organizational goals (Kouzes & Posner, 2012).

Teachers want to be involved and be connected to the school (Margolis, 2008). A stronger association to the principal occurs when teachers participate in the leadership roles (Margolis, 2008). When teachers are allowed to help in the school and decision making, this provides opportunity for the teacher to connect to the culture of the school (Lattimer, 2007). Some faculty want to be given the potential to have an input in making decisions of the school, especially those decisions that affect them (Hahs-Vaughn & Scherff, 2008). Teacher participation in decision making is based on the assumption that if decisions are made closer to



the user or consumer, better decisions will be made and great satisfaction and commitment will exist (Keung, 2008). In a study by Keung (2008) the results indicate that a teacher's perception of shared decision making impacts teacher commitment, job satisfaction and feelings of involvement. When teachers are allowed to contribute to the choices made in the school this increase teacher retention (Hahs-Vaughn & Scherff, 2008). Low attrition rates can be a sign that teachers are happy and have a sense of belonging. In a study by Lloyd (2012) it was found through a personal interview that a teacher who was leaving the profession was doing so because she did not feel connected or did not feel that she belonged (Lloyd, 2012). Without a doubt when members of the school organization are connected, receive encouragement from the principal, and feel a sense of belonging, this promotes a positive school culture. This human relationship in "inspired schools" are the heart of the educational accomplishments (Michael & Young, 2005). Findings by Chiang (2003) indicate that 54% of administrators surveyed felt that human relationships and connectedness was the most important characteristic of principal leadership.

**Support social relationships.** The interaction between a school principal and teacher can be the positive foundation on which to build trust and support between the two (Price, 2014). A principal can facilitate relationships that build hope, support and trust. In a school many relationships exist. Findings by Price (2014) indicate that principals who are more social with teachers have a positive correlation with the teacher's perceptions of support and trust. This teacher perception of support and trust also impact student learning (Price, 2014).

A principal can also influence a teacher's outlook on the teaching profession through a relationship that provides encouragement, praise and support (Habegger, 2008). Principals develop these relationships with teachers through interactions and communication that is

frequent. A principal can be the individual who makes an individual feel like they fit in the organization (Habegger, 2008). This feeling occurs when the relationship promotes positive emotions that provide a foundation for an individual to remain in the organization.

Relationships in the school setting, particularly the interactions between the principal and teachers, can impact teacher empowerment (Balkar, 2015). This empowerment of teachers affects the efficacy of teachers according to Balkar (2015). School leaders that engage in interactions that encourage cooperation between teachers empower teachers which is vital for educational reform and success (Balkar, 2015).

Fostering collaboration also assists in developing relationships in the classroom and helps teachers act as resources for one another. A principal should offer collaborative opportunities and time which provides occasions for teachers to form relationships (Mihans, 2008). These social relationships provide support and encouragement for teachers (Baker-Doyle, 2010). These interaction and the relationships formed are an important component of the identity of the individuals in an organization (Cooperrider, Whitney, Stavros, & Fry, 2008).

**Collaboration.** Teacher collaboration has become a focus of the school organization in an effort to continue school improvement in the face of educational challenges such as changing curriculum, teacher turnover and shifts in instruction (Schiff, Herzog, Farley-Ripple, Iannuccilli, 2015). Collaboration is a key component of a working environment that allows teachers to develop relationships that impact their job satisfaction (Johnson, et al., 2012). A collaborative environment and teacher relationships assuredly are important in the school organization. Leaders of a school foster teacher collaboration by promoting a school culture that is positive (Yager & Yager 2011). Research indicates that in the school organization interpersonal interactions play a key role in promoting collaboration, job satisfaction and an overall positive

and open school culture (Elma, 2013). Teachers want to work in a school with a positive culture which affects attitudes and retention in the school (Habegger, 2008). When collaboration and positivity come together, better results are possible for the organization which includes student success (Massey, 2013). A quality learning environment surely is a necessary element for learning to occur. A school principal who motivates collaboration in the school setting promotes success in the school organization (Picucci, Brownson, Kahlert, & Sobel 2002).

Collaboration takes place in both formal and informal settings in the school. Furthermore, collaboration happens in teacher to teacher, teacher to paraprofessional, educators, home care givers and whole building systems (Conoly& Conoly, 2010). Both collaboration and storytelling are ways in which teachers can learn from one another (Deal & Peterson, 2009). A collaborative team that provides social support can broaden an individual's thought-behavior range and enduring personal resources (Conoly& Conoly, 2010). People with relationships to other individuals they trust and depend upon are more productive, healthier, and happier (Conoly & Conoly, 2010). When a principal encourages these interactions, it helps staff members create connections in which they share, which provides meaning for one another (Beaudoin & Taylor, 2004). These relationships provide happiness for teachers and give them opportunities to become connected (Olsen, 2008).

Collaboration can be both formal and informal. Professional development is one source of formal collaboration where teachers share instructional strategies and ideas, whereas informal collaboration occurs when teachers initiate learning with colleagues. It is suggested in a study by Jones and Dexter (2014) that both formal and informal collaboration are important in order for teachers to achieve the maximum benefit of the collaboration. Professional collaboration not followed by informal collaboration provides a holistic system for teacher learning. Learning

between teachers can be accomplished through collaboration and with storytelling (Deal & Peterson, 2009). Teachers in organizations can achieve collaboration through peer learning through lesson portals, chat rooms, web sites, as well as face-to-face contact to share ideas, resources, instructional strategies, use of technology, and so forth (Jones & Dexter, 2014). Teacher interacting with one another and other staff members sharing stories and discussing educational topics provides meaning for teachers. When a principal encourages these interactions, it also facilitates relationships among faculty members in which they can share information which leads to a sense of meaning for the members in the organization (Beaudoin & Taylor, 2004). The relationships built in this process are one element of teachers finding happiness in the work environment and allowing teachers to feel connected (Olsen, 2008). The cooperation of school faculty and staff socializing is important for the school and a positive environment (Purinton, 2013). This type of sharing, collaboration and social interactions, occurs when the leadership is understood, decisions are shared, and faculty collaborate for the best outcomes. The consequences of these interactions may be the social benefits of the members of the school organization (Massey, 2013). These gains are just one way in which collaboration can support social relationships by evaluating best results practices.

Principals who stimulate and provide opportunities for collaboration provide better possibilities for success in the school by providing new possibilities through collaboration (Lamanauskas, 2014). Teachers have a need to feel that what they do has meaning and this is built as relationships are built, one avenue for this is collaboration. Collaboration boosts the expectancy of success (Rourke & Boone, 2009). Collaborations support constructive and meaningful relationships with peers, which studies indicate have a positive impact on teacher attrition rates (Certo & Fox, 2002). These positive relationships and important social

interactions between teachers produce feelings in the members that are meaningful for the members of the school organization (Killeavy, 2006). Collaboration allows for teachers to find meaning in their work, which has a positive impact on school culture (Roekel, 2008).

**Focus of vision.** The vision of an organization is a realistic, credible, and attractive future for the organization that contains beliefs and values that people find worth pursuing. (Watkinson, 2013). Vision for a school is surely imperative because it establishes a common path for the individuals connected to the school. According to Maxwell (2013), the vision gives an organization a purpose. Developing and having a vision is an important feature of leadership (Maxwell, 2013). This vision or path gives teachers a clear purpose and contributes to a positive school culture. The principal assuredly has the influence to create this vision. A principal who is effective leads the shaping and managing of the vision for a school (Ritchie, 2013). According to Kotter (2012), when a school has a vision it provides a goal and objective for the members of the organization.

The principal's ability to manage the vision is imperative to the organization (Devita, Colvin, Darling-Hammond & Haycock, 2007). A clear school vision and the values within the vision are the foundation of the school culture (Rhodes, Stevens, & Hemmings, 2011). The vision has a profound effect on whether teachers and administrators value teamwork, tradition, innovation, and collaboration (Rhodes, Stevens, & Hemmings, 2011). The vision and values are vital to the success of an organization because they have a direct bearing on how the individuals on the organization respond to the school operations (Schien, 2004). A positive school culture depends on the vision that is created by the school principal and is clearly shared with the individuals connected to the organization (Jerald, 2006).

A shared school vision is the driving force behind school culture (DePorter & Reardon, 2013). Defining the attributes of a culture of excellence is the cornerstone of the vision and the principal leadership is a pervasive force in staff members adopting the vision resulting in positive culture (DePorter & Reardon, 2013). In addition to the vision and values contained within the vision, another component for developing a positive school culture is trust (Rhodes, et al., 2011).

**Enhance trust.** A school leader will undoubtedly benefit the school organization with the ability to develop trust. According to Vodicka (2006), trust impacts many people in the school. Trust is the glue that unites the leader and followers in an organization and provides the leader a path for success (Mineo, 2014). Trust impacts the entire school organization. In a school setting parents trust the school to educate their children, principals trust teachers to teach, and teachers trust themselves to provide instruction for student learning (Byrk & Schneider, 2003). Hanford and Leithwood (2013) state that leadership behaviors that contribute to trust in an organization include competence, consistency and reliability, openness, respect and integrity. Three broad categories of activities that promote trust in an organization include vision, alignment and execution (Mineo, 2014). A leader can increase levels of trust by creating clarity, being inspirational, having open dialogue, being credible, and having mutual respect (Mineo, 2014). This increase in trust allows members of the organization to feel trusted and valued (Louis, Dretzke, & Wahlstrom, 2010). A principal can employ activities through leadership skills that promote trust in a school (Louis, et al., 2010). According to Covey (2008), when there is an increase in trust there is a direct connection in an increase in the success. Individuals achieve more when they feel trusted and when they can trust the organization they work for (Mineo, 2014). Higher performance of individuals results in the increased achievement in the school. In one study by Byrk and Schnieder (2003), trust was the foundation for sustained

reform and improvement. Furthermore, trust is a key aspect of teachers being willing to participate in learning and sharing ideas (Louis & Wahlstrom, 2011).

Leaders have the capability to enhance trust through relationships and feedback (Covey, 2008). Stephen Covey (2006) states that trust is the one essential component of a relationship or business in order for productivity to exist. Positive interactions among personnel increase when a leader promotes trust (Maxwell, 2013). In a school, the trust of faculty is significant. Research by Tschannen-Moran and Gareis (2014) shows that without faculty trust a principal cannot be successful. Furthermore, the findings of this study suggest that faculty trust in a principal leader is directly related to student achievement and the elements that promote a positive school climate. Enhancing trust, which leads to more positive interactions, is surely important for a leader to attain success.

**Offer/accept feedback.** Trust is only one component of the leadership competencies a principal needs for success. Feedback is also an important element of successful leadership. Research by Johnson, Kraft, and Papay (2012) studied the working conditions of teachers and factors that contributed to teachers' job satisfaction. The findings indicate that the elements of social nature are the most important in teacher satisfaction and building a positive culture. One of these social elements is the need to be involved in meaningful communication and a culture where the principal cares for the needs of others. The research explains the effectiveness of feedback and the role of the principal to enact feedback and to make the feedback both consistent and meaningful. Feedback creates an opportunity to address teachers' needs as well as create an effective working environment for the school (Johnson et al., 2012). An effective principal creates an environment that is responsive to teachers (Johnson et al, 2012). The school principal is the leader and the most important figure in teacher effectiveness, instruction and job

satisfaction (Massey, 2013). Effective feedback opportunities provide the foundation for impacting higher learning (Hindman, Rozzelle, & Farley, 2015). Effective dialogue between teacher and principal provide a powerful growth opportunity (Hindman, et al., 2015).

Feedback is not only a positive comment or words on accomplishments and successes, but open communication that allows teachers to interact with the principal regarding school procedures, which affect the culture of the organization (Ingersoll, Merrill, & May, 2012). According to Kopkowski (2008), feedback includes principals and teachers interacting and having the social comfort of sharing feedback about school process and practices. When teachers have a sense of input and influence about operational outcomes of the organization, they feel that their work is effective (Mitgang, 2012). Teachers may have this influence if principals interact by asking for their feedback on school processes. In other words, principal leadership is key in influencing and sharing the role of leadership with others in the organization (Mitgang, 2012). When principals share leadership, through open feedback and interactions, it facilitates teachers feeling valued (Mitgang, 2012).

### **Teachers' Perceptions of Principal Leadership**

There are a number of different individuals who make up the school organization and impact the school culture. Of great value are the teacher's perceptions of principals when considering leadership in the school. The leadership a principal establishes impacts the teachers by affecting the culture of the school (Certo & Fox, 2002). When teachers work in an environment in which they feel the principal promotes an atmosphere that is embracing, teachers feel supported. These positive feelings increase the successful outcomes of the school (Johnson, et al., 2012). Findings by Aytac (2015) indicate that teachers who perceive a high level of management talent from the principal have a high level of commitment to the organization. The



findings further suggest that there is a direct correlation between teacher commitment and teacher perception of leadership management.

Teachers' perceptions are a product of both culture and perceptions that have been formed within the school culture (Sackman, 1992). High quality leadership improves teacher engagement and commitment in meeting organizational goals (Balyer & Ozcan, 2012). The skills of a good leader have been shown to be a positive factor in the performance of teachers as well as increasing job satisfaction among teachers (Baylor & Ozcan, 2012). Teachers' perceptions of competent leaders increase an innovative climate and intellectual stimulation. Teacher's perceptions of leadership are important for schools to continue to improve and increase success (Lambert, 2006).

Teachers' perceptions of the school leadership have influence on several factors that affect the culture of the school. One of these factors is leadership (Moir, 2008). The way that teachers' perceive a principal's leadership is a major factor for teachers and in the school (Russell, Williams, & Gleason-Gomez, 2010). A skilled administrator can increase teacher motivation, longevity, and commitment (Russell, Williams, & Gleason-Gomez, 2010). In research by Lasseter (2013), teacher job satisfaction was greater when they perceived collegiality and support for the administration. Furthermore, school wide satisfaction was greater when classroom autonomy and administrative support was perceived on a school wide basis. The Perceptions of school leadership skills impact teacher and a schools' success (Macneil et al., 2009). Schools able to sustain a positive school culture, with strong leadership, have students who report both strong and positive interactions with teachers (Durham, Bettencourt, & Connolly, 2014). Principals who create and sustain a positive culture improve the overall performance of the school (Picucci, et al., 2014).

Research by Odhiambo and Hii (2012) examined teachers, students and parents perceptions of school leadership and the competency of the principal in the school. Results indicate that teachers' perceive the principal leadership as an influential and important component of the school organization. Teachers feel that principals are important to school success. Positive principal leadership influences how teachers work and interact; this is important for school success.

Research by Balkar (2015) indicates that culture contributes to building relationships based on trust and communication. Teachers who feel that they work in a culture of trust, distributive leadership, participative decision making, meaningful professional development, and teacher autonomy have a sense of empowerment (Balkar, 2015). Teachers' perceptions of leadership create teacher empowerment which is necessary to both carryout and continue school reform. Additionally, Balkar (2015) explains that leadership characteristics are conducive to the members of the organization being highly involved in the organization which leads to positive outcomes. Teacher satisfaction was rated as the highest outcome in which teachers' perceive that the principal is competent and exhibits competent practices.

### **Teacher Satisfaction as Related to School Culture**

Research suggests that the positive principal leadership has a beneficial impact on teacher satisfaction. Shaw and Newton (2015) surveyed teachers in fifteen schools and found a significant positive correlation between teacher's perceptions of principal leadership and teacher job satisfaction. Tlusciak and Dernowska (2015) explain that there is a direct relationship between work satisfaction and worker productivity. Tlusciak and Dernowska (2015) explain that the combined satisfaction of teachers, students, parents and principals makes up the quality of the school, including achievement. A school with a positive, non toxic culture is a place where

teachers have common goals, support, collegiality, common decision making, innovation and a place where success is celebrated. The organizational culture and energy has an impact on the quality of work for those employed in the school. The research results show that supportive principal behaviors in addition to directive behaviors were significant in the satisfaction of teacher satisfaction. In general when teachers feel supported by the principal, better results are possible for the school which is connected to teacher satisfaction (Fox, 2002; Johnson et al., 2002). Communication, through talking and interacting, has a productive consequence on the culture of the school (Ingersoll et al., 2012).

**Positive culture.** Research conducted by Karakose (2008) investigated the perceptions of school teachers on principal cultural leadership behaviors. The study involved 308 teachers using the Cultural Leadership Scale to rate teachers perceptions. The results of the study show that principals impact the school culture through their practices of leadership. For a principal to develop a strong school culture they must exhibit skills that are equitable, tolerant, honest, and respectful in addition to creating a vision, motivating students and staff. If the principal does not model the skills that develop a positive culture, teachers will not connect to the strengths within the culture. Principals shape a school culture in positive ways when they share leadership and take responsibility for shaping classroom improvements (Louis & Wahlstrom, 2011). Principals who create opportunities for other to have influence have the ability to create a positive culture (Louis & Wahlstrom, 2011). Teachers believe that the school principal has a strong influence on a school culture (Karakose, 2008).

**Negative culture.** A negative and unconstructive leadership style of a school principal can impact the school organization in an unproductive manner (Lambert, 2006). Working in a school that has a “bad mood,” which may include negativity, resentment, despair or suspicion,

can have devastating consequences. This can lead to low morale which influences what people as individuals or as a collective group are willing to accomplish (Scherer, 2014). In contrast, when a principal displays actions that are positive, the impact on the school is more likely to be positive (Cohen, Shapiro & Fisher, 2006). When leadership has a positive impact on the school there is a greater chance that there is teacher satisfaction. When there is a negative leadership style present, the opportunity for collaboration and a sense of community diminish greatly (Rourke & Boone, 2009). Assuredly, teachers need positive leadership in an effort to create and sustain school improvement.

**Efficiency.** School efficiency is a characteristic that impact teacher satisfaction in the school organization. According to Murphy (2009), efficiency, in general terms, seeks to improve performance with using the same or fewer resources. Strategies that improve efficiency are necessary for success. In the school setting examined by Murphy (2009), efficiency was not considered as important for turnaround efforts. Principals were shown to improve the school when teachers perceived that the leadership engaged in actions that demonstrated efficiency. From a teacher's perspective, leadership skills, which include efficiency, are important in the school (Kelley, Thornton, & Daugherty, 2005). Without a doubt, leadership skills impact the culture of the school, the environment in which teachers work and may also impact teacher satisfaction.

**Feedback.** Research indicates that teacher feedback is an important component in a professional teaching environment (Sahin & White, 2015). A school principal that influences success creates a supportive environment, strong communication, and recognizes outstanding work both inside and outside the classroom. These behaviors, when exhibited by the principal, increase teacher efficacy and teacher retention (Kass, 2013). Research by Kass (2013), explains

that principals who provide clear communication, two-way communication, provides positive feedback and enables teachers to take risk without penalty have teacher faculties who report higher self-efficacy as opposed to other leadership styles. Teachers feel that principal feedback deeply influences their meaning for teaching and teacher satisfaction (Johnson et al., 2012).

### **Connection of Leadership and Culture**

**Teacher retention and positive school culture.** Teacher retention refers to a teacher staying in the present school and not transferring to another school nor resigning. Research indicates that principal leadership can impact the retention of teachers. Principals influence teacher growth and teacher retention through the culture they promote in the school. Teacher satisfaction is influence by a variety of factors which include factors that impact the school culture such as leadership, values of the school, relationships within the school, and teacher's feeling of belongingness (Skaalvik & Skaalvik, 2011). Research conducted by the National Center for Education Statistics were examined to explain teacher shortages (Ingersoll & Smith, 2003). The results explained that teachers' perceptions of school leadership in the organization are significant. Teachers want to work in an environment that is caring and provides a positive culture. Retention is increased if leadership is strong and positive. When teachers are retained the school site may be positively affected.

A study in a North Carolina school district sought to explain high teacher retention rates of twenty principals (The Principal Effect, 2004). The study explained that these principals had common traits. One trait was that of an entrepreneur. These principals were able to articulate school goals, diagnose and resolve problems, and synthesize information. Another trait shared was that they were teacher-focused. They frequently gave feedback to teachers along with support. The third common trait was leadership skills that included team building, working with

diverse groups and time management. Assuredly all of these traits contribute to the creation of a school environment that is instrumental in retaining high quality teachers. In a survey of 217 teachers regarding reasons for leaving the teaching profession, six of the top eight reasons involved the environment of the school (Hughes, 2012; Wyn et al., 2007). Principals have an enormous impact on teacher satisfaction and retention. Teachers want to work in an environment where they have high levels of administrative support, clearly communicated expectations and autonomy (Hughes 2012; Liu, 2007). Principals have a great deal of influence when it comes to providing support and an environment that increase job satisfaction. Principals who understand their level of influence perform leadership actions that promote both a positive working relationships and environment (Hughes, 2012). Teachers are retained in large part by the display of leadership competencies.

Teachers, particularly those with slight experience, are fleeing the profession at alarming rates (Easley, 2006). In research by Easley (2006), findings suggest that the interactions of the principal with others and effective leadership impact the school and teacher retention. This research explains that principal support, leadership and interactions influence teacher retention and attrition. Principal leadership impacts how teachers behave (Louis et al., 2010).

Leadership is an important factor concerning teacher retention (Mitgang, 2012). In a study completed by the Wallace Foundation (2013) on principal leadership, research indicates that leadership is associated with school achievement. The study states: “The principal is the single best determinate of whether teachers want to stay in their schools, which suggests that better leadership may be a highly cost-effective way to improve teaching and learning” (p. 25). This information clearly details that leadership is important for teacher retention and for school success.

## **School Performance**

**Vision.** Organizations, both schools and businesses, are either moved forward or hampered by the leader's understanding of the structure, power and dynamics of the organization. The leadership determines the direction of an organization (Russell, Warren, Minnick, & Richardson, 2011). A small study was conducted in a school district in south Alabama. This purpose of this study was to examine barriers and goals to improve school success. The results established that participants in the study shared a common interest in collaboration, the sharing of ideas, and communication to establish common goals as means to improve the schools within the system (Russell et al., 2011). Successful leadership is composed of several characteristics; one of those characteristics is a clearly articulated mission and vision (Hays, 2013). Research was completed in four charter schools in Boston that assessed successful leadership. It was found that high expectations and a mission and vision shared by the community were imperative for success. Although each leader had a unique way of creating the expectations and a shared mission and vision these were common characteristics in every school. The study explains that site-based competent principal leaderships can propel the academic success in a school (Hays, 2013). When a leader has a clear vision; the vision positively affects the teachers and the success of the school (Maxell, 2013). Principals should understand culture and that culture has an influence on the academic performance of the school (MacNeil, Prater, & Busch, 2009).

**Accountability.** Accountability ensures that leaders and managers engage in appropriate conduct in which leaders take responsibility for specific actions or practices of an organization (Argon, 2015). In education accountability has increased the pressure on principals to take action to increase student achievement (Argon, 2015; Balci, 2011). The goal of accountability in

a school is to maximize student achievement by means of increasing the quality of teaching and training of teachers (Argon, 2015; Koçak, Turan, & Aydoğdu, 2012). Argon describes accountability as, "... the situation of being able to answer for your work to the people who are affected by it, the people you serve in your field in the organization, and the case of taking responsibility for any negative situation" (p. 930). In a qualitative research study by Argon (2015), the views of teachers' regarding characteristics of principal accountability were studied. The results indicate that the ability to explain decisions, display transparency, providing clear and accurate information, be responsible and be democratic are behaviors that are imperative for accountability.

It is important for principals to influence in a positive manner. Schools are more successful with principals who take responsibility of their leadership role to promote a positive school culture (Engels et al., 2008). The most important role of accountability for a school principal is that of creating a school climate that supports students and teachers in order to improve student performance (Cisler & Bruce, 2013).

Principals, as leaders, have an important role in the success of the school and their accountability is vital to school success (Puriton, 2013). Through impacting school culture principals have the ability to influence student success (Branch et al., 2013). Accountability can be a significant factor in a principal setting a direction for a school. This can lead to a principal giving focus to teachers, raising expectations, and an increasing achievement (Jacobson, Johnson, Ylimaki, & Giles, 2005).

**Interpersonal skills.** The interpersonal skill of a school principal impacts the culture of the school. Relational skills are essential to strong sustainable school leadership (Bryk & Schneider, 2002; Donaldson, Marnick, Mackenzie, & Akerman 2009; Fullan, 2003). Successful



principals develop the skills of becoming an effective consultant, a mediator and consensus builder, and a person who values relationships. As an effective consultant, a leader can listen to concerns and help translate the concerns into actionable learning strategies that improve student performance. A leader who acts as a mediator exhibits conflict management skills that help to improve emotional responses among members of the organization. Demonstration of consensus building allows a leader to develop action plans to move individuals to consensus on issues. A principal who has a value system that places a high priority on people sends a powerful message to the individuals in the school that everyone's voice counts (Donaldson, Marnick, Mackenzie, & Akerman 2009).

Research by Williams, Persaud, and Turner (2008) examined leadership tasks that were associated with a positive school environment. The study involved eighty-one schools in the Metro Atlanta area. Of the five tasks that were related to school climate, the interpersonal skill of the leader was significantly and positively associated with the reported school climate. Leaders who are aware of their ability to change the organization in a positive way do so with relational skill and positive interactions with the individuals tied to the organization (Rath & Clifton, 2007).

### **Conclusion**

The objective of this literature review was to investigate leadership competencies and their influence on a school organization culture. The review initially defined school culture. The definition along with an explanation of the importance of culture and its influence were addressed. Culture is the shared values and beliefs that are considered valid that are present in an organization (Schein, 2004). Culture refers concepts that the group members share that are the foundation for the norms, values, patterns, behaviors, traditions and rituals of the group (Schein,

2004). Following the review of culture in an organization, the literature review centered specifically on school culture. School culture is shared value and beliefs that explain “how we do things around here” (Deal & Kennedy, 1983). School culture can produce dramatic results in a school when channeled in a positive direction (Deal & Kennedy, 1983). School culture is observable in a school organization and is complex (Deal & Peterson, 2009).

School leadership was also examined. School leadership influences a school’s culture. Leadership skills generate leadership influence which impacts the overall success and effectiveness of the school organization (Kaplan, 2011). The school principal can transform a school culture by paying attention to small but important details that will improve school performance (Deal & Kennedy, 1983). A leader should be cognizant of the impact of his or her leadership (Cashman, 2008). The principal, as the school leader, can strongly impact school culture (Price, 2012). The principal has a leadership role that requires that he or she provide care at a variety of levels (Deal & Peterson, 2009).

The leadership competencies that a leader practices have been shown to have an effect on the school organization. A positive school culture is assuredly one of the results of strong leadership. Principal leadership competencies are better assessed when offering a teachers’ perspective; teachers are stakeholders in the school. Teachers are the primary strength in a school site. Teachers’ perceptions about leadership competencies are valuable and contribute to efficacy (Certo & Fox, 2002). Effective leadership that leads to sustained success in a school is made of many dimensions that involve a unity of people (Garza, Drysdale, Gurr, Jacobson, & Merchant, 2014).

Teachers’ perceptions of principal leadership have an impact of teacher satisfaction. There is a significant link between the overall job satisfaction of teachers and the behaviors of

the school leader (Menon, 2014). Teacher retention is also affected by teachers' perceptions of leadership competencies (Ingersoll & Smith, 2003). Literature also indicates that teacher perceptions of leadership has an influence on overall school performance as well as school culture (Mendels, 2012). Research has identified the impact and importance of teacher's perceptions of principal leadership on school culture.

Literature indicates that leadership has a meaningful impact on school culture and the various aspects of the school organization. Quality leadership exhibits behaviors that promote a positive school culture. These leadership behaviors affect teacher retention, teacher satisfaction, school performance and school culture. Understanding influence and power is an important component of leadership. The organizational member and the power of a positive culture can increase success and performance in the organization. In order to continuously improve and sustain improvement in a school, leaders must have an understanding of the importance of their leadership competencies. The power of leadership competencies is central to the school culture.

### **Summary of Review and Implications**

The review of the literature investigated existing research regarding the connection between leadership and the culture of a school. The topic of leadership has been studied for many years and will continue to be studied. School culture is an area of study when assessing the factors that impact the school. Chapter one introduced the topic and concepts. Chapter two examined the research on school culture and principal leadership for understanding the importance of each. Chapter three will offer the methodology used to analyze school sites by interpreting leadership competencies of principal leaders as reviewed in the literature, along with the assessment of the school culture. The methodology will assist to examine any connection between leadership competencies and school culture. This will be done by identifying which

leadership competencies are important as perceived by teachers, and which are present in current school sites. The leadership competencies will be measured as well as the wellbeing of the school culture in order to determine leadership affects on school culture. Table 1 provides identification of the connection with the research questions and each specific question from the measurement tool.

Table 1

*Relationship of Research Questions and Measurement Tools*

<i>Questions from the Competency Survey Approach</i>	<i>Citations and Theory</i>	<i>Research Question</i>
<ul style="list-style-type: none"> <li>• Positive Disposition: The principal leader reflects a positive attitude and shows appreciation of staff. This may include encouragement and positive interactions.</li> </ul>	Daly & Chrispeels, 2005; Wasickso, 2007	What is the relationship between leadership competency and school culture?
<ul style="list-style-type: none"> <li>• Cultivate a shared belonging: The principal offers others to share leadership connecting staff to activities in the school.</li> </ul>	Deal & Peterson, 2009; Lattimer, 2007; Picucci, Brownson, Kahlert, & Sobel, 2002	What is the relationship between leadership competency and school culture?
<ul style="list-style-type: none"> <li>• Support Social Relationships: the principal facilitates relationships among the staff with use of collaboration and regular communication.</li> </ul>	Habegger, 2008; VanMeale & VanHoutte, 2012	What is the relationship between leadership competency and school culture?
<ul style="list-style-type: none"> <li>• Focus of Vision: The principal has a clear focus on what he or she believes is important and on what is needed in the school.</li> </ul>	Mitgang, 2012; Massey, 2013	What is the relationship between leadership competency and school culture?
<ul style="list-style-type: none"> <li>• Enhance Trust: The principal trusts others and promotes trust in others. The principal encourages relationships built on trust.</li> </ul>	Bryk & Schneider, 2003; Handford & Leithwood, 2013	What is the relationship between leadership competency and school culture?

## CHAPTER 3: METHODS

### **Introduction**

A school site is an establishment where instruction occurs in an effort to prepare students with knowledge so that each individual can learn and grow in order to be productive in society. Fostering a positive school culture is an important aspect of a school (Deal & Peterson, 2009). Culture is an important part of a school organization. Understanding the features of school culture is helpful in making schools better and resulting in success (Zhu, Devos, & Tondeur, 2014). This study explores the effect of principal leadership on school culture. Specifically, this study seeks to examine teacher perceptions of principal leadership and cultural implications in a quantitative method. Teacher's perceptions of principal leadership are an important part of culture and positivity in a school site (Certo & Fox, 2002).

### **Purpose of the Study**

The purpose of this study was to examine the relationship of the influence of leadership and leadership competencies on the culture of the school organization. The leadership focus was used to determine the specific leadership competencies that affected school culture. School culture exists throughout a school site and therefore is affected by the leadership. Leadership and its impact can be present in many areas of a school such as teachers, office staff, teacher's aides

and other groups in the school; however, the purpose of this study was to focus on the principal leadership.

The method of analysis is quantitative, using survey data to determine if any relationships exist between the following: 1) leadership competencies and school culture, 2) teacher's perceptions and school culture, and 3) school culture and principal competencies perceived by teachers on four demographic values.

### **Research Questions**

The following research questions were used in this study:

1. What are principal's assessment of leadership competencies?
2. What are teacher's assessment of leadership competencies?
3. What is the culture of the school according to principals?
4. What is the culture of the school according to teachers?
5. What is the relationship between leadership competencies and school culture?

### **Research Methodology**

The method used in this study was a quantitative correlation design. The study used a sampling of current certified teachers and administrators who work in rural school systems in Alabama. The research methodology used two surveys. The surveys are a mix of different forms of questions. The first survey, which was used to determine the competencies of principal leadership, was developed by Veronica Glover (2015; see Appendix A). It is called the Competency Approach Survey and is based on leadership trait approach. The second survey was the School Leader's Tool, which is used to assess school culture (Wagner, 2006; Appendix B).

This survey was used to determine the school culture as interpreted by the members in the school site (Wagner, 2006).

### **Measurement Tool I: The Competency Approach**

The Competency Approach emulates the Trait Approach. The Trait Approach is used to ascertain the traits of a leader and has been published in various studies. The Trait Approach focuses on integrated and coherent patterns of personal characteristics that foster effective leadership and ability to lead an organization (Zaccaro, 2007). This style of approach suggests that an organization is influenced by a leader's competencies or leadership traits (Northouse 2010). This type of survey was used by Stodgill (Northouse, 2010) to establish the type of leadership traits that a leader possessed. The Trait Approach has influence through traits and a specific set of qualities (Heifetz & Sinder, 1991). This study focused on competencies, which replicate the Trait Approach Design. The competencies examined in the literature review of this research will be implemented in the survey. The competencies assessed in the survey are listed in Appendix A. The leadership competencies are measured in the Competency Approach with a list of sources cited with the competency. This Competency Approach was developed by Dr. Veronica Glover (2015). Six competencies — positive disposition, shared belonging, social relationships, focus of vision, trust, and feedback — were determined to be significantly important in principal leadership and appropriate for measuring principal leadership competencies after conducting a literature review. A Cronbach's Alpha analysis was completed to assess the internal consistency reliability. The results of the Cronbach's Alpha is found in the Instrumentation section of the research. Permission for use of this survey in the study has been given by the author Veronica Glover (Refer to Appendix C for the approval letter).

### **Measurement Tool II: The School Culture Triage Survey**

The School Culture Triage Survey, developed by Wagner (2006), is used to determine the health of the school culture by leadership in school sites. This survey was given to teachers to complete after participants have completed the leadership survey that will assess the relationship between perceived effective leadership and the health of the school culture by assessing professional collaboration, affiliative and collegial relationships, and efficacy or self-determination. Surely, if participants perceive the school leadership as poor, then the culture would be considered unhealthy by the given survey (Refer to Appendix B ). The School Culture Triage Survey is used on a national level by Wagner to determine the health of a school culture and effectiveness. The author of the survey, Chris Wagner, has granted permission to use the survey in this study (Refer to Appendix D for approval letter).

### **Participants**

The individuals included for recruitment in this study include 294 certified secondary teachers in Southeast Alabama. Thirteen principals and assistant principals were included for recruitment at the five high schools which participated in the study. A total of 365 surveys were returned. The five high schools, ranging in size from approximately three hundred eight students to two thousand one hundred eighty-one students, are represented in this study. The range of the teacher experience varies from one year to thirty-five years. The participants in the study included seventy-five percent female and thirty-five percent male.

Participants were recruited after the investigator received approval by the two school district representatives at the system level (See Appendix E for approval letters). After approval at the district level, the principals at each school site were contacted in a face-to-face setting and informed of the scope of the study and the approval received from the district level to recruit participants at the school site. During the face-to-face contact with the principal, approval letters



from the district contacts were provided in addition to a copy of the information letter and the participant survey (see Appendix E). After contact with the school site principals, the researcher e-mailed each group of teachers at the various schools for initial contact about the study (see Appendix G for the initial e-mail contact). The initial e-mail explained that study along with information about the research and the purpose of the research. In each school system surveys and information letters for recruitment were distributed by placing the information letter along with the two surveys in teacher mailboxes. In each school teachers could place the completed surveys in a mailbox that was labeled with the researcher's name. Since the delivery of the surveys was not in direct contact with teachers and there is no identifying information included in the survey, the survey were anonymous and not linked to the surveyor directly. After the initial surveys and information were placed in teacher mailboxes, a follow up e-mail was sent as a reminder to recruit participants for the study (see Appendix H).

The survey does not directly link the personal information of the surveyed to the assessment only demographic data. Each survey included an information letter regarding Consent without a Signature if he/she agreed to participate in the completion of the survey. All data collected are being kept confidential and only results and data will be shared with the researcher and the dissertation committee as the research is gathered.

## **Context**

The context of this study is two school districts located in South Alabama. This first system consists of a county school system in which the secondary schools range in size from 311 to 687 students. The other system is a city school system which consists of only one secondary school that has a student population of 2281 students. The teacher to student ratio reported for the schools range from 15:1 to 17:1 across the schools. The schools reported a graduation rate of

greater than 90%, with the average graduation rate for the schools being 92.5% for all school combined.

The study focused on a total of six secondary schools. Each high school has one principal. The smallest school has one assistant principal and the largest school has five assistant principals serving in an administrative role. The varied number of administrators is dependent upon the student population. The focus of this study examined the leadership of the principal since he/she is the administrative leader that are held most accountable for school achievement and growth.

### **Instrumentation**

The Competency Approach Survey (Appendix A) is an instrument developed by Dr. Veronica Glover (2015) to measure traits of the principal leader based on traits that the leader possesses. These traits, which are referred to as competencies, are skills and abilities that a leader utilizes in the school organization to promote school success. A Cronbach's Alpha was used to analyze the internal consistency reliability of the Competency Approach. The competency scale consisted of six pairs of Likert scale responses. Cronbach's Alpha for the competencies were .71, .71, .80, .72, .71, and .72 respectively. Conditions and statements determine what behaviors a principal uses and engages in to lead an organization. The competencies are listed below:

- Positive disposition (Daly & Chrispeels, 2005)
- Supports social relationships (Sergiovanni, 2004)
- Cultivate a shared belonging (Margolis, 2008)
- Focus of vision (Mitgang, 2012)
- Offer/accept feedback (Massey, 2013)

- Enhance trust (Louis, Dretzke, & Wahlstrom, 2010)

This survey was distributed to 294 teachers and 13 principals. The survey explored the leadership behaviors of principal leaders as perceived by both teachers and administrators. The survey gathers information on the leadership behaviors that coincide with practices that the current literature review indicates are factors in school success and of importance.

The Competency Approach Survey uses a Likert scale rating. This type of survey defines the type of competency and then asks the observer to indicate the extent that the leader displays or possesses this competency. The first option was used to determine how important the participant feels the given competency is (Importance Rating). The second option is used to determine to what degree the current leader displays the given competency (Competency Rating). The options used on the Likert scale are: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. In reviewing principal leadership, the literature indicates six leadership competencies that have an impact of school culture. The six competencies include positive disposition, social relationship support, cultivation of shared belonging, focus of vision, enhance trust, and offers/accepts feedback.

The scoring for this survey will be determined by the average level of leadership competencies present in the current principal leader along with the importance of each competency as indicated by teachers' perceptions. The scores will be evaluated by the amount of importance each competency is given by the teacher, along with the frequency that the teacher sees this competency present in the behaviors of the current principal leader. For both scores, the six individual items will be averaged together to create scores that retain the original 5-point metric in the evaluation of any correlation between principal competencies and school culture. The score range is from 1 –strongly disagree to 5- strongly agree.

The second survey that was administered concurrently with the Competency Approach Survey is the School Culture Triage Survey (Appendix B). The School Culture Triage Survey is used to measure the wellbeing of the school's current culture (Wagner, 2006). The School Culture Triage Survey assesses specific behaviors that include 1) Professional collaboration, 2) Affiliative and collegial relationships, and 3) Efficacy or self-determination (Wagner, 2006). These three behaviors are expected to measure the school culture and the positive connection with accomplishments in the school site (Wagner, 2006). The survey tool aims to assess the health of the school site culture. This survey uses a Likert scale style that rates the consistency in which the statements are present in the school site. The survey tool gives the participants five choices in which to rate the behaviors of the principal leader. The rating for the School Culture Triage Survey are: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always or Almost Always (Wagner, 2006). These options give the participant a chance to assess the current state of the culture according to the individual teacher's perceptions. The five individual items will be averaged together to create scores that retain their original 5-point metric. The score range is from one to-five. A rating of one indicates never and a rating of 5 indicates always or almost always.

### **Reliability**

The School Culture Triage Survey is a reliable survey tool that is used to diagnose school culture. Dr. Wagner's survey tool is used to help school achievement when diagnosing school site culture, according to Ellen Delisio with *Education World* (2005). The survey was used by Phillips (1996) in over 3100 schools to assess school culture as it relates to school achievement (Wagner, 2006).

The Competency Approach Survey tool assesses perceptions of individuals associated with the school of principal leadership. The survey was piloted by the author Veronica Glover. The pilot indicated that the data collection tool was useful in determining the perceptions of teachers and faculty regarding principal leadership (Glover, 2015).

**Validity**

Studies were used to obtain the proficiency of the survey measurement tools that indicate that they are valid. A study conducted at a university in Turkey used the School Culture Triage Survey to examine teacher’s perceptions of school culture (Gun & Caglayan, 2013). The results of this study indicated that three qualities in a school culture showed importance. Research that was presented in the Kentucky School Leader describes that the School Culture Triage Survey has been used in over 240 schools in Kentucky and more than 6,100 other schools in the United States and Canada (Biggerstaff & Wagner, 2008). Wagner’s (2006) tool is also used by school leaders as a method to assess and diagnose the culture of the school and its efficacy.

Wagner’s (2006) survey tool is used to assess three behaviors or actions that play a role in school culture. The three behaviors are validated through a variety of research that assesses culture and its effects; see Table 2.

Table 2

*Wagner (2006) Behaviors and References*

Behaviors of Culture (Wagner, 2006)	References to support behaviors
1. Professional Collaboration	Schein, 2004; Buchanan, 2012
2. Collegial and Affiliative Relationships	Price, 2012; Ziegler & Ramage, 2013; Engels et al, 2008
3. Self-Determination and Efficacy	DuFour & Mattos, 2013; Deal & Peterson, 2009; Muhammad, 2009

## **Data Collection Procedure**

A total of 284 surveys were distributed to school teachers and principals. The surveys were delivered to personal mailboxes at each school along with an e-mail that informed possible participants of the study along with the purpose of the study and participant information. Secondary schools that were in the Houston County and Enterprise City Schools systems were surveyed. Paper copies of the surveys were delivered to each individual's mailbox that was eligible for recruitment. A cover letter was attached to the each survey and prior permission had been obtained from each school system and from Auburn University (Appendix A). After the surveys were delivered, individuals who choose to participate returned completed surveys in a mailbox at their school labeled with the researcher's name.

## **Data Analysis**

The data were initially analyzed using a standard statistics summary reporting the means, standard deviations, frequencies and percentages. The primary dependent variable for the study is the perceptions of the principal leadership competencies. The primary dependent variable will be the perceptions of the school culture in which he/she works.

The research questions were analyzed as follows.

1. What are principal's assessment of leadership competencies?

Question one was answered using descriptive statistics. A regression analysis was utilized to control for possible influence of gender, years of experience and age. The dependent variable for the regression analysis was assessment of competencies and the independent variable was gender, age and years of experience. Years of experience were grouped in 10 year intervals. The information was obtained by using the responses from administrators on the Competency Approach Survey.

2. What are teacher's assessment of leadership competencies?

Question two was answered using descriptive statistics. . A regression analysis was utilized to control for possible influence of gender, years of experience and age. . The dependent variable for the regression analysis was assessment of competencies and the independent variable was gender, age and years of experience. Years of experience were grouped in 10 year intervals. The information was obtained by using the responses from teachers on the Competency Approach Survey.

3. What is the culture of the school according to principals?

Question three was answered using descriptive statistics. . A regression analysis was utilized to control for possible influence of gender, years of experience and age. . The information was obtained by using the responses from administrators on the School Culture Triage Survey.

4. What is the culture of the school according to teachers?

Question three was answered using descriptive statistics. . A regression analysis was utilized to control for possible influence of gender, years of experience and age. The information was obtained by using the responses from administrators on the School Culture Triage Survey.

5. What is the relationship between leadership competencies and school culture?

Question five was answered using a Pearson Correlation. The information was obtained by using the average combined responses from both teachers and administrators.

### **Summary**

This chapter describes the methods used in this study. The study examined the administrator's assessment of leadership competencies and school culture, teacher's assessment

of teacher's competencies and school culture and any significant connections between school culture and leadership competencies.



## CHAPTER 4: RESULTS

### **Introduction**

The purpose of this study was to assess both teacher's and principal's perceptions of leadership competencies, to assess the teacher's and principal's opinion of the school culture and determine if there is a relationship between principal leadership and school culture. After approval from the IRB (Appendix H) at Auburn University, data collection commenced. Two surveys, the School Triage Survey and the Competency Approach, were delivered to the mailbox of each teacher at the participating schools. A total of 294 teacher surveys and 13 principal surveys were distributed. The survey also included information such as age, years of teaching experience and gender.

### **Purpose of the Study**

The purpose of this study was to examine the relationship of the influence of leadership and leadership competencies on the culture of the school organization. The leadership focus was used to determine the specific leadership competencies that affected school culture. School culture exists throughout a school site and therefore is affected by the leadership. Leadership and its impact can be present in many areas of a school such as teachers, office staff, teacher's aides and other groups in the school; however, the purpose of this study was to focus on the principal leadership.

The method of analysis is quantitative, using survey data to determine if any relationships exist between the following: 1) leadership competencies and school culture, 2) teacher's perceptions and school culture, and 3) school culture and principal competencies perceived by teachers on four demographic values.

### **Research Questions**

The following research questions were used in this study:

1. What are principal's assessment of leadership competencies?
2. What are teacher's assessment of leadership competencies?
3. What is the culture of the school according to principals?
4. What is the culture of the school according to teachers?
5. What is the relationship between leadership competencies and school culture?

### **Demographics**

Table 3 displays the frequency counts for selected variables (see Figures 1, 2, and 3). Study participants included 77 females and 29 males, which was an overall return rate of 36% of the surveys distributed. Of these, 3 of the 77 females were principals and 5 of the 29 males were principals. Females accounted for 75.5% of the teacher population and males accounted for 24.5% of the teacher population. Females made up 37.5% of the principal population and 62.5% of principals were male. Teachers made up 92.5% of respondents and 7.5% were principals. There is no data to specify the male versus female population of the individuals who received the original surveys. The data reported is viewed as it is.

Teacher and principal experience were grouped into four categories with a span of ten years. The four groups consisted of years of experience from 0–9, 10–19, 20–29, and 30–39.

The varied participants provided a range of participants from which to collect data. Years of experience were divided into categories to analyze possible relationships between years of experience and perception of culture and leadership competencies.

Table 3

*Frequency Counts*

Variable	Category	<i>n</i>	%
Gender	Male (teacher)	24	24.5%
	Female (teacher)	74	75.5%
	Male (principal)	5	62.5%
	Female (principal)	3	37.5%
Position	Teacher	98	92.5%
	Principal	8	7.5%
Years of Experience	0-9 years (teacher)	36	36.7%
	10-19 years (teacher)	39	39.8%
	20-29 years (teacher)	20	20.4%
	30-39 years (teacher)	3	3.1%
	10-19 years(principal)	4	50%

*Note.* n = 98 teachers, n = 8 principals

Years of Experience: teachers: M = 12.99, SD = 8.65, principals: M = 21.26, SD = 4.93

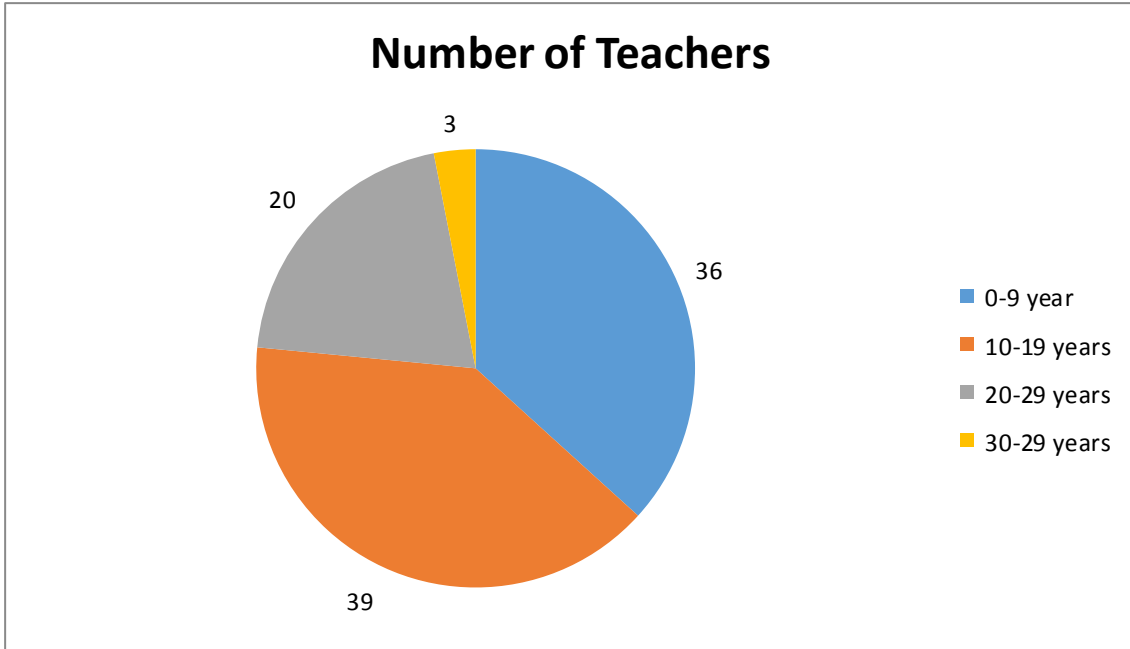


Figure 1. Teacher Years of Experience

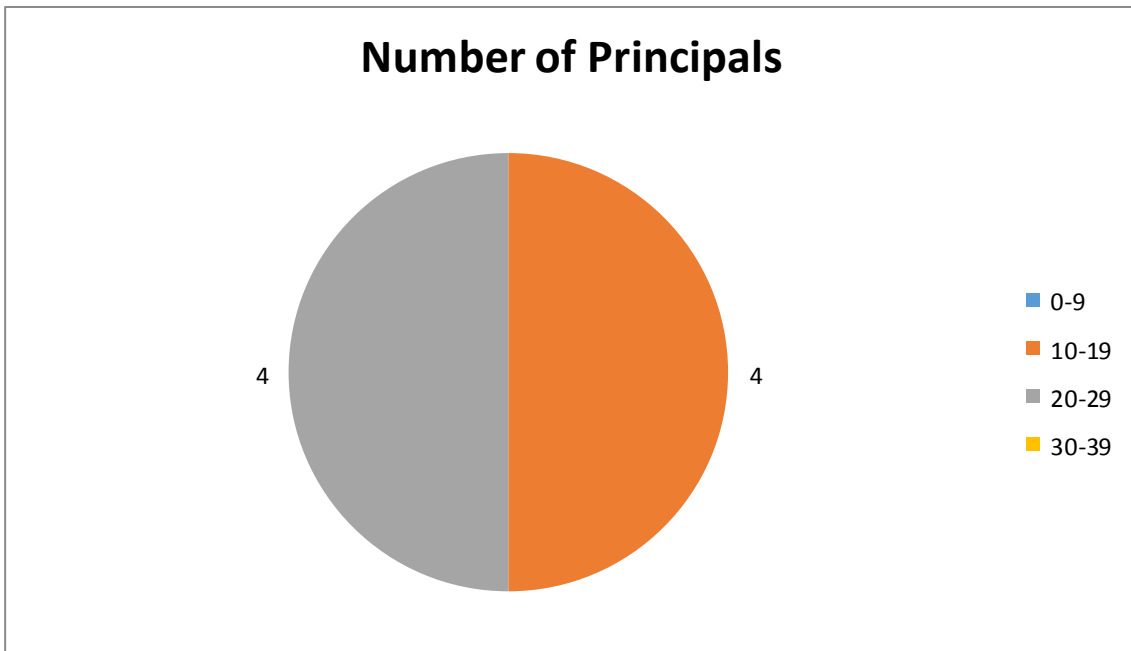


Figure 2. Principal Years of Experience

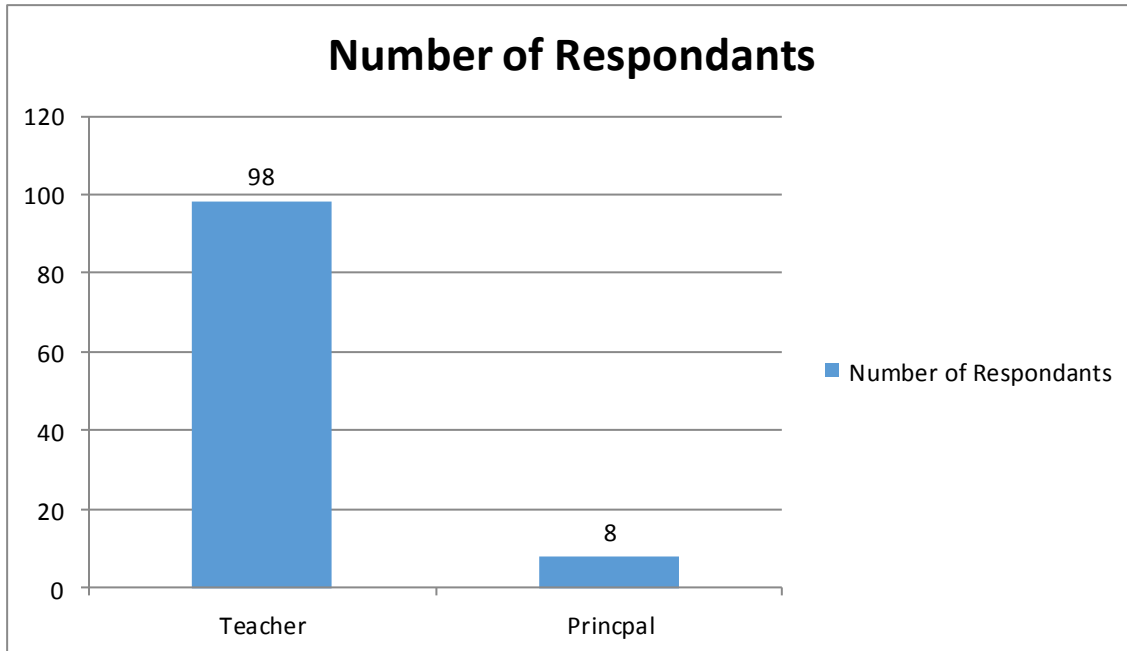


Figure 3. Respondent Population

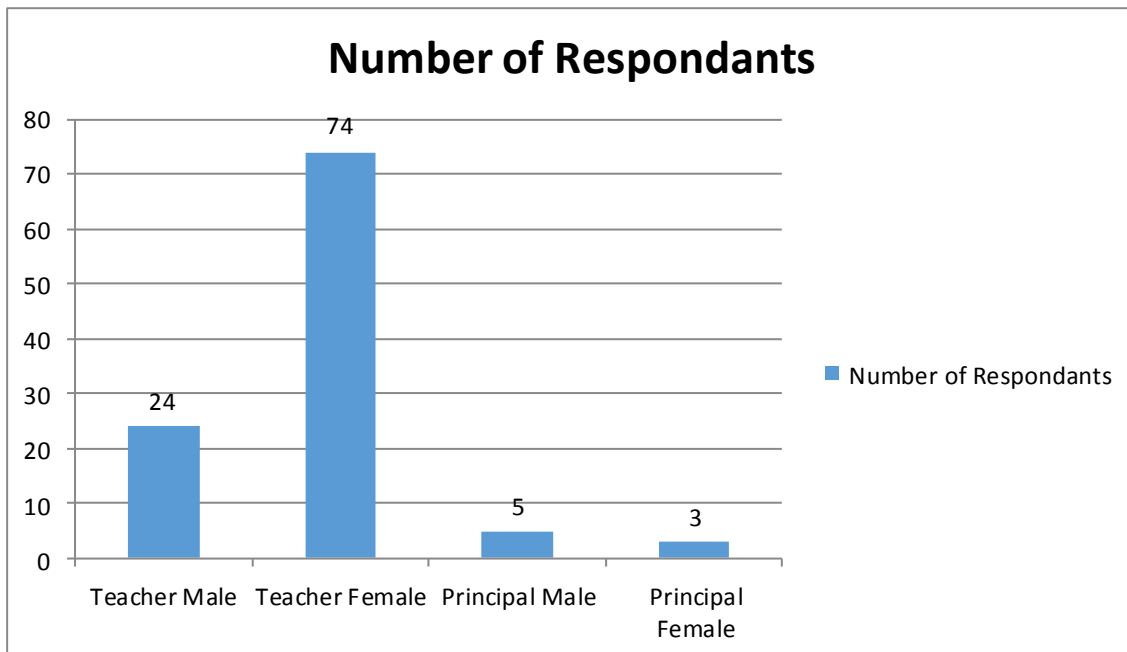


Figure 4. Teacher vs Principal Participants

Six questions for the six leadership competencies were used to investigate teacher's perceptions regarding the importance of the leadership competencies. The highest rated competency for teachers was for Item 1 "Positive Disposition" rated  $M = 4.86$ . The lowest rated competency for teachers was Item 2 "Cultivate a Shared Belonging" rated  $M = 4.76$ . The highest rated competency among principals was a tie between Item 5 "Enhance Trust" and Item 6 "Offer/Accept Feedback" both with  $M = 4.88$ . The lowest rate competency among principals was Item 3 "Support Social Relationships" rated  $M = 4.63$ . The importance of ratings as reported by each group for the six competencies are shown in Table 4. These rating were based on a 5 point metric (1= Strongly Disagree – 5 = Strongly Agree). A graph depicting this information is found in Figure 5.

Table 4

*Descriptive Statistics for Leadership Importance Ratings (Sorted by Highest Mean)*

	M	SD
<b>Item as Rated by Teachers</b>		
Positive Disposition (1)	4.86	.35
Offer/Accept Feedback (6)	4.81	.47
Enhance Trust (5)	4.80	.52
Focus of Vision (4)	4.78	.48
Support Social Relationships (3)	4.77	.47
Cultivate a Shared Belonging (2)	4.76	.43
<b>Item as Rated by Principals</b>		
Enhance Trust (5)	4.88	.35
Offer/Accept Feedback (6)	4.88	.36
Positive Disposition (1)	4.75	.46
Cultivate a Shared Belonging (2)	4.75	.46
Focus of Vision (4)	4.75	.46
Support Social Relationships (3)	4.63	.53

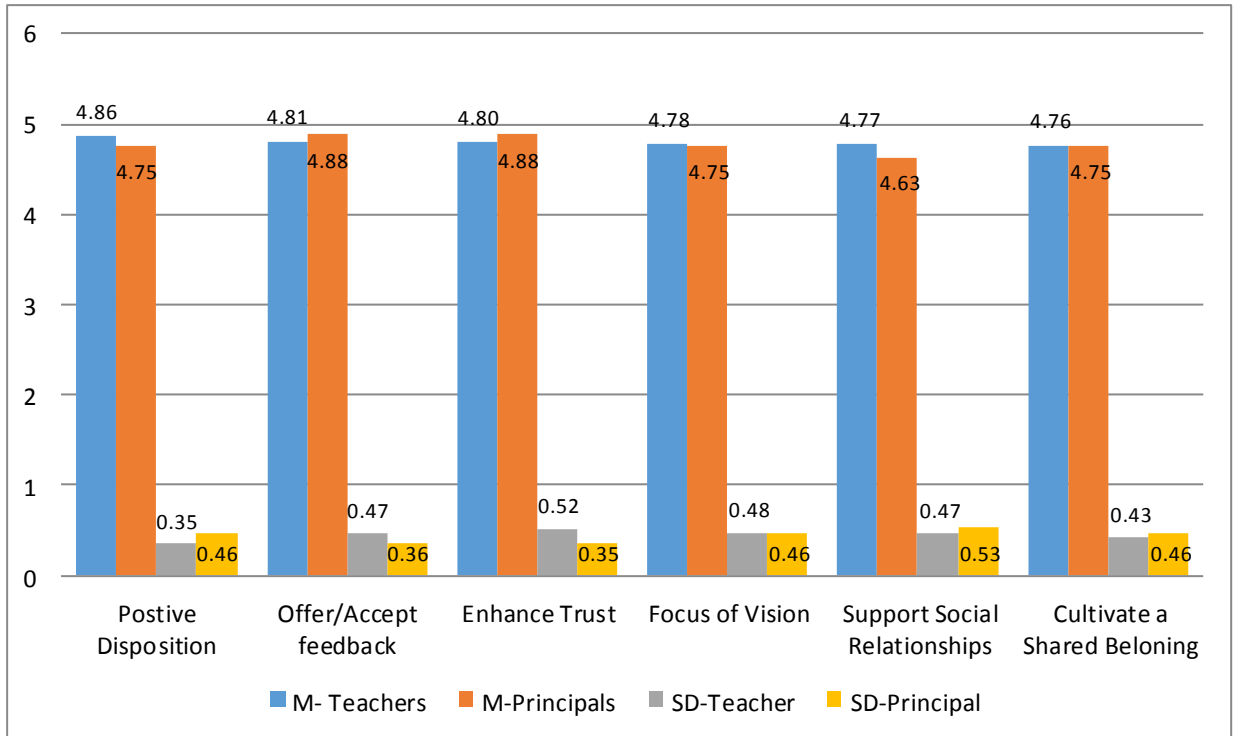


Figure 5. Teacher and Principal Response Competence Approach Importance.

To further assess teacher perceptions of the importance of leadership competencies a regression analysis was performed to control for demographics such as years of experience, age and gender. This information can be found in Table 5. A regression analysis was performed, controlling for the same demographic information, with principal response. The analysis information is found in Table 6.



Table 5

*Prediction of Competency Importance Controlling for Demographic Factors for Teachers*

<i>Variable</i>	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Positive Disposition</b>				
Gender	-.08	.08	-.10	.33
Years of Experience	-.01	.01	-.35	.25
Age	.14	.13	.33	.30
<b>Shared Belonging</b>				
Gender	.40	.11	.04	.35
Years of Experience	-.02	.02	-.44	-1.43
Age	.19	.18	.33	1.07
<b>Support Social Relationships</b>				
Gender	-.10	.13	-.08	.46
Years of Experience	-.01	.02	-.09	.77
Age	-.03	.20	-.01	.99
<b>Focus of Vision</b>				
Gender	-.08	.14	-.06	.59
Years of Experience	.02	.02	.28	.38
Age	-2.0	.22	-.28	.37
<b>Enhance Trust</b>				
Gender	-.08	.13	-.06	.54
Years of Experience	.03	.02	.38	.22
Age	-.28	.21	-.41	.20
<b>Offer/Accept Feedback</b>				
Gender	-.15	.14	-.11	.28
Years of Experience	.04	.02	.61	.05
Age	-.44	.22	-.62	.04

Table 6

*Prediction of Competency Importance Controlling for Demographic Factors for Principals*

<i>Variable</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>p</i>
<b>Positive Disposition</b>				
Gender	.32	.39	.35	.46
Years of Experience	.06	.06	.66	.39
Age	-.85	.60	-.85	.23
<b>Shared Belonging</b>				
Gender	.37	.61	.26	.58
Years of Experience	-.08	.09	-.55	.41
Age	.06	.95	.04	.96
<b>Support Social Rel.</b>				
Gender	-.24	.29	-.24	.45
Years of Experience	-.11	.04	-1.05	.06
Age	.37	.46	.33	.46
<b>Focus of Vision</b>				
Gender	-.41	.37	-.46	.34
Years of Experience	.02	.06	.23	.71
Age	.24	.58	.24	.71
<b>Enhance Trust</b>				
Gender	-.19	.34	-.27	.61
Years of Experience	.00	.05	.04	.96
Age	-.11	.54	-.15	.84
<b>Offer/Accept Feedback</b>				
Gender	-.19	.34	-.28	.61
Years of Experience	.00	.05	-.04	.96
Age	-.11	.54	-.15	.84

Table 7 show the competences present in the current leadership as rated by both teachers and principals. The table is sorted by the highest mean score (see Figure 4). These ratings were based on a 5-point metric scale (1 = strongly disagree, 5 = strongly agree). The competency with the highest presence as rated by teachers was Item 2 “Cultivate a Shared Belonging” with a mean  $M = 3.77$ . The lowest rated observed competency by teachers was Item 1 “Positive Disposition” with a mean  $M = 3.62$ . The highest rated competency observed by principals was Item 1 “Positive Disposition”, Item 2 “Cultivate a Shared Belonging”, “Enhance Trust”, and Offer/Accept Feedback” rated with a mean  $M = 3.88$ . The lowest rated observed competency among principals was item 4 “Focus of Vision” with a mean  $M = 3.63$ . These results are depicted in Figure 6.

Table 7

*Descriptive Statistics for the Leadership Competence Ratings (Sorted by Highest Mean)*

	M	SD
Item as Rated by Teachers		
Cultivate a Shared Belonging (2)	3.77	.53
Support Social Relationships (3)	3.74	.58
Focus of Vision (4)	3.70	.65
Enhance Trust (5)	3.66	.64
Offer/Accept Feedback (6)	3.66	.66
Positive Disposition (1)	3.62	.58
Item as Rated by Principals		
Positive Disposition (1)	3.88	.35
Cultivate a Shared Belonging (2)	3.88	.35
Enhance Trust (5)	3.88	.64
Offer/Accept Feedback (6)	3.88	.52
Support Social Relationships (3)	3.75	.71
Focus of Vision (4)	3.63	.52

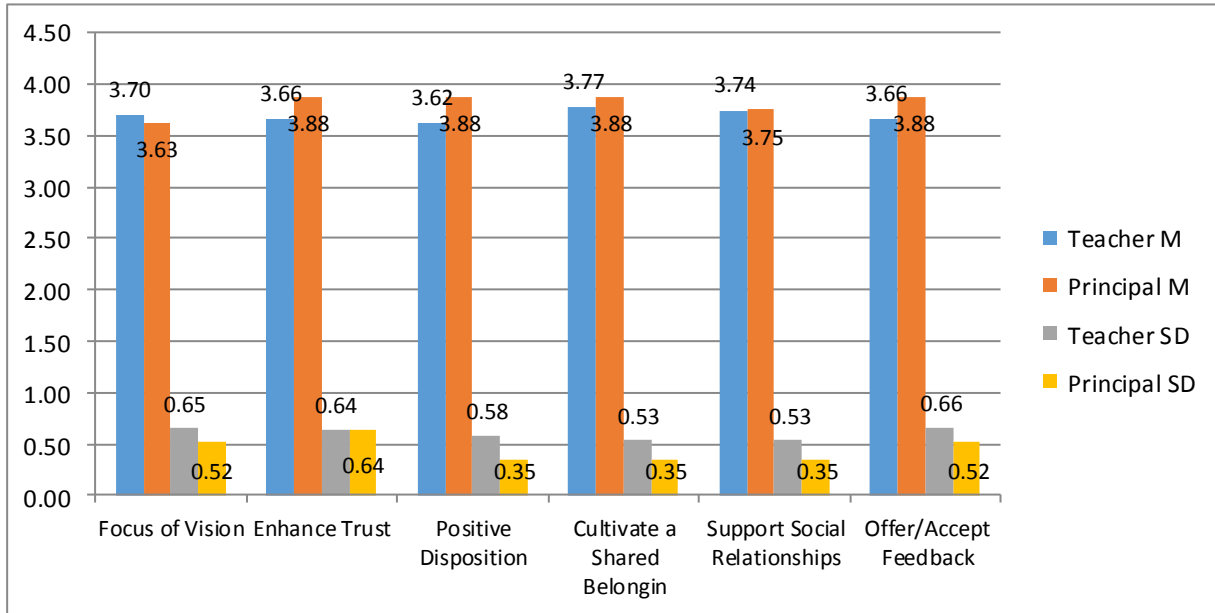


Figure 6. Teacher and Principal Response Competency Observed

To further assess teacher perceptions of the leadership competencies observed in practice a regression analysis was performed to control for demographics such as years of experience, age and gender. This information can be found in Table 8. A regression analysis was performed, controlling for the same demographic information, with principal response. The analysis information is found in Table 9.

Table 8

*Prediction of Competencies Observed Controlling for Demographic Factors for Teachers*

<i>Variable</i>	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Positive Disposition</b>				
Gender	-.03	.14	-.03	.82
Years of Experience	.01	.01	.06	.57
Age	.00	.01	-.06	.71
<b>Shared Belonging</b>				
Gender	-.09	.13	-.07	.50
Years of Experience	.00	.01	-.07	.68
Age	.00	.01	.06	.70
<b>Support Social Rel.</b>				
Gender	-.02	.14	-.02	.89
Years of Experience	.02	.01	.36	.03
Age	-.02	.01	-.38	.02
<b>Focus of Vision</b>				
Gender	-.03	.16	-.09	.40
Years of Experience	.01	.01	.13	.44
Age	.00	.01	-.04	.79
<b>Enhance trust</b>				
Gender	-.22	.15	-.15	.17
Years of Experience	-.02	.01	-.25	.14
Age	.01	.01	.13	.43
<b>Offer/Accept Feedback</b>				
Gender	-.12	.16	-.08	.44
Years of Experience	-.01	.01	-.08	.63
Age	.00	.01	.03	.87

Table 9

*Prediction of Competencies Observed Controlling for Demographic Factors for Principals*

<i>Variable</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>p</i>
<b>Positive Disposition</b>				
Gender	-.19	.38	-.28	.64
Years of Experience	.00	.08	-.01	.99
Age	.00	.06	-.06	.96
<b>Shared Belonging</b>				
Gender	.42	.27	.62	.19
Years of Experience	.01	.06	.15	.86
Age	-.04	.04	-.70	.42
<b>Support Social Relationships</b>				
Gender	.71	.70	.52	.36
Years of Experience	.01	.14	.08	.94
Age	-.02	.10	-.15	.88
<b>Focus of Vision</b>				
Gender	.52	.51	.52	.37
Years of Experience	.01	.10	.10	.92
Age	-.02	.08	-.25	.81
<b>Enhance Trust</b>				
Gender	.79	.49	.64	.18
Years of Experience	-.01	.01	-.09	.91
Age	.03	.07	.33	.69
<b>Offer/Accept Feedback</b>				
Gender	.84	.31	.84	.05
Years of Experience	.12	.06	1.11	.14
Age	-.05	.05	-.65	.34

Table 10 displays the descriptive statistics for school culture questions as rated by both teachers and principals by highest mean. The N = 8 for principals and N = 98 for teachers. There were 14 statements that were rated by participants on the survey tool. Each participant could choose a rating of 5 choices: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always or Almost Always (Wagner, 2006). The table displays the highest mean score first for each group of participants. The highest mean score for the teacher group was item SDE5 “People work here because they enjoy and choose to work here” with a mean of  $M = 4.09$ ,  $SD = 0.75$ . The highest rated mean score for the teachers group was item AC1 “Teachers and staff tell stories of celebrations that support the school’s values” with a mean  $M = 4.50$ ,  $SD = 0.54$ .

Table 10

*Descriptive Statistics for the School Triage Culture Ratings (Sorted by Highest Mean)*

Note. SDE = Self Determination/Efficacy, AC = Affiliative Collegiality, PC = Professional Collaboration

	<i>M</i>	<i>SD</i>
Item (As rated by teachers)		
SDE5	4.09	.75
SDE2	3.83	.75
SDE4	3.81	.82
AC5	3.79	.80
PC1	3.76	.64
SDE3	3.68	.83
AC1	3.65	.76
AC6	3.74	.88
AC4	3.61	.79
PC2	3.61	.77
AC3	3.55	.84
SDE1	3.48	.82



---

(table continues)

Table 10 (continued)

---

	<i>M</i>	<i>SD</i>
PC3	3.42	.84
AC2	3.25	.88
Item (As rated by principals)		
AC1	4.50	.54
AC5	4.38	.52
PC1	4.13	.35
SDE5	4.13	.64
PC2	4.00	.93
AC3	4.00	.76
AC6	4.00	.76
SDE2	4.00	.53
SDE3	4.00	.76
AC4	3.88	.64
SDE4	3.88	.76
PC3	3.50	.53
SDE1	3.50	.93
AC2	3.38	.91

---

Table 11 displays regression data for the three school culture categories, SDE – Self Determination/Efficacy, PC – Professional Collaboration, AC – Affiliative Collegiality controlling for gender, years of experience, and age for teacher responses. Table 12 displays regression data for the three school culture categories controlling for gender, years of experience, and age for principal responses.

Table 11

*Prediction of Culture Rated by Teachers Controlling for Demographics*

<i>Variable</i>	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Professional Collaboration</b>				
Gender	-.13	.14	-.09	.36
Years of Experience	.91	.07	.12	.23
Age	.01	.01	.10	.35
<b>Affiliative Collaboration</b>				
Gender	-.28	.13	-.21	.04
Years of Experience	.05	.07	.07	.50
Age	.00	.01	.06	.59
<b>Self Determination/Efficacy</b>				
Gender	-.35	.15	-.24	.02
Years of Experience	.07	.08	.09	.40
Age	.01	.01	.11	.28

Table 12

*Prediction of Culture Rated by Principals Controlling for Demographics*

<i>Variable</i>	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Professional Collaboration</b>				
Gender	.16	.39	.16	.70
Years of Experience	.28	.45	.26	.54
Age	-.34	.03	-.47	.24
<b>Affiliative Collaboration</b>				
Gender	.48	.23	.61	.11
Years of Experience	-.08	.35	-.10	.82
Age	.00	.02	-.02	.97
<b>Self Determination/Efficacy</b>				
Gender	.91	.20	.88	.00
Years of Experience	.00	.47	.00	1.00
Age	.01	.03	.13	.76

Table 13 shows the reliability of the Competency Approach Survey scales. Cronbach's Alpha reliability coefficients found all coefficients to be at least  $\alpha = .85$  indicating that all scales had acceptable levels of internal reliability (Cohen, 1998).

Table 13

*Psychometric Characteristics for Summated Scale Scores*

Scale	Number of Items	<i>M</i>	$\alpha$
Importance of Leadership Competence <sup>a</sup>	6	4.79	.85
Leadership Competence <sup>a</sup>	6	4.31	.92
School Culture <sup>b</sup>	14	3.68	.91

<sup>a</sup> Ratings were based on a 5-point scale: 1 = Strongly Disagree to 5 = Strongly Agree (N=106)

<sup>b</sup> Ratings were based on a 5-point scale: 1 = Never to 5 = Almost Always

The finale research question asked: What is the relationship between leadership competencies and school culture? Summated data were calculated for the leadership competencies observed in principal behavior, as well as three the three categories of the School Triage Survey. The school culture triage was divided into its three components:

- 1) Professional Collaboration – PC
- 2) Affiliative Collegiality – AC,
- 3) Self-Determination/Efficacy – SDE

A Pearson Correlation analysis was performed to determine possible relationships between school culture and leadership competencies. The results are displayed in Table 14.

Table 14

*Pearson Correlations for Selected Variables with the Leadership Competency and School Culture Scales*

		PC	AC	SDE	Competency
PC	Pearson Correlation	1	.670**	.605**	.580**
	Sig. (2-tailed)		.000	.000	.000
	N	106	106	106	106
AC	Pearson Correlation	.670**	1	.717**	.687**
	Sig. (2-tailed)	.000		.000	.000
	N	106	106	106	106
SDE	Pearson Correlation	.605**	.717**	1	.583**
	Sig. (2-tailed)	.000	.000		.000
	N	106	106	106	106
Competency	Pearson Correlation	.580**	.687**	.583**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	106	106	106	106

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

The results of this study show that there is a significant positive correlation between principal leadership and school culture. This correlation was shown using a Pearson correlation. The data supports a positive correlation between school culture and leadership competencies displayed by principals.

In summary, this study used the responses from N=106, eight which were principals and 98 which were teachers. The finding indicate that there is a positive correlation between the perceptions of school culture and leadership competencies.

## CHAPTER 5: SUMMARY, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

This chapter contains a brief summary of the findings. The chapter reviews and literature supported the findings of the study. This chapter will provide recommendations for future research.

### **Purpose of the Study**

The purpose of this study was to examine the relationship of the influence of leadership and leadership competencies on the culture of the school organization. The leadership focus was used to determine the specific leadership competencies that affected school culture. School culture exists throughout a school site and therefore is affected by the leadership. Leadership and its impact can be present in many areas of a school such as teachers, office staff, teacher's aides and other groups in the school; however, the purpose of this study was to focus on the principal leadership.

The method of analysis is quantitative, using survey data to determine if any relationships exist between the following: 1) leadership competencies and school culture, 2) teacher's perceptions and school culture, and 3) school culture and principal competencies perceived by teachers on four demographic values.

### **Research Questions**

The following research questions were used in this study:

1. What are principal's assessment of leadership competencies?
2. What are teacher's assessment of leadership competencies?
3. What is the culture of the school according to principals?

4. What is the culture of the school according to teachers?
5. What is the relationship between leadership competencies and school culture?

## **Results**

The participants in the study represented many levels of demographic characteristics. Each of these characteristics was used as a point of analysis in the assessment of leadership competencies and school culture for both the teacher group and the principal group.

A total of one hundred six (106) participants completed surveys, which was a return rate of 34.5%. Of the 106 participants that completed the surveys, 98 were teachers and 8 were principals. The group of ninety eight teachers was 75.5% female, representing 74 teachers and 24.5% were male, which represented 24 teachers. The 8 participants that were principals included 37.5% female, 3 participants, and 62.5% male which were 5 participants.

To assess if more experience or less experience impacted the results of perceptions of leadership competencies participants were surveyed to determine the years of experience in the study. In any given school, teachers are present with varying years of experience (Gulcan, 2012). Based on the participants in the study, the years of experience were grouped into four categories. These categories were: 0–9 years of experience, 10–19 years of experience, 20–29 years of experience, and 30–39 years of experience. The group most represented with that with 10–19 experience which was represented 41.8 % of participants.

According to a study performed by Gulcan (2012) which examined competencies and school principals, “Teachers’ view on these issues does not vary depending on gender, or experience in the field” (p. 634). In this study no variance in results based on age or gender affected the results in either the teacher group not the principal group.



In this study the age of the participants was also assessed to determine any relationship. The participants' ages ranged from age 22 to 69, with a mean age of 40.8. The results showed that it did not matter the age of the participant in either group in relationship to the assessment of leadership competencies nor school culture. The thought that age might be an influencing factor is not supported by the data. According to Schien (2004), new members of a culture may integrate into that culture or bring personal values and beliefs that become part of the culture. This might explain that peers felt similar regardless of age. According to Muhammad (2009), teachers present in a school have varying ages; it is important for teacher growth and experience.

### **Leadership Competency Importance**

Six principal leadership competencies were identified in the literature: Positive disposition (Daly & Chrispeels, 2005), Supports social relationships (Sergiovanni, 2004), Cultivate a shared belonging (Margolis, 2008), Focus of vision (Mitgang, 2012), Enhance trust (Louis, Dretzke, & Wahlstrom, 2010), and Offer/accept feedback (Massey, 2013). When participants were surveyed the results showed that each competency was deemed important on a Likert scale of *1 = Strongly disagree – 5 = Strongly agree*. The mean score for the teacher grouped ranged from 4.76 – 4.86 and from 4.63 – 4.88 in the principal group. The scores indicate that response fall in the Agree – Strongly Agree range. The competency found to be most importance among teachers was Positive Disposition with a mean score of 4.86. Among principals, Enhance Trust and Offer/Accept Feedback were the two competencies ranked highest with a mean score of 4.88. The competencies deemed important but ranked of least importance was Shared Belonging among teachers with a mean score of 4.76 and Support Social Relationships with a 4.63 mean score among principals.

The most important factor ranked by teachers, Positive Disposition, is one component of an effective school according to Daly and Chrispeels (2005). The best and most effective principals are those who have a positive outlook on the school organization. It is these leaders who have effective schools. Principals ranked two factors to be most important: Enhance trust and Offer/Accept Feedback. Trust is a simple concept that can have a profound impact on an organization (Bryk & Schneider, 2003). All levels of leadership revolve around trust according (Handford & Leithwood, 2013). Additionally, productive communication, in the form of feedback, is one of the behaviors that contribute to teacher satisfaction in a school (Johnson et al, 2012).

### **Leadership Competence and Presence**

Of the six competencies examined in this study, each participant was asked to rate their perception of the competencies as present in the current leadership at each of the participant's school site. According to the data, the competency ranked the highest present according to teachers was Cultivate a Shared Belonging with a mean of 3.77. The competency ranked the least observed in principals with teacher is Positive Disposition with a mean of 3.62. The principal group ranked four of the six competencies with a mean of 3.88. Those four were: Positive Disposition, Cultivate a Shared Belonging, Enhance Trust, and Offer/Accept Feedback. The lowest ranked among principals was Focus of Vision with a mean of 3.63.

Teachers ranked Cultivate Shared Belonging as the most observed competency. Teachers want to be involved and it is important for a leader to take input from the members (Picucci, Brownson, Kahlert, & Sobel, 2002). This allows teachers to connect to the school and connects teachers to the culture (Lattimer, 2007).

Principals observed Positive Disposition, Cultivate a Shared Belonging, Enhance Trust, and Offer/Accept Feedback with the same mean value. Positive feelings, including the appreciation of others is especially important in culture (Sahin, 2004). A shared belonging is need so that teachers can share in leadership for better connection (Margolis, 2008). Trust impacts many people associated with the school (Vodicka, 2006). Creating more trust creates greater success in the school (Handford & Leithwood, 2013). Feedback includes productive communication that allows teachers and principals to interact in a manner that can help to improve the school and its operation (Ingersoll, Merrill, & May, 2012). The small population of principal participants may contribute to four of the six competencies being observed with the same mean.

### **School Culture Ratings**

Fourteen statements were used from the School Culture Triage Survey (Wagner, 2006). These 14 statements were ranked on a Likert scale of *1 = Never – 5 = Always*. According to the data, the statement with the highest frequency for teachers was “People work here because they enjoy and choose to be here.” The mean score for this response was 4.09 or *Often*. This reflects the climate of the school and that teachers are at the school because they choose to be there which can be a positive indicator of school culture. The lowest observed competency rating by teachers was “Our school supports and appreciates the sharing of new ideas by members of our school.” Deal and Peterson (2009) suggest that schools that value collaboration and sharing of ideas enhance the spread of effective practices within the school. The teachers surveyed did not indicate that collaboration is a high priority. The low rating, which was in contrast with Deal and Peterson’s effective practices, may result from a low emphasis on this collaborative practice in the school.

According to the data, the statement with the highest response from principals was “Teachers and staff tell stories of celebrations that support the school’s values. The statement with the lowest rating was “Teachers and staff visit and meet outside of school to enjoy each other’s company.” Both of these responses fall in the category of affiliative collegiality. Buchanan (2011) states that a school’s culture is related to the interactions and associations of the members that makes up the school organization.

### **Perceptions of Principal Competencies**

Kelley et al. (2005) studied teacher’s perceptions using the Attitude Towards Staff Development Scale. This scale was used to determine teacher’s perceptions of administrative support in multiple areas. Thirty one (31) schools were surveyed, which includes 31 principals and 155 teachers as participants. The study indicated that principals have the ability to impact the climate of a school. The results identified three important areas that may improve a school’s environment that the principal had the power to change. These three areas included: feedback, trust, and vision. These three areas were competencies that were studied in the research. All three of these were found to be important for principal leadership. Six observed competencies were correlated to school culture data to identify a connection between school culture and leadership competencies. The data supported a positive connection between all three areas of school culture and principal competencies. The Pearson correlation is as follows: Leadership Competency and Professional Collaboration of Culture was a .58 with a  $p$  value = .00, Affiliative Collegiality .69 with a  $p$  value = .00, and Self Determination/Efficacy was .58 with a  $p$  value = .00.

### **Limitations of the Study**

The study was performed in two school systems in southeast Alabama. The study was distributed by personal school mailboxes. This provided confidentiality for the participants and made participation available to all secondary teachers who met the criteria for recruitment. Teachers had several weeks to complete the survey if they choose to participate. This time frame began in the summer and ended after school began.

The study was limited to principal response from the schools that were surveyed. This resulted in only 8 responses for principals. The data collection and analyzed may not reflect that of the general population of principals due to the small number of participants.

The population of teacher participants was confined to a narrow geographic region. The answers of participants may not reflect the views of other school districts or the general population of school teachers.

### **Implications for the Field**

According to research, through leadership competencies, principals influence school culture (Gulcan, 2012). The literature review examined school culture and this lead to the influence of the principal leaders in the school. This research focused on six leadership competencies regarded as important according to previous research performed regarding leadership and the competencies considered important.

Information from this research, along with existing research, may be used in school organizations to facilitate better leadership and leading to improved school culture. Following is a list of each competency with a description and implications for the principal leader.

*Positive Disposition* (Daly & Chrispeels, 2005): A leader who displays positivity, offers appreciation and engaged in gracious interactions with staff members is one who exhibits a positive disposition. A principal who represents a positive disposition has an

influence on the school culture that is positive and promotes an overall healthy school culture according to research. This competency has an influence on the teacher's perceptions of principal leadership.

*Supports Social Relationships* (Van Maele & Van Houtte, 2012): Principals can help develop and promote relationships that provide meaning for teachers. These relationships can assist teachers in how they view the teaching profession and help people feel like they fit in the organization. This promotes a positive work environment and positive culture. The principal has a strong influence by encouraging collaboration and fostering relationships.

*Cultivate a Shared Belonging* (Margolis, 2008): A principal who cultivated a shared belonging encourages a work environment where everyone feels like they belong. Teachers want to feel involved and feel good about the school. This competency has an impact on teachers' views of school culture.

*Enhance Trust* (Louis, Dretzke, & Wahlstrom, 2010): Trust is a simple concept that has a profound impact on an organization. The school benefits when a high level of trust exists. Teachers achieve more when they feel trusted and have trust in the leadership. The manner in which teachers perceive trust influences their perception of school culture.

*Focus of Vision* (Maxwell, 2013): A vision gives teachers a clear path and establishes a course for the organization's members. This path gives teachers a purpose and promotes a positive school culture. Having a vision and also a focus on the vision impacts the school's culture in a manner that is productive and positive.

*Offer/Accept Feedback* (Massey, 2013): A leader offering feedback to the staff members and being open to receiving feedback is of consequence. Feedback can provide positive words and comments on achievement and open communication that allows teachers and principals to interact. This can positively influence school culture.

The data from this study can be used in addition to other research to continue the examination of the role of principal leadership in a school. This study examined leadership competencies that proved important for principal leaders as perceived by teachers when compared to the presence of the competencies the principal displays. Principals are leaders who have the responsibility to be examples to teachers in how they lead and how they handle situations that arrive at the school. The information in this study can be used to examine current principal leaders in a school or school district as well as future principal leaders.

The results from this study and others like it could contribute to current training programs. This information could encourage a focus on the leadership aspects of the principal role in addition to the management aspect of principal role. The information in this study will help other researchers assess the findings to determine commonalities with other school systems, school settings or other geographic regions.

### **Suggestions for Future Research**

Many possibilities exist for further investigation regarding school improvement. This study focused on teachers' and administrators' perceptions of leadership competencies and their influence on school culture. According to Turan and Bektas (2013), the formation of an organizational culture is a complex process that involves many variables and influences. Other key stakeholders' perceptions influence school culture. Future research might explore the influence and relationship between other stakeholders' perceptions of leadership competencies.

Other stakeholders might include parents, school staff members, students, community groups and businesses.

Future studies might also include exploring relationships between teacher's perceptions of leadership competencies and student performance. Research indicates that student achievement is enhanced by school culture (Lynch, Smith, Provost, & Madden, 2013). Future studies may find that teacher's perceptions of leadership competencies influence student performance.

A qualitative study to explore the differences between perceived competencies and competencies that are most important would be an area of interest. A better understanding could be helpful for leaders.



## REFERENCES

- Alveson, M. (1987). Organization, culture and ideology. *International Studies of Management and Organizations*, 17(3), 4–18.
- Anderson, C. (1982). Improving school climate. *Review of Educational Research*, 52(3), 2–5.  
Retrieved from <http://files.eric.ed.gov/fulltext/ED292214.pdf>
- Argon, T. (2015). Teacher and administrator views on principals' accountability. *Educational Science: Theory & Practice*, 15(4), 925–944. Retrieved from  
<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=30358307-d2bd-491b-937f-cef213b2f371%40sessionmgr4002&vid=4&hid=4213>
- Ashkanasy, N. M., & O'Connor, C. (1997). Value congruence in leader-member exchange. *The Journal of Social Psychology*, 137(5), 647–662.
- Avey, J. B., Richmond, F. L., & Nixon, D. R., (2012). Leaders' positivity and follower creativity: An experimental analysis. *Publication of Creative Education Foundation*, June, 2012. Retrieved from  
<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=99321dd7-6892-4ec4-a814-3dfc3e98c671%40sessionmgr110&vid=67&hid=108>
- Aytac, T. (2015). The relationship between teachers' perceptions about school managers' talent management leadership and the level of organizational commitment. *Eurasian Journal of Educational Research*, 59, 165–180. Retrieved from <http://dx.doi.org/10.14689/ejer.2015.59>

- Backor, K. T., & Gordon, S. P. (2015). Preparing principals as instructional leaders: Perceptions of university faculty, expert principals, and expert teacher leaders. *NASSP Bulletin*, 99(2), 105–126. Retrieved from <http://bul.sagepub.com.spot.lib.auburn.edu/content/99/2/105.full.pdf+html>
- Baker-Doyle, K. (2010). Beyond the labor market paradigm: A social network perspective on teacher recruitment and retention. *Education Policy Analysis Archives*, 18(26), 1–17. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ913479.pdf>
- Baldoni, J. (2012). Why great leaders inspire others. Inc., March 6, 2012. Retrieved from <http://www.inc.com/john-baldoni/why-great-leaders-inspire-others-to-follow.html>
- Balkar, B (2015). Defining an empowering school culture (ESC): Teacher perceptions. *Issues in Educational Research*, 25(3), 205–221. Retrieved from <http://content.ebscohost.com.spot.lib.auburn.edu/ContentServer.asp?T=P&P=AN&K=109114383&S=R&D=ehh&EbscoContent=dGJyMNLr40Sep7Q4xNvgOLCmr06ep7dSsKa4TbKWxWXS&ContentCustomer=dGJyMPGqs1GyrbVOuePfgeyx44Dt6fIA>
- Bayler, A. (2012). Transformational leadership behaviors of school principals: A qualitative research based on teacher's perceptions. *International Online Journal of Educational Sciences*, 4(3), 581–591. Retrieved from [http://www.iojes.net/userfiles/article/iojes\\_949.pdf](http://www.iojes.net/userfiles/article/iojes_949.pdf)
- Bayler, A., & Ozcan, K. (2012). Cultural adaptations of headmasters' transformational leadership scale and a study on teachers' perceptions. *Eurasian Journal of Educational Research*, 49, 103–128. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=d6f6f651-c84b-44ed-9d2b-07f7c8fb48a4%40sessionmgr114&hid=120>
- Beaudoin, M. N., & Taylor, M. (2004). *Creating a positive school culture: How principals and teachers can solve problems together*. Thousand Oaks, CA: Corwin Press.

- Biggerstaff, M., & Wagner, C. (2008). The silent curriculum: Lesson plans for leaders. *Kentucky School Leader*, Fall, 1–17. Retrieved from <http://www.schoolculture.netkslfall2008.pdf>
- Block, B. (2014). Leadership, a supercomplex phenomenon. *Quest*, 66(2), 233–246. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=43&sid=38a8c9cf-b324-4f0d-b20a-16eef8edac28%40sessionmgr4003&hid=4108&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=95713191&db=ehh>
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice and leadership*. San Francisco, CA: Jossey-Bass.
- Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013) School leaders matter. *Education Next*, 13(1), 62–69. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=e6d11c89-30c5-4e4c-98c7-bc087c1393a5%40sessionmgr112&vid=13&hid=114>
- Buchanan, J. (2012). Telling tales out of school: Exploring why former teachers are not returning to the classroom. *Australian Journal of Education*, 56(2), 205–217.
- Byrk, A. S. & Schnieder, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40–44. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=9c9d8586-6594-4c56-b891-d56f6542bce1%40sessionmgr115&hid=126>
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture, based on the competing values framework* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Cashman, K (2008). *Leadership from the inside out, becoming a leader for life*. San Francisco, CA: Berrett-Koehler.

- Certo, J. L., & Fox, J. (2002). Retaining quality teachers. *High School Journal*, 86(1), 57–75.  
Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/02/21/u-s-teachers-job-satisfaction-craters-report/>
- Chiang, L. H. (2003). *Shaping positive school culture: Judgements of school administrators*. Paper presented at the Annual Conference of the Mid-Western Educational Research Association, Columbus, Ohio. Retrieved from <http://files.eric.ed.gov/fulltext/ED482349.pdf>
- Cisler, A., & Bruce, M. A. (2013). Principals: What are their roles and responsibilities? *Journal of School Counseling*, 11(1), 1–27. Retrieved from <http://content.ebscohost.com.spot.lib.auburn.edu/ContentServer.asp?T=P&P=AN&K=88990305&S=R&D=ehh&EbscoContent=dGJyMMTo50Sepq84v%2BbwOLCmr06ep7dSsq24SbWWxWXS&ContentCustomer=dGJyMPGqs1GyrbVOuePfgex44Dt6fIA>
- Clark, J. K., Clark, S. E., & Brey, R. A. (2014). Improving pre-service elementary teachers' self-reported efficacy for using the professional teachers' standards in health education. *Journal of Health Education*, 84(7), 459–464.
- Cleveland, R., Chambers, J., Mainus, C., Powell, N., Skepple, R., Tyler, T., & Wood, A., (2011). School culture, equity, and student academic performance in rural Appalachian school. *Kentucky Journal of Excellence in College Teaching & Learning*, 9, 35–42.
- Cohen, J. (1998). *Statistical power analysis for the behavioral sciences* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum.
- Cohen, J., Shapiro, L., & Fisher, M. (2006). Finding the heart of your school. *Principal Leadership*, 7(4), 26–31.
- Collins, J. (2001). *Good to great: Why some companies make the leap – and others don't*. New York, NY: Harper Collins.

- Conley, D. T. (n.d.). The common core state standards: Insight into their development and purpose. Retrieved August 19, 2016 from <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8&safe=active&ssui=on#safe=strict&q=common+core+standards+purpo>
- Conoly, J. C., & Conoly, C. W. (2010). Why does collaboration work? Linking positive psychology and collaboration. *Journal of Educational and Psychological Consultation*, 20, 75–82.
- Cooperrider, D. L., Whitney, D., Stavros, J. M., & Fry, R. (2008). *Appreciative inquiry handbook for leaders of change*. Brunswick, OH: Berrett-Koehler.
- Cosenza, M. N., (2015). Defining teacher leadership: Affirming the teacher leader model standards. *Issues in Teacher Education*, Fall 2015. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=af9a3e7f-75db-4e20-932f-1d8cce3702dc%40sessionmgr4001&vid=45&hid=4113>
- Covey, S. R. (2006). *The speed of trust: The one thing that changes everything*. New York: Free Press.
- Covey, S. R. (2008). *The leaders in me*. New York, New York: Free Press.
- Daly, A. J., & Chrispeels, J. (2005). From problem to possibility: Leadership for implementing and deepening the processes for effective schools. *Journal for Effective Schools*, 4(1), 7–25.
- Day, C., & Sammons, P. (2013). Successful leadership: A review of the international literature. CBFT Education Trust. Retrieved from: <http://files.eric.ed.gov/fulltext/ED546806.pdf>.
- Deal, T. E., & Kennedy, A. A. (1983). Culture and school performance. *Educational Leadership*, 40(5), 14–15. Retrieved from

<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=b72d338f-49a4-468a-8c5e-726e37141e28%40sessionmgr110&vid=5&hid=112>

Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture, pitfalls, paradoxes, and promises*. San Francisco, CA: Jossey-Bass.

Definition of School: Content. (2013). Section 1, information. Retrieved from <http://www/cde/ca.gov/ds/si/dosinfo.asp>

Delisio, E. R. (2005). Improving school culture. *Education World*. Retrieved from: [http://www.educationworld.com/a\\_admin/admin/admin407.shtml](http://www.educationworld.com/a_admin/admin/admin407.shtml).

Demir, K. (2008). Transformational leadership and collective efficacy: The moderating roles of collaborative culture and teacher's self efficacy. *Eurasian Journal of Educational Research*, 33, 93–112.

Deporter, B., & Reardon, M. (2011). Positive school culture. *Principal*, 93(2), 8–11. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=30&sid=139da376-8953-4437-a788-edbedd78be4d%40sessionmgr115&hid=120&bdata=JnNpdGU9ZWhvc3QtbG12ZQ%3d%3d#AN=92770510&db=ehh>

Devita, M. C., Colvin, R. L., Darling-Hammond, L., & Haycock, K. (2007). *Educational leadership: A bridge to school reform*. New York, NY: The Wallace Foundation.

Dictionary.com. (2015). Retrieved from <http://dictionary.reference.com/browse/organization>

Doh, J. (2003). Can leadership be taught? Perspectives from management educators. *Academy of Management Learning and Education*, 2(1), 54–67. Retrieved from [http://www.jstor.org/stable/40214166?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/40214166?seq=1#page_scan_tab_contents)

Donaldson, G., Marnik, G., Mackenzie, S., & Ackerman, R. (2009). What makes or breaks a principal. *Educational Leadership*, 67(2), 8–14. Retrieved from

<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=00084aaf-2faa-4759-8ba7-7fb757fdf6a8%40sessionmgr111&vid=8&hid=112>

- Durham, R. E., Bettencourt, A., & Connolly, F. (2014). Measuring school climate: Using existing data tools on climate and effectiveness to inform school organizational health. Baltimore Educational Research Consortium, Oct. 2014. Retrieved from <http://files.eric.ed.gov/fulltext/ED553169.pdf>
- Easley, J. (2006) Alternative route urban teacher retention and implications for principals' moral leadership, *Educational Studies*, 32(3), 241–249, DOI: 10.1080/03055690600631176
- Eich, R. K. (2012). *Real leaders don't boss*. Pompton Plains, NJ: Career Press.
- Elma, C. (2013). The predictive value of teachers' perception of organizational justice on job satisfaction. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52, 157–176.
- Engels, N., Hotton, G., Devos, G., Bouckenooghe, D., & Aelterman, A. (2008). Principals in schools with positive culture. *Educational Studies*, 34(3), 159–174. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=7D3DLT9B3R5NJ9ROLVD0I3JM0FRLBLNIJ&Show=Object>
- Evan, W. M. (1975). Measuring the impact of culture on organizations. *International Studies of Management and Organizations*. March 1, 1975.
- Fox, D. (2014). Continuous improvement in instruction: Essentials for principals. *Leadership*. January 1, 2014. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=10&sid=b3488db1-81b0-4896-996e-26c1384473f5%40sessionmgr115&hid=121>
- Fullan, M. (2002). Leadership and sustainability. National Association of Secondary Principals, 3(4), 16–20. Retrieved from <http://xt5bv6dq8y.search.serialssolutions.com.spot.lib>.

[auburn.edu/?genre=bookitem&isbn=9781412940733&title=Leadership%20&%20Sustainability%20\(Multimedia%20Kit\)%20A%20Multimedia%20Kit%20for%20Professional%20Development&volume=&issue=&date=20060706&atitle=&spage=&pages=&sid=EBSCO:ERIC&au=Fullan,%20Michael](http://auburn.edu/?genre=bookitem&isbn=9781412940733&title=Leadership%20&%20Sustainability%20(Multimedia%20Kit)%20A%20Multimedia%20Kit%20for%20Professional%20Development&volume=&issue=&date=20060706&atitle=&spage=&pages=&sid=EBSCO:ERIC&au=Fullan,%20Michael)

- Fullan, M. (2010). Power of the principal. *Principal*, March/April 2010. Retrieved from <http://content.ebscohost.com.spot.lib.auburn.edu/ContentServer.asp?T=P&P=AN&K=48003326&S=R&D=ehh&EbscoContent=dGJyMNLr40SeprA4xNvgOLCmr06ep7dSs6q4S7eWxWXS&ContentCustomer=dGJyMPGqs1GyrbVOuePfgeyx44Dt6fIA>
- Garza, E., Drysdale, L., Gurr, D., Jacobson, S., & Merchant, B. (2014). Leadership for school success: Lessons from effective principals. *International Journal of Educational Management*, 28(7), 798–811. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=46K65YT8KTU9CE9PB22U1S51PCK189P5C&Show=Object>
- Gewertz, C. (2015). The common core explained. *Education Week*, October 10, 2016. Retrieved from <http://www.edweek.org/ew/issues/common-core-state-standards/>
- Gietz, C., & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. *Canadian Journal of School Psychology*, 29 (3), 161-176. Retrieved from <http://cjs.sagepub.com/content/29/3/161>
- Glover, V. (2015). *A study of the influence of leadership competencies on a school culture organization*. (Doctorial dissertation). Retrieved from <http://search.proquest.com.spot.lib.auburn.edu/pqdtft/docview/1660188222/56C45AD239641E1PQ/1?accountid=8421> (3682416).
- Goleman, D. (2014). What it takes to achieve managerial success. *Talent Development*. Retrieved from



<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=76124215-2b01-4782-a421-427267ec481a%40sessionmgr113&vid=26&hid=127>

Goleman, D. (2006). The socially intelligent. Educational Research. Retrieved from

<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=76124215-2b01-4782-a421-427267ec481a%40sessionmgr113&vid=26&hid=127>

Goleman, D., Boyatzis, R., & McKee, A. (2013). Primal leadership: realizing the power of emotional intelligence. Boston, MA: Harvard Business Review Press.

Goulet, L., Jefferson, J., & Szwed, P. (2012). Leadership is everybody's business. T + D, 66(8), 48–53. Retrieved from [https://www.td.org/Publications/Magazines/The-Public-](https://www.td.org/Publications/Magazines/The-Public-Manager/Archives/2012/Summer/Leadership-Is-Everybodys-Business)

[Manager/Archives/2012/Summer/Leadership-Is-Everybodys-Business](https://www.td.org/Publications/Magazines/The-Public-Manager/Archives/2012/Summer/Leadership-Is-Everybodys-Business)

Gulcan, M. (2012). Research on instructional leadership competencies of school principals. *Education*, 132(3), 625–635. Retrieved from

<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=20&sid=d4206155-a80a-4071-b601-aeabfe4054e6%40sessionmgr110&hid=120>

Gun, B., & Caglayan, E. (2013). Implications from the diagnosis of a school culture at a higher education institution. Turkish Online Journal of Qualitative Inquiry, 44(1), 47–59.

Retrieved from <http://files.eric.gov/fulltext/ED541924.pdf>

Habbeger, S. (2008). The principal's role in successful schools: Creating a positive school culture. *Principal*, 88(1), 42–46. Retrieved from:

[https://www.naesp.org/resources/1/Principal/2008/S-O\\_p42.pdf](https://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf)

Hahs-Vaughn, D. L., & Scherff, L. (2008). Beginning English teacher attrition, mobility, and retention. *Journal of Experimental Education*, 77(1), 21–54. Retrieved from

<http://eric.ed.gov/?id=EJ809609>

Hall, G., Rutherford, W. L., Hord, S. M., & Huling, L. L. (1984). Effects of three principals styles on school improvement. *Educational Leadership*, Feb 1984, 22–29.

- Hanford, V., & Leithwood, K. (2013). Why teachers trust school leaders. *Journal of Educational Administration*, 51(2), 194–212. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=3PZXNXN81LQ2LN-NTM0SMLPLTNP-8MLDS&Show=Object>
- Harrison, C., & Killion, J (2007). Ten roles of teacher leaders. *Educational Leadership*, 65(1), 74-77. Retrieved from <http://ascd.org/publications/educational-leadership/sept07/vol65/num01/ten-Roles-for-Teacher-Leaders.aspx>
- Hauge, T. E., Norenes, S. O., & Vedoy, G. (2014). School leadership and educational change: Tools and practices in shared school leadership development. *Journal of Educational Change*, November 1, 2014. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=af9a3e7f-75db-4e20-932f-1d8cce3702dc%40sessionmgr4001&vid=9&hid=4113>
- Hays, P. S. (2013). Narrowing the gap: Three key dimensions of site based leadership in four Boston-based charter public schools. *Education and Urban Society*, 45(1), 37–87. Retrieved from <http://eus.sagepub.com.spot.lib.auburn.edu/content/45/1/37.full.pdf+html>
- Heathfield, S. M. (2015). Leadership inspiration. About Money. April 22, 2015. Retrieved from [http://humanresources.about.com/od/leadership/a/leader\\_inspire.htm](http://humanresources.about.com/od/leadership/a/leader_inspire.htm)
- Heifetz, R. A., & Sinder, R. M. (1991). Teaching and assessing leadership courses: Part one. *National Forum*, 71(1), 21. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=38&sid=ed173858-183e-423c-8167-c5341ba8b72a%40sessionmgr4001&hid=4203&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#AN=9607180055&db=ehh>
- Hindman, J., Rozzelle, J., & Fahey, J. (2015). Visible leading. *Journal of Staff Development*, 36(4), 18–22. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer?vid+9%sid+2a1cf2e-69aa-4e41-9538-60e38a1df8c9%40sessionmgr4005&hif=4111>

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations software of the mind intercultural cooperation and its importance for survival*. New York, NY: McGraw-Hill.

Holloman, L. Jr., Rouse, W. A., & Farrington, V. (2007). Purpose-driven leadership: Defining, defending, and sustaining a school's purpose. *International Journal of Leadership in Education*, 10(4), 437–443. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=95IQII18XPJKD94UE5PPMRUKXURX8QDM9&Show=Object>

Hogan, S. J., & Coote, L. V., (2 013). Organizational culture, innovation, performance: A test of Schein's model. *Journal of Business Research*, 67(8), 1609–1621.

Hongboontri, C., & Keawkhong, N. (2014). School culture: Teacher's beliefs, behaviors, and instructional practices. *Australian Journal of Teacher Education*, 39(5), 66–88.

Hsiao, H. C., & Chang, J. C. (2011). The role of organizational learning in transformational leadership and organization innovation. *Asia Pacific Educational Review*, April, 2011. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=95Q5XI18XKXZKDIX4R41KE4P9KMM8QDM9&Show=Object>

Hunter-Boykin, H., Evans, V., & Evans, A. (1995). The relationship between high school principals and teachers' morale. *Journal of Instructional Psychology*, 22(2). Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid= 8&sid=8a8a8c0d-101d-4a7d-9940-449d7459959b%40sessionmgr113&hid=113&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=9508012027&db=ehh>

Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*,

105(4), 245–255. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=be7324f3-360c-4c6a-96de-ef16af761d88%40sessionmgr198&hid=108>

Hunt, T. C. (2016). National Defense Education Act. Encyclopedia Britannica Retrieved from <https://www.britannica.com/topic/National-Defense-Education-Act>

Ikemoto, G., Taliaferro, L., & Fenton, B. (2014). Great principals at scale: Creating district conditions that enable all principals to be effective. The Bush Institute at the George W. Bush Presidential Center.

Ingersoll, R. M., Merrill, L., & May, H. (2012). Retaining teachers: How preparation matters. *Educational Leadership*, 69(8), 30–34. Retrieved from <http://www.ascd.org/publications/educational-leadership/may12/vol69/num08/abstrct.aspx>

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30–33. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=18&sid=013a9101-91da-4050-98ae-3175ceec856e%40sessionmgr111&hid=119>

Jabzabkowski, L. M. (2002). The social dimensions of teacher collegiality. *Journal of Educational Enquiry*, 3(2), 1–20.

Jacobson, S. L., Johnson, L., Ylimake, R., & Giles, C. (2005). Successful leadership in challenging US schools: Enabling principals, enabling schools. *Journal of Educational Administration*, 43(6), 607–618. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=7D3DLT9B303NJ9IXDD9500F0IRF5BLNIJ&Show=Object>

- Jerald, C. D. (2006). School culture: "The hidden curriculum." *Center for Comprehensive School Reform and Improvement*, 1–7. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno+ED49503>
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1–39. Retrieved from <http://www.tcrecord.org>
- Johnson, W. L. (2014, June). Strategies for improving school performance. Paper presented at the 2014 Curriculum Conference Region VII Education Service Center. Kilgore, Texas.
- Jones, W. M., & Dexter, S. (2014). How teachers learn: The roles of formal, informal and independent learning. *Educational Technology Research & Development*, May, 2014, 367–386. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=aaf1ecdc-c307-4723-baa0-2c3727e93ca0%40sessionmgr114&vid=9&hid=126>
- Kaplan, R. S. (2011). *What to ask the person in the mirror*. Boston, MA: Harvard Business Review Press.
- Karakose, T. (2008). The perceptions of primary school teachers on principal cultural leadership behaviors. *Educational Sciences: Theory & Practices*, 8(2), 569–579.
- Kass, E. (2013). "A compliment is all I need" – Teachers telling principals how to promote their staff's self-efficacy. *Alberta Journal of Educational Research*, 59(2), 208–225. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=12&sid=fae1b23d-3ad2-460a-88ec-4e9e6c1acd3d%40sessionmgr112&hid=111>
- Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126(1), 17–25. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=41&sid=9b515658-65b7-41d5-ae66-7f2297f7b531%40sessionmgr4005&hid=4113>

Keung, C. C. (2008). The effect of shared decision making on the improvement in the teacher's job development. *Education*, 56(3), 31–45.

Killeavy, M. (2006). Induction: A collective endeavor of learning, teaching, and leading. *Theory Into Practice*, 45(2), 168–176. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=0d558193-d423-4bfb-bcfa-dfdb2aaa90bc%40sessionmgr4002&hid=4103>

Klein, A. (2016). The every student succeeds act: An ESSA overview. Retrieved from:

<http://www.edweek.org/ew/issues/every-student-succeeds-act/>

Kleinsasser, R. C. (1993). A tale of two technical cultures: Foreign language teaching. *Teaching and Teacher Education*, 9(4), 373–383. Retrieved from

<http://xt5bv6dq8y.search.serialssolutions.com.spot.lib.auburn.edu/?genre=article&issn=0742051X&title=Teaching%20and%20Teacher%20Education&volume=9&issue=4>

Kopkowski, C. (2008). Why they leave. *NEA Today*, 26(7). Retrieved from

<http://www.neo.org/home/12630.htm>

Kotter, J. (2012). *Leading change*. Boston, MA: Harvard Business Review Press.

Kouzes, J., & Posner, B. (2007). *The leadership challenge* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

Kuhlmann, A. (2010). Culture-driven leadership. *Ivey Business Journal*, 74(2), 1–3. Retrieved from <http://iveybusinessjournal.com/topics/leadership/culture-driven-leadership>

Lamanauskas, V. (2014). Science and math teachers' collaboration: How to develop it seeking pupil's success at school. *Problems of Education in the 21<sup>st</sup> Century*, 62(5), 5–19.

Retrieved from

<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=aaf1ecdc-c307-4723-baa0-2c3727e93ca0%40sessionmgr114&vid=14&hid=126>

Lambert, L. (2006). Lasting leadership: A study of high leadership capacity schools. *The Educational Forum*, 70, 23–254. Retrieved from

<http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=95Q5JI18X4Q9KIUJ999QDZQ4QK9U8QDM9&Show=Object>

Lasseter, A. (2013). *The effects of classroom autonomy, staff collegiality, and administrative support on teachers' job satisfaction*. (Doctoral Dissertation). Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=10&sid=aece8834-09cc-4291-a13f-1303227121be%40sessionmgr4003&hid=4108&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#AN=ED559553&db=eric> (ED559553).

Lattimer, H. (2007). To help and not hinder. *Educational Leadership*, 65(1), 70–73. Retrieved from <http://www.ascd.org/portal/site/ascd/menuitem.459dee008f99653fb85516f762108a0c>

Leech, D., & Fulton, C. R. (2008). Faculty perceptions of shared decision making and the principal's leadership behaviors in secondary schools in a large urban district. *Education*, 128(4), 630–644.

Lindahl, R. A. (2006). The role of organizational climate and culture in the school improvement process: A review of the knowledge base. *Education Leadership Review*, 7(1), 19–29.

Llopis, G (2013). The most successful leaders do 15 things automatically, everyday. Forbes. Retrieved from <http://www.forbes.com/sites/glenllopis/2013/02/18/the-most-successful-leaders-do-15-things-automatically-every-day>

Lloyd, M. R. (2012). Leaving the profession: The context behind one quality teacher's professional burn out. *Teacher Education Quarterly*, 39(4), 139–162. Retrieved from <http://eric.ed.gov/?id=EJ1001447>

- Louis, K. S., & Wahlstrom, K. (2011). Principals as cultural leaders. *Phi Delta Kappan*, February 2011. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=8f0d43d9-f63d-4eac-8689-7e806609f3d5%40sessionmgr4004&vid=26&hid=4102>
- Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*, 21(3), 315–336. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=19&sid=9c9d8586-6594-4c56-b891-d56f6542bce1%40sessionmgr115&hid=126&bdata=JnNpdGU9ZWZWhvc3QtbGI2ZQ%3d%3d#AN=EJ895526&db=eric>
- Louis, K. S., & Wahlstrom, K. (2011). Principals as cultural leaders. *Phi Delta Kappan*, 92(5), 52–56. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=19&sid=9c9d8586-6594-4c56-b891-d56f6542bce1%40sessionmgr115&hid=126&bdata=JnNpdGU9ZWZWhvc3QtbGI2ZQ%3d%3d#AN=EJ895526&db=eric>
- Lynch, D., Smith, R., Provost, S., & Madden, J. (2013). Improving teaching capacity to increase student achievement. *Journal of Educational Administration*, 54(5), 575–592. Retrieved from <http://www.emeraldinsight.com.spot.lib.auburn.edu/doi/pdfplus/10.1108/JEA-10-2015-0092>
- Macneil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement? Results from a national U.S. survey. *School Effectiveness and School Improvement*, 21(3), 315–336. doi: 10.1080/13603120701576241



- Margolis, J. (2008). What will keep today's teacher teaching? Looking for a hook as a new career cycle emerges. *Teachers College Record*, 110(1), 160–194. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=14567>
- Massey, S. L. (2013). Leadership in reading. *Illinois Reading Council Journal*, 41(3), 64–67. Retrieved from <https://www.illinoisreadingcouncil.org/images/IRCJSummer20103.pdf>
- Maxwell, J. C. (2013). *How successful people lead*. New York, NY: Center Street.
- Maxwell, L. A. (2013). Chicago initiative aims to upgrade principal pipeline. *Education Week*, 32(35), 24–25. Retrieved from <http://www.edweek.org/ew/toc/2013/06/12/index.html>
- McGuigan, L., & Hoy, W. K. (2006). Principal leadership: Creating a culture of academic optimism to improve achievement for all students. *Leadership and Policy in Schools*, 5(3), 203–229.
- Mendels, P. (2012). The effective principal. *Journal of Staff Development*, 33(1), 54-58. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=2e885216-cdd5-4300-9598-ebd9d28480b7%40sessionmgr4005&hid=4213>
- Menon, M. E. (2014). The relationship between transformational leadership, perceived leader effectiveness, and teacher's job satisfaction. *Journal of Educational Administration*, 52(4), 509–528. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=3P1P-XN81-XTLS0M-O-TZNPZSTXQ8MLDS&Show=Object>
- Meyer, M. J., Macmillan, R. B., & Northfield, S. (2009) Principal succession and its impact on teacher morale. *International Journal of Leadership in Education*, 12(2), 171–185. Retrieved from

<http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=95IQII18XIX59XK54RRX9E1EDRID8QDM9&Show=Object>

- Michael, C. N., & Young, N. D. (2005). Seeking meaningful school reform: Characteristics of inspired schools. Retrieved from <http://eric.ed.gov/?id=ED482349>
- Mihans, R. (2008). Can teachers lead teachers? *Phi Delta Kappan*, 89(10), 762–765. Retrieved from <http://www.eddigest.com/idex.php>
- Mineo, D. (2014). The importance of trust in leadership. *Research Management Review*, 20(1), 1–6. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1038828.pdf>
- Mitgang, L. (2012). The making of a principal: Five lessons in leadership training. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf>
- Moir, S. (2008). The delicate business of nurturing a better culture. *People Management*, 14(18), 19–19. Retrieved from <http://www.cipd.co.uk/pm/peoplemanagement/b/weblog/archive/2013/01/29/the-delicate-business-of-nurturing-a-better-culture-2008-09.aspx>
- Mombourquette, C. (2013). Principal leadership: Blending the historical perspective with the current focus on competencies in the Alberta context. *Canadian Journal of Educational Administration and Policy*, 147, 1–19. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1017183.pdf>
- Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2002). Leading creative people: Orchestrating expertise and relationships. *Leadership Quarterly*, 13(6), 705–750.

Murphy, J. (2009). Turning around failing schools. *Educational Policy*, 23(6), 796–830.

Retrieved from

<http://epx.sagepub.com.spot.lib.auburn.edu/content/23/6/796.full.pdf+html>

National Association of Private Catholic and Independent Schools. (n.d.) Retrieved from

<http://napcis.org/PadrePioPrincipalJob.pdf>

Newstrom, J. W., Monczka, W. E., & Reif, A. (1974). Perceptions of the grapevine: Its value and influence. *Journal of Business Communications*, April 1, 1974, 12–20.

Northouse, P. (2010). *Leadership, theory, and practice* (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

Odhiambo, G., & Hii, A. (2012). Key stakeholders' perceptions of effective school leadership.

*Educational Management Administration & Leadership*, 40(2), 232–247.

doi:10.1177/1741143211432412

Okutan, M. (2014). My school principal is not a leader. *Education*, Sept. 2014, 93–102.

Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=e9a2fa8c-b5b4-41fe-9b27-1157389e16de%40sessionmgr4005&vid=9&hid=4211>

Olsen, B. (2008). How “Reasons for entry into the profession” illuminate teacher identity development. *Teacher Education Quarterly*, 35(3), 23–40. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=15&sid=17d09ee5-3278-457c-a8a4-401cc65f5c2c%40sessionmgr4005&hid=4203>

Orphanos, S., & Orr, M. T. (2014). Learning leadership matters: The influence of innovative school leadership preparation on teacher's experiences and outcomes. *Educational Management Administration & Leadership*, 42(5), 680–700. Retrieved from

<http://ema.sagepub.com.spot.lib.auburn.edu/content/42/5/680.full.pdf+html>

- Patton, C. (2015). Weigh in: How do you identify and promote your teacher leaders? *Scholastic Administrator*, March 1, 2015. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=af9a3e7f-75db-4e20-932f-1d8cce3702dc%40sessionmgr4001&vid=53&hid=4113>
- Peterson, K. D., & Deal T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56(1), 28–30.
- Peterson, K. D., & Deal T. E. (2002). *The shaping school culture fieldbook*. Indianapolis, IN: The Jossey-Bass Educational Series.
- Peterson, P. E., & Ackerman, M. (2015). States raise proficiency standards in math and reading. *Education Next*, Summer 2015, 17–21.
- Petty, T., Fitchett, P., & O’Conner, K. (2012). Attracting and keeping teachers in high-need schools. *American Secondary Education*, 40(2), 67–88. Retrieved from: <http://search.proquest.com/openview/2bc4c9a747756a98c1c2e0fb84c24e50/1?pq-origsite=gscholar>
- Picucci, A., Brownson, A., Kahlert, R., & Sobel, A. (2002). Shaping school culture. *Principal Leadership*, 3(4), 38–41. Retrieved from <http://www.principals.org/portals/o/content/46991.pdf>
- Poulos, J., Culberston, N., Piazza, P., & D’Entremont, C. (2014). Making space: The value of teacher collaboration. *Education Digest*, 80(2), 28–31. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=17d09ee5-3278-457c-a8a4-401cc65f5c2c%40sessionmgr4005&vid=23&hid=4203>

- Price, H. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, 48(1), 39–85. Retrieved from <http://eaq.sagepub.com.spot.lib.auburn.edu/content/48/1/39.full.pdf+html>
- Price, H. (2014). Principal's social interactions with teachers: How principal-teacher social relations correlate with teacher's perceptions of student engagement. *Journal of Educational Administration*, 53(1), 116–139. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=8UYP9PWV0KJJFT4TNF4TP0YU1NF1VY3O4&Show=Object>
- Purinton, T. (2013). Is instructional leadership possible? What leadership in other professions tells us about contemporary constructs of school leadership? *International Journal of Leadership in Education* 16(3), 279–300. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=2393A9L8S3EBYME2LWE913BMXFSF81YFM&Show=Object>
- Quay, S. E., & Quaglia, R. E. (2005). Motivate your staff. *Principal*, 84(3), 40–43. Retrieved from <http://content.ebscohost.com.spot.lib.auburn.edu/ContentServer.asp?T=P&P=AN&K=15951207&S=R&D=ehh&EbscoContent=dGJyMNHr7ESeprU4xNvgOLCmr06ep65Sr6q4S6%2BWxWXS&ContentCustomer=dGJyMPGqs1GyrbVOuePfgex44Dt6flA>
- Rath, T., & Clifton, D. (2007). *How full is your bucket?* New York, NY: Gallup Press.
- Rhodes, V., Stevens, D. & Hemmings, A. (2011). Creating positive school culture in a new urban high school. *High School Journal*, 94(3), 82–94. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?vid=25&sid=139da376>

[-8953-4437-a788-edbedd78be4d%40sessionmgr115&hid=120&bdata=  
JnNpdGU9ZWwhvc3QtbGI2ZQ%3d%3d#AN=60982090&db=ehh](http://www.kappanmagazine.org/content/94/8/18)

Ritchie, J. M. (2013). The effective and reflective principal. *Phi Delta Kappan*, 94(8), 18–21.

Retrieved from <http://www.kappanmagazine.org/content/94/8/18>

Roekel, D. V. (2008). Changing role of school leadership. *National Education Association*.

Retrieved from [http://www.nea.org/assets/docs/PB109\\_Leadership08.pdf](http://www.nea.org/assets/docs/PB109_Leadership08.pdf)

Ross, C. (2010). Changing your schools? First, work on culture. Educational Partnerships Inc.

Ross, T. (2014). If “culture” is key, how can training help? *Training*, 51(4), 10–11.

Rourke, J., & Boone, E. (2009). Theodore high school: Positive attitudes. *Principal Leadership*, 9(10), 40–43.

Rozenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. New York, NY: Teachers College Press.

Runhaar, P. (2010). Stimulating teachers' reflection and feedback asking: An interplay of self-efficacy, learning goal orientation, and transformational leadership. *Teaching and Teacher Education*, 26(5), 1154–1161.

Russell, C., Warren, I., Minnick, C., & Richardson, Y. (2011). A culture for success. *Review of Higher Education and Self Learning*, 4(13), 26–42. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=5&sid=2913cc91-e076-4051-b966-27adb0fbed1a%40sessionmgr4005&hid=4113>

Russell, E., Williams, S. W., & Gleason-Gomez, C. (2010). Teachers' perceptions of administrative support and antecedents of turnover. *Journal of Research in Childhood Education*, 24(3), 195–208. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=aece8834-09cc-4291-a13f-1303227121be%40sessionmgr4003&vid=8&hid=4108>

- Sackmann, S. A. (1992). Culture and subcultures: An analysis of organizational knowledge. *Administrative Science Quarterly*, 37(1), 140–161.
- Sahin, M., & White, A. L. (2015). Teachers' perceptions related to characteristics of professional environment for teaching. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(3), 559–575. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=7&sid=fae1b23d-3ad2-460a-88ec-4e9e6c1acd3d%40sessionmgr112&hid=111>
- Saphier, J., King, M., & D'Auria, J. (2006). Three strands form strong school leadership. *Journal of Staff Development*, 27(2), 51–57.
- Scherer, M. (2014). Educators, heal the world (if that is not asking too much). *Educational Leadership*, 71(5), 7–8. Retrieved from <http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=17&sid=9b515658-65b7-41d5-ae66-7f2297f7b531%40sessionmgr4005&hid=4113>
- Schein, E. H. (1996). The missing concept in organization studies. *Administrative Science Quarterly*, 41, 229–240.
- Schein, E. H. (2004). *Organizational culture and leadership* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Schein, E. H. (2010). *Organizational culture and leadership* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
- Schiff, D., Herzog, L., Farley-Ripple, E., & Iannuccilli, L. (2015). Teachers network in Philadelphia: Landscape, engagement, and value. *PennGSE Perspectives on Urban Education*, 12(1), 1–18. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=ebcd8729-e9d0-49ab-8473-e91f081d2823%40sessionmgr4002&hid=4103>

School Principal. (1997). Ed Join Organization. Retrieved from

<http://www.edjoin.org/JobDescriptions/151School%20Principal-20110728093343.pdf>

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday/Currency.

Shaugnessy, M. F. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational Psychology Review*, 16(2), 153–175.

Shaw, J., & Newton, J. (2015). Teacher retention and satisfaction with servant leader as principal. *Education*, 135(1), 101–106. Retrieved from

<http://eds.a.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=e4c44c4b-b517-482c-8c23-f6dbac001f2f%40sessionmgr4004&vid=5&hid=4213>

Sherman, J. D. (1989). Technical supervision and turnover among engineers and technicians. *Group & Organization Studies*, 14, 411–421.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Evaluation*, 27(6), 1029–1038. Retrieved from

<http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=95JQDI18XJR9DJI5MJKMEXX9EREX8QDM9&Show=Object>

Steiner, L., & Hassel, E. A. (2011). Using competencies to improve school turnaround principal success. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education. Retrieved from [www.DardenCurry.org](http://www.DardenCurry.org)

Stinglhamber, F., Marique, G., Caesens, G., & Hanin, D., De Zanet, F., (2015). The influence of transformational leadership on followers' affective commitment: The role of perceived



- organizational support and supervisor's organizational embodiment. *Career International Development* 20(6), 583–603.
- Suber, C. (2011, Dec 16). Characteristics of effective principals in high-poverty South Carolina elementary schools. NCPEA publications.
- Superville, D. R. (2014). Arne Duncan, education department team experience a day on the job with principals. District Dossier. Retrieved from: [http://www.logbs.edweek.org/edweek/District\\_Dossier/2014/11/ed\\_staffers\\_experience\\_a\\_day\\_i.html](http://www.logbs.edweek.org/edweek/District_Dossier/2014/11/ed_staffers_experience_a_day_i.html)
- Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46(1), 31–56.
- The Principal Effect. (2004). *Education Week*, 23(30), 47–47. Retrieved from <http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/detail/detail?sid=013a9101-91da-4050-98ae-3175ceec856e%40sessionmgr111&vid=25&hid=119&bdata=JnNpdGU9ZWZWhvc3QtbG12ZQ%3d%3d#AN=12835745&db=ehh>
- Tubin, D., & Pinyan-Weiss, M., 2015. Distributing positive leadership: The case of team counseling. *Educational Management Administration and Leadership*, 43(4), 507–525.
- Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52, 155–168.
- Tschannen-Moran, M., & Hoy, W. K. (1998). Trust in schools: a conceptual and empirical analysis. *Journal of Educational Administration*, 36, 334–352.
- Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high performing schools. *Journal of Educational Administration*, 53(1), 66–92. Retrieved from <http://ejournals.ebsco.com.spot.lib.auburn.edu/Direct.asp?AccessToken=7DRT9T9B3XF5N0TJF9MIM3JT0DDVBLNIJ&Show=Object>

- U.S. Department of Education (2010, February 19). *Preparing the teachers and school leaders of tomorrow: Secretary Arne Duncan's remarks at the American association of colleges for teacher education conference* [Press release]. Retrieved from: <http://www.ed.gov/news/speeches/preparing-teachers-and-school-leaders-tomorrow-secretary-arne-duncans-remarks-american-association-colleges-teacher-education-conference>
- U.S. Department of Education. (2015, December 10). *Every Student Succeeds Act* [Press release]. Retrieved from: <http://www.ed.gov/essa?src=rn#page-header>
- U.S. Department of Education. (2013, December 13). *Education Secretary Arne Duncan Launches Principal Ambassador Fellowship with Three Principals Selected for Inaugural Program* [Press release]. Retrieved from: <http://www.ed.gov/news/press-releases/education-secretary-arne-duncan-launches-principal-ambassador-fellowship-three-principals-selected-inaugural-program>
- van der Westhuizen, P., Mosoge, M. J., Swanepoel, L. H., & Coetsee, L. D. (2005). Organizational culture and academic achievement in secondary schools. *Education and Urban Society*, 38(1), 89–109.
- Vodicka, D. (2006). The four elements of trust. *Principal Leadership*, 7(3), 247–300. Retrieved from <http://searchproquest.com/docview/234988950?accountid=13159>.
- Wagner, C. R. (2006, December 1). The school leader's tool for assessing and improving school culture. *Principal Leadership*, 7(4), 41–44.
- Wallace Foundation. (2013). The school principal as leader: Guiding schools to better teaching and learning. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>

- Wasicsko, M. M. (2007). Recharging the disposition to lead. *Principal Leadership*, 7(8), 27–29.
- Wilkins, A. L. (1986). The culture audit: A tool for understanding organizations. *Organizational Dynamics*. September 1, 1986.
- Wagner, C. R. (2007, February, 20). The school leader's tool for assessing and improving school culture. Retrieved from:  
[http://www.redorbit.com/news/education/847037/the\\_school\\_leaders\\_tool\\_for\\_assessing\\_and\\_improving\\_school\\_culture/](http://www.redorbit.com/news/education/847037/the_school_leaders_tool_for_assessing_and_improving_school_culture/)
- Wagner, C. R. (2006). The school leaders tool for assessing and improving school culture. *Principal Leadership*, 7(4), 41-44. Retrieved from:  
<http://www.principals.org/KnowledgeCenter/Publications.aspx>
- Watkinson, J. S. (2013). Vision: A conceptual framework for school counselors. *Journal of School Counseling*, 11(18), 1–22. Retrieved from:  
<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?sid=139da376-8953-4437-a788-edbedd78be4d%40sessionmgr115&vid=8&hid=120>
- Williams, E., Persaud, G., & Turner, T. (2008). Planning for principal evaluation: Effects on school climate and achievement. *Educational Planning*, 17(3), 1–11. Retrieved from:  
<http://eds.b.ebscohost.com.spot.lib.auburn.edu/ehost/pdfviewer/pdfviewer?vid=10&sid=00084aaf-2faa-4759-8ba7-7fb757fdf6a8%40sessionmgr111&hid=112>
- Yager, S., & Yager, R. (2011). Impact of school based leadership teams for implementing a successful professional development initiative. The Connexions Project. Retrieved from:  
<http://files.eric.ed.gov/fulltext/EJ972970.pdf>
- Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' experiences. *Educational Administration Quarterly*, 43(1), 101–137. Retrieved from:  
<http://eaq.sagepub.com.spot.lib.auburn.edu/content/43/1/101.full.pdf+html>

- Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368–396.
- Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6–16. Doi: 10.1037/0003-066X.62.1.6
- Zeigler, W., & Ramage, D (2013). Taking a risk: Sharing leadership and power. *Education Digest*, 78(5), 48-49. Retrieved from: <http://www.nassp.org/Knowledge-Center/Publications/Principal-Leadership>
- Zhu, C., Devos, G., & Tondeur, J. (2015). Examining school culture in Flemish and Chinese primary schools. *Educational Management Administration and Leadership*, 42(4), 557–575. Retrieved from <http://ema.sagepub.com.spot.lib.auburn.edu/content/42/4/557.full.pdf+html>

APPENDIX A  
COMPETENCY APPROACH SURVEY

## The Competency Approach

Instructions: The purpose of this questionnaire is to identify the competencies that are most important for a principal leader. Choose the best possible degree rating for the following competency statements.

Key: 1- Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree

Competencies	Rating				
<p><b>1. Positive Disposition:</b> The principal leader reflects a positive attitude and evokes appreciation of staff. This may include encouragement and positive interactions.</p> <p>C. This competency is important in a principal leader.</p> <p>D. This is a competency of the current principal at my school site</p>	1	2	3	4	5
<p><b>2. Cultivate a Shared Belonging:</b> The principal offers others to share in leadership connecting staff to activities in the school.</p> <p>C. This competency is important in a principal leader.</p> <p>D. This is a competency of the current principal at my school site</p>	1	2	3	4	5
<p><b>3. Support Social Relationships:</b> The principal helps to develop relationships among the staff with use of collaboration and frequent communication.</p> <p>C. This competency is important in a principal leader.</p> <p>D. This is a competency of the current principal at my school site.</p>	1	2	3	4	5
<p><b>4. Focus of Vision:</b> The principal has clear focus on what is needed for a school site and what he or she believes is important</p> <p>C. This competency is important in a principal leader.</p> <p>D. This is a competency of the current principal at my school site.</p>	1	2	3	4	5
<p><b>5. Enhance Trust:</b> The principal leader trusts others and encourages trust in others. The principal fosters relationships built on trust.</p> <p>C. This competency is important in a</p>	1	2	3	4	5

principal leader. D. This is a competency of the current principal at my school site.	1	2	3	4	5
6. Offer/Accept Feedback: The principal offers feedback to staff and also is open to accepting feedback from others. C. This competency is important in a principal leader. D. This is a competency of the current principal at my school site.	1	2	3	4	5
	1	2	3	4	5

Glover, V. (2015). A study of the influence of leadership competencies on a school culture organization.

Retrieved from:

<http://search.proquest.com.spot.lib.auburn.edu/pgdft/docview/1660188222/15C441C9397740DFPQ/1?accountid=8421>

Experience	Age/Gender
How long have you been a teacher?	Male or Female
How long have you been at your school?	What is your age?
Your job description: Teacher Administrator	

APPENDIX B  
SCHOOL LEADER'S TOOL



### Self-Assessment School Culture Triage

Instructions: Copy and distribute this survey to teachers.

Professional Collaboration	Never	Rarely	Sometimes	Often	Always or Almost Always
1. Teachers and staff discuss instructional strategies and curriculum issues.	1	2	3	4	5
2. Teachers and staff are involved in the decision-making process with regard to materials and resources.	1	2	3	4	5
3. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals	1	2	3	4	5
<b>Affiliative Collegiality</b>					
1. Teachers and staff tell stories of celebrations that support the school's values.	1	2	3	4	5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company.	1	2	3	4	5
3. Our school reflects a true sense of community.	1	2	3	4	5
4. Our school schedule reflects frequent communication opportunities for teachers and staff.	1	2	3	4	5
5. Our school supports and appreciates the sharing of new ideas by members of our school.	1	2	3	4	5
6. There is a rich and robust tradition of rituals and celebrations, including holidays,	1	2	3	4	5

special events, and recognition of goal attainment					
Self-Determination/Efficacy					
1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	1	2	3	4	5
2. School members are interdependent and value each other.	1	2	3	4	5
3. Members of our school community seek to define the problem rather than blame others.	1	2	3	4	5
4. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	1	2	3	4	5
5. People work here because they enjoy and choose to be here.	1	2	3	4	5

Note. (Wagner, 2006, p. 41)

APPENDIX C

PERMISSION TO USE COMPETENCY APPROACH SURVEY

Thank you for contacting me. I would be honored if you would use my survey of Leadership Competencies. Please reference my dissertation in your paper. Send me your results when you are finished, I am interested to see your findings.

My personal email is: [veronicampierce@aol.com](mailto:veronicampierce@aol.com)

Are you a teacher at FUSD?

Thanks,

Dr. Veronica Pierce  
English Teacher  
G.A.T.E. Coordinator  
Kaiser High School  
[909-357-5900 Ext. 14325](tel:909-357-5900)  
[piervm@fusd.net](mailto:piervm@fusd.net)

APPENDIX D

PERMISSION TO USE SCHOOL TRIAGE SURVEY

Dear Holly,

I would be delighted to provide you with permission to use the School Culture Triage Survey (SCTS). Attached to this email, please find four items: (1.) The SCTS, (2.) A tally form for scoring your results, (3.) A scoring example, and (4.) A permission form to use the survey for your research. Please sign and send the permission form back to me electronically or via USPS. Thank you.

If you have any questions regarding the survey or its administration, please contact me through my personal email: [cwrid63@gmail.com](mailto:cwrid63@gmail.com) or cell: 270 791 3088. Also, please let me know if you receive the attachments.

Kindest regards,

Christopher

Christopher R. Wagner, PHD.  
Professor - Educational Administration, Leadership, and Research  
GRH 3074 - Western Kentucky University  
1906 College Heights Blvd. #41031  
Bowling Green, KY 42101

Dear Holly,

I have received the signed permission form and wish you the very best in your research.

Kindest regards,

Christopher

Christopher R. Wagner, PHD.  
Professor - Educational Administration, Leadership, and Research  
GRH 3074 - Western Kentucky University  
1906 College Heights Blvd. #41031  
Bowling Green, KY 42101

APPENDIX E

APPROVAL LETTERS TO CONDUCT STUDY



## ENTERPRISE CITY SCHOOLS

OFFICE OF THE SUPERINTENDENT  
220 Hutchinson Street  
Enterprise, Alabama 36331-1790  
(334) 347-9531

Dr. J. Brent Hanchey  
Director of Secondary Instruction

Auburn University Institutional Review Board  
c/o Office of Research Compliance  
115 Ramsay Hall  
Auburn, AL 36849

April 15, 2016

Please note that Mrs. Holly Lane, AU Graduate Student, has the permission of the Enterprise City Schools to conduct research at our secondary schools for her study, "An Examination of the Influence of Leadership Competencies on School Culture"

Mrs. Lane will contact employees to recruit them by approaching them in a faculty meeting, handing out a packet of information, including a survey which will be returned to the principals designated contact person. Her plan is to have all packets distributed by the end of the month. Mrs. Lane's on-site research activities will be finished by May, 20, 2016.

Mrs. Lane has agreed to provide to my office a copy of the Auburn University IRB-approved, stamped consent document before she recruits participants on campus, and will also provide a copy of any aggregate results.

If there are any questions, please contact my office.

Signed,

Dr. J. Brent Hanchey, Ed.D.  
ECS- Secondary Curriculum Supervisor





## Houston County Schools

404 West Washington St.  
Dothan, AL 36301  
(334) 792-8331

Tim Pitchford, Superintendent

Auburn University Institutional Review Board  
c/o Office of Research Compliance  
115 Ramsay Hall  
Auburn, AL 36849

April 15, 2016

Please note that Mrs. Holly Lane, AU Graduate Student, has the permission of the Houston County Schools to conduct research at our secondary schools for her study, "An Examination of the Influence of Leadership Competencies on School Culture."

Mrs. Lane will contact employees to *recruit* them by approaching them in a faculty meeting, handing out a packet of information, including a survey which will be returned to the principals designated contact person. Her plan is to have all packets distributed by the end of the month. Mrs. Lane's on-site research activities will be finished by July 1, 2016.

Mrs. Lane has agreed to provide my office a copy of the Auburn University IRB-approved, stamped consent document before she recruits participants on campus, and will also provide a copy of any aggregate results.

If there are any questions please contact my office.

Signed

Mr. Tim Pitchford  
Houston County Superintendent

APPENDIX F  
INFORMATION LETTER



APPENDIX G

INITIAL E-MAIL TO RECRUIT TEACHER PARTICIPANTS

Hi, my name is Holly Lane and I am a counselor at Enterprise High School as well as a student at Auburn University. I am writing to ask for your consideration to participate in a study of teachers' and principals' perceptions of principal leadership competencies and their influence on a school culture. This study is in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education at Auburn University.

The results of this study will contribute to existing data regarding the understanding of principal leadership competencies and school culture along with the influence on the school.

Your participation will require taking two surveys simultaneously. It can be expected to take approximately 15 minutes to complete both surveys. The surveys will be delivered to your school mailbox.

Your responses will be completely confidential and this study is completely voluntary. Thank you for your consideration.

Thank you,

Holly Lane  
[hlane@enterpriseschools.net](mailto:hlane@enterpriseschools.net)

APPENDIX H

FOLLOW-UP E-MAIL TO RECRUIT TEACHER PARTICIPANTS

Hi, my name is Holly Lane and this is a follow-up e-mail to those individuals who choose to participate in research of the understanding of principal competencies and school culture along with the influence on the school.

An information letter and two surveys has been placed in each possible participants mailbox at his/her school. If you choose to participate in the study and complete the surveys, once completed the surveys can be returned in the mailbox labeled H. Lane research.

Your participation and responses will be completely confidential and this study is entirely voluntary.

Your consideration is greatly appreciated.

Thank you

Holly Lane

[hlane@enterpriseschools.net](mailto:hlane@enterpriseschools.net)

APPENDIX I

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL



**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS  
REQUEST FOR EXEMPT CATEGORY RESEARCH**

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE, 115 Ramsay Hall  
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2/1/2014 Submit completed form to [IRBsubmit@auburn.edu](mailto:IRBsubmit@auburn.edu) or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

*Project activities may not begin until you have received approval from the Auburn University IRB.*

**1. PROJECT PERSONNEL & TRAINING**

PRINCIPAL INVESTIGATOR (PI):

Name Holly H. Lane Title Graduate Student Dept./School EFLT-COE  
Address 4778 Mance Newton Rd, Midland City, 36350 AU Email hah0018@tigermail.auburn.edu  
Phone 334 796 0062 Dept. Head Sherida Downer

FACULTY ADVISOR (if applicable):

Name James E. Witte Title Professor Dept./School EFLT-COE  
Address 4010 Haley Center, Auburn University  
Phone 334 844 3054 AU Email witteje@auburn.edu

KEY PERSONNEL: List Key Personnel (other than PI and FA). Additional personnel may be listed in an attachment.

Name	Title	Institution	Responsibilities

KEY PERSONNEL TRAINING: Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years?  YES  NO

TRAINING CERTIFICATES: Please attach CITI completion certificates for all Key Personnel.

**2. PROJECT INFORMATION**

Title: An Examination of the Influence of Leadership Competencies on School Culture

Source of Funding:  Investigator  Internal  External

List External Agency & Grant Number: \_\_\_\_\_

List any contractors, sub-contractors, or other entities associated with this project.

List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).

FOR ORC OFFICE USE ONLY			
DATE RECEIVED IN ORC:	_____	by _____	APPROVA
DATE OF IRB REVIEW:	_____	by _____	APPROVA
DATE OF ORC REVIEW:	_____	by _____	INTERVAL

**The Auburn University Institutional Review Board has approved this Document for use from**