

ABSTRACT

EDUCATIONAL LEADERSHIP

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A STUDY OF THE PERCEIVED LEADERSHIP ABILITY OF BLACK HIGH SCHOOL PRINCIPALS

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This study examined the same variables from, A Study of the Leadership Ability of Negro High School Principals (Hatch, 1964), in order to identify perceptions of effective leadership from principals and teachers concerning the behavior of principals. Teachers' and principals' perceptions of the leadership ability of black high school principals were investigated to determine the extent to which those perceptions varied according to their race, gender, educational level, and years of working with the principal.

The participants in this mixed-method study consisted of 5 principals and 83 teachers from a large urban school district. For the purposes of this study, five principals and ten teachers were interviewed and surveyed, 73 teachers were surveyed only. The interview protocol and survey were based on research conducted by Marzano (2000) in which 17 leadership characteristics embedded in 40 leadership practices were identified. Both the interview protocol and survey addressed the leadership practices of principals.

Data was gathered through the interviews was analyzed through the process of categorization in order to determine relationships and themes as it related to perceptions of principal leadership. The data gathered from the surveys were entered into the Statistical Package for the Social Sciences (SPSS) software for further analysis. The findings indicated that black principals are perceived as demonstrating effective leadership practices. Both teachers and principals shared views and opinions of the characteristics of effective and ineffective principals. Additionally, results indicated that race influences the leadership practices of principals in a positive fashion, beneficial to student achievement. There did not appear to be a significant relationship between teachers' perceptions principal leadership and teachers' gender, educational level, or years of working with the principal. However, teachers' perceptions of Black principals' leadership increased positively with the number of years of working with the principal.

A STUDY OF THE PERCEIVED LEADERSHIP ABILITY OF BLACK
HIGH SCHOOL PRINCIPALS

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CHAPTER I

INTRODUCTION

Leadership has been thought to be critical to the success of schools. School level conditions and school leadership in particular, have been identified as key in efforts to improve instruction. While new organizational structures and new leadership roles matter to instructional innovation, what seems most critical are the ways in which leaders enact their roles. Yet, the practice of school leadership has received inadequate attention in the literature (Hallinger & Heck, 1998).

Principals have been found to have played a key role at higher achieving schools by setting realistic student achievement goals and planning ways to meet them, evaluating and offering support to teachers, reaching out to parents, displaying a positive attitude, and leaving no child outside the school's circle of concern (Keller, 1998). According to Hallinger and Heck (1998), principals exercise a measurable, though indirect, effect on school effectiveness and student achievement. Furthermore, their study concluded that without the principal's leadership, efforts to raise student achievement cannot succeed.

Research shows that an effective school leader is key to any transformation of schools into places where all students from diverse backgrounds succeed academically. Large disparities in educational outcomes still persist between ethnic, cultural, and

language-diverse groups, and by some indicators, educational gaps have widened in recent years. Overall, the data are not encouraging (Tidwell, 2000).

There is common acknowledgement that exceptional schools have exceptional leaders; however, constructing accounts and practices of exceptional leadership and leadership ability has been quite problematic. Research (Lomotey, 1989) supports that white principals are successful in leading students and teachers from various cultures, just as empirical evidence, although limited, tells us that black principals are also successful in leading low-performing schools that are largely populated by students of various cultures and from low socioeconomic backgrounds (Lomotey, 1989). Furthermore, their leadership history evidences success in leading groups of followers of various ethnicities. A research study completed by Lomotey (1989) identified three qualities black principals possessed: (a) a commitment to the education of all students, (b) confidence in the ability of all students to do well, and (c) compassion for all students. These qualities are significant for current school leadership. However; there is very little known about the ways that school leaders develop and sustain the processes found necessary for effective leadership.

Problem Statement

In the field of educational administration, leadership has been the central focus of research with most studies focusing on the experiences of white males (Glazer, 1991; Duke, 1998). Although research has expanded its literature on defining leadership and examining character traits and qualities associated with effective leadership there is still little emphasis on sociocultural theories of leadership. Considering the increased

diversity which exists in schools today, it is imperative to visualize the principalship in more extensive ways, particularly through the examination of the leadership of black administrators.

For quite a long time, there has been a great deal of interest in determining what makes a good leader. Leadership studies can be traced back as far as the end of the nineteenth century (Stogdill, 1974). Leadership studies can be categorized using three general approaches:

1. Trait approach (1800s – 1940s)
2. Behavior approach (1940s – 1970s)
3. Contingency approach (1960s – present)

Many researchers using the trait approach identified traits such as: intelligence, dependability, sociability, aggressiveness, originality, popularity, and humor as traits common to those in leadership positions. Others concluded that there was no evidence to support that those traits made an effective leader. Kurt Lewin was the researcher that provided the foundation for the behavior approach. Lewin (1951) identified leadership behaviors that included democratic style, autocratic style, and laissez-faire style.

Different behaviors were identified, but there was no evidence as to which style was most effective, and which style was least effective. The Ohio State Leadership Studies (1951) continued to search for leader behaviors. More than 2,000 were originally identified, but were subsequently reduced to a more manageable number. The Ohio State Study eventually led to the development of the Leadership Behavior Description Questionnaire [LBDQ] (Halpin 1957), which is still used today to evaluate leadership.

The contingency approach assumes that the effectiveness and ability of the leader's personality, style, and behavior is contingent upon the requirements of the situation and supports the belief that:

- Leadership behaviors can be taught
- Leaders have an impact on group and organizational effectiveness
- Situational factors determine the most effective style and behavior

Modern approaches to examining leadership ability and effectiveness have integrated all three approaches.

Marzano (2000) reviewed more than 5,000 studies about principal leadership, published since the 1970s, to further analyze principal leadership. As a result of the study, 40 leadership practices, embedded in 17 leadership responsibilities were identified. The 17 leadership practices and responsibilities are as follows: culture, order, discipline, resources, curriculum, focus, knowledge of curriculum, visibility, contingent rewards, communication, outreach, input, affirmation, relationship, change agent, optimizer, and ideals. The major finding from analyses conducted for this study was that there is a "differential impact" of leadership. This means that leaders' ability can have a positive or negative impact on achievement. Simply stated, when leaders concentrate on the wrong school and/or classroom practices, or miscalculate the magnitude of the change they are attempting to implement, they can negatively impact student achievement (Waters, Marzano, & McNulty, 2003).

The purpose of this study is to examine the same variables from *A Study of the Leadership Ability of Negro High School Principals* (Hatch, 1964), in order to identify

perceptions of effective leadership from principals and teachers concerning the behavior of principals. The original study on which this study was based was completed over 43 years ago, ten years after the historic *Brown v. Board of Education* decision. When the study was completed by Hatch in 1964, black principals who were able to retain their jobs after the Brown decision were often criticized by whites who believed that their children had received an inferior education because black principals had not been effective in ensuring that their children were educated (Tillman, 2004). In many instances, black principals who were once viewed by their own community members to demonstrate superior leadership ability were now viewed as inferior and incapable of leading. In his research on Negro principals, Hatch found evidence which substantiated this belief. Hatch (1964) stated, "Many of the perceptions of the Negro principal are more aligned with perceptions of the Negro in general rather than perceptions of his leadership ability" (p. 282). Tillman (2004) noted that one of the consequences of the Brown decision was, "the exclusion of voices and perspectives that were critical to the education of black children" (p. 282). As stated, 43 years have passed since the initial study completed by Hatch, yet the body of knowledge of leadership from the perspective of black principals remains inadequate, incomplete, and noticeably void in the literature surrounding the principalship. Therefore, the need to include the different voices and experiences of the principals from various ethnic groups has reached a pinnacle. Hatch (1964) stated, "If the effective leader can be identified, and his behavior described, this knowledge could help improve training and methods of selection of educational administrators" (p. 2).

Although research is limited, evidence seems to suggest that black principals positively affect the academic achievement of students, particularly black students, while leading differently from their white peers (Lomotey, 1989). The disparity that currently exists in researching black principals is even more significant when considering the achievement gap that subsists between black and white students. Research focusing on the leadership ability of black administrators, particularly principals, could provide results that would vary greatly from the research currently available.

Significance of the Study

The significance of this study is that it will increase awareness of the characteristics that contribute to perceptions of effective leadership of black principals. Organizations need effective leaders to meet daily challenges. Most administrators recognize that providing leadership is a major expectation for their role (Sergiovanni, 1996). A substantial amount of literature has been written on defining leadership and examining character traits and qualities associated with effective leadership. However, there is very little research on the leadership ability of black principals, and more specifically the impact of the leadership of black principals on the academic performance of black students. Through a discourse on leadership ability, this research study can add relevance to areas that have been traditionally excluded in the research on school administrators. As a result, the impact of black leadership on student academic achievement can be acknowledged and appreciated.

Research Questions

- RQ1: How do teachers perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?
- RQ2: How do principals perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?
- RQ3: According to teachers, what leadership characteristics do effective principals demonstrate?
- RQ4: According to principals, what leadership characteristics do effective principals demonstrate?
- RQ5: According to teachers, what leadership characteristics do ineffective principals demonstrate?
- RQ6: According to principals, what leadership characteristics do ineffective principals demonstrate?
- RQ7: How does race influence leadership attitudes and behaviors of principals?
- RQ8: What is the relationship between the gender of teachers and perceptions of principal effectiveness?
- RQ9: What is the relationship between the educational level of teachers and perceptions of principal effectiveness?
- RQ10: What is the relationship between the number of years working with the same principal and perceptions of principal effectiveness?

Definitions of Terms

In order for the reader to clearly comprehend the following research proposal and avoid misinterpretations, the terms and their meanings as pertaining to this study are defined as follows:

Administrator – Bureaucrat: Role of African-American principal which includes handling bureaucratic responsibilities (Lomotey, 1993)

Affirmation: Recognizing and celebrating school accomplishments and acknowledging failures (Waters et al., 2003).

Black: United States citizens who are non-Hispanic and classified as “black” by the U.S. Census Bureau. Blacks include individuals descended from any of the black racial groups of Africa (Nettles & Perna, 1997).

Change agent: One who is willing to actively challenge the status quo (Waters et al., 2003).

Communication: Establishing strong lines of communication with teachers and among students (Waters et al., 2003).

Contingent Rewards: Recognizing and rewarding individual accomplishments (Waters et al., 2003).

Culture: Fostered and shared beliefs; a sense of community and cooperation (Banks & Banks, 2003).

Curriculum Instruction and Assessment: Awareness of the design and implementation of curricular, instructional, and assessment practices (Waters et al., 2003)

Discipline: Protecting teachers and students from issues and influences that would detract from their teaching and learning time (Waters et al., 2003).

Ethnohumanist: Role of African-American principal encompassed by demonstrating commitment, compassion for, and understanding of African-American children and their ability to learn (Lomotey, 1993).

Focus: Establishment of clear goals, and maintaining those goals in the forefront of the schools' attention (Waters et al., 2003).

Input: Involving teachers in the design and implementation of important decisions and policies (Waters et al., 2003).

Knowledge of Curriculum: Awareness of the design and implementation of curricular, instructional, and assessment practices (Waters et al., 2003).

Optimizer: Inspiring and leading new and challenging innovations (Waters et al., 2003).

Order: Establishing a set of standard operating procedures and routines (Waters et al., 2003).

Outreach: Serving as an advocate and spokesperson for the school and stakeholders (Waters et al., 2003).

Principal: The full-time staff member, assigned to a particular school within a school system, who holds the primary supervisory position related to teachers, teaching, and instruction, in addition to managing the overall school organization (Nettles & Perna, 1997).

Relationship: Awareness of the personal aspects of the teachers and staff (Waters et al., 2003).

Resources: Materials and professional development necessary for successful execution of the job of teachers (Waters et al., 2003).

Teacher: Any full-time instructional staff member assigned to elementary, middle or high school, including classroom teachers, guidance counselors, special education teachers, and media specialists (Nettles & Perna, 1997).

Visibility: Quality contact and interactions with teachers and students (Waters et al., 2003).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to examine pertinent literature in support of this study. This literature was used in order to examine the variables of principal leadership and leadership ability.

Researchers have examined leadership skills from a variety of perspectives. Early analyses of leadership, from the 1900s to the 1950s, differentiated between leader and follower characteristics (Stogdill, 1974). Finding that no single trait or combination of traits fully explained leaders' abilities, researchers then began to examine the influence of the situation on leaders' skills and behaviors (Northouse, 2001). Subsequent leadership studies attempted to distinguish effective from non-effective leaders (Curry, 2002). These studies attempted to determine which leadership behaviors were exemplified by effective leaders. To understand what contributed to making leaders effective, researchers used the contingency model in examining the connection between personal traits, situational variables, and leader effectiveness. Leadership studies of the 1970s and 1980s once again focused on the individual characteristics of leaders which influence their effectiveness and the success of their organizations. The investigations led to the conclusion that leaders and leadership are crucial but complex components of organizations (Gardner, 1995).

Leadership Persona and Identity

Earlier investigations of leadership considered leaders as individuals having certain personality traits which constituted their abilities to lead. The studies investigated individual traits such as intelligence, birth order, socioeconomic status, and child-rearing practices (Stogdill, 1974). Stogdill identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation but concluded that such a narrow characterization of leadership traits was insufficient:

"A person does not become a leader by virtue of the possession of some combination of traits" (p. 64). The attempts to isolate specific individual traits led to the conclusion that no single characteristic can distinguish leaders from non-leaders. Discussion of leadership often offers traits and attributes to suggest ways of being within organizational contexts. Critiques of leadership theory and suggestions for expanding their application and usefulness are important. Individual identity development including socialization and its influence on the construction of self may prove to be another resource for understanding leadership and organizational identity. In addition, discussions of leadership and explorations of the use of power differentials are integral to instrumentation in leadership practice.

Kegan (1994) drew the distinction between the focus on instrumentation or skill development and the contemplation of the internal individual. Consequently, the focus of understanding leadership ability must be on individuals' internal psychological balance as well as on their intellect. For Kegan, maturity within one's career is a matter of integrated experiences (the internal and external). The point is that discussion of

leadership have been lacking in two areas. They have not focused on adult identity development and the leadership persona, and they have not considered the influence of the two on organizational identity. In an examination of factors contributing to leadership persona, Nguyen and McColl-Kennedy (2003) concluded that leadership style is influenced by ability and personality. Nguyen and McColl-Kennedy speculated that the weak relationship between ability and leadership style may have occurred because leadership style does not constitute some form of job knowledge that can be learned.

Although there is a rich description of instructional leaders' behaviors paralleling the findings from the literature on effective leaders, there is limited data about which leadership characteristics facilitate and promote change in educational settings. Instructional leadership characteristics parallel the two dimensions of leadership discussed previously. According to Hoy and Brown (1988), "A large body of research on schools has consistently demonstrated that the most effective leader behavior is strong in both initiating structure and consideration" (p. 27). Effective school leaders are task and people oriented. Kohan's (1989) analysis of data concerning superintendents' leadership style supports the findings of effective leaders being high performances in the effective leadership dimensions of initiating structures and consideration. Hoy and Brown found that teachers responded more favorably to principals with "a leadership style that combines both structure and consideration" (p. 36).

Effective Educational Leadership

Hallinger and Heck (1998) identified many "blank spots" (i.e., shortcomings of the research) and "blind spots" (i.e., areas that have been overlooked because of

theoretical and epistemological biases) in our understanding of leadership. These authors argued that an important *blank spot* concerns in-depth description of how principals and other school leaders create and sustain the in-school factors that foster successful schooling. Sustained, narrowly focused inquiry of this type is necessary to fill this blank spot in the knowledge base (Hallinger & Heck, 1999). These authors argue that in-depth analysis of the practice of school leaders is essential; they contend that the "black box" of leadership practice needs to be opened up.

An additional challenge of evaluating effective educational leadership is that a great deal of the research has been preoccupied with documenting leadership behaviors, while mostly ignoring school leaders' thinking about their practice. As a result of criticism, researchers began to investigate leadership as a set of behaviors (Blake & Mounton, 1984). Research which documented the behaviors of "successful" leaders, generated taxonomies of behaviors; however, leaders' thinking about their work continued to be ignored as possible influence of context or situation on that work. Researchers found that effective leaders drew on a range of styles and that particular styles were dependent on both the leadership task and the context (Stodgill 1974). While this research informs about what leadership behaviors and styles might be important for organizational innovation, they provide limited insights on the *how* of those behaviors and leaders' thinking about their practice (Spillane, 1999).

Leithwood and Duke (1998) concentrated on recent views, examining all articles on educational leadership published in four major administration journals from 1985 to 1995. They conclude that recent thinking has focused on six distinct forms of leadership:

- *Instructional leadership* is designed to influence the work of teachers in a way that will improve student achievement.
- *Transformational leadership* seeks to increase the commitments and capacities of school staff.
- *Moral leadership* is rooted in the values and ethics of the leader, who influences others by appealing to notions of right and wrong.
- *Participative leadership* is focused on decision-making processes that seek to involve other members of the school community, such as site-based management.
- *Managerial leadership* focuses on the functions, tasks, and behaviors of leaders, with an emphasis on efficiency and effectiveness.
- *Contingent leadership* focuses on the ways school leaders respond to specific sets of circumstances, adapting their behavior to fit the situation.

Leithwood and Duke (1998) suggest that we do not need new definitions of leadership as much as a better understanding of these six themes. Noting that each reflects a different emphasis, the authors suggest that they should be viewed from a perspective that focuses on the connections among leaders, followers, organizations, and the outside environment, rather than seeing the leader as an autonomous collection of skills and traits.

Although knowledge is limited on what types of leaders are needed, there are a number of assumptions about leadership. In educational organizations there is an assumption that leaders of educational change should be both leaders and managers.

"We expect both leadership and management from the same individual" (Manasse, 1986, p. 153). This idea may arise from districts' and schools' structures where superintendents and principals are the primary administrator. Nevertheless, "While we can distinguish management from leadership conceptually, in reality we often find the two roles coexisting in the same positions and the same person" (Manasse, 1986, p. 153). For example, a principal is often responsible for the school's vision as well as the practical steps needed to attain that vision.

Research and common sense support the notion that improving school leadership at the building level holds tremendous potential in helping schools bolster student academic performance, particularly for low-income and minority students. Studies of effective urban schools (Mendez-Morse, 1992) have found that a key factor in the success of these schools is the presence of a skilled principal who creates a sense of shared mission around improving teaching and learning and delegates authority to educators who have the trust and support they need to get the job done. Meanwhile, research shows that schools that have raised student achievement in spite of students' socioeconomic backgrounds almost invariably do so with the guidance of an effective leader (Keller, 1998).

In a study of elementary school leadership in Chicago, Sebring and Bryk (2000) found three common elements among the principals of productive schools: leadership style, leadership strategies to spark improvement, and the issues on which principals focus. These principals' leadership style had an inclusive, facilitative orientation that helped principals in their efforts to focus the institution on student learning, provide

efficient management, and combine pressure with support. These principals used strategies that included targeting a highly visible problem and solving it quickly, maintaining a long-term focus on the instructional core, creating a strategic orientation through a comprehensive, coherent plan for school development, and attacking incoherence. Principals in these schools addressed key issues including, strengthening parent/community ties to school, developing teachers' knowledge and skills, and promoting a school-based professional community.

Black Leaders in Education

The principal of a school is tasked with providing a vision for campus efforts and engaging school and community resources in promoting student achievement. In U.S. schools, where approximately 43% of the enrolled students in 2004 were racial-ethnic minorities, principals also must be skilled in incorporating this diversity into rich and supportive climates for learning. Black administrators serve as role models for black students by exposing them to professionally successful individuals. As such, the presence of minority administrators also helps to provide a more positive school climate by dispelling myths of racial inferiority and incompetence.

The percentage of principals of color in public schools increased between 1993-94 and 2003-04 from 16% to 18% (NCES, 2000). During the 2003-2004 school year, more principals of color worked at the elementary level than would be expected based entirely on the distribution of schools at that level. Blacks, Hispanics, Asians, and Native Americans represent 70% of the student population in 20 of the nation's largest urban public school systems (Irvine & Armento, 2001). It is necessary, then, for principals to

be skilled in incorporating this diversity into rich and supportive climates for learning. Principals who themselves are members of racial-ethnic minority groups may bring special insights and talents to these tasks, and they may serve as role models for staff and students in distinctive ways.

Additionally, principals of color differ from non-minority administrators in important characteristics. These differences may include years of prior classroom teaching experience, the nature of their previous positions in the field, the nature of their current appointment, and degrees earned (Lomotey, 1989). In his research on black principals, Lomotey defined two aspects of leadership of black principals as roles: bureaucrat-administrator and ethnohumanist. In a qualitative study in which he examined the leadership styles of black principals, he found that there appeared to be three qualities that these principals all hold in common. Each principal appeared to demonstrate a commitment to the education of African-American children, a compassion for, and understanding of, their students and of the communities in which they work, and a confidence in the ability of all African-American children to learn (p.131). Lomotey (1993) referred to these attributes as ethnohumanist. In addition, principals are faced with a number of bureaucratic responsibilities, typically handling up to 16 problem categories per day. Leithwood and Steinbach (1993) found that the sixteen problem categories include student, teacher, and parent issues, and the interactions among these groups. The categories include school routines, and district and community issues. Lomotey (1993) defined these traditional duties associated with the principalship as those of the administrator/bureaucrat. However, Lomotey (1989) discovered that black principals

differed in how they performed their traditional duties defined by the respective roles. In another study conducted on principals, Lomotey found that the black school leaders demonstrated the administrator-bureaucrat and ethnohumanist roles as they executed their duties in schools with predominately black schools. According to Lomotey, the black principals did not operate in one of these roles exclusively, but varied between the two as situations that they were faced with deemed appropriate. Principals of color may also serve as important role models in low-minority schools (i.e., schools with fewer than 20% of students of color enrolled) by bringing distinctive perspectives that may not have been present otherwise.

Research on the Principalship

Research shows that school principals are vital to successful restructuring (Newman, 1996), to change and improvement (Fullan, 1998), and student learning (Levine & Lezotte, 1990). Principals do many things for schools to help them achieve success. Principals (a) shape the vision and mission, (b) provide instructional leadership and nurture it in others, (c) manage and administer complex organizational processes, (d) shape the school culture and climate, (e) build and maintain positive relations with community and parents, and (f) lead and support school improvement and change. If principals do not provide leadership in these arenas, the school is at risk of failure.

Jackson, (2000) asserted that "no single individual is more important to initiating and sustaining improvement, than the principal" (p. 157). The primary role of the principal, then, is to help create the conditions which enable a faculty and staff to develop so that the school can achieve its goals more effectively. The principal must lead the

school toward educational achievement, be a person who makes instructional quality the top priority and must be able to bring a solid vision to realization (Reinhard, Arends, Kutz, Lovell, & Wyant, 1980).

In speaking of the role of principals as leaders, Hallinger and Heck (1998) found that there was much more recognition that principals are ultimately responsible for the education of the children in the school. Even in schools where there is extensive shared decision making, research suggests that at least in the early and midterm stages of schools moving toward shared decision making, it is the principal who plays the key role in keeping the staff focused on the education of children and why the school was engaging in shared decision making Hallinger and Heck (1998). According to Rossow (1990), "The behaviors of principals, as authority figures, communicate what is valued to both teachers and students. Teachers and students tend to imitate the actions, attitudes, and beliefs of those in authority, such as the principal." (p. 34). School administrators need to be the most visible persons on campus. Glatthorn (2000) emphasizes the ideology of the role of strong instructional leadership and how it determines the nature and extent of curriculum integration by teachers. The instructional leader should analyze each teacher's experience in developing, using integrated curricula, paying special attention to both successes and problems. Principals must take steps to achieve mutual accomplishments with their teachers by ensuring that resources are available in a timely manner, providing on-going staff development that is especially sensitive to teachers' stages of concern, by helping teachers translate the district guide into long- term plans,

making several informal observations, cheering the curriculum, and by analyzing test scores with teachers.

Sergiovanni (1991) defined the principal's job as the person appointed to coordinate, direct, and support the work of others. A successful school principal is one whose sole role is directed to improving teaching and learning for students. McEwan (2003) developed a list of ten traits that highly effective principals possess to evoke great success on their campuses. Highly effective principals are great communicators, educators, envisioners, facilitators, change master, culture builders, activators, producers, character builders, and contributors. Great school leaders have the capacity to connect with their stakeholders, are motivated by a sense of purpose based upon a vision for their organization, have strong human relations skills, are futuristic and realistic, and models what they mandate. They have energy and enthusiasm that is passed on to their staff and students, are results- oriented, are trustworthy and have great integrity, and are servant-leaders.

According to Northouse (2001), "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Since leadership is a large part of the influence, the idea of power comes into play. Every instructional leader within the school system has this type of power. "Power is the capacity or potential to influence. People have power when they have the ability to affect others' beliefs, attitudes, and courses of action" (p. 6). This is the same level of influence and power that school level leaders have in schools in retaining, recruiting, and renewing quality science staff in urban schools.

As instructional leaders in schools, principals are given the task to implement certain administrative support to science educators and keep them in the classroom. This role holds a lot of power and influence on science teachers working in urban schools. Ingersoll (2000) stated that there is a significant role for the management of schools in both the genesis of and solution to school staffing problems. Data analyzed by Ingersoll in this same study suggests that administrators will have to decrease the demand for new teachers by lowering teacher turnover. Improvements can be done by administrators on many levels by creating a collegial working environment in the following manner: increasing support from school administrators, increasing salaries, reducing school staffing problems, and by enhancing faculty input into school decision making.

In research of principal leadership on which this study is based, Hatch (1964) found that using the situational approach in the study of principal leadership is most appropriate. Hatch examined the leadership of black high school principals in Alabama. In Hatch's study, principals were interviewed and surveyed to determine perceptions of their own leadership and accomplishments as principals. Teachers were also interviewed and surveyed to determine perceptions of their respective principal's leadership and accomplishments as principals. In conclusions based on his research Hatch found that leadership ability cannot be studied without reference to the situation in which the leader functions. Although principals may exhibit different styles of leadership, principals who functioned as more effective leaders were able to identify the same specific accomplishments as their subordinates. When Hatch wrote of understanding leadership and leadership ability, he stated:

The behavior of an individual, in a school situation or otherwise, has a very definite bearing upon his ability to lead in that situation. The school administrator, by virtue of his office, is a status leader, his behavior, however, will determine the degree of effectiveness with which that office is operated. (p. 14)

While effective principals tend to believe that the purpose of the school is to meet the instructional needs of all students, Hallinger and Murphy (1986) have reported that there are differences in the beliefs and the expectations of principals of low and high socioeconomic students. According to Hallinger and Murphy:

Principals in the high-SES effective schools expected an academic emphasis and task orientations in classrooms but encouraged teachers to implement a broad curriculum. Their counterparts in the low-SES effective schools implemented a more narrowly defined curriculum and allocated more time for basic skill instruction. (p. 339)

CHAPTER III

THEORETICAL FRAMEWORK

The theoretical framework focuses on the dependent variable of leadership ability of high school principals. It is the author's contention that leadership ability is directly related to the following independent variables: teachers' perceptions of effective leadership behaviors, principals' perceptions of effective leadership characteristics, perceptions of the relationship between race and effective leadership behaviors, and race/class-based leadership behaviors. These variables are demonstrated in Figure 1 for the purpose of defining the variable and deriving research questions.

Definitions of variables are presented and research hypotheses are stated on the following pages. The theoretical relationship between variables is diagramed in Figure 1.

Definition of Variables

The dependent variable is the leadership ability of black high school principals. For the purposes of this study, the term principal refers to the building level administrative manager of a school. There are four independent variables in this study. The independent variables are: teachers' perceptions of effective leadership behaviors, principals' perceptions of effective leadership characteristics, perceptions of the relationship between race and effective leadership behaviors, and race/class-based leadership behaviors.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE

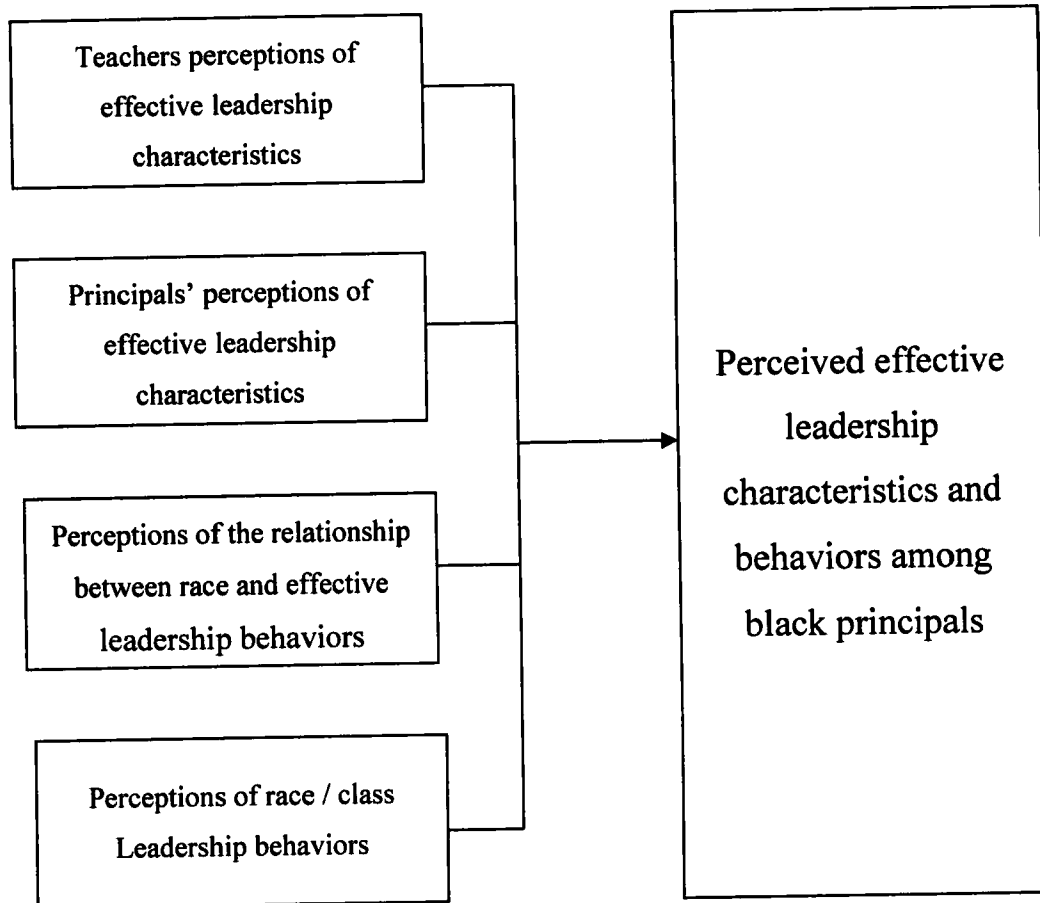


Figure 1. Theoretical Relationship Between Variables

Independent Variables

Definitions of the independent variables follow.

Leadership characteristics: The term refers to the traits that principals have which are used to influence their subordinates in accomplishing goals. These traits include and are related to, but are not limited to the following: culture, order, discipline, resources, curriculum, focus, knowledge of curriculum, visibility, contingent rewards, communication, outreach, input, affirmation, relationship, change agent, optimizer, and ideals.

Leadership behaviors: The term refers to the actions or reactions of a leader. This study seeks to discover what kind of challenges that black administrators may have had in order to ascend to a principal or assistant principal position.

Effective Principal Leadership: The term refers to principals that demonstrate sixty-six leadership practices, embedded in 17 leadership responsibilities that have been researched as those demonstrated by effective leaders. The 17 leadership practices and responsibilities are as follows: culture, order, discipline, resources, curriculum, focus, knowledge of curriculum, visibility, contingent rewards, communication, outreach, input, affirmation, relationship, change agent, optimizer, and ideals.

Race/Class-based Leadership Behaviors: Specific leadership behaviors that can be associated with race or class.

Perceptions of the four independent variables of the selection process were measured rather than the actual independent variables themselves. No effort was made to distinguish perceptions from actual data. Again, this study sought to identify perceptions

of (a) leadership characteristics and behaviors of effective leaders, (b) leadership practices of effective leaders, and (c) race/class based leadership behaviors of leaders.

CHAPTER IV

METHODOLOGY

Research Design

A mixed method correlational design was used for this study. The purpose of this design in this research was to use naturalistic inquiry, as well as data gathered from surveys to examine the leadership ability of black high school principals. Among the benefits of mixed-method evaluation design, Greene (1989) highlighted five major ones that might enhance the evaluation of data. They are as follows: triangulation, development, initiation, expansion, and complementarity. Triangulation tests the consistency of findings obtained through different instruments. Development consists of results from one method shape subsequent methods or steps in the research process. Initiation stimulates new research questions or challenges results obtained through one method. Expansion provides richness and detail to the study exploring specific features of each method. Complementarity clarifies and illustrates results from one method with the use of another method. In this case, complementarity allows for the data gathered from both interviews and surveys to be analyzed and interpreted for the examination of themes and results which could not be drawn from the interviews and/or surveys in isolation.

The focal point of this research lies in the data. The use of a mixed method design for the study allows for the qualitative use of the actual words of the participants

to convey the actual words and feelings of the participants, substantiated by quantitative data gathered from surveys. The qualitative portion of a mixed method study relies heavily on the researcher as the key instrument. Lincoln and Guba (1985) found that naturalistic inquiry is always carried out—logically enough—in a natural setting. Such a contextual inquiry demands a human instrument—one fully adaptive to the indeterminate situation that will be encountered. By this, it is meant that the human-as-instrument leans more toward methods that are extensions of normal human behaviors, such as observing, listening, speaking, and reading.

The interviews conducted for this research served as a primary source of direct information received from the participants' perceptions of effective leadership practices. The interview guide in this study focused on perceptions of effective leadership characteristics and the relationship between race/class and perceptions of effective leadership characteristics. Although the questions were developed prior to the interviews, the questions were asked in a way that established a conversational style interview. This semi-structured interview style allowed the researcher to develop new questions which provided additional information on the subject matter, as needed for further explanation, elaboration or information verification.

Sample Population

The sample was purposefully selected from schools within a large urban school district in Georgia. There are currently 21 high schools in the district, 14 of which have black principals. There are approximately 1,700 teachers at the 14 schools. For the purposes of the study, data were gathered from 5 of the 14 high schools in the district.

Each black high school principal participating in the study met two criteria of selection: (a) has served in his/her present position as a principal of a school for three or more years and (b) is principal of a public high school with 30 or more teachers. Descriptions of the principals and their respective schools are described in Table 1.

Table 1

Principals and School Assignments

	Years of Experience in Principalship	Number of Teachers at School
Principal A	4	70
Principal B	3	100
Principal C	3	80
Principal D	7	100
Principal E	6	70

Teachers that served as participants in the study were selected from those who agreed to: (a) complete the survey being used for the study and (b) be interviewed by the researcher. Five principals and 83 teachers were selected for participation in the study. Ten teachers were interviewed and surveyed. Seventy-three teachers were surveyed only.

Instrument Description (Interview and Surveys)

The author developed two of the instruments used for the study in conjunction with professors at Clark Atlanta University. The development of the instruments was based on research previously conducted by Hatch (1964) and Marzano (2000). Through

studies of leadership completed by Marzano (2000) using over 2,894 schools, 17 leadership responsibilities were identified and analyzed. Each of the 17 leadership responsibilities includes several different leadership practices. The survey used for the study consisted of 40 items which measured perceptions of each of the 17 leadership responsibilities identified by Marzano. Each of the survey items had five possible options (Strongly Disagree, Disagree, Agree, Strongly Agree, and No Opinion). For this study, leadership is operationalized as 17 subscales from based on research conducted by Marzano (2000). The items for the demographic portion of the survey used to gather demographic information from research subjects for the purpose of comparing teachers' perceptions of leadership effectiveness based on their personal characteristics. For the purposes of this study, such characteristics include gender, educational level, and length of tenure. All items on the survey required an answer indicating the extent to which the respondent agreed or disagreed with the item. Overall, a higher score on the survey instrument would indicate positive perceptions or principal effectiveness as measured by the 17 leadership responsibilities outlined by Marzano.

Marzano (2000) found that there is a significant relationship between leadership ability and how leaders carry out the identified 17 leadership responsibilities. There is also a correlation between how leaders carry out the 17 leadership practices and subordinates' perceptions of how leaders carry out the 17 leadership practices. Marzano concluded that the most effective leaders understand how to select and skillfully use appropriate leadership practices. Doing so enhances the likelihood of sustainable initiatives and a positive impact on achievement. Such leaders are also aware of how

their use of the 17 leadership practices is perceived by their respective teachers. These findings are important in the consideration of leadership ability and perceptions of leadership ability.

Data Collection Procedures

For the purposes of this study, black high school principals and teachers at the selected principals' schools completed surveys and were interviewed by the author. Five principals and 10 teachers were interviewed and surveyed. Seventy-three teachers were surveyed only. Interviews were scheduled and conducted with participating principals and teachers on an individual basis after an initial visit to each school. Surveys were distributed to teachers agreeing to participate in the study by the researcher author and were anonymously returned to the author using an Inter-Departmental Mail system.

The surveys and interviews were related to three main issues: (a) principals' perceptions of effective leadership characteristics, (b) teachers' perceptions of effective leadership characteristics of principals, and (c) perceptions of the relationship between race and effective leadership characteristics. Notes from each interview were taken in writing. Data gathered from the surveys completed in the study were used to determine positive and negative correlations between principals' perceptions of their leadership effectiveness in comparison to teachers' perceptions of their respective principal's leadership effectiveness. Data gathered from the surveys for the study were entered into the Statistical Package for the Social Sciences (SPSS) software and analyzed according to the correlations determined by Marzano (2000) in relation to leadership ability. Data gathered from the interviews completed in this study were used to identify similarities

and differences in perceptions of leadership characteristics and race/class leadership behaviors from both principals and teachers.

CHAPTER V

ANALYSIS OF DATA

The purpose of this chapter is to present and describe the results of this study. This chapter includes a description of the participants in the study, method of data analysis, major findings, and a summary.

Description of Participants

For the purposes of this study, the researcher interviewed and surveyed five black high school principals in a major urban school district who met the following qualifications: (a) have served as the principal of their schools for a minimum period of three years and (b) have at least 30 teachers on staff. In addition, a total of 10 teacher representatives of each principal's respective high school were interviewed and surveyed. Seventy-three additional teachers representative of each school were surveyed only.

Method of Data Analysis

Data gathered and used from the interviews with principals (see Appendix A) and teachers (see Appendix B) were organized using the process of categorization. Categorization, according to Lincoln and Guba (1985), can be accomplished most efficiently when categories are identified in such a way that "they are internally as homogeneous as possible and externally as heterogeneous as possible" (p. 349). The qualitative data gathered from interviews was examined within individual narrative sets

and re-examined for any intersecting categories. This process revealed possible relationships among other categories. The first categorical topics were the participants' perceptions of effective and ineffective leadership characteristics exhibited by principals. The next topics categorized were the ways in which the specified characteristics influenced the behavior of principals, with the final topic being the impact of race and class on principals' leadership behaviors.

The qualitative data gathered for this study was used to enlighten the area under study, specifically the perceptions of the leadership practices of black high school principals. Data obtained from the survey instrument that was administered to principals (see Appendix C) and teachers (see Appendix D) for this study were entered into SPSS for the purpose of calculating individual respondent scores for each of the 40 survey items. Basic descriptive statistics were used to describe the findings in this study.

Major Findings

This section details the findings of the study. The first sub-section provides a synopsis of the results regarding the first six research questions which focused on the relationship of perceptions of selected attitudes and behaviors and principal effectiveness. The second sub-section details the results pertaining to the last four research questions which focused on the relationship of selected demographic variables and perceptions of principal effectiveness.

Leadership Practices

The following sub-section details the results of the statistical analysis for the first six research questions.

RQ1: How do teachers perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?

The mean for the survey administered to teachers was 131.27 (SD= 16.7) out of a possible total score of 140 indicating that teachers on the whole had positive perceptions of principal leadership and effectiveness. Overall, teachers rated their principals above 3 on the 4 point scale on all leadership sub-scales indicating that teachers perceive their principals' leadership to be effective based on the selected leadership attitudes and behaviors. The highest mean score was in the area of Ideals and Beliefs; while the lowest mean score was in the area of Curriculum Instruction and Assessment. Means and standard deviations for these three sub-scales are presented in Table 2.

Table 2

Descriptive Statistics for Teachers' Perceptions of Principal Effectiveness

	N	Maximum	Mean	SD
Ideals and Beliefs: Holds strong professional Beliefs about schools, teaching, and learning	83	4.00	3.60	.60
Curriculum Instruction and Assessment: Is Involved in helping teachers design curricular Activities	83	4.00	3.12	.90

RQ2: How do principals perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?

The mean for the survey administered to principals was 137 (SD=22.6) out of a total possible score of 140, while the mean indicating for the same survey administered to teachers was 131.27 (SD= 16.7). These results indicate that principals had slightly higher positive perceptions of principal leadership than teachers. However, the ANOVA calculated measuring the relationship between teachers' perceptions of principal effectiveness and principals' perceptions of leadership effectiveness yielded an F-value of .570 with a probability of significance of .452, which was not statistically significant. This finding suggests that principals' and teachers' overall perceptions of principal effectiveness are similar. Means and standard deviations are presented in Table 3

Table 3

Descriptive Statistics for Principals' Perceptions of Principal Effectiveness

	N	Maximum	Mean	SD
Principals	5	140	137.00	13.7
Teachers	83	140	131.27	22.6

RQ3: According to teachers, what leadership characteristics do effective principals demonstrate?

In the interviews conducted with teachers, there were several themes that arose related to leadership characteristics that effective principals possessed. The most common leadership characteristics provided by teachers were: (a) visionary, (b) dedication, (c) flexibility, (d) approachability, and (e) communication. Frequencies of each characteristic provided by teachers can be found in Table 4.

Table 4

Frequency of Characteristics of Effective Principals as Provided by Teachers

Characteristics	Number of Times Provided as Characteristic of Effective	
	Principals	Percentage
Visionary	10/10	100%
Dedication	8/10	80%
Flexibility	9/10	90%
Approachability	9/10	90%
Communication	10/10	100%

However, when asked to rank the characteristics in order of importance, most teachers shared the belief that no single leadership characteristic was more important than another when characterizing effective principal leadership. As one teacher stated, "These characteristics are leadership. A person is his character; therefore, if a principal is lacking these characteristics, he is not leading." In speaking of leadership characteristics of effective principals, another teacher stated, "If a principal doesn't demonstrate such leadership characteristics, he won't have to worry about not being an effective leader. No one will follow him anyway." The relationship between teachers' and principals' perceptions of effective leadership is important. Principals that have developed a shared vision with their faculty have also created common ground that serves to facilitate or compel action to the realization of a common vision. Frequently underlying a shared vision are teachers' and principals' shared values and beliefs.

RQ4: According to principals, what leadership characteristics do effective principals demonstrate?

The characteristics provided by principals in interviews were closely aligned to those provided by teachers. The most common leadership characteristics provided by principals were: (a) ethical, (b) communication, (c) dedication, (d) flexibility, and (e) patient. Frequencies of each characteristic provided by principals can be found in Table 5. However, when asked to rank the characteristics in order of importance, the principals shared the belief as did the teachers that it was difficult to rank such leadership characteristics as they are all vital to effective leadership. The principals also expressed that it was somewhat difficult to isolate such leadership characteristics as they overlapped each other in daily roles and activities.

Table 5

Frequency of Characteristics of Effective Principals as Provided by Principals

Characteristics	Number of Times Provided as Characteristic of Effective	
	Principals	Percentage
Ethical	5/5	100%
Communication	5/5	100%
Dedication	4/5	80%
Flexibility	4/5	80%
Patient	3/5	60%

Many principals noted that as principals they do not operate in specified roles exclusively, but vary between them as situations deemed appropriate. One principal stated, "As a principal of a high school, I must be able to multi-task. I must be organized in order to conduct the business of operating a school in a fashion that is conducive to learning. I must constantly make on-the-spot decisions, and always do so in manner that is in the best interest of children."

RQ5: According to teachers, what leadership characteristics do ineffective principals demonstrate?

Interviews conducted with teachers provided characteristics that were categorized by themes. In many instances, the characteristics of ineffective principals provided by teachers were the opposite of the characteristics of effective principals. Frequencies of each characteristic provided by teachers can be found in Table 6.

Table 6

Frequency of Characteristics of Ineffective Principals as Provided by Teachers

Characteristics	Number of Times Provided as	
	Characteristic of	
	Ineffective Principals	Percentage
Obstinacy	7/10	70%
Selfish	9/10	90%
Lack of vision	10/10	100%
Unorganized	6/10	60%
Inconsistent	8/10	80%

The collective leadership characteristics provided by teachers were:

(a) obstinacy, (b) selfish, (c) lack of vision, (d) unorganized, and (e) inconsistent. When asked to rank the characteristics in order of those that demonstrated the strongest levels of ineffectiveness among principals, the common theme emerged that inconsistency serves as a catalyst for many qualities that ineffective principals possess. In speaking of inconsistency as a characteristic of ineffective principals one teacher stated, "Inconsistency breeds a sense of disorder, while consistency breeds a sense of discipline and trust." Selfishness was another major theme that emerged from teacher interviews. Teachers spoke of ineffective principals as those who did not become principals because of the opportunity to impact children's lives, but instead are looking for financial gain or a promotion. Such leaders are also not open to the ideas of teachers, but instead want to operate schools in the fashion that they see fit. In the words of one teacher, "People who grow up thinking that there is one way to do something should not be leaders. Leading is for those who challenge others. If you only want to do things your way, you will never challenge anyone."

RQ6: According to principals, what leadership characteristics do ineffective principals demonstrate?

Characteristics of ineffective principals as provided by principals in interviews varied slightly from those provided by teachers. In the opinion of principals, characteristics of ineffective principals were: (a) not perceived as leader of school, (b) lack of vision, (c) inconsistent, (d) uncompromising, and (e) unorganized. Frequencies of each characteristic provided by teachers can be found in Table 7.

Table 7

Frequency of Characteristics of Ineffective Principals as Provided by Principals

Characteristics	Number of Times Provided as Characteristic of	
	Ineffective Principals	Percentage
Not perceived as leader of the school	3/5	60%
Lack of vision	4/5	80%
Inconsistent	5/5	100%
Uncompromising	4/5	80%
Unorganized	3/5	60%

From the viewpoint of principals, it was viewed as equally important to establish authority and competency as a leader while maintaining rapport with subordinates. Principals also shared the belief that there must be a balance between traditional and non-traditional roles of the principalship. One principal stated, "There should never be a question as to who the principal is in a building. If one can not be readily identified as the leader of his building, then he is not a true leader." In interviews with principals it also became evident that the level of autonomy one would associate with a leadership position such as the principalship is often misunderstood. In the era of No Child Left Behind, the role of the principal has changed. In interviews with principals it was noted that there are many situations when a policy must be carried out by a principal through the teachers on his/her staff that is not necessarily aligned with his/her educational philosophy or vision for the school thus making him/her appear ineffective. In speaking

of this paradigm shift in the role of the principal, one principal asserted, "In order to ensure that I am not perceived as ineffective, I must be resilient. There are times when I must enforce a policy which in my personal opinion is wrong and appear as though it were right." Principals also shared the view that No Child Left Behind has forced principals to focus on making adequate yearly progress (AYP), which measures whether a school has met its academic goals for the year based on various indicators. Factors such as student attendance, which many principals felt is out of their control is a major factor on whether a school makes AYP. When a school does not make AYP based on such factors, principals expressed the view that they may be perceived as ineffective leaders based on factors that they cannot totally control.

RQ7: How does race influence leadership attitudes and behaviors of principals

The majority of principals and teachers interviewed shared the belief that race influences leadership attitudes and behaviors of principals. Overall, principals and teachers viewed race as a factor in the attitudes and behaviors of principals. A common theme related to the vested interest in the academic and social success of black students emerged in interviews conducted with both principals and teachers. As stated by a teacher interviewed for the study, "A principal's race is a part of his culture, which in many instances is a reflection of his personality. It may influence his interactions with students and his relationship to their varying lifestyles and predicaments." Principals and teachers also shared the belief that the influence of race on the leadership attitudes and behaviors of principals may also depend on the population of the school. When asked about the influence of race on the leadership attitudes and behaviors of principals, a

teacher responded, "In certain situations, a principal that is of the same racial group as the majority of his students, allows the principal to make connections with his students." In interviews with principals, it was also evident that there was a commitment to the achievement of black male students and overall concern about the academic performance of black males in comparison to other students at their respective schools. Several of the principals have led the initiative of forming groups which focus on providing positive role models and mentors for black males at their schools in preparation for a society which may view them as inferior. As one principal stated, "My desire to help the African-American male is stronger because I am one. I have experienced what they will experience in life and I must prepare them for a world which may not understand or accept them."

The findings provided for Research Questions 1-7 were based on qualitative data collected from interviews with principals and teachers for this study. Findings for questions 8-10 were based on quantitative data collected from the survey administered to principals and teachers, and are as follows:

RQ8: What is the relationship between the gender of teachers and perceptions of principal effectiveness?

Descriptive statistics for teacher perceptions of the leadership qualities of black principals by gender of teacher are presented in Table 8. Male teachers had higher mean scores for than did female teachers; yet results yielded an F-value of 1.07 with a probability of significance of .30, which was not statistically significant. This finding suggests that gender has no direct influence on perceptions of principals' effectiveness.

Table 8

Descriptive Statistics for Perceptions of Principal Effectiveness by Gender

	N	Maximum	Mean	SD	F	Sig.
Male	19	140	132.04	19.9	1.07	.30
Female	64	140	131.42	23.2		

However; in interviews with principals it was shared that gender might be a factor in perceptions of their leadership effectiveness. One principal shared, "Unfortunately, the idea of an intelligent black male is foreign to many in today's society. People do not expect black male principals to be sound instructional leaders, but you cannot be an effective leader and not be well versed in instruction." Means and standard deviations for the survey administered to teachers are listed in Table 8.

RQ9: What is the relationship between the educational level of teachers and perceptions of principal effectiveness?

The mean scores for perceptions of principal effectiveness based on the educational level of teachers are presented in Table 9. The mean score for teachers with a Bachelor's degree was 132.74, while the mean score for teachers with a Master's degree was 131.14. These results yielded an F-value of .142 with a probability of significance of .708; which is not statistically significant. This finding suggests that educational level is not a factor in determining perceptions of principal effectiveness.

Table 9

Descriptive Statistics for Perceptions of Principal Effectiveness by Educational Level

	N	Maximum	Mean	F	Sig.
Bachelor's Degree	35	140	132.74	.142	.70
Master's Degree	41	140	131.14		

RQ10: What is the relationship between the number of years working with the same principal and perceptions of principal effectiveness?

Descriptive statistics for perceptions of principal effectiveness in relationship to years of working with the same principal are presented in Table 10. Teachers with 1-2 years experience with the same principal had a slightly lower mean than those with 3 or more years experience working with the same principal. The mean for teachers with 1-2 years experience with the same principals was 129.55, while the mean score for teachers with 3-5 years experience with the same principal was 136.33. However; these results yielded an F-value of .259 with a probability of significance of .612; which is not statistically significant. This finding suggests that years of working with the same principal is not a significant factor in determining principal effectiveness.

The participants in this study included 5 principals and 83 teachers in a major urban school district. The results indicated that Black principals are perceived to demonstrate characteristics of effective leadership. Results also indicated that principals and teachers have similar perceptions of the characteristics of effective and ineffective

Table 10

Descriptive Statistics for Perceptions of Principal Effectiveness by Years of Experience with Same Principal

	N	Maximum	Mean	F	Sig.
1 – 2 Years	62	140	129.55		
				.259	.612
3 Years or More	21	140	136.33		

principals. A relationship did not appear to exist between the perceptions of the principals and the gender of teachers. There did not appear to be a relationship between perceptions of principal effectiveness and the educational level of teachers. There also did not appear to be a significant relationship between teachers' perceptions of principals and teachers' years of experience with the same principal. However, teachers' perceptions of African-American principals' leadership and management qualities increased positively with the number of years of experience working with the principal.

CHAPTER VI

FINDINGS, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter offers a summary of the study and perceptions of black high school principals' leadership. It presents a discussion of the research study's findings, the implications of those findings, and the limitations of the study. The chapter concludes with recommendations for further research.

Summary of Purpose

This study sought to examine the same variables from *A Study of the Leadership Ability of Negro High School Principals* (Hatch, 1964) in order to identify perceptions from principals and teachers concerning the behavior of the effective leader. Although leadership has been the innermost focus of research in the field of educational administration, most studies have focused on the experiences of white males (Glazer, 1991; Duke, 1998). Research has expanded its literature on defining leadership and examining character traits and qualities associated with effective leadership; however, there is still a lack of emphasis on socio-cultural theories of leadership. In consideration of the growing diversity which exists in schools today, it is imperative to visualize the principalship in more wide-ranging ways, particularly through the eyes of black administrators.

The following research questions were used to guide this study:

- RQ1: How do teachers perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?
- RQ2: How do principals perceive the relationship between selected leadership attitudes and behaviors and principal effectiveness?
- RQ3: According to teachers, what leadership characteristics do effective principals demonstrate?
- RQ4: According to principals, what leadership characteristics do effective principals demonstrate?
- RQ5: According to teachers, what leadership characteristics do ineffective principals demonstrate?
- RQ6: According to principals, what leadership characteristics do ineffective principals demonstrate?
- RQ7: How does race influence leadership attitudes and behaviors of principals?
- RQ8: What is the relationship between the gender of teachers and perceptions of principal effectiveness?
- RQ9: What is the relationship between the educational level of teachers and perceptions of principal effectiveness?
- RQ10: What is the relationship between the number of years working with the same principal and perceptions of principal effectiveness?

Summary of Procedures

For the purposes of the study, data were gathered from 5 of the 14 high schools in a major urban school district. Five black high school principals and 83 teachers in the district were interviewed and surveyed using instruments created by the researcher and professors at Clark Atlanta University. Each black high school principal participating in the study met two criteria of selection: (a) has served in his/her present position as a principal of a school for three or more years and (b) is principal of a public high school with 30 or more teachers. The development of the instruments was based on research previously conducted by Hatch (1964) and Marzano (2000). Through studies of leadership completed by Marzano (2000) using over 2,894 schools, 17 leadership responsibilities were identified and analyzed. Each of the 17 leadership responsibilities includes several different leadership practices. The survey used for the study consisted of 40 items which measured perceptions of each of the 17 leadership responsibilities identified by Marzano.

Summary of Findings and Conclusions

The research questions investigating teachers' perceptions of the leadership characteristics of the black high school principals were explored through analyzing data gathered from interviews with principals and subordinates. The exploration of the research questions were also explored through the use of a survey instrument which examined perceptions of leadership characteristics as they related to perceptions of the leadership effectiveness of black principals. Forty questions focused on perceptions of

principals' leadership characteristics as measured by 17 leadership qualities embedded in 40 leadership practices as defined in research conducted by Marzano (2000).

The results of this study indicated that both principals and teachers perceive black principals as possessing effective leadership characteristics. The leadership quality in which black principals received the highest rating was "Holds strong professional beliefs about schools, teaching, and learning." This rating implies that black principals are perceived as visionary leaders with concrete ideas about methods in which to increase student achievement. Rossow (1990) found, "The behaviors of principals, as authority figures, communicate what is valued to both teachers and students. Teachers and students tend to imitate the actions, attitudes, and beliefs of those in authority, such as the principal" (p. 34).

The item "Is involved in helping teachers design curricular activities" was the item rated the lowest for black principals. This indicated that black principals can improve perceptions of their ability in that area by increasing their involvement in matters related to instruction. Glatthorn (2000) emphasizes the ideology of the role of strong instructional leadership and how it determines the nature and extent of curriculum integration by teachers. The instructional leader should analyze each teacher's experience in developing, using integrated curricula, paying special attention to both successes and problems.

According to Lomotey (1989), black principals possess qualities that can help staff members develop and maintain a collaborative professional school culture, foster teacher development, and help teachers solve problems together more effectively,

deeming Black principal leadership effective. This study can assist in closing the gap in the literature surrounding the black principal, as well as providing an understanding of the multifaceted leadership characteristics exhibited by the black principal.

Characteristics of Effective and Ineffective Principals

There were many similarities between the characteristics of effective principals that were provided by principals and teachers in interviews conducted by the researcher. However; there were slight differences in the characteristics of ineffective principals as provided by principals and teachers in interviews conducted with the researcher. Teachers identified the characteristics of effective principals as (a) visionary, (b) dedication, (c) flexibility, (d) approachability, (e) communication, while principals identified the characteristics of effective principals as (a) ethical, (b) communication (c) dedication, (d) flexibility, and (e) patient. Principals collectively viewed the characteristics of ineffective principals as (a) not perceived as leader of school, (b) lack of vision, (c) inconsistent, (d) uncompromising, and (e) unorganized, while teachers identified the characteristics of ineffective principals as (a) obstinancy, (b) selfish, (c) lack of vision, (d) unorganized, and (e) inconsistent. Researchers have found that the interactions between school leaders and their teachers play a key role in the effectiveness of the school (Cawelti, 1987). This indicates the importance of effective principal leadership, in which principals possess a fervent ability to work with diverse groups of people with varying areas of interest and expertise.

McEwan (2003) found that while less effective principals offer excuses, highly effective principals envision a successful school that has achieved its mission. They are

able to focus on the possibility of a high-achieving school, and help their school community buy into that vision. Effective principals understand that while they help create the school's vision, they must also cultivate an environment that allows teachers to make decisions that result in ownership in the vision (Beck & Murphy, 1996). In order to impact the school culture, effective principals must be able to envision a successful school, act with integrity, and communicate this vision through relationships with the school community (McEwan, 2003). Principals who are effective work to create a positive environment, and believe it is their responsibility to do so (Whitaker, 2003).

Factors Influencing Teachers' Perceptions of Black Principal Leadership

Several demographic variables from the study were examined to find relationships between the selected demographic variables and the influence of teachers' perceptions of the leadership effectiveness of black principals. The demographic variables used for the purposes of this study were race, gender, educational level, and years working with the same principal.

Effects of Race on Teachers' Perceptions

The results of this study indicated both principals and teachers perceived race to be a factor in the demonstration of leadership practices of principals. Teachers and principals shared the belief that the race of the principal may improve relationships with students when the principal is of the same race as his or her students. Teachers and principals viewed race as a part of a principals' culture and personality, and therefore contributes directly to the fashion in which the principal serves as a leader. Principals

and teachers also shared the opinion that a vested interest in the achievement of black students is evident when the principal was also black.

Effects of Educational Level on Teachers' Perceptions

This study investigated whether the educational level of teachers had influence on perceptions of principal leadership effectiveness. No significant relationship was reported. A possible explanation for the results may be related to the percentage of teachers earning higher educational degrees. According to data gathered from the U.S. Department of Education, in 1999–2000, the highest degree attained for the majority of teachers (53%) was a bachelor's degree. Forty-two percent of teachers had attained a master's degree as their highest degree, and 4% had attained a doctorate, or education specialist degree.

Effects of Gender on Teachers' Perceptions

This study investigated whether the gender of teachers had influence on perceptions of principal leadership effectiveness. No significant relationship was reported, although males did have slightly higher overall scores on the survey instrument than females. Research supports the assertion that males and females do not differ significantly in the ways in which they lead (Astin & Leland, 1991; Dobbins & Platz, 1986; Eagly & Johnson, 1990). Mertz and McNeely (1996) suggest that the either/or, male/female dichotomy is too simplistic and that a multidimensional approach, which examines context, ethnicity, and other factors is required when conducting research on the issue of leadership style. In addition, principals shared in interviews that views of black male principals may be aligned with negative connotations of the black male in

general. Perceptions of the inferiority of blacks, are so deeply rooted in the American consciousness that they continue to be replicated; therefore, it is reasonable to suspect that the long-standing inferiority myth, which surrounds black civilians, has also surrounded black principals.

Effects of Teachers' Years of Experience With the Same Principal

This study concentrated on the influence of teachers' years of experience in working with the same principal as it related to perceptions of principal effectiveness. It has been reported that leaders with experience are more likely to be rated higher as leaders than those at the early or very late stages in their career (Leithwood & Jantzi, 1990). Unlike the large body of empirical evidence that tells us years of experience influences perceptions; the results of this study indicated that years of experience working with the same principal did not affect teachers' perceptions of their black principals' leadership qualities. One possible explanation for this finding may be that the longest tenured principal in the major urban school district in which this study was conducted has a tenure of seven years in the principalship.

Conclusions

There has been negligible research on the leadership effectiveness of minority principals. This gap in the literature is particularly relevant with respect to black leaders in education. As minority populations continue to increase in schools, it is imperative that researchers and practitioners to have an increased awareness of the issues

surrounding the leadership characteristics of the black principal. Some researchers assert that black principals lead differently based on their race (Lomotey, 1989).

Principal efficacy, empowerment, and goals toward academic success for all students were the leadership characteristics exhibited by the principals in this study. Although it is not a generalized formula, it proved to be a sound base and a successful combination for these administrators. The type of success demonstrated and attained by these leaders required an individual to be focused, dedicated, and confident in meeting the needs of the students.

The importance of African-American principals possessing effective leadership traits is significant in that it can assist in first, closing the gap in the literature surrounding the black, and second, assist in closing the achievement gap which exists between minority and non-minority students. There is a great need for more knowledge on the interrelatedness among leadership, followership, and diversity within schools. Additional studies that address this interaction between leader and follower in a diverse organization can greatly contribute to research and practice.

The interaction among leadership, followership, and diversity is also important in the training provided to future principals. The following information is intended to help black principals understand the role they play in the retention and recruitment of members of K-12 organizations. First, principals should be made aware that leadership is an intricate interpersonal relationship between the principal and his or her teachers. It is important to establish strong personal relationships with the individual teachers in the building.

Next, black principals should be aware that they are perceived to possess high degrees of leadership effectiveness as measured in the 17 effective leadership characteristics identified by Marzano (2000). Black principals are also viewed to possess effective leadership characteristics that are directly aligned with leadership roles of black principals as defined by Lomotey (1989): bureaucrat-administrator and ethnohumanist. In a qualitative study in which he examined the leadership styles of black principals, he found that there appeared to be three qualities that these principals all hold in common. Training programs must expand the knowledge of the leadership characteristics and practices of African-American principals. Their knowledge base must include an understanding of diverse followers, an understanding of the leader-follower relationship, an understanding of how perceptions are formed, and strategies to create an inclusive environment where all ethnic groups feel accepted and valued.

With the knowledge that black principals possess effective leadership characteristics, while leading schools differently than their non-minority counterparts, black principals must be recruited based on the leadership characteristics and the different perspectives they bring to the leadership debate. These factors must be addressed by all stakeholders in the field of educational leadership if we plan to effectively educate and promote the academic well-being of an increasingly multiethnic population.

Recommendations for Future Research

Based on the findings of this study, the following are suggestions for further research and are organized into the following subsections: Further Research, Policy Implications, and Principal Training.

Further Research

1. Further mixed-method research exploring the perceptions of black principal leadership should be conducted. Very few studies to date have explored the leadership characteristics and practices of black principals using sample sizes of 10 or more.
2. Further research exploring the effectiveness of black leadership in schools undergoing reform and schools that are considered successful is needed.
3. Further research is needed to explore the differences between black principals and their non-minority counterparts. This study used a purposeful sample of black principals; no non-minority principals were included in this study. Comparative research on minority and non-minority principals may provide enlightenment as to leadership characteristics and practices which are most effective in diverse student populations.

Policy Implications

4. A study using exit interviews for Black principals leaving their positions for reasons other than retirement would provide additional insights into possible weaknesses in the administrative hiring and retention system.
5. Exploration of other factors that might contribute to the perceptions of leadership effectiveness of black principals such as: (a) urban, suburban, and rural school settings; (b) number of years in the classroom before becoming an administrator; or (c) training in traditional vs. non traditional educational

leadership programs may provide a greater understanding of the roles portrayed by black principals.

6. School boards should create job descriptions for principals that ensure the appropriate placement of principals based on the needs of respective schools and communities.

Principal Training

1. University programs and school boards should provide shadowing experiences with principals in diverse settings during pre-service training in order to shed light on the true nature of the demands and requirements of the principalship.
2. Through training and classes, university programs should equip prospective principals with and understanding of the importance of building relationships with teachers and demonstrating instructional competence in the principalship.

Limitations

This study was originally limited to black high school principals having a tenure of three years or more in an urban school district. For this reason, no conclusions could be drawn regarding displayed characteristics and behaviors and principal effectiveness. Additionally, all of the principals that served as participants in the study were males. It is not known whether the gender of the principal affects teachers' perceptions of leadership characteristics of effective principals. Eighty percent of the teachers that served as participants were female. Female teachers could be more mellow in evaluations of perceptions of principal effectiveness. The majority of the teachers that served as participants (85.5%) in the study were black. It is not known if "homophily," effective

communication, and interaction between people evolve when people are of the same cultural likeness, contributed to the teachers' perceptions of principal effectiveness.

The small sample size also limits confidence in the findings. Principal and teacher perceptions of leadership effectiveness were measured. Perceptions do not reflect actual behavior. Finally, as mentioned earlier, we cannot know for certain whether similarities in perceptions were caused by racial factors alone. Black teachers could be more lenient as critics of school leadership.

APPENDIX A

Interview Instrument: Principals

Principal:

This interview is one of the means that we are using to collect information for a study of the behavioral characteristics of administrators. We hope that you will answer the questions as frankly as possible. Your replies will be strictly confidential. We are interested in how principals respond in general rather than how any particular individual answers the listed questions.

Name _____ Name of School _____

Number of years as principal in this school: _____

1. Name five characteristics that effective principals possess.

2. Categorize the characteristics that you have chosen in order of significance from most significant to least significant. Indicate your reasoning for the order that you have selected.

3. Name five characteristics that ineffective principals possess.

Appendix A (continued)

4. Categorize the characteristics that you have chosen in order of significance from most significant to least significant. Indicate your reasoning for the order that you have selected.

5. How do these characteristics influence the leadership behaviors of principals? Provide examples to support your answer.

6. How does a principal's race/class influence his/her leadership behaviors?

7. How does a principal's race/class influence explicit / implicit behavior toward him or her?

APPENDIX B

Interview Instrument: Teachers

Teacher:

This interview is one of the means that we are using to collect information for a study of the behavioral characteristics of administrators. We hope that you will answer the questions as frankly as possible. Your replies will be strictly confidential. We are interested in how teachers respond in general rather than how any particular individual answers the listed questions.

Name _____ Name of School _____

Number of years as teacher in this school: _____

1. Name five characteristics that effective principals possess.

2. Categorize the characteristics that you have chosen in order of significance from most significant to least significant. Indicate your reasoning for the order that you have selected.

3. Name five characteristics that ineffective principals possess.

Appendix B (continued)

4. Categorize the characteristics that you have chosen in order of significance from most significant to least significant. Indicate your reasoning for the order that you have selected.

5. How do these characteristics influence the leadership behaviors of principals? Provide examples to support your answer.

6. How does a principal's race/class influence his/her leadership behaviors?

7. How does a principal's race/class influence explicit / implicit behavior toward him or her?

Appendix C

Survey Instrument: Principals

Principal:

This survey is designed to obtain your honest opinion of your perceptions of the leadership practices that you have as a principal. Your answers will be kept totally confidential. Please answer each item based on your experiences in this school, except where noted in the survey. *Please do not write your name on this survey.*

Thank you for your time!

Directions: Please circle the number (1-5) that best represents your thinking about each of the following statements as it relates to your practices as a principal.

Key

1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*, 5 = *No Opinion*

I. Culture						
1.	Promotes cooperation among staff.	1	2	3	4	5
2.	Promotes a sense of well-being.	1	2	3	4	5
3.	Develops a shared vision of what the school could be like.	1	2	3	4	5
II. Order						
4.	Provides and enforces clear structure, rules, and procedures for students.	1	2	3	4	5
5.	Provides and enforces clear structure, rules, and procedures for staff.	1	2	3	4	5
III. Student Discipline						
6.	Protects instructional time from interruptions	1	2	3	4	5
7.	Protects / shelters teachers from distractions	1	2	3	4	5

Appendix C (continued)

<i>1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = No Opinion</i>						
IV. Resources						
8.	Ensures teachers have necessary materials and equipment	1	2	3	4	5
9.	Ensures teachers have necessary staff development opportunities that directly enhance their teaching.	1	2	3	4	5
V. Curriculum Instruction and Assessment						
10.	Is involved in helping teachers design curricular activities	1	2	3	4	5
11.	Is involved with teachers to address instructional issues in their classrooms	1	2	3	4	4
12.	Is involved with teachers to address assessment issues.	1	2	3	4	5
VI. Focus						
13.	Establishes high, concrete goals and expectations that all students meet them.	1	2	3	4	5
14.	Establishes concrete goals for all curriculum, instruction, and assessment.	1	2	3	4	5
15.	Continually monitors progress of established goals.	1	2	3	4	5
VII. Knowledge of curriculum, instruction and assessment						
16.	Is knowledgeable about instructional practices and assessment.	1	2	3	4	5
17.	Provides conceptual guidance for teachers regarding effective classroom practice.	1	2	3	4	5
18.	Is knowledgeable about assessment practices.	1	2	3	4	5
VIII. Visibility						
19.	Makes systematic frequent visits to classrooms.	1	2	3	4	5
20.	Maintains high visibility around the school.	1	2	3	4	5
21.	Has frequent contact with students.	1	2	3	4	5
IX. Contingent Rewards						
22.	Recognizes individuals who excel.	1	2	3	4	5
23.	Uses performance versus seniority as the primary criterion for reward and advancement.	1	2	3	4	5
24.	Uses hard work and results as the basis for reward and recognition.	1	2	3	4	5

Appendix C (continued)

<i>1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = No Opinion</i>						
X. Communication						
25.	Is easily accessible to teachers.	1	2	3	4	5
26.	Develops effective means for teachers to communicate with one another.	1	2	3	4	5
XI. Outreach						
27.	Ensures the central office is aware of the school's accomplishment.	1	2	3	4	5
28.	Assures the school is in compliance with district and state mandates.	1	2	3	4	5
XII. Input						
29.	Provides opportunities for staff to be involved in developing school policies.	1	2	3	4	5
30.	Uses leadership team in decision making.	1	2	3	4	5
XIII. Affirmation						
31.	Systematically and fairly recognizes and celebrates accomplishments of teachers and school.	1	2	3	4	5
32.	Systematically and fairly recognizes failures and accomplishments of teachers and school.	1	2	3	4	5
33.	Systematically and fairly recognizes failures and accomplishments of students.	1	2	3	4	5
XIV. Relationship						
34.	Is informed of significant personal issues within the lives of staff members.	1	2	3	4	5
35.	Maintains personal relationships with teachers.	1	2	3	4	5
36.	Acknowledges significant personal issues within the lives of staff members.	1	2	3	4	5
XV. Change Agent						
37.	Systematically considers new and better ways of doing things.	1	2	3	4	5
38.	Is comfortable leading change initiatives with uncertain outcomes.	1	2	3	4	5
XVI. Optimizer						
39.	Portrays a positive attitude about the ability of the staff to accomplish substantial things.	1	2	3	4	5
XVII. Ideals and Beliefs						
40.	Holds strong professional beliefs about schools, teaching and learning.	1	2	3	4	5

Appendix C (continued)

Please provide the following information:

Gender: ☐ Male ☐ Female

Years of experience as a principal (including current year):

Years in current position (including current year):

Age: ☐ 20 - 25 ☐ 26 - 35 ☐ 36 - 44 ☐ 45 - 54 ☐ 55 and above

Educational Level: ☐ Bachelor's Degree ☐ Master's Degree
(highest degree obtained) ☐ Specialist's Degree ☐ Doctorate Degree

Years employed in District (including current year):

APPENDIX D

Survey Instrument: Teachers

Teacher:

This survey is designed to obtain your honest opinion of your perceptions of the leadership practices of your principal. Your answers will be kept totally confidential. Please answer each item based on your experiences in this school, except where noted in the survey. *Please do not write your name on this survey.*

Thank you for your time!

Directions: Please circle the number (1-5) that best represents your thinking about each of the following statements as it relates to your principal.

Key

1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*, 5 = *No Opinion*

I. Culture						
1.	Promotes cooperation among staff.	1	2	3	4	5
2.	Promotes a sense of well-being.	1	2	3	4	5
3.	Develops a shared vision of what the school could be like.	1	2	3	4	5
II. Order						
4.	Provides and enforces clear structure, rules, and procedures for students.	1	2	3	4	5
5.	Provides and enforces clear structure, rules, and procedures for staff.	1	2	3	4	5
III. Student Discipline						
6.	Protects instructional time from interruptions	1	2	3	4	5
7.	Protects / shelters teachers from distractions	1	2	3	4	5

Appendix D (continued)

<i>1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = No Opinion</i>						
IV. Resources						
8.	Ensures teachers have necessary materials and equipment	1	2	3	4	5
9.	Ensures teachers have necessary staff development opportunities that directly enhance their teaching.	1	2	3	4	5
V. Curriculum Instruction and Assessment						
10.	Is involved in helping teachers design curricular activities	1	2	3	4	5
11.	Is involved with teachers to address instructional issues in their classrooms	1	2	3	4	4
12.	Is involved with teachers to address assessment issues.	1	2	3	4	5
VI. Focus						
13.	Establishes high, concrete goals and expectations that all students meet them.	1	2	3	4	5
14.	Establishes concrete goals for all curriculum, instruction, and assessment.	1	2	3	4	5
15.	Continually monitors progress of established goals.	1	2	3	4	5
VII. Knowledge of curriculum, instruction and assessment						
16.	Is knowledgeable about instructional practices and assessment.	1	2	3	4	5
17.	Provides conceptual guidance for teachers regarding effective classroom practice.	1	2	3	4	5
18.	Is knowledgeable about assessment practices.	1	2	3	4	5
VIII. Visibility						
19.	Makes systematic frequent visits to classrooms.	1	2	3	4	5
20.	Maintains high visibility around the school.	1	2	3	4	5
21.	Has frequent contact with students.	1	2	3	4	5
IX. Contingent Rewards						
22.	Recognizes individuals who excel.	1	2	3	4	5
23.	Uses performance versus seniority as the primary criterion for reward and advancement.	1	2	3	4	5
24.	Uses hard work and results as the basis for reward and recognition.	1	2	3	4	5

Appendix D (continued)

<i>1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = No Opinion</i>						
X. Communication						
25.	Is easily accessible to teachers.	1	2	3	4	5
26.	Develops effective means for teachers to communicate with one another.	1	2	3	4	5
XI. Outreach						
27.	Ensures the central office is aware of the school's accomplishment.	1	2	3	4	5
28.	Assures the school is in compliance with district and state mandates.	1	2	3	4	5
XII. Input						
29.	Provides opportunities for staff to be involved in developing school policies.	1	2	3	4	5
30.	Uses leadership team in decision making.	1	2	3	4	5
XIII. Affirmation						
31.	Systematically and fairly recognizes and celebrates accomplishments of teachers and school.	1	2	3	4	5
32.	Systematically and fairly recognizes failures and accomplishments of teachers and school.	1	2	3	4	5
33.	Systematically and fairly recognizes failures and accomplishments of students.	1	2	3	4	5
XIV. Relationship						
34.	Is informed of significant personal issues within the lives of staff members.	1	2	3	4	5
35.	Maintains personal relationships with teachers.	1	2	3	4	5
36.	Acknowledges significant personal issues within the lives of staff members.	1	2	3	4	5
XV. Change Agent						
37.	Systematically considers new and better ways of doing things.	1	2	3	4	5
38.	Is comfortable leading change initiatives with uncertain outcomes.	1	2	3	4	5
XVI. Optimizer						
39.	Portrays a positive attitude about the ability of the staff to accomplish substantial things.	1	2	3	4	5
XVII. Ideals and Beliefs						
40.	Holds strong professional beliefs about schools, teaching and learning.	1	2	3	4	5

Appendix D (continued)

Please provide the following information:

Race: ☐ Black (Non-Hispanic) ☐ White ☐ Hispanic
☐ Asian/Pacific Islander ☐ Multi-racial ☐ Other

Gender: ☐ Male ☐ Female

Years of teaching experience (including current year):

Years in current position (including current year):

Age: ☐ 20 - 25 ☐ 26 - 35 ☐ 36 - 44 ☐ 45 - 54 ☐ 55 and above

Educational Level: ☐ Bachelor's Degree ☐ Master's Degree
(highest degree obtained) ☐ Specialist's Degree ☐ Doctorate Degree

Years employed in District (including current year):

Years working with current principal (including current year):

APPENDIX E

Tables of Estimates

Table E-1

Descriptive Statistics for Teachers Perceptions of Principal Effectiveness

	N	Maximum	Mean	SD
Promotes Cooperation among staff	83	4.00	3.42	.76
Promotes a sense of well-being.	83	4.00	3.57	.78
Develops a shared vision of what the school could be like.	83	4.00	3.54	.68
Provides and enforces clear structure, rules, and procedures for students.	83	4.00	3.53	.78
Provides and enforces clear structure, rules, and procedures for staff.	83	4.00	3.49	.73
Protects instructional time from interruptions	83	4.00	3.45	.64
Protects / shelters teachers from distractions	83	4.00	3.41	.76
Ensures teachers have necessary materials and equipment	83	4.00	3.37	.76
Ensures teachers have necessary staff development opportunities that directly enhance their teaching.	83	4.00	3.49	.80
Is involved in helping teachers design curricular activities	83	4.00	3.12	.90
Is involved with teachers to address instructional issues in their classrooms.	83	4.00	3.34	.95
Is involved with teachers to address assessment issues.	83	4.00	3.29	.74
Establishes high, concrete goals and expectations that all students meet them.	83	4.00	3.48	.68
Establishes concrete goals for all curriculum, instruction, and assessment.	83	4.00	3.43	.70
Continually monitors progress of established goals.	83	4.00	3.35	.78

Appendix E (continued)

Table E-1 (continued)

	N	Maximum	Mean	SD
Is knowledgeable about instructional practices and assessment.	83	4.00	3.45	.73
Provides conceptual guidance for teachers regarding effective classroom practice.	83	4.00	3.31	.810
Is knowledgeable about assessment practices.	83	4.00	3.36	.708
Makes systematic frequent visits to classrooms.	83	4.00	3.20	.997
Maintains high visibility around the school.	83	4.00	3.41	.85
Has frequent contact with students.	83	4.00	3.47	.77
Recognizes individuals who excel.	83	4.00	3.36	.86
Uses performance versus seniority as the primary criterion for reward and advancement.	83	4.00	3.57	2.3
Uses hard work and results as the basis for reward and recognition.	83	4.00	3.29	.93
Is easily accessible to teachers.	83	4.00	3.41	.81
Develops effective means for teachers to communicate with one another.	83	4.00	3.28	.78
Ensures the central office is aware of the school's accomplishment.	83	4.00	3.55	.68
Assures the school is in compliance with district and state mandates.	83	4.00	3.57	.62
Provides opportunities for staff to be involved in developing school policies.	83	4.00	3.40	.74
Uses leadership team in decision making.	83	4.00	3.51	.68
Systematically and fairly recognizes and celebrates accomplishments of teachers and school.	83	4.00	3.36	.77
Systematically and fairly recognizes failures and accomplishments of teachers and school.	83	4.00	3.47	.65

Appendix E (continued)

Table E-1 (continued)

	N	Maximum	Mean	SD
Systematically and fairly recognizes failures and accomplishments of students.	83	4.00	3.40	.66
Is informed of significant personal issues within the lives of staff members.	83	4.00	3.36	.83
Maintains personal relationships with teachers.	83	4.00	3.39	.79
Acknowledges significant personal issues within the lives of staff members.	83	4.00	3.36	.80
Systematically considers new and better ways of doing things.	83	4.00	3.40	.66
Is comfortable leading change initiatives with uncertain outcomes.	83	4.00	3.42	.68
Portrays a positive attitude about the ability of the staff to accomplish substantial things.	83	4.00	3.54	.70
Holds strong professional beliefs about schools, teaching and learning.	83	4.00	3.60	.60

Table E-2

Descriptive Statistics for Principals Perceptions of Principal Effectiveness

	N	Maximum	Mean	SD
Promotes Cooperation among staff	5	4.00	3.60	.54
Promotes a sense of well-being.	5	4.00	3.60	.54
Develops a shared vision of what the school could be like.	5	4.00	3.60	.54
Provides and enforces clear structure, rules, and procedures for students.	5	4.00	3.80	.44

Appendix E (continued)

Table E-2 (continued)

	N	Maximum	Mean	SD
Provides and enforces clear structure, rules, and procedures for staff.	5	4.00	3.80	.44
Protects instructional time from interruptions	5	4.00	3.20	.44
Protects / shelters teachers from distractions	5	4.00	3.40	.54
Ensures teachers have necessary materials and equipment	5	4.00	3.60	.89
Ensures teachers have necessary staff development opportunities that directly enhance their teaching.	5	4.00	3.80	.44
Is involved in helping teachers design curricular activities	5	4.00	3.20	.44
Is involved with teachers to address instructional issues in their classrooms.	5	4.00	3.20	.44
Is involved with teachers to address assessment issues.	5	4.00	3.20	.44
Establishes high, concrete goals and expectations that all students meet them.	5	4.00	3.60	.54
Establishes concrete goals for all curriculum, instruction, and assessment.	5	4.00	3.20	.83
Continually monitors progress of established goals.	5	4.00	3.20	.44
Is knowledgeable about instructional practices and assessment.	5	4.00	3.60	.54
Provides conceptual guidance for teachers regarding effective classroom practice.	5	4.00	3.20	.44
Is knowledgeable about assessment practices.	5	4.00	3.20	.83
Makes systematic frequent visits to classrooms.	5	4.00	3.00	.70
Maintains high visibility around the school.	5	4.00	3.80	.44
Has frequent contact with students.	5	4.00	3.80	.44

Appendix E (continued)

Table E-2 (continued)

	N	Maximum	Mean	SD
Recognizes individuals who excel.	5	4.00	3.20	.83
Uses performance versus seniority as the primary criterion for reward and advancement.	5	4.00	3.20	.83
Uses hard work and results as the basis for reward and recognition.	5	4.00	3.40	.54
Is easily accessible to teachers.	5	4.00	3.20	.83
Develops effective means for teachers to communicate with one another.	5	4.00	3.60	.54
Ensures the central office is aware of the school's accomplishment.	5	4.00	3.40	.54
Assures the school is in compliance with district and state mandates.	5	4.00	3.60	.54
Provides opportunities for staff to be involved in developing school policies.	5	4.00	3.60	.54
Uses leadership team in decision making.	5	4.00	3.40	.54
Systematically and fairly recognizes and celebrates accomplishments of teachers and school.	5	4.00	3.40	.54
Systematically and fairly recognizes failures and accomplishments of teachers and school.	5	4.00	3.40	.54
Systematically and fairly recognizes failures and accomplishments of students.	5	4.00	3.40	.54
Is informed of significant personal issues within the lives of staff members.	5	4.00	2.80	.83
Maintains personal relationships with teachers.	5	4.00	2.80	1.09
Acknowledges significant personal issues within the lives of staff members.	5	4.00	3.40	.54
Systematically considers new and better ways of doing things.	5	4.00	3.60	.54

Appendix E (continued)

Table E-2 (continued)

	N	Maximum	Mean	SD
Is comfortable leading change initiatives with uncertain outcomes.	5	4.00	3.60	.54
Portrays a positive attitude about the ability of the staff to accomplish substantial things.	5	4.00	3.40	.54
Holds strong professional beliefs about schools, teaching and learning.	5	4.00	3.80	.44

Table E-3

Descriptive Statistics of Teachers Race

Race	Frequency	Percent
Black	71	85.5%
White	10	12.0%
Asian/Pacific Islander	1	1.2%
Multi-racial	1	1.2%
Total	83	100.0%

Appendix E (continued)

Table E-4

Descriptive Statistics of Teachers Years of Experience

Years of Experience	Frequency	Percent
1	7	8.4%
2	15	18.1%
3	4	4.8%
4	7	8.4%
5	12	14.5%
6	7	8.4%
7	2	2.4%
8	4	4.8%
9	5	6.0%
10	6	7.2%
12	6	7.2%
13	2	2.4%
14	1	1.2%
15	2	2.4%
19	2	2.4%
27	1	1.2%
Total	83	100.0%

Appendix E (continued)

Table E-5

Descriptive Statistics of Teachers Age

Age	Frequency	Percent
20-25	14	16.9%
26-35	40	48.2%
36-44	20	24.1%
45-54	8	9.6%
55 and over	1	1.2%
Total	83	100.0%

Table E-6

Descriptive Statistics of Principals' Educational Levels

Degree	Frequency	Percent
Master's	3	60.0%
Doctorate	2	40.0%
Total	5	100.0%

Appendix E (continued)

Table E-7

Descriptive Statistics of Principals' Age

Age	Frequency	Percent
26-35	1	20.0%
36-44	3	60.0%
45-54	1	20.0%
Total	5	100.0%

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