SOCIO-CULTURAL LEADERSHIP: AN INNOVATIVE MODEL FOR SCHOOL LEADERSHIP

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by

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Ira Bogotch, Department of Educational Leadership, and has been approved by the members of his supervisory committee. It was submitted to the faculty of The College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

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The conceptual framework of this study suggested that Socio-Cultural Leadership was composed of the following four factors: Instructional Domain, Emotional Domain, Community Domain, and Cultural Domain. Furthermore, it was posed that these factors, collectively and independently, directly impacted student achievement in schools of high poverty. From this framework, the Socio-Cultural Leadership Questionnaire was developed (SCLQ). The research questions that guided this study were:

1. Do the items of the survey instrument divide into the four domains as described?

2. What is the relationship, collectively and independently, between Socio-Cultural Leadership and student achievement in high-poverty schools?

3. Is the frequency in observed principal behaviors different between low-performing and high-performing schools?

Therefore, the purpose of this study was to, via exploratory factor analysis; verify that these four factors existed as described and to, via regression analysis, find the direct relationship between the resulting factors and student achievement in high poverty schools. High poverty schools were defined as schools where 50 percent (40 percent for high schools) or more of the student population participated the federally funded Free and/or Reduced Price Lunch Program. This study also sought to differentiate these findings according to the performance levels of the schools sampled.

The pilot study, the descriptive statistics, the principal components analysis, and the measures of internal consistency, all provided the researcher with empirical evidence to establish the reliability and validity of specific SCLQ items along with the significance of the resulting factors. Two of the five SCLQ subscales that resulted from the factor analysis, OP (outreach to parents) and MIPD (management of instructional process detractors), positively correlated with student achievement in the total sample (n = 903). There is a less than 5 percent chance that these findings were due to a Type I sampling error. Finally, principals in high-performing schools exhibited behaviors indicated by subscales OP (outreach to parents) and MIPD (management of instructional process detractors) significantly more than principals in low-performing schools.

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Introduction

According to Baker, Betebenner, & Linn (2002), the *No Child Left Behind Act* of 2001 has required schools and school districts to carefully examine the teaching and learning process and its relationship to poor performing students. The public outcry is deafening as politicians are called upon to make the improvement of public schools a significant portion of their political agendas. Persons that occupy positions of leadership, within schools and school districts, are expected to sufficiently neutralize a host of social ills, while simultaneously being evaluated by a small number of objective measures. Likewise, school policy makers and practitioners spend an abundance of time dealing with dysfunctions of a greater society (war, famine, hunger, terror, etc). Yet, Holme (2002) stated that schools will be evaluated based on their ability to enhance the scholastic achievement of poor, disadvantaged students of color. The primary indicator of enhanced student achievement is positive changes on standardized tests. Decker and Decker (2003) acknowledge these demands by stating educators have been blamed for failing test scores, increased school violence, rising dropout rates, a shortage of good teachers, and a lack of basic skills. Accusatory mental models such as the aforementioned by Decker and Decker validate the reasons why educational reform is at the top of many political agendas.

Subsequently, principals face an abundance of political pressures and critiques. Foster (2004) refers to the current political climate with regard to public education as the Standards Movement in which all students are held accountable for learning, regardless of their backgrounds.

> The standards movement has, of course, garnered enough statistics about the so-called weaknesses of the educational system to fuel a rather large public confidence gap; although the accuracy of such statistics has been challenged, there is no doubt that they have served a political purpose in establishing a particular narrative about the failures of American schools. (p.177)

Schools and school systems will fail to meet their obligation and will continue to widen the public gap in confidence without the existence of strong, site-based leadership; the type of leadership that does not view dysfunctions of society as detractors from his or her primary purpose, but as the hub of school leadership which is in fact a moral activity (Dewey, 1909) that must serve the needs of a commune. Schools are becoming the place where politicians are focusing on changes that address a plethora social ills and past inequalities. Principals are pressured, politically and otherwise, at a level that is unmatched by any other time in history to attend to the moral purpose of school and the challenges brought on by poverty. Currently, our schools are plagued by opinions that suggest society is crumbling and educators cannot meet academic demands while being faced with societal demands. Such opinions ignore the moral purpose (Dewey, 1909; Fullan, 2003; Sergiovanni, 1992) of school activity and especially school leadership. Therefore, school culture (Deal & Peterson, 1999; Stolp & Smith, 1995) must adopt a philosophy that supports the notion that public education is meant to serve the greater community and that effective leadership at all levels of the system, specifically the school principal level, is the only way that public education will fulfill our obligation to society.

The mission should be to establish a means of erecting, and then multiplying exponentially, an abundance of successful schools for society. A successful school is a place where the leadership is shared (Yep & Chrispeels, 2004; Zepeda, 2004) and the people are change oriented (Fullan, 2003; Huffman, 2003) with the commonly held and communicated moral purpose (Foster, 2004; Greenfield, 2004) of inspiring and entire local community (Ceckley, 2004) to create a rejuvenated commitment to the teaching and learning process (Bogotch, 2002; Giesen & Newton, 2004), especially for at-risk students (Iceland, 2003; Tyack, 1974) who are typically children of poverty (Ginwright, 2000; Payne, 1998). This can happen through effective principal leadership. "In fact, effective leadership is often portrayed as the single most important factor in a successful school" (Pasi, 2003, p. 1). Likewise, Ceckley (2004) states:

> Being boss is about conveying to staff that there is a larger purpose to our work. Being boss means tapping into that yearning in human beings to be involved in something important and grand. Really great leaders, whether they are in education or industry, have this capacity to exude something—charisma, perhaps, and intentionally—that makes other people say, "I will follow you." It's not just that these people are interested in pleasing the boss; they want to bring into reality new or improved product. In education, that product is increased student achievement and changed lives. (p.72)

The principal's role is overwhelmed by intangibles that are crucial to the effectiveness of a school's operation. Creating a commonly held, morally based vision and setting the stage for innovation and change are the standards that school leaders, in particular principals, will have to live up to (Nunnelley, Whaley, Mull, & Hott, 2004).

This takes on additional significance when educators address the needs of underperforming students from communities plagued with poverty and the challenges that accompany poor students. "If educators are truly committed to reaching all students in this age of accountability, then it is the principal who must inspire and lead new ways of reaching students" (p. 57).

The conceptual framework that served as a foundation to this study had at its center a morally based expectation of principals to ensure student achievement gains despite the challenges of poverty. These two facets of the conceptual framework (moral purpose of school and the impact of poverty) will be addressed in the next two sections.

Moral Purpose of School

Historically, the activity of schooling in America has been seen by many as one laced with a moral overtone. Dewey (1909) supported a notion that the moral responsibility of schooling was to society; "The school is fundamentally an institution erected by society to do a certain specific work,--to exercise a certain specific function in maintaining the life and advancing the welfare of society" (p. 7). This concept of moral purpose has influenced modern ideologies with regard to the purpose of education. Foster (2004) offers a contemporary view to Dewey on the notion of the moral purpose of schooling. "The school organization has come to be seen in an almost totally instrumental way: as a tool to achieve those social goals deemed important in a particular period but almost always focusing on the development of a productive and employable citizen" (p. 186). Fullan (2003) and Smith (2004) are two people who have provided key directions to the idea of embracing moral purpose as the central theme in public education in America; additional contemporary validation of Dewey's Moral Purpose of education.

"The best case for public education has always been that it is a common good. Everyone, ultimately has a stake in the caliber of schools, and education is everyone's business" (Fullan, 2003, p. 3). As additional testimony that Dewey's historical framework of the moral purpose of schooling has influenced contemporary scholarly views, Smith (2004) offers the following: "An essential characteristic of a modern democratic society is therefore, a citizenry that not only prepares individuals to be responsible for their own well-being but who contribute to the well being of the larger community" (p. 2).

While many people have roles to play in order for society's desires to be fulfilled, arguably no role is more meaningful than that of a school principal. "Schools, through the principal's leadership, should encourage and provide to students: positive emotional support, a nutritious diet, an atmosphere free of undue pressure but with high academic expectations for all learners, social interaction, and choices in learning" (Nunnelley, Whaley, Mull, & Hott, 2003, p. 53). The ambiguity in society's wishes becomes painfully evident to all persons responsible for public education, especially principals. Are schools in the business of creating high achieving students based on high-stakes testing? Are schools in the business of ensuring a child's social, emotional, and physical well-being? The literature on the stated purpose of schooling in America seeks to bring synergy to answers of both questions. "The business of the educator—whether parent or teacher—is to see to it that the greatest possible number of ideas acquired by children and youth are acquired in such a vital way that they become moving ideas, motive-forces in the guidance of conduct" (Dewey, 1909, p. 2). Likewise, "In schools, good things are enhanced student performance, increased capacity of teachers, greater involvement of parents and community members, engagement of students, all-around satisfaction and

enthusiasm about going further and greater pride for all in the system" (Fullan, 2001, p. 10). The two previously stated messages from Dewey (1909) and Fullan (2001) have the potential of coming across as paradoxical demands on the principal. As this study progressed, it became the intent of the researcher to show how they are one in the same.

As the historically based moral purpose of schooling is influenced by contemporary issues such as the growing impact of poverty, educators are forced to engage in activities that are very foreign to the current status quo in order to combat the challenges of poverty. Among other ills of the society, poverty has been especially difficult to manage in schools. "One of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring the middle class culture with them are decreasing in numbers, and the students who bring the poverty culture with them are increasing in numbers" (Payne, 1998, p. 79). Shields (2004) offers additional insight, and potential ramifications, on overcoming issues related to poverty in schools.

> It is well documented that the large majority of educators in developed countries come from what may loosely be called the middle class and, hence, may find it difficult to understand, communicate with, or develop meaningful relationships with students from working class families, children whose families receive social assistance, or those who live in other impoverished situations. The insidious part is that without even being aware of it, educators often make decisions about students' ability, programs, and suitable career paths based on class. (p. 120)

In addition to the schools finding it difficult to manage the impact of poverty, community leaders and community leadership are often hindrances. According to Wilson

(1996), as sociologists have studied the inner city, they have found that many of the social problems found there are less the result of cultural values and more the result of low levels of public investment in infrastructure, poor public housing, inadequate health care, poor schools, and a disappearing employment base (Bulman, 2002, p. 258). Ginwright (2000) noted similar findings.

> Unlike their suburban counterparts, urban schools are forced to grapple with the day-to-day reality of poverty, joblessness, and the consequent crime that has become common for poor communities. For many urban schools, the needs of their students far outweigh the meager resources available to them. The lack of basic schools supplies and materials, deteriorating facilities, lack of parent involvement, and unprepared students all create greater challenges for schools in poor urban communities. (p. 89)

Nevertheless, the literature is supportive of the fact that schools, and people that occupy them, can and should make a difference in the lives of poor children.

> Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based knowledge society. (Fullan, 2003, p. 29)

Again, Dewey (1909) and Foster (2004) both agree that schools have an unambiguous, morally-based obligation to society.

> Interest in community welfare, an interest that is intellectual and practical, as well as emotional—an interest, that is to say, in perceiving whatever makes for social order and progress, and in carrying these principles into execution—is the moral

habit to which all the special school habits must be related if they are to be animated by the breath of life. (Dewey, 1909, p. 17)

The *No Child Left Behind Act* of 2001 represents a host of agreed upon societal demands of public school educators. Specifically, society is demanding that all children be able to meet stated proficiencies tested through high stakes assessments. The responsibility of effective schooling is placed squarely on the shoulders of school-based leaders, the principals. The most poignant challenges that principals face as they try to meet societal expectations come from the impact of poverty. The existence of poverty in schools has a negative, direct impact on standardized student achievement measures. While I support that argument, educational researchers, practitioners, and policy makers are not collectively sure that poverty is the primary factor to consider when we focus on school improvement efforts. In fact, there are some segments of the scholarly community (Dalaker, 2001; Johnson, 2004; Tyack, 1974) that support race over poverty as the primary factor to consider. The next section will explore the debate between race and poverty.

Race Versus Poverty

There are a number of indicators to suggest that race warrants the majority of the attention as we try to target a factor that is consistently shown to have a direct relationship with ineffective schooling. All across America children of color are scoring the lowest on standardized tests as compared to Caucasian and Asian Children (Johnson, 2004). Additionally when we speak of children of color, while many non-Caucasian ethnicities exist, we are often referring to one segment of the non-Caucasian community, African-Americans. Within the historical context of public education in America,

African-American students have been seen as the group most affected by the ineffectiveness of public education. According to Tyack (1974), "To have been born black was normally to have been labeled a failure—an inferiority all too often justified by a bogus science—as millions of Negro children learned in school systems which were consciously or unwittingly racist" (p. 217). Recently compiled statistical data suggest that race, particularly the African-American race, is a more reliable factor to hold constant when looking at school reform efforts. According to Dalaker (2001), after nearly a decade of economic growth—just over 11 percent of the American population remained poor at the turn of the 21st century, including over a fifth of African Americans (Iceland, 2003, p. 499), suggesting that there are disproportionate numbers of African American people that are living in poverty.

Using a Case Study approach to evaluate the transformational efforts at an urban high school in Oakland, California, Ginwright (2000) was able to refute the notion that racial considerations, instead of the impact of poverty, should play a larger role in school reform considerations. He offers the following explanation to this widespread myth:

> Because urban communities largely comprise ethnic minorities (Asian-Americans, Mexican-Americans, African-Americans), multicultural reform efforts are largely constructed around racial identities and ignore the complex ways in which identity is constructed through the influence and interaction of other variables such as social class, gender, age, and physical ability. (p. 88)

His explanation acknowledges the relationship between poverty and ethnicity, as well as the similarities of the impact of both on the educational process. Nevertheless, his findings support the idea that poverty has the highest impact on schools and school

leaders need to focus on combating the effects of poverty in order to close, and eventually eliminate, the achievement gap.

> If we continue to be sold racial identity as the panacea to ethnic poor and working-class schools and communities we will also pay the price of simplifying the complexity of oppression and injustice to mere racial categories. If we pay this price, we will misdiagnose the reasons why millions of poor children come to school hungry, why thousands of young black boys engage in deadly gang violence, and simply why America's schools have been unable to address these problems. (p. 102)

To be completely clear, this particular study was supportive of the argument that poverty played a bigger role in school reform efforts than ethnicity. Furthermore, this study intended to identify specific instructional leadership activities that were evident in the day-to-day actions of principals that served communities of high poverty. The focus is on instruction because quality pedagogical practices is the only way the public schools will effectively combat the burdening impact that poverty has on student achievement (Noguera, 2003; Shukla-Mehta & Albin, 2003). As a matter of fact, "It is the research on learning that must be addressed if we are to work successfully with students from poverty" (Payne, 1998, p. 119). The next section will examine what learning is and what learning is not.

Learning Defined

"Nationally and internationally, a renewed focus on learning and teaching has brought a change in role and focus for principals from site managers to instructional leaders" (Yep & Chrispeels, 2004, p. 3). What is learning? What is teaching? What is the

responsibility of a principal when it comes to building a school culture with "teaching and learning" as the nucleus, especially with regard to students that come from communities of poverty? The *No Child Left Behind Act* of 2001 requires that states develop and implement high and rigorous standards for academic attainment, and then monitor students' progress toward these standards with annual tests in reading and mathematics in grades 3 to 8 (Salinger, 2003). If test scores go up, did teaching improve and did learning occur? This is a debate that has dominated many conversations among educational scholars, practitioners, and lay persons. This paper will not seek to prove or disprove the notion that increased student achievement is evidenced by increasing scores on high stakes tests. This paper seeks to fulfill the demands of society as defined by a synthesized interpretation of existing literature and policies which affirm that an increase in test scores and the reduction the achievement gap are two primary indicators of a school being effective. In 1909, Dewey articulated points that can and should be considered by today's principals in order for them to stay focused on the "real" work. "He is to be a worker, engaged in some occupation that will be of use to society, and which will maintain his own independence and self-respect" (p. 9).

Dewey's point, and others like it, may be misconstrued to advise principals to mitigate the critical analysis of student achievement data as one way to measure the effectiveness of their instructional leadership abilities. On the contrary, Johnson (2002) suggests that the critical analysis of school data, along with data-based decision making, is an important piece to building effective schools. However, during times of increasing focus on accountability and content standards, it is more important than ever to remember the role schools play in the development of lives of students (Meece, 2003). When

school leaders use the absence of learning gains on accountability measures to publicly endorse a "teach to the test" philosophy in their schools where the curriculum is overwhelmed by drill and kill practice of basic skills and children are not allowed to explore their social context using critical thinking abilities, the resulting school culture is one that gets students, especially poor students, no closer to being able to lead productive lives in a democratic society. Although students' test scores are improving as teachers gear their instruction around the test, it has been proven that student achievement gains are higher, sustainable, and applicable when children are exposed to leaner-centered instructional strategies that encourage students, especially poor students, to think critically (Wenglinsky, 2004)

Again, the intent is not to negate the significance of a student's ability to perform at acceptable rates within critical content areas as measured by standardized tests. For example, reading ability, according to Salinger (2003), is central to students' learning, to their success in school, and ultimately to their success in life. The intent is to show how learning can and should be defined more by our relationships and engagement strategies, with poor children especially. Poor students often embrace how they are taught as opposed to what they are taught (Payne, 1998). Students reported more positive forms of motivation and greater academic engagement when they perceived their teachers were using learner-centered practices that involve caring, establishing higher order thinking, honoring student voices, and adapting instruction to individual needs (Meece, 2003).

There are conditions that are specific to children of poverty that impact what they need to learn and the type of culture that is most conducive to learning it. As the leader of a high-poverty school, the principal must ensure that the conditions for this culture exist.

Therefore, the principal must be an effective instructional leader in terms of being the primary catalyst in transforming school culture to improve student achievement, especially among underperforming student populations and to use high-yield instructional strategies to accomplish this. In the next section, the principal as an instructional leader is examined. A theoretical framework outlines the principal's role in the delivery of quality instruction.

Domain 1: Instructional Leadership

Schools that face the inherent challenges that are attached to students living in poverty will fail to meet federal, state, and local student achievement expectations if these challenges are not met with effective classroom instruction. Effective classroom instruction is a morally based endeavor (Dewey, 1909; Fullan, 2003) that should encompass reflective pedagogy (York-Barr, Sommers, Ghere, Montie, 2001) that aims to keep each and every child authentically engaged (Schlechty, 2002) in the compulsory (Lezotte, 1997) pursuit of intellect. Authentic engagement speaks to the child's ability to find meaning and value in a classroom activity; the type of tangible value that immediately enables the student to negotiate the hurdles of his or her social context. Dewey (1909) spoke to the significance, and the frequent absence, of authentic engagement in public education:

> I am told that there is a swimming school in a certain city where youth are taught to swim without going into the water, being repeatedly drilled in the various movements which are necessary for swimming. When one of the men so trained was asked what he did when he got into the water, he laconically replied, 'Sunk.' (p. 14)

A student's ability to critically analyze situations has been found to have a direct, positive impact on student achievement measured by standardized tests. In addition, these skills are required for students to lead productive, self-sufficient lives as life-long learners (Lezotte, 1997).

While it is the teacher's responsibility to deliver effective classroom instruction, the teacher must be empowered (Greenfield, 2004; Yep & Chrispeels, 2004) by an individual that has established a scholastic culture where student achievement, especially for children of poverty, is not only valued, but expected. This individual is the principal. "If educators are truly committed to reaching all students in this age of accountability, then it is the principal who must inspire and lead new ways of reaching students" (Nunnelley, Whaley, Mull, & Hott, 2004, p. 57). One of the most important things that a principal can do is ensure that the teachers' attitudes are not negatively influenced by the existence of factors that threaten to limit student achievement efforts. Those factors include, but are not limited to: budget restraints, scheduling conflicts, teacher shortages, etc. Of course, the principal must mitigate the impact of such factors while insisting on school-wide diligence toward creating opportunities for every student to be successful. "The focus must always be on student learning, and principals must supply teachers with resources and incentives to keep their focus on students" (Whitaker, 1997, p. 156). In addition to the lack of resources, teachers, especially those teaching in areas of high poverty, often cite inappropriate student behavior as a barrier to student achievement. The principal will have to lead systemic thinking within schools that encourages teachers to realize that sound pedagogical practice, focused on student learning, is the panacea to limiting inappropriate student behaviors and their impact on the learning environment

(Ladson-Billings, 1994; Noguera 2003; Payne, 1998). Weinstein, Curran, & Tomlinson-Clarke (2003) found that principals must inspire teachers, especially those teachers teaching in high poverty areas, to practice culturally responsive classroom management. "Culturally responsive classroom managers understand that the ultimate goal of classroom management is not to achieve compliance or control, but to provide all students with equitable opportunities for learning" (p. 275).

The aforementioned description of instructional leadership and the principal's role in fulfilling his or her obligation, while comprehensive and crucial, does not adequately meet all of the demands of a school asked to neutralize the impact of poverty so that the teaching and learning process is enhanced. In fact, instructional leadership alone ignores the huge impact that the surrounding community has in a school; especially a school in a high poverty area. Principals are going to have to reach beyond the confines of a physical structure, the school, and begin to positively augment the communal context that children must negotiate. This calls for leadership beyond instructional leadership. This calls for community leadership. The next section will explore the functions of a principal wishing to ensure that the surrounding community is working synergistically with the school toward raising student achievement.

Domain 2: Community Leadership

Reform efforts to reshape public institutions of learning into places where all students, especially impoverished students, receive enriched exposure to academia that expands the likelihood that he or she will, not only participate in, but lead efforts in the perpetuation of a democratic society will fail without a concerted effort, by the principal, to acknowledge and include the entire community in those efforts (Brown & Anfara,

2003; Collins, 2000; Doyle, 2004). Communities, both "internal" and "external" (Decker & Decker, 2003), must be realized, included, and appreciated in a principal's endeavor of increasing student achievement.

What is an "internal" community? What behaviors, on the part of the principal, will maximize the internal community's impact on student achievement? The internal community refers to school personnel, instructional and non-instructional. These people are administrators, teachers, lead teachers, counselors, social workers, paraprofessionals, clerical people, maintenance workers, and food service personnel. While their job descriptions are distinctly different, the principal must facilitate a process where they all work in unison toward a common goal, student achievement. Specifically, teachers must feel that (a) they are in a reciprocal relationship (Bolman & Deal, 1997) with the school; (b) they are encouraged and expected to assume roles of leadership (Beachum & Dentith, 2004; Chirichello, 2004); and (3) they are active participants in the decision making process (Leithwood & Jantzi, 1999).

What is an *external* community? What behaviors, on the part of the principal, will maximize the external community's impact on student achievement? The external community consists of those persons with a vested interest in the product of public education and/or information and expertise that correlate with school reform. These people are parents, family members, business owners, residents, homeowners, members of the clergy, school boards, and politicians. In communities of high poverty, especially, the activity or the inactivity of the external community creates the context that the internal community will have to manage.

While community leadership expands on the benefits of instructional leadership, these two forms of leadership fail to meet the emotional demands of the people that are charged with making a difference in the lives of poor children. Principals are to be emotional leaders as well. The next section will define emotional leadership.

Domain 3: Emotional Leadership

Even persons within school communities, internal and external, that wish to be a part of effective school reform for poor children, are often in a difficult emotional state because of the seemingly insurmountable obstacles they face and the lack of self-efficacy that exists to diminish those obstacles. In that regard, principals must be skilled in emotional intelligence (Goleman, 2002) so that they can generate emotional commitments and feelings of resolve in the hearts and minds of people that are to impact student achievement. "In the specific instance of emotions and leadership, Humphrey (2002) argued that leadership is intrinsically an emotional process through which leaders recognize employees' emotional states, attempt to evoke emotions in employees, and then seek to manage employees' emotional states accordingly" (Askanasy & Dasborough, 2003, p. 19). Teachers often feel inept at dealing with the impact of poverty in schools. Parents and family members of poor children, especially, often feel detached and lack confidence in teachers' abilities to effectively teach their children. These are two examples of emotional states that school communities must address. In this regard, Leithwood, Steinbach, and Jantzi (2002) offer the following advise to principals; "School leaders contribute to the positive valence of teachers' emotions by complimenting teachers on good work, requesting their advice on important matters, and ensuring that others inside and outside the school are aware of teachers' contributions to the success of

the school" (p. 103). In order to have the desired outcome in education, student achievement gains and achievement gap reduction, the principal will have to focus on the human capital (Ceckley, 2004) in a community. This is so that key relationships as opposed to random reform efforts will be the primary focus (Fullan, 2001; Shields, 2004) as he or she attracts emotional commitment through emotional enthusiasm (Brown & Anfara, 2003) for the propitious goal of leaving no child behind; in any community.

Is leadership truly the key to school reform and subsequently higher rates of student achievement, measured by high stakes tests, among all children, but primarily children of poverty? Studies have found weak correlation between leadership and student achievement. In fact, Witziers, Bosker, and Kruger (2003) found, via a quantitative meta-analysis between 1986 and 1996, very small positive effects linking leadership with student achievement. School culture over leadership is thought of having a more direct impact on student achievement (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995). The next section will explore the notion of school culture.

Domain 4: School Culture

Leithwood and Jantzi (1999) defined organizational culture as the norms, values, beliefs, and assumptions that shape members' decisions and practices. These practices symbolize (Bolman & Deal, 1997) organizational priorities and therefore dictate organizational success, or lack thereof. In schools, information gathered and assessed from teachers proves to be an accurate measure of school culture (Gruenert, 2004). Statements made by teachers such as, "Leaders value teachers' ideas;" "Leaders support risk-taking and innovation in teaching;" "Teachers are generally aware of what other teachers are teaching;" "Leaders take time to praise teachers that perform well;" and

"Teachers are kept informed on current issues in the school;" if measured, will give insight into a school's culture *(Questions taken from Gruenert's School Culture Survey)*. According to the research on school culture, these repetitive practices among teachers and other members of the internal community manifest themselves into normative school behavior and greatly influence school outcomes, that is, student achievement. "To influence the practices of their colleagues, therefore, school leaders often will have to influence the system of shared norms, values, and beliefs that (usually implicitly) shape their colleagues' interpretations of events" (Leithwood & Jantzi, 1999, p. 683).

The study proposes a number of leadership styles, with various nuances and assumptions, which may positively impact student achievement more than others. However, not only are these leadership styles distinct and inconclusive of a leadership style that can improve learning gains in communities that contain high rates of poverty, they all may be mitigated by the impact of school culture. The literature on school leadership requires what the researcher has labeled, *Socio-Cultural Leadership*. The following sections will outline a synthesized, conceptual definition of Socio-Cultural Leadership as well as describe the purpose of this study.

Summary of Socio-Cultural Leadership

The demands of public education are plentiful. The challenges faced by public schools are enormous, especially for communities plagued with high rates of poverty. While many factors influence the success rate of schools, none are more influential than the impact of effective local school leadership by way of a principal. The literature suggests many aspects that impact effective school leadership, however none are more substantial than: (a) as the instructional leader, the principal must supervise and evaluate

instruction to make sure that students are given optimal learning opportunities (Dewey, 1909; Giesen & Newton, 2004; Johnson; Noguera, 2003; Payne, 1998; Zepeda, 2004); (b) as the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement (Ginwright, 2000; Huffman, 2003; Ludwig, 1999; Shukla-Mehta & Albin, 2003; Weinstein, Curran & Tomlinson, 2003); (c) as a community leader, the principal must inspire and/or provide incentives for communal learning that is student centered (Ceckley, 2004; Fullan, 2001; Sanders & Harvey, 2002; Whitaker, 1997; Yep & Chrispeels, 2004); and (d) as the facilitator of culture, the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995). To the researcher's satisfaction, the literature does not suggest a style of leadership that is, in any aspect, a comprehensive model of instructional leadership, community leadership, and emotional leadership with the stated purpose of transforming school culture to serve the needs of our society at large. Realizing the void in literature that exists, the importance of school leadership practices, their impact on school culture, which subsequently impacts student achievement measured by high-stakes testing, especially in schools of high poverty, prompted the author's creation of Socio-Cultural Leadership.

Significance of the Study

As cited earlier in this paper, the impact of poverty is devastating to a learning environment. The results of this study could be beneficial to school principals and those who supervise and/or mentor school principals by uncovering the relative importance of

socio-cultural leadership and student achievement. The results of this study could also identify specific socio-cultural leadership practices that predict student achievement. Additionally, the results of this study could create a federal, state, or district appraisal process for principals in high-poverty schools. Most importantly, this study will produce a valid and reliable instrument for assessing Socio-Cultural Leadership behaviors in principals, as perceived by teachers. All possible results will be especially significant in context of those schools with large numbers of poor children.

While this study has the potential to contribute considerably to the research on effective schools, especially schools serving high-poverty communities, it is not without limitations and delimitations. They will be discussed in the next two sections.

Limitations of the Study

This study will made use of two primary statistical methods to address the research questions: exploratory factor analysis and regression analysis. The only measure of principal effectiveness was the frequency of principals' Socio-Cultural Leadership behaviors, as generated by teachers' responses to the SCLQ.

Delimitations of the Study

This study took place in a large urban school district in the state of Florida. This study did not attempt to compare and contrast principals across districts, states, and/or countries. Florida's public school accountability program is called the Governor's A+ Plan. The state requires all public and charter schools to administer the Florida Comprehensive Assessment Test (FCAT) once per year to all students in grades three through ten. Other than the school's yearly performance on the FCAT, there were no other indicators used to render a school high-performing in this study. A school can earn

one of the following grades: A, B, C, D, or F. This study did not seek to differentiate elementary and secondary principal effectiveness. While it was acknowledged that various styles of school/organizational leadership existed, this study only considered socio-cultural leadership traits. Personal demographic data (race, gender, religion, nationality, sexual orientation, etc) with regard to the principal was not used to include or exclude a school from the study. The levels of Socio-Cultural Leadership behaviors of principals were measured as they were perceived by teachers only.

Throughout this study, certain terms and phrases will be referred to that the reader may have an alternative or limited understanding of. The terms will be defined for the purposes of this study in the next section.

Concepts and Definitions

Elementary School – a public school that serves students in kindergarten through fifth grade.

Florida Comprehensive Assessment Test (FCAT) – the standardized test used as the primary accountability measure of public schools in Florida.

Free and/or Reduced Lunch Program (FRL) – a federally funded program that provides lunch to children in public schools who come from home that meet stated poverty indicators.

High-Performing School – a public school in the state of Florida that has a cumulative grade point average of 3.0 or better over three years.

High-Poverty School – a public elementary or middle school where at least 50 percent of the student body participates in the Free and/or Reduced Lunch Program. a public

high school where at least 40 percent of the student body participates in the Free and/or Reduced Lunch Program.

High School – a public school that serves students in grades 9 through 12.

Low-Performing School – a public school in the state of Florida that has a cumulative grade point average of 2.9 or below over three years.

Low-Poverty School – a public elementary or middle school where no more than 49 percent of the student body participate in the Free and/or Reduced Lunch Program. a public high school where no more than 39 percent of the student body participate in the Free and/or Reduced Lunch Program.

Middle School – a public school that serves students in grades 6 through 8.

Principal – the site-based leader of a public elementary or secondary school.

Secondary School – a middle school and/or a high school.

The Study

The next chapter, Chapter 2, examines the literature used to generate the four domains of Socio-Cultural Leadership. Following that, Chapter 3 will outline the quantitative methods used to answer the research questions. Chapter 4 will report the findings of the conducted research. Finally, Chapter 5 will discuss the researcher's interpretation of the findings; implications for policy, practice, and research; and offer suggestions for future studies.

Chapter 2

Review of Literature

The purpose of this chapter is to review research studies that support the four domains of Socio-Cultural Leadership: instructional domain, community domain, emotional domain, and cultural domain.

Socio-Cultural Leadership

The literature offers many aspects of effective school leadership, however none are more substantial than: (a) as the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities (Dewey, 1909; Giesen & Newton, 2004; Johnson; Noguera, 2003; Payne, 1998; Zepeda, 2004); (b) as the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement (Ginwright, 2000; Huffman, 2003; Ludwig, 1999; Shukla-Mehta & Albin, 2003; Weinstein, Curran & Tomlinson, 2003); (c) as a community leader, the principal must inspire and/or provide incentives for communal learning that is student centered (Ceckley, 2004; Fullan, 2001; Sanders & Harvey, 2002; Whitaker, 1997; Yep & Chrispeels, 2004); and (d) the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995) which may have more of an impact on student achievement.

There are four domains of socio-cultural leadership proposed: the instructional domain, the emotional domain, the community domain, and the cultural domain. The following sections will provide an in-depth exploration of the literature used to define these four domains.

The Instructional Domain

Historically, instructional leadership has only been seen as one, sometimes non-essential, facet of school leadership. During the 1960s, Sullivan and Glanz (2000) found that principals exerted leadership in five primary ways: (a) develop mutually acceptable goals, (b) extend cooperative and democratic methods of supervision, (c) improve classroom instruction, (d) promote research into educational problems, and (e) promote educational leadership. "Nationally and internationally, a renewed focus on learning and teaching has brought a change in role and focus for principals from site managers to instructional leaders" (Yep & Chrispeels, 2004, p. 3). For the contemporary principal, according to DuFour (2002), the most universally accepted fundamental function is serving as the instructional leader of a school. As defined by Schon (1988), instructional leadership is a process that emphasizes collegial classroom observations and focuses on support, guidance, and encouragement of reflective teaching. According to Murphy and Shipman (1999), recent changes in society, the economy, and the political arena call for administrators to focus on issues related to educational or instructional leadership (Giesen & Newton, 2004, p. 1). The literature also supports the fact that these principal expectations are made challenging by implications of the greater society. The research is clear in stating that societal considerations are not to serve as reasons and/or excuses to the perpetuation of achievement gaps.

> While post industrial societies undergo rapid cultural and technological changes that influence us both in what we learn and in how we learn, there are continuing needs to grasp basic arithmetic and linguistic ideas… The leadership task, however, is to make these connections transparent and tangible to all. (Bogotch, 2002, p. 141)

Whitaker (1997) found four essentials to share with principals.

> The principal must communicate to the staff essential beliefs that (1) all children can learn and experience success; (2) success builds upon success; (3) schools can enhance student success; and (4) learner outcomes must be clearly defined to guide instructional programs and decisions. (p. 155)

In order to ensure that these essential beliefs transcend themselves into achievement gains, the principal must use student assessment results to shape organizational conversation around instructional practices. "If assessment is to be meaningful and guide instruction then teachers and administrators must take the time to meet and talk about student work" (Cobb, 2003, p. 387). "After years of exposure to staff development 'packages' created by consultants and curriculum developers, it is now evident that when teachers concentrate on their own teaching practices they are more likely to obtain gains in student achievement" (Harris, 2000, p. 6).

The principal can also influence instructional practices by encouraging teacher-teacher collaboration. Using an action research paradigm among principals and teachers in Hong Kong, Lam, Yim, and Lam (2002) found teachers generally accepted peer

coaching and found it helpful to their professional development. However, principals are warned against the ills of required collaboration.

> To change the culture of isolation, the challenge for Western educators is to keep their collaboration free from the contrived collegiality, an imposition which is not conducive to their genuine joint work on reflection about the purpose, value, and consequences of what they teach. (p. 183)

The National Association of Elementary School Principals (NAESP) (2001) identifies the following standards to influence the instructional leadership behaviors of principals at both the elementary level and the secondary level:

1. Lead schools in a way that puts student and adult learning at the center.
2. Promote the academic success of all students by setting high expectations and high standards and organizing the school environment around school achievement.
3. Create and demand rigorous content and instruction that ensures student progress toward agreed upon academic standards.
4. Create a climate of continuous learning for adults that is tied to student learning.
5. Use multiple sources of data as a diagnostic tool to assess, identify, and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

The National Association of Secondary School Principals (NASSP) (2001) established the following criteria for principals wanting to engage in high yield instructional leadership activities:

1. Implement strategies for improving teaching and learning including putting programs and improvement efforts into action.

2. Develop a vision and establish clear goals.

3. Provide direction in achieving stated goals.

4. Encourage others to contribute to goal achievement.

5. Secure commitment to a course of action from individuals and groups.

Using data gathered from a survey of over 500 principals in the state of Illinois, McEwan (1998) found seven recommendations for principals seeking to become effective instructional leaders:

1. Establish and implement instructional goals.

2. Be there for your staff.

3. Create a school culture and climate conducive to learning.

4. Communicate the vision and mission of your school.

5. Set high expectations for your staff.

6. Develop teacher leaders.

7. Maintain positive attitudes toward students, staff, and parents.

The following descriptors of instructional leadership were identified by the National Institute on Educational Governance, Finance, Policymaking and Management (1999):

1. Instructional leaders devote time, energy, and talents to improving the quality of teaching and learning.

2. Instructional leaders possess a deep understanding of teaching and learning, including new teaching methods and emphasize problem solving and student construction of knowledge.

3. Instructional leaders have a strong commitment to success for all students.

4. Instructional leaders are committed to improving instruction for groups of students who are not currently learning.

5. Instructional leaders know how to evaluate instruction and provide feedback to teachers.

6. Instructional leaders engage the whole school in continuous dialogue about what good teaching looks like.

7. Instructional leaders have a presence in every classroom.

8. Instructional leaders provide teachers with informed feedback, guidance, support, and professional development.

Glickman (1985) defined the following as primary principal behaviors in order to fulfill their duty as an instructional leader:

1. Provide direct assistance to teachers.

2. Group development.

3. Staff development.

4. Curriculum development.

5. Action research.

The principal must lead the charge in, and use alternative approaches towards, effective staff development (DuFour, 1991). Structured professional dialogue is an example of an alternative approach that principals can use. "Responsibility for leading

the discussion may reside with the principal, a teacher recognized as proficient in the topic, or members of the group on a rotating basis" (p. 81). Pajak's (1993) definition of instructional leadership affirms the emergence of dialogue which emphasizes classroom teaching, curriculum, staff development, and assisting teachers construct professional knowledge and skills. In the age of increased accountability, principals also have to be cognizant of the impact of school reform initiated by government. Using interview data from 48 teachers and 15 administrators in five secondary schools, Leithwood, Steinbach, and Jantzi (2002) found that school leadership may serve as antidotes to negative teacher motivations when such motivations are caused by shortsighted and abrasive government implementation strategies. If such governmental reform lessens teacher-efficacy, the principal must create specific ways to motivate and inspire teachers (Whitaker, Whitaker, & Lumpa, 2000). "Through their leadership, principals should provide a belief in people, job and role diversity, high expectations, positive reinforcement, and celebrations of good performance" (p. 188).

The principal, especially in high poverty areas, must facilitate a process where the curriculum is meant to enable the student to better address the dynamics of their environment. "We need to know the social situations in which the individual will have to use ability to observe, recollect, imagine, and reason, in order to have any way of telling what a training of mental powers actually means" (Dewey, 1909, p. 13). For example, students living in poverty often use grammatically incorrect language. "Students need to be told how much the formal register affects their ability to get a job" (Payne, 1998, p. 50). In a similar vein, it is often cited that children from poor communities and communities with minority children do not allow students to engage in critical thinking

activities. When children from these environments do engage in critical thinking activities it is often, because of the culture gap that exists between teacher and student, misconstrued as some type of inappropriate behavior.

> In many schools, children aren't being taught to be critical thinkers, so they aren't able to challenge the conditions they face. Critical thinking ensures that our children will be better prepared for a higher level of learning. However, when students of color display critical thinking, they are looked at as being disrespectful. When our children challenge a teacher in the classroom about educational issues, they often are sent to the Dean's office for disrupting the class. (Johnson, 2002, p. 1)

Johnson's (2002) remarks allude to a pedagogical consideration that is crucial when teaching in a high-poverty and/or high-minority environment; classroom management. While doing extensive research and consulting in high-poverty schools, Noguera (2003) cited the following: "In most cases, what separates those who experience frequent behavior problems and those who do not is their ability to keep their students focused on learning and intellectually engaged" (p. 347). He and other authors recognize the need for cultural transformation in schools and provide principals with specific direction in this regard.

> First, we must recognize that we are all cultural beings, with our own beliefs, biases, and assumptions about human behavior… Second, we must acknowledge the cultural, racial, ethnic, and class differences that exist among people… Finally, culturally responsive classroom management requires that teachers the

ways that schools reflect and perpetuate discriminatory practices of the larger society. (Weinstein, Curran, & Tomlinson-Clarke, 2003, p.270)

Weinstein, Curran, and Tomlinson-Clarke (2003) explored this area of instructional leadership further to recommend the following tasks that should be required from teachers teaching in high-poverty schools:

> These tasks include (a) creating a physical setting that supports academic and social goals, (b) establishing expectations for behavior, (c) communicating with students in culturally consistent ways, (d) developing a caring classroom environment, (e) working with families, and (f) using appropriate interventions to assist students with behavior problems. (p. 270)

They suggest these tasks in order to create school environments that embrace instructional strategies that are culturally responsive. "Culturally responsive classroom managers understand that the ultimate goal of classroom management is not to achieve compliance or control, but to provide all students with equitable opportunities for learning" (p. 275). Adding to the literature on behavior management, especially in high-poverty schools, Shukla-Mehta and Albin (2003) suggest the following strategies to prevent behavioral escalation:

> (1) Reinforce calm and on-task behaviors, (2) Know the triggers, (3) Pay attention to anything unusual about the student's behavior, (4) Do not escalate along with the student, (5) Offer students opportunities to display responsible behavior, (6) Intervene early in the sequence, (7) Understand how such behavioral incidents ended in the past, (8) Know the function of problem behaviors, (9) Use good judgment about which behaviors to punish, (10) Use extinction procedures wisely,

(11) Teach students socially appropriate behavior to replace problem behavior, and (12) Teach academic survival skills and set students up for success. (p. 51)

The literature on instructional leadership, especially in high-poverty schools, is clear, concise, and consistent. The instruction must be full of rigor that allows for ultimate inclusion and appreciation of innate abilities and immediate surroundings so as not to disproportionately label the behaviors of poor children as detractors to the learning environment. Instead, their innate abilities and immediate surroundings should be harnessed and viewed as the panacea to the learning environment. "The subject-matter of the curriculum, however important, however judiciously selected, is empty of conclusive moral content until it is made over in terms of the individual's own activities, habits, and desires" (Dewey, 1909, p. 48).

The next section will synthesize an outline of the literature used to conceptualize the Community Domain of Socio-Cultural Leadership.

The Community Domain

Decker and Decker (2003) provide this study with directional framework that separated the school community into two segments: the internal community and the external community. Bolman and Deal (1997), by way of their creation of the Human Resource Frame and the Political Frame, along with other researchers, offer key assumptions and values that combine to create the Community Domain for Socio-Cultural Leadership. The internal community, its impact on student achievement, and its relationship to Socio-Cultural Leadership will be explored first.

The internal community refers to school personnel, instructional and non-instructional. These people are administrators, teachers, lead teachers, counselors, social

workers, paraprofessionals, clerical people, maintenance workers, and food service personnel. While their job descriptions are distinctly different, the principal must facilitate a process where they all work in unison toward a common goal, student achievement. Specifically, teachers must feel that (a) they are in a reciprocal relationship (Bolman & Deal, 1997) with the school (organizational reciprocity); (b) they are encouraged and expected to assume roles of leadership (teacher leadership) (Beachum & Dentith, 2004; Chirichello, 2004); and (c) they are active participants in the decision making process (shared decision-making) (Leithwood & Jantzi, 1999). Organizational reciprocity, teacher leadership, and shared decision making will be looked at separately in the following sections as the undercurrent of the Socio-Cultural Leader's understanding of the internal Community.

Organizational reciprocity. Organizational reciprocity is developed from Bolman and Deal's (1997) work on the Human Resource Frame. The *Human Resource Frame* does an effective job of outlining the importance of synergy between an organization and the people that are employed by an organization. Primary assumptions about this frame are as follows: organizations are dependent on people; people are dependant on organizations; a good fit between organization and employee will yield positive results for both entities; likewise, a less than desirable fit will lead to organizational inefficiency and personal dissatisfaction. "Darling-Hammond (1997) found that schools that have restructured to function democratically produce high achievement with more students of all abilities and graduate more of them with better levels of skills and understanding than traditional schools do" (Brown & Anfara, 2003, p.22). Bolman and Deal (1997) concur in saying, "when the fit between people and organizations is poor, one or both suffers:

individuals may feel neglected or oppressed, and organizations sputter because individuals withdraw their efforts or even work against organizational purposes" (p. 119). In order to maximize student achievement, the principal must make sure that all members of the internal community are made to feel like equal communal stakeholders. "Community membership can contribute to an individual's self-image and can bring about a certain kind of competence, self-confidence and empowerment" (Collins, 2000, p. 165). "The principal's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community" (Hallinger & Murphy, 1985, p. 221).

The next section will uncover the importance of teacher leadership within the Community Domain of Socio-Cultural Leadership.

Teacher leadership. Acts of leadership must be evident in a variety of people within schools. "You cannot have highly effective principals unless there is distributive leadership throughout the school" (Fullan, 2003, p. 24).

> Wayson (1979) says a principal who wants to lead must learn how to facilitate a staff's collectively learning how to express leadership… The principal should create conditions that will elicit leadership behaviors from everyone in the building in circumstances and at times that their contribution is essential for achieving the school's purpose. (Greenfield, 2004, p. 179)

While Senge (1990) encouraged organizational leaders to create learning communities as a way to increase organizational output, Zepeda (2004) found that principals who encouraged teacher leadership were more successful at creating learning communities. "The principal had to relinquish top-down control and give the green light

to teachers to move forward in their own learning—by creating and crafting new ways to achieve growth and renewal" (p. 151). The relinquishment of top-down control is an ideology that is often difficult for principals to embrace, as they are often publicly and privately challenged to "take control."

> Educational leadership as a practice is caught inside the tensions created by the cultural images and power of having to be perceived publicly as a strong leader, while intellectually and morally recognizing the worth of others, inside and outside of schools. (Bogotch, 2002, p. 154)

As a matter of fact, as principals attempt to transform school cultures being faced with new challenges, they will be dependent on the skill-flexibility of teachers. In a quantitative multi-national study, Rosenblatt (2004) found that teachers tended to be more skill-flexible when they had a role in the change, and less skill-flexible when school management initiated change or when change involved administrative objectives, as oppose to educational or social ones. Teachers also tended to be more skill-flexible when they believed that change had a positive impact on their work life, professional development, student learning, and general feelings about change. "Successful school reform involves a shift from controlling and directing at the top level to guiding and facilitating at all the levels" (Brown & Anfara, 2003, p. 23). This shift will be aided as teacher leadership is encouraged by the principal. "When teachers become leaders, principals will have more time to lead and more opportunities to follow" (Chirichello, 2004, p. 122).

The final aspect of consideration for principals in acknowledging the internal community's significance in becoming a Socio-Cultural Leader is to understand and

ensure teachers' participation in the decision-making process. The next section will explore shared-decision making.

Shared decision making. Waters, Marzano, and McNulty (2003) identified 21 leadership responsibilities most closely associated with improved student learning, two of which are (a) the willingness of the principal to challenge the status quo; and (b) the extent to which principals involve teachers in shared decision making (Yep & Chrispeels, 2004, p. 4). The latter provides the focus of this section. It is not the will of the principal that serves as the philosophical barrier to shared-decision making. Instead, principals often question the capacity of individuals to assume positions of influence. "Developing the capacity of individuals and staff members to engage in meaningful reform and restructuring to benefit students continues to be the challenge for school leaders" (Huffman, 2003, p. 21). "By defying their isolation and working in groups, teachers can develop teams and increase their capacity for leadership" (Chirichello, 2004, p. 122). The benefit of shared decision-making will begin to truly shape learning gains in positive ways once capacity building is seen as a vital role in school leadership along with the creation of a forum for radical thinking perpetuated by the principal.

> The ongoing leadership challenge is to create social and political spaces for advocates as well as outlaws to function inside and outside of schools and to deliberately encourage activists and radical intellectuals to make explicit the connections to their subjective meanings of social justice. (Bogotch, 2002, p. 153)

The word *radical* is used to describe reformed thinking essential to school reform because of the transformation that communities in this country have gone through by way of cultural, religious, and ethnic diversification. Tyack (1974) synthesized this notion

from a historical perspective of schooling in America. "But as villages grew into congested, heterogeneous cities, as conflicting values and strangers on the streets threatened the old pattern of Protestant socialization, decentralized decision making and pedagogical variety struck many educational leaders as anarchy" (p. 39). Radical ways of reforming schools, if seen as a product of members of the internal community, are more effective at transforming school cultures than reform strategies that derive from isolated, individualized forms of leadership. "Successful teachers as leaders are adept at influencing constituencies over which they have no formal authority" (Bowman, 2004, p. 187). The literature on school leadership is careful not to suggest that shared-decision making alone instead of principal leadership will, by itself, lead to increased student achievement. In fact, using survey data from 1,762 teachers and 9,941 students, Leithwood and Jantzi (1999) found that there are greater effects of principal as opposed to teacher sources of leadership on student engagement, which is seen as a primary contributor on student achievement. Therefore the literature encourages a synergistic model where principal leadership and shared decision-making are evident in unison to foster student achievement. Fullan (2003) offers the following advice to bring together the tenants of strong individual leadership and shared decision-making.

> The environment cannot be improved only from the top. The top can provide a vision, policy incentives, mechanisms for interaction, coordination, and monitoring, but, to realize this vision, there must be lateral development—that is, people at one's own level giving and receiving help across schools. (p. 47)

The Community Domain of Socio-Cultural Leadership calls for principals to lead a charge where the internal and external community is poised for activities that will lend

themselves to increased student achievement. Aforementioned sections on organizational reciprocity, teacher leadership, and shared decision-making summarized the relationship of the internal community on student achievement. The following section will look at the literature on the external community's impact on student achievement, especially in communities of high poverty.

The external community. The external community consists of those persons with a vested interest in the product of public education and/or information and expertise that correlate with school reform. These people are parents, family members, business owners, residents, homeowners, members of the clergy, school boards, and politicians. The African proverb, "It takes a village to raise a child," alludes to the positive contributions that these people can place on the success rate of children. In communities of high poverty, especially, the activity or the inactivity of these persons creates the context that the internal community will have to manage. As teachers were the primary people that a principal must consider in the internal community, parents and family members are crucial to the school reform efforts in communities of high poverty (Cunningham, 2004; Villa, 2003). "Parents and families are among the most important influences on children's academic performance, particularly in families most at risk for school failure based on poverty" (Kitano, 2003, p. 298). Principals must be the catalyst of conversation (Shields, 2004) in schools that acknowledge and create sensitivity to the dilapidated family structure (Payne, 1998) that has become unfortunately prevalent in families living in poverty so that curriculum can be geared toward connecting the school with the family (Sanders & Harvey, 2002) and school-wide efforts can begin to share

needed information with these families in nontraditional ways (Cunningham, 2004) to maximize their involvement in the most productive manner possible.

"Parents and families are among the most important influences on children's academic performance, particularly in families most at risk for school failure based on poverty" (Kitano, 2003, p. 298). Governmental school reform initiatives, because of their technical language and use of academic jargon, will not realize the intent of these movements if extra emphasis is not placed on creating an understanding in the minds of poor community members. "Realizing and valuing community support and ideas is a crucial first step in a school's commitment to improving learning for all students" (Villa, 2003, p. 777). The school, under the principal's leadership, has the duty of informing parents, especially poor parents, of the newly developed expectations being placed on their children so that they can begin to join forces with the internal community. "Parents who understand and support educational standards will help their children meet these expectations" (Cunningham, 2004, p. 33). A U.S. Department of Education report stated that the most high-performing schools serving economically disadvantaged children distinguish themselves by finding innovative ways to connect with parents and private-sector partners (Sanders & Harvey, 2002). "So many children today—and not just poor children—come from chaotic and unpredictable homes. Order in school gives them the stability and structure they need" (Ceckley, 2004, p. 71). In order for the internal school community to truly encompass factors of the external community into the school culture, the "hidden rules" of poverty need to be addressed. Three of the hidden rules of poverty are, "the noise level is high (the TV is always on and everyone may talk at once), the most important information is non-verbal, and one of the main values of an individual is

the ability to entertain" (Payne, 1998, p. 18). The internal community, made up of mainly people with middle-class values of education and a detachment of characteristics of poverty, must also realize that poor communities sometimes have a decreased value of education. This detachment has been caused, in part, by *making it* in the eyes of poor people being defined as leaving the poor community. "Wilson (1987) focuses on the role of class, and suggests that low-income residents of central city areas misperceive the benefits of schooling due to an exodus of middle-class families from urban centers beginning in the 1960's" (Ludwig, 1999, p. 18). The literature on school leadership points out that traditional school leadership philosophies do not adequately prepare principals for these transformed responsibilities of community building. Doyle (2004) gives an understanding of this phenomenon:

> Since the field of educational leadership was built on a foundation of organization and management theory, leadership for community building is not simply a change in language; it is a profound challenge for all educators to radically shift how they think and act. (p. 196)

"School community participants need to be involved in planning, coordinating, obtaining, and allocating resources such as time and money" (Doyle, 2004, p. 198). This is possible if, and only if, principals reach out to the external community and create stronger ties between the internal and external communities.

> Creating stronger ties with families is accomplished by keeping parents informed about their children's progress and what they are learning, explaining how they can help children budget their time for homework assignments, and describing ways they can assist them with their school work. (Cunningham, 2004, p. 35)

In addition, stronger ties with the external community will happen if the principal is aware of and increases the internal community's awareness of the chaotic family structure that is disproportionately evident in poverty-stricken environments. "One of the most confusing things about understanding generational poverty is the family patterns" (Payne, 1998, p. 72). "In poverty the roles, the multiple relationships, the nature of the male identity, the ever-changing allegiances, the favoritism, and the matriarchal structure result in a different pattern" (p. 75). In accommodating alternative family structures, the principal must provide for new and enhanced ways of communicating with poor single mothers, as they are the ones most likely to be a mainstay in the lives of poor children. "Poor single mothers frequently experience interactions with school staff as intimidating, if not disrespectful and insulting" (Bloom, p. 300). Under the principal's leadership, the internal community must have its sensitivity increased to this factor. "If schools want to be successful in working with poor mothers, they need to also turn their critical attention on themselves by offering classes on poverty and privilege to the staff" (p. 313). As far as communication is concerned, the school must also examine the often ineffective communicative efforts used to communicate with children of poverty. "To communicate is to give or exchange information; to have a meaningful relationship; to be connected" (Villa, 2003, p. 778). Because of the alternative forms of family structure in poor communities alluded earlier, there is extra cause for improved school-student communication.

> One of the biggest issues with students from poverty is the fact that many children in poverty must function as their own parents. . . . In many instances they also act as parent to the adult in the household. . . . Educators tend to speak to students in a

> parent voice, particularly in discipline situations. . . . To the student who is already functioning as a parent, this is unbearable. . . .When the parent voice is used with a student who is already a parent in many ways, the outcome is anger. (Payne, 1998, p. 106)

To support this concern, Peacock, McClure, and Agars (2003) found that weak parent-child attachment bonds are linked to a multiplicity of adolescent delinquent behaviors (Hirshi, 1969), including drug use (Hawkins, Catalano, & Miller, 1992), violent behaviors (Franke, 2000), and problems at school (Paschall, Ennett, & Flewellin, 1996) (p. 60).

There are internal and external aspects of the Community Domain of Socio-Cultural Leadership explained in the previous sections. The review of literature will now focus on the Emotional Domain of Socio-Cultural Leadership.

The Emotional Domain

"For several decades, educators seeking to introduce meaningful change have ignored much of the wisdom of educational philosophers and focused on programs than on people, more on reforms than on relationships" (Shields, 2004, p. 114). Even those persons within school communities, internal and external, that wish to be a part of effective school reform for poor children are often in a difficult emotional state because of the seemingly insurmountable obstacles that they face and the lack of self-efficacy that exists to diminish these obstacles. Fullan (2001) cited the building of interpersonal relationships as the second most important function of an organizational leader. To combat feelings of inadequacy and to build key relationships within a school, principals must be skilled in emotional intelligence (Goleman, 2002) so that they can generate

emotional commitments and feelings of resolve in the hearts and minds of people that are to impact student achievement. While many theorists have contributed to the literature on emotional intelligence, there is not one single definition of it. Instead, we are left to the interpretations and assumptions of theorists.

> In the specific instance of emotions and leadership, Humphrey (2002) argued that leadership is intrinsically an emotional process through which leaders recognize employees' emotional states, attempt to evoke emotions in employees, and then seek to manage employees' emotional states accordingly. (Askanasy & Dasborough, 2003, p. 19)

Emotional competencies for leaders. Goleman (2002), arguably the contemporary expert on emotional intelligence, offers a comprehensive set of leadership competencies for the emotionally intelligent leader:

1. Emotional self-awareness. Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance.

2. Accurate self-assessment. Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about them.

3. Self-confidence. Knowing their abilities with accuracy allows leaders to play to their strengths. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

4. Self-control. Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even channel them in useful ways.

5. Transparency. Leaders who are transparent live their values. Transparency—an authentic openness to others about one's feelings, beliefs, and actions—allows integrity.

6. Adaptability. Leaders who are adaptable can juggle multiple demands without loosing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life.

7. Achievement. Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements—both for themselves and those they lead.

8. Initiative. Leaders who have a sense of efficacy—that they have what it takes to control their own destiny—excel in initiative. They seize opportunities—or create them—rather than simply waiting.

9. Optimism. A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback.

10. Empathy. Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group.

11. Organizational awareness. A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships.

12. Service. Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track.

13. Inspiration. Leaders who inspire both create resonance and move people with a compelling vision or shared mission.

14. Influence. Indicators of a leader's power of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative.

15. Developing others. Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths and weaknesses.

16. Change catalyst. Leaders who can catalyze change are able to recognize the need for change, challenge the status quo, and champion the new order.

17. Conflict management. Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse.

18. Teamwork and Collaboration. Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation (p.253).

Research results. Over the last decade, many studies have been conducted that demonstrate a strong correlation between emotional intelligence and organizational performance and/or the performance of individuals within an organization.

Using 144 second-year undergraduate students as participants at an Australian university, Askanasy and Dasborough (2003) found that an interest in and knowledge of emotional intelligence of teammates predicted team performance. In a similar study, Wong and Law (2002) found that the emotional intelligence of leaders was associated

with increased employee job satisfaction and "extra-role" behaviors (p. 19). In a study that spanned 40 years, Feist and Barron (1996), using 80 PhDs, found that social and emotional abilities were four times more important than IQ in determining professional success and prestige. In an analysis of job competencies of 286 international organizations, Spencer and Spencer (1993) found that 18 of 21 competencies used to differentiate superior from average performers were related to EQ. In a longitudinal study that compared cognitive and emotional competencies' impact on an individual's work performance, gauged by promotion, Dulewicz and Higgs (1998) found that EQ contributes more to career advancement than does IQ. In an article by Time (1995), *The EQ Factor*, the author espoused that while IQ may get one hired, EQ is more likely to get one promoted. In addition to these positive findings, Mayer, Salovey, and Caruso (1991) found, in a study of 503 adults and 229 adolescents, that EQ ability increases with age.

"Starratt (1995) reminds educators that the real source of the leader's power is not in the person or the position, it is in the vision that attracts the commitment and enthusiasm of members" (Brown & Anfara, 2003, p. 28). While leadership once focused on the wielding of power in the hierarchical structure, the current emphasis is on participatory management and interpersonal skills (Rogers, 1998). "Drucker (1980) suggests that in turbulent times, effectively led organizations must avail themselves of sudden opportunities as well as be able to withstand difficult, and often unexpected, blows" (Mason, 2004, p. 25). In order to bring theoretical constructs of emotional intelligence into fruition, school leaders require practical advice. In this regard, there is no shortage of advice for principals from the literature. "A principal demonstrates individual concern when she or he approaches each teacher individually with respect and

fairness; is accessible to teachers; supports, encourages, and recognizes individual efforts; and provides direction and guidance based on individual needs and development" (Barnett & McCormick, 2004, p. 429). "School leaders contribute to the positive valence of teachers' emotions by complimenting teachers on good work, requesting their advice on important matters, and ensuring that others inside and outside the school are aware of teachers' contributions to the success of the school" (Leithwood, Steinbach, & Jantzi, 2002, p. 103).

The first three domains of Socio-Cultural Leadership (instructional, community, and emotional) reflect leadership traits that, in and of themselves, can predict student achievement outcomes. The literature on school leadership is also overwhelmed with information that suggests that a leader's behavior, and its relationship to student achievement, may be heavily moderated by that of the culture of a school. That being the case, the Cultural Domain of Socio-Cultural Leadership seeks to raise the consciousness of principals to (a) the impact of school culture, (b) recognize the nuances of organizational change, (c) and the interwoven relationship of both. The next section will outline the scholarly works used to conceptualize this framework.

The Cultural Domain

Witziers, Bosker, and Kruger (2003) found, via a quantitative meta-analysis between 1986 and 1996, very small positive effects linking leadership with student achievement. These findings confirm earlier research findings that suggest culture is more of a predictor of organizational success than leadership. "For it is culture, the powerful socializer of thought and programmer of behavior" (Sergiovanni, 1995, p. 95)

that strongly influences achievement, morale, and connectedness in our schools" (Fiore, 2000, p. 11).

Culture defined. While Leithwood and Jantzi (1999) defined organizational culture as the norms, values, beliefs, and assumptions that shape members' decisions and practices, there are a number of additional definitions of culture with definitions and sources that follow:

1. According to Bates (1992), culture is "the framework that connects beliefs, values, and knowledge with action" (p. 98).

2. Weaver (1996) defines school culture as the general pattern of interactions between the internal and the external community.

3. Schein (1985) defines culture as a system of ordinary meaning and symbols that is learned and shared among members of a naturally bounded social group (as cited in Gruenert, 1998).

4. "A pattern of shared basic assumptions that the group has learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 1992, p. 12).

5. Culture refers "to the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate) to each other" (Fullan & Hargreaves, 1996, p. 37).

6. Bruner (1996) offers a humanistic approach to understanding school culture. "Culture is all about a mode of coping with human problems; with human transactions of all sorts, depicted in symbols" (p. 99).

7. Hofstede (1997) defines school culture by group membership. "Culture is defined as the collective programming of the mind which distinguishes the members of one group or category of people from another" (p. 180).

Morey and Luthans (1985) (as sited in Robbins, 1996 and Gruenert, 1998) outline the following facets of organizational culture that is pertinent to the topic:

1. Culture is learned; it is not genetic or biological.
2. Culture is shared by people as members of social groups.
3. Culture is Tran generational and cumulative in its development.
4. Culture is symbolic in that it is based on the human capacity to create symbols.
5. Culture is patterned; it is organized and integrated.
6. Culture is adaptive; it is the basic human adaptive mechanism.

Cultural symbolism. The above mentioned categorizations and definitions of school culture all, in one way or another, symbolize (Bolman & Deal, 1997) organizational priorities and therefore dictate organizational success, or lack thereof. In fact, Bolman and Deal (1997) synthesized symbolic organizational happenings into what they called the *Symbolic Frame*. All organizations exist to achieve certain goals and to create specific perceptions in the minds of their constituents. This is done so that the organization can attract people that will permeate these goals and perceptions. While an organization's beliefs are complex and subject to constant change, they must be conveyed to people in simplified, easy to follow pieces of information. This is where the *Symbolic Frame* comes in. "Symbols embody and express an organization's culture--the interwoven pattern of beliefs, values, practices, and artifacts that define for members who

they are and how they are to do things" (p. 217). Symbols are the most efficient way that an organization's character and culture are communicated. These symbols can be expressed through a number of different avenues. Myths, stories, rituals, and ceremonies are examples.

1. Myths, like all other symbols, will expose positive and negative things about an organization. "They communicate unconscious wishes and conflicts" (p. 220). In addition, "myths arise to protect people from uncertainty, but they are not intended to be empirically testable" (p. 254). A commonly shared myth can support progressive ideologies. "At the same time, myths are stubbornly persistent, potentially blocking adaptation to changing conditions" (p. 221).

2. Stories can be entertaining, easy to remember excerpts of an organization's history used to share basic tenants. "Stories are a key medium for communicating corporate myths. They establish and perpetuate tradition" (p. 222). We need to keep in mind that symbolic stories change with the time and we should allow our mental models to change with them.

3. Rituals have the potential to uncover a wide variety of observable happenings within an organization. They articulate an organizations culture by developing a pattern of beliefs, values, practices, and artifacts that assist members in navigation of local terrain (Bolman & Deal, 1991). "In a school, rituals could be the daily taking of attendance, the faculty meetings every first Tuesday of the month, or reciting the Pledge of Allegiance each morning" (Gruenert, 1998, p. 20).

4. Ceremonies, according to Bolman and Deal (1991), exist to stabilize, to socialize, to reduce ambiguity, and to convey messages to nonmembers. They are normally infrequent occurrences yet major contributors to the culture of a school.

Within the *Symbolic Frame*, there is on-going controversy of the meaning of cultures in organizations. "Some people argue that organizations *have* culture; others insist that organizations *are* cultures" (p. 231). "Managers who understand the power of symbols are much better equipped to understand and influence their organizations" (p. 231).

Assessing school culture. In schools, information gathered and assessed from teachers proves to be an accurate measure of school culture (Gruenert, 2004). Statements, made by teachers, such as, "Leaders value teachers' ideas;" "Leaders support risk-taking and innovation in teaching;" "Teachers are generally aware of what other teachers are teaching;" "Leaders take time to praise teachers that perform well;" and "Teachers are kept informed on current issues in the school;" if measured, will give insight into a school's culture *(Questions taken from Gruenert's School Culture Survey).* According to the research on school culture, these repetitive practices among teachers and other members of the internal community manifest themselves into normative school behavior and greatly influence school outcomes, i.e. student achievement. "To influence the practices of their colleagues, therefore, school leaders often will have to influence the system of shared norms, values, and beliefs that (usually implicitly) shape their colleagues' interpretations of events" (Leithwood & Jantzi, 1999, p. 683). "Principals should have high expectations of teachers and student achievement, supervise teachers, coordinate the curriculum, emphasize basic skills, and monitor student progress"

(Witziers, Bosker, & Kruger, 2003, p. 401). "Principals are the individuals who are expected to maintain open climates and promote the values and beliefs that shape the school's culture" (Chirichello, 2004, p. 122). If there is found to be an ineffective school culture and/or the school is faced with increased expectations and less than favorable conditions (i.e. poverty), the principal must reshape school culture. The principal must be adept at change. The next section will synthesize the literature on change, culture, and their influence on the Cultural Domain of Socio-Cultural Leadership.

Change and culture. Fullan (1991) and Evans (1996) both concur in saying that organizational culture will impact members' beliefs, attitudes, and behaviors in a manner that will, if it goes unnoticed, preserve the status quo and deter change efforts (Gruenert, 1998). "Changes in schools include different emphasis in curriculum, new management structures, novel educational programs, and an influx of students and teachers with diverse backgrounds. Relationships between teachers and students, and the assumptions teachers having regarding education are the two cultural changes that must happen in order for school improvement to take place (Sarason, 1996). "To adjust effectively to such changes, schools need to be flexible, namely, be able to adjust to change" (Rosenblatt, 2004, p. 1). "The leader's job is to help change context—to introduce new elements into the situation that are bound to influence behavior for the better" (Fullan, 2003, p. 1). "In order to initiate change within a culture, it is necessary to create tension, to build from conflict, and to increase the capacity of staff members to deal with ambiguity" (Gruenert, 1998, p. 32). This is keen and valuable insight into the role of school leaders, as change is often a difficult process. While the process is difficult, principals must seek out opportunities to augment culture for the better, without allowing

the potential chaos to serve as a deterrent. "Leaders in a culture of change value and almost enjoy the tensions inherent in addressing hard-to-solve problems because that is where the greatest accomplishments lie" (Fullan, 2001, p. 8). One would think that a principal's responsibility is to keep things calm, peaceful, and uneventful in a school. "The paradox is that transformation would not be possible without accompanying messiness" (p. 31). "Changing the culture of an organization is a difficult and time-consuming process that must have at its center the development and working knowledge of a vision shared by all stakeholders" (Huffman, 2003, p. 22). Kotter (1996) confined organizational change into an eight-stage process:

1. Establish a sense of urgency.
2. Create the guiding coalition.
3. Develop a vision and strategy.
4. Communicate the change vision.
5. Empower employees for broad-based action.
6. Generate short-term wins.
7. Consolidate gains and produce more change.
8. Anchor new approaches in the culture.

"Moving people, as leaders are called to do, can only happen when the followers see, understand, and truly believe in the leader" (Fiore, 2000, p. 11). "If you are the leader, and have been in that position for a significant period of time, and you perceive that the culture needs to change, go away. Chances are that you are at least part of the problem and not the best person to lead to its solution" (Robbins & Finley, 1997, p. 189).

The themes used as a foundation to Socio-Cultural Leadership and its four domains (instructional, community, emotional, and cultural) can seem disconnected. The following section will bring these literary foundations together in a summarized manner.

Chapter Summary

The literature offers many aspects of effective school leadership, however for the purpose of defining Socio-Cultural Leadership in communities of high-poverty none are more substantial than: (a) as the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities (Dewey, 1909; Giesen & Newton, 2004; Johnson; Noguera, 2003; Payne, 1998; Zepeda, 2004); (b) as the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement (Ginwright, 2000; Huffman, 2003; Ludwig, 1999; Shukla-Mehta & Albin, 2003; Weinstein, Curran & Tomlinson, 2003); (c) as a community leader, the principal must inspire and/or provide incentives for communal learning that is student centered (Ceckley, 2004; Fullan, 2001; Sanders & Harvey, 2002; Whitaker, 1997; Yep & Chrispeels, 2004); and (d) the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995) which may have more of an impact on student achievement.

While the researcher's definition of Socio-Cultural Leadership is the result of the most salient themes from an exhaustive search of related literature, it does not explicitly address the need to effectively and efficiently manage resources, time and money, as well as other operational considerations that are faced by school leaders. Omitting managerial

tasks from the conceptual framework of Socio-Cultural Leadership was done conscientiously and is worthy of explanation. The following section will offer empirically based logic accompanied by researcher bias to substantiate this decision.

Management omitted. "Many decisions now made in schools are business oriented such as procurement, facilities management and supplier contracts" (Summerson, 2004, p. 12). In addition, "conflict, pressure, and time are factors which clearly impinge upon the work of schools" (Heany, 2001, p. 202) and subsequently need to be managed. As a matter of fact, in 1996 the Interstate School Leaders Licensure Consortium (ISLLC) stated as one out of its six standards, the need for school leaders to exercise managerial competence. "A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment" (ISLLC, 1996, p. 14). These "transactional" activities, while significant to school operations, have been conspicuously absent from results of studies that have measured leadership traits of school leaders that have been successful in school improvement endeavors. (Fullan, 2003; Greenfield, 2004; Leithwood & Jantzi, 1999; Marks & Printy, 2003). In fact, Valentine, Clark, Hackmann, and Petzko (2004) reported their findings from a study sponsored by the National Association of Secondary School Principals (NASSP) of the leadership traits of 98 highly successful principals in the United States. Not only were the principals surveyed, but their responses were compared to the responses of students and parents as well. Among other more notable findings, the study found that these highly successful principals were excellent resource managers, but they were considered as such because of other characteristics of their leadership styles. "They

used a combination of social leadership, communication skills, vision, commitment, and the ability to empower and engage others to garner resources and then distribute them in accordance with the school vision" (p. 105). This insinuates that their perceived excellence in the area of transactional activities was a byproduct of their more transformational style of leadership.

> The leaders were instrumental in establishing a school culture of collaboration and morality. They created work environments where relationships were trusting and respectful. The principals used formal and informal change processes to establish professional learning communities that supported their commitment to success for each student. They created ways to personalize the educational experiences for their students. (p. 114)

It is in this vein that Socio-Cultural Leadership is generated.

While organizational leadership theorists and practitioners focused on transactional activities prior to the early 1990s, Bass and Avolio (1994) initiated the argument that transformational leadership was worthy of increased attention. "Transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises a level of motivation and morality in both the leader and the follower" (Northouse, 2001, p. 132). Murphy (2002), an authority in contemporary school leadership reform, offered very progressive thinking to the educational leadership profession by suggesting that school leaders focus their attention on three central roles: moral steward, educator, and community builder. When speaking toward the transformational expectations of school leaders, he said "It is grounded more on modeling and clarifying values and beliefs than on telling people what to do" (p. 188).

The impetus of Socio-Cultural Leadership was modern contextual factors that hold school leaders accountable to rising student performance standards in communities of high poverty and the complexities involved in securing, and equitably distributing, limited resources. That being said,

> The idea of the school leader as a 'monarchic,' 'autocratic' or 'paternal' executive of school has increasingly been seen as inappropriate, but viewing a school leader as a mere 'manager' or 'administrative executive' is inadequate as well, despite the managerial pressures of the present situation. (Huber, 2004, p. 672)

From a practitioner's perspective, the accountability era has brought with it extreme appreciation for the standardization for resource management, leaving many school leaders without the ability to independently make managerial decisions such as school spending, personnel hiring, textbook purchases, class size, etc. This is not the researcher's ploy to totally immunize school leaders from managerial/transactional responsibilities. Instead, Socio-Cultural Leadership is an application of Maxwell's (2004) 80/20 rule which, paraphrased, is an understanding that 80 percent of a leader's success will be attributed to 20 percent of said leader's actions.

The following chapter is designed to document the development of an instrument to measure Socio-Cultural Leadership behaviors of principals serving communities of high poverty.

Chapter 3

Methodology

Overview of the Study

The conceptual framework of this study suggested that Socio-Cultural Leadership was composed of the following four factors: Instructional Domain, Emotional Domain, Community Domain, and Cultural Domain. Furthermore, it was posed that these factors, collectively and independently, directly impact student achievement in schools of high poverty. The research questions that guided this study are as follows:

1. Do the items of the survey instrument divide into the four domains as described?
2. What is the relationship, collectively and independently, between Socio-Cultural Leadership and student achievement in high-poverty schools?
3. Is the frequency in observed principal behaviors different between low-performing and high-performing schools?

Therefore, the purpose of this study was to, via exploratory factor analysis; verify that these four factors existed as described and to, via regression analysis, find the direct relationship between the factors and student achievement in high poverty schools. Finally, this study attempted to differentiate these findings according to the performance levels of the schools sampled.

In order to fulfill the purpose of this study, the internal consistency, the construct validity, and whether or not the SCLQ can predict student achievement, as measured by

the FCAT, were determined. Prior to explaining that, demographic information and sampling method with regard to the contextual setting used for this study will be revealed. In addition to that, the conditions that necessitated the development of the SCLQ and the actual development of the SCLQ will be outlined. The next section will outline the demographic composition of the district used for this study.

Demographics

Sunshine County School District is considered a large urban school district. In fact it is the largest fully-accredited school district in the nation, serving more than 270,000 K-12 students from 161 different countries who speak 56 languages. 30,668 students (11 percent) are students with disabilities, while 9,763 (3.5 percent) are gifted students. In addition to the K-12 programs offered in Sunshine, there are 5,236 students enrolled in Pre-Kindergarten, learning readiness programs, over 200,000 adult students in community education, and more than 22,000 school-age children in after-school child care programs. There are 251 schools in Sunshine County separated into the following levels: 137 elementary, 41 middle, 28 high, 6 adult/vocational, 10 centers, and 29 charter schools. The district-wide ethnic breakdown of the student body is as follows: 34 percent White, 36.5 percent Black, 23.9 percent Hispanic, 3.1 percent Asian, 0.3 percent Indian, and 2.2 percent Multi-racial.

The operating budget for the 2004-2005 school year was in excess of $4.14 Billion which was segmented into the following three categories: General Fund ($1.93 billion), Capital Fund ($1.80 billion), and Special Revenue ($256 million). The dollars required to operate a school in Sunshine for a year is as follows: elementary, $3.7 million; middle, $6.1 million; and high, $9.5 million. These allocations include, but are

not limited to, instruction, materials, and custodial services. There are approximately 40, 000 employees that work for the district in the following capacities: teachers (67 percent), clerical/maintenance (18 percent), paraprofessionals (7 percent), instructional specialists (5 percent), and administration (3 percent).

The sampling method used to determine which schools would be solicited for participation in this study will be outlined in the following section.

Sampling Method

A large urban school district was chosen as the contextual backdrop of this study. Within this context, this study explored the Socio-Cultural Leadership behaviors, as perceived by teachers, of principals serving high-poverty school communities. Specifically, the relationship between these behaviors of the principal and student achievement was explored. All K-12, high poverty schools that retained the same principals for two or more years were solicited for participation in this study. Using this criterion, 82 (33 percent) of 251 schools qualified for participation in the study. Other than the school's yearly performance on the FCAT, no other indicators were used to render a school high-performing in this study. Personal demographic data (race, gender, religion, nationality, sexual orientation, etc.) with regard to the principal was not used to include or exclude a school from the study.

The conditions that necessitated the development of the SCLQ as well as the actual process used to develop this instrument will be outlined in the next two sections.

Instrumentation

The importance of public education and the limitations of effectiveness, especially with regard to poor children and children of color, have been observed and

documented for more than 100 years (Dewey, 1909; Foster, 1986; Kozol, 1991; Lezotte, 1997; Tyack, 1974). Leadership, specifically principal leadership, has been seen as the most poignant factor in school reform efforts (Bass & Avolio, 1994; Chirichello, 2004; Clarke, Petzko, & Valentine, 2004; Fullan, 2003) especially in impoverished and/or minority communities (Ladson-Billings, 2004; Noguera, 2003). A number of survey instruments have been developed to measure principal behaviors and attitudes thought to have a prevailing impact on school conditions (Lester & Bishop, 2000). While they serve as precedence for measuring principal effectiveness through quantitative measures, they fail to measure the essence of Socio-Cultural Leadership. These surveys and brief descriptions are as follows:

1. The *Leadership Actions Survey* (Goldstein, 1982) is a 24-item instrument that identifies the tactics used by administrators in attempt to influence the introduction of special education curriculum innovations.

2. The *Communication Effectiveness Questionnaire* (Viggiano, 1990) is a 10-item adaptation of a questionnaire developed by the University of Washington for the Seattle Schools for use in their effective schools project. It was designed to measure teachers' perceptions of principals as communicators.

3. The *Teacher Involvement and Participation Scale* (Russell, 1992) is a 50-item questionnaire that measures school-based teacher involvement in decision-making.

4. The *Diagnostic Assessment of School and Principals Effectiveness, Principal Version* (Ebmeier, 1988), is a 100-item instrument designed to measure principal effectiveness in terms the principal's opinion of herself and the teacher's perception of her.

5. The *Principal Performance Rating Scale* (Weiss, 1989) is a 64-item instrument used to measure a principal's performance and to be utilized by the principal in self-improvement.

6. The *Principal Self-Efficacy Scale* (Hillman, 1986) is a 16-item questionnaire used to measure a principal's self-efficacy, that is, the extent to which they feel positive or negative concerning their personal achievement and the achievement of the school.

7. The *School Principal Burnout Scale* (Friedman, 1995) is a 23-item questionnaire that assesses the principal's exhaustion, depersonalization, and accomplishment.

8. The *School Principals' Perceptions of Evaluation/Compensation Factors* (Cunningham, 1993) is a 72-item survey that examines a principal's preparation, personal traits, conceptual skills, position characteristics, administrative processes and performance achievements.

9. The *Principal Instructional Management Rating Scale* (Hallinger & Murphy, 1985) is a 71-item instrument that measures the behaviors of elementary and secondary school principals.

10. The *Principal Perceived Autonomy Questionnaire* (Lucas, Brown, & Markus, 1991) is a 10-item instrument used to assess who is responsible in schools and it measures the perceptions of principals' abilities to make decisions.

11. The *Principals' Analysis of Their Supervisory Styles* (Smalt, 1997) is a 67-item questionnaire to ascertain leadership styles used by principals.

12. The *Audit of Principal Effectiveness* (Valentine & Bowman, 1988) is an 18-item instrument used to provide feedback to principals around such areas as goal setting, visibility, and community involvement.

13. The *Teachers' Beliefs About Administrators Scale* (Feldman & Gerstein) is a 12-item instrument used to determine the level of support given to them by individual principals.

Within the framework of socio-culture leadership and its four domains, it was found that the above mentioned survey tools all inadequately measure behaviors which principals can employ to meet societal student performance expectations in areas of high poverty. Hence, the Socio-Cultural Leadership Questionnaire (SCLQ) was developed.

SCLQ Development & Method of Scoring

From a thorough review of existing literature and related empirical studies, the researcher of this study created the initial SCLQ consisting of 91 items. Each item measured one behavior pertaining to one out of the four proposed domains. Teachers' perception of the principals' behaviors were the subject of this study, therefore a 5-point scale was used to provide the respondents with a scoring mechanism. Looking at each item, the respondents decided the frequency of the described behavior using the following Likert-type scale: A = Always, B = Often, C = Sometimes, D = Rarely, and E = Never. These initial items, along with their theoretical foundations, are provided in Appendix A.

As determined by the supervising professor of this study, a panel of experts was assembled to critique the initial instrument. Because of their expertise in the related fields, the researcher asked each member of the panel to provide insight on readability

and relationship to the four domains of each of the 91 items. The panel (Michele Acker-Hocevar, Scott Bauer, Michael Dantley, Steve Grunert, Kent Peterson, Dianne Taylor, and Linda Tillman) was also asked to make recommendations on items that needed to be deleted (see Appendix B). The feedback generated from the panel, at the discretion of the researcher and the supervising professor, led to a revised version of the instrument (Appendix C) to be used in the pilot study. Prior to being able to proceed with the pilot study, the researcher applied for permission to complete this study through Florida Atlantic University (see Appendix D) and Sunshine County School District (see Appendix E). Upon receiving approval from Florida Atlantic University (see Appendix F) and Sunshine County School District (see Appendix G); the researcher proceeded with the pilot study. The pilot study consisted of the researcher asking two principals of schools that did not qualify for the actual study for permission to ask teachers in their schools to complete the instrument. Once the principals gave the researcher verbal permission, the researcher requested participation in this activity from each teacher of the two schools involved (see Appendix H). Approximately 80 teachers read and completed the instrument while providing the researcher with essential feedback on readability of each question, content of each question, and whether or not each question should be included in the final instrument. Based heavily on the feedback generated from these teachers (Appendix I), the researcher and the supervising professor reworded some questions and eliminated others; thus producing the final version of the instrument to be administered to the sample of qualified schools and named it the Socio-Cultural Leadership Questionnaire (SCLQ) (see Appendix J).

To proceed with the actual study, the researcher contacted all 82 principals, who qualified, for permission to conduct this research in their schools (see Appendix K). 23 of 82 principals (28 percent) agreed to participate. At the request of the researcher, these principals assigned a non-administrative member of his or her staff to the researcher to serve as a liaison. The researcher contacted each liaison, gave them a specific protocol to follow, and provided enough copies of the SCLQ for each instructional staff member at their respective schools (see Appendix L). It is noteworthy to mention that prior to administering the instrument to the sample, the following measures were taken in order to decrease the likelihood of a responder developing an answer pattern and not completely reading each item: the polarity of selected items were alternated and domain names were removed.

Once the SCLQ was administered to the sample of teachers, the researcher established the internal consistency of the SCLQ. The process for doing that will be explained in the following section.

Internal consistency of the SCLQ. The internal consistency measure of the SCLQ, Cronbach's Alphas, was developed. Because alternating polarity of the items existed, it was necessary to adjust the items so that the largest score (5) was indicative of the most favorable opinion (Always), and that the smallest score (1) was indicative of the least desirable opinion (Never) for all items. Specifically, the following items had to be flipped: #1, #4, #5, #10, #12, #14, #16, #24, #27, and #36. Once all items were pointed in the same direction, the reliability analysis was conducted for each of the four domains separately.

Within the analysis for reliability, the mean and standard deviation for each item was computed for the purpose of identifying items with performance concerns. To determine each items individual contribution to the internal consistency, the corrected item-total correlations were examined. To test possible variations in Cronbach's Alphas, the alpha-if-item-deleted was considered.

Establishing, and then maximizing, the internal consistency of the SCLQ necessitated the deletion of some items from the instrument. Retained items represented the version of the SCLQ that the researcher sought to establish construct validity on. The process for establishing construct validity for the SCLQ will be outlined in the next section.

Construct validity of the SCLQ. "In the social and health sciences, statistical methods based on probabilistic reasoning are routinely employed in the evaluation of empirical studies" (Dayton, 2002, p. 3). Due to changes in contextual settings, organizational expectations, and societal demands, it is often necessary to create an instrument to assess new norms of organizational and/or individual behavior. Such is the case that necessitated the creation of the SCLQ. In addition to addressing questions around the internal consistency of the SCLQ, the researcher will attempt to establish construct validity of the SCLQ through factor analysis. By conducting a factor analysis of the observed scores on the SCLQ, this study will determine if indeed, the SCLQ is measuring the four domains as described in chapter 2 of this study. Factor analysis will also serve as a means of determining if there are a smaller number of items that account for primary sources of variation in the SCLQ. This process constitutes the construct validation of the SCLQ.

Principal Components Analysis, a form of factor analysis, was used for construct validation. This process did not continue indefinitely. The process continued only to p components, where p represented the number of original variables. This study also used Kaiser's Rule, as a foundation, by only retaining those components that were found within the resulting principal components with eigenvalues greater-than or equal to 1. As stated in the preceding sentence, Kaiser's Rule constituted the initial consideration followed by an examination of scree, rotation, and other criteria to generate the final judgment with regard to dimensionality. In order to further assist the process of retaining and then appropriately grouping items on the SCLQ, factor loadings of each item were considered. Varimax rotations were used for maximum interpretability of the resulting factors as, to this point; the item reduction process only maximized variance.

At this point of the study, it was the intent of the researcher that a reliable and valid version of the SCLQ will exist. That final version of the SCLQ was analyzed for its predictability on student achievement. That procedure is outlined in the next section.

Predictability of the SCLQ on Student Achievement

Individual SCLQ items (independent variables) derived from the principal component analysis used above, were checked for their ability to predict student achievement as measured by FCAT scores (dependent variables) in elementary and secondary schools. Total FCAT ($FCAT_T$) scores were comprised of the sum of the following six scores: percent meeting high standards in reading ($FCAT_R$), percent meeting high standards in math ($FCAT_M$), percent meeting high standards in writing ($FCAT_W$), percent meeting learning gains in reading ($FCAT_{RG}$), percent making learning gains in math ($FCAT_{MG}$), and the percent of the lowest 25 percent of the school making

learning gains in reading ($FCAT_{LRG}$). Simple correlations were used to check the following predictabilities:

1. Principals' score on each domain of the SCLQ ($SCLQ_N$) and the total FCAT score of the school ($FCAT_T$).

2. Each construct of the SCLQ ($SCLQ_N$) and the total FCAT score ($FCAT_T$).

The above regressions were run separately for three different samples: the total sampling of schools, the high-performing schools, and the low-performing schools.

Chapter 4

Presentation And Analysis Of Data

Socio-Cultural Leadership was composed of the following four factors: Instructional Domain, Emotional Domain, Community Domain, and Cultural Domain. Through a thorough review of literature (see Chapter 2) within each domain, the salient themes were transformed into a survey instrument. For empirical purposes, these domains are synonymously referred to as factors. The conceptual framework of this study posed that these factors, collectively and independently, directly impact student achievement in schools of high poverty. The research questions that guided this study are as follows:

1. Do the items of the survey instrument (see Appendix J) divide into the four domains as described?
2. What is the relationship, collectively and independently, between Socio-Cultural Leadership and student achievement in high-poverty schools?
3. Is the frequency in observed principal behaviors different between low-performing and high-performing schools?

The purpose of this study was to, via exploratory factor analysis, verify that these four factors existed as described and, via regression analysis, find the direct relationship between the factors and student achievement in high poverty schools. Finally, this study sought to differentiate the observed behaviors based on the performance level of the high-poverty school.

Prior to conducting the actual study, a pilot study was performed to assist the researcher in finalizing the content and the readability of each question. The sample size of the pilot study, along with the findings and influential factors revealed will be presented in the following section.

Pilot Study

As noted in Chapter 3, the researcher and the major professor hypothesized a theoretical model of Socio-Cultural Leadership and subsequently created 91 items which constituted the original SCLQ. As also noted in Chapter 3, a panel of experts was assembled to provide insight on readability of each item and the relationship of each item to the four hypothetical domains. As the consensus was among the researcher, the major professor, and the panel of experts, 91 items would have been far too extensive of an instrument. Therefore, the panel's expert advice was sought and used to reduce the number of items in each domain and subsequently on the instrument. Through this process, a 48-item version of the SCLQ was established (Appendix C). To further add to the readability of the SCLQ, it was decided that a sample of potential respondents would be asked to complete the SCLQ and provide feedback. Teachers from two schools that did not qualify for participation in the final study, because of criteria outlined in Chapter 3, were solicited for participation in a pilot study. Specifically, neither school was considered a high poverty school. In addition, the principal of Pilot School A had been in that capacity less than two years.

In the presence of the researcher, a significant number of teachers from two pilot schools (Table 1) not only completed the survey, but provided a subjective analysis which proved essential in revising the instrument for the actual study. As the reader will

note in subsequent sections of this chapter, results from the pilot study also proved significant in interpreting quantitative data from the actual study.

Table 1

Descriptive Statistics of Pilot Study

School	Teachers Surveyed	Teacher Respondents	Percentage
Pilot School A	54	46	85%
Pilot School B	42	34	80%
Totals	96	80	83%

Of the 48 items that pilot study respondents (n = 96) completed, 29 items generated no critical feedback. Those 29 items were automatically selected to be retained on the final instrument. Of the remaining 19 items that did generate critical feedback, 8 items were deleted from the instrument based solely on statements from the pilot study respondents (see Appendix I). For example, an item that read, "How frequently does your principal build the capacity of teachers to manage student behaviors" was deleted from the instrument because the respondents' feedback led the researcher to believe that teachers had difficulty in understanding this item. Another item, "How frequently does your principal create conditions for the school to influence beliefs of the surrounding community" was deleted from the instrument. Respondents stated the item was "ambiguous," "confusing," and "poorly worded." Items from the Cultural Domain generated the most critical responses of the entire instrument. An item that read, "How frequently does your principal demonstrate an awareness of how staff members interpret the meaning of school symbols," created the most negative responses from respondents

than any other item on the instrument. Respondents stated, "This is very vague," "I'm not sure what is being asked," "Not clear at all," and "Get rid of the question." Subsequently, this item did not appear on the final SCLQ.

Of the 11 items that generated critical responses from respondents that were still retained on the SCLQ, many of them were edited to reflect suggestions given by respondents. An item originally read, "How frequently does your principal implement new and innovative ways of reaching out to poor single mothers." According to their comments, respondents felt that the usage of the word "poor" was offensive and while many students living in poverty are being raised by single mothers, many of them, as supported by research found in Chapter 2, are being raised by other family members as well (aunts, cousins, grandparents, etc.). As a result, this item was retained but altered to read, "How frequently does your principal implement new and innovative ways of reaching out to low income, non-traditional families." Some items created critical responses from pilot study respondents, but because of the insistence of the researcher and the major professor, were retained without alteration. Respondents felt that the item, "How frequently does your principal avoid reasonable tension and conflict," "made no sense" and was "not clear," however, it was retained without modification.

Not all comments from respondents were item-specific. Respondents felt that an "I don't know" option should be placed on the instrument. The researcher's intent for the SCLQ was to measure teachers' perception of Socio-Cultural Leadership behaviors in their principals, therefore the researcher felt it was necessary to force respondents of the actual study to provide a perceived response irrelevant of factual knowledge. Because the SCLQ was a two-page survey, respondents suggested that the Likert-Scale that appeared

on the first page be placed on the second page as well. This suggestion was well-received and the change was made. Respondents felt that the items in the Cultural Domain were, in general, poorly worded and difficult to understand. The researcher edited some items and left some items unaltered because of the theoretical significance of the items. Lastly, pilot study respondents were extremely sensitive to their perceived over-usage of the word "poor." The researcher took reasonable measures at rephrasing items that included the word "poor" without losing item meaning.

In summation, 29 of the 48 items from the pilot study were included in the final draft of the SCLQ without any changes. Eight items were deleted from the instrument totally. Eleven remaining items were retained with minor modifications. The final version of the SCLQ that was used in the final study can be found in Appendix J.

Variable names for each item refer to individual items throughout the rest of this discussion. Each survey item will be referenced by a three-letter capitalized variable name. For items in the Instructional Domain, Community Domain, and the Emotional Domain, all three-letter capitalized variable names will begin with "I," "C," "E," respectively. The three-lettered capitalized variable name for all items in the Cultural Domain will begin with "CC." Subsequent letters in item variable names will refer to one and/or two specific words in that item. For example, an item in the Instructional Domain reads, "How frequently does your principal meet with teachers to discuss student work?" The variable name for this item is ISW. The "I" indicates the item belongs to the Instructional Domain and the "SW" refers to student work. For a complete listing of variable names and corresponding survey items, please see Appendix JJ. However in

order to assist the reader, when referring to items throughout the remainder of this study, variable names along with the interpretations will be used.

The following section will present the descriptive statistics from the survey sample and the descriptive statistics for individual survey items.

Descriptive Statistics

Study sample. Once district approval to conduct research was obtained, all 82 (Table 2) schools in the district that qualified for the study were solicited for participation.

Table 2

Study Results

	Actual Numbers	Percentages
Schools in District	251	
Qualified Schools	82	32%
Consented Schools	21	26%
Teachers Surveyed	1629	6%*
Teacher Respondents	903	55%

Note. * Approximately 26,800 teachers in the district

Of the 21 schools that agreed to participate in the study, 8 of them were elementary schools (38 percent), 10 of them were middle schools (48 percent), and 3 of them were high schools (14 percent). Of the 61 schools that declined to participate and/or failed to respond to requests from the researcher, 49 of them were elementary schools (80 percent), 6 of them were middle schools (9.8 percent), and 6 of them were high schools (9.8 percent). Unanimously, principals who declined to participate in this study, cited poor timing as the primary reason for non-participation; meaning the administration of

this survey coincided with the height of the FCAT preparation time for these high-poverty, low-performing schools.

Survey items. On the SCLQ, teacher responses on a Likert-type scale ranged from five, representing "Always" to one, representing "Never." Therefore, the higher the mean value, the more each principal was perceived to be engaged in each Socio-Cultural Leadership behavior construct depicted by said item. Means for individual items ranged from a low of 2.395 for item CCC (addresses conflict) to a high of 4.463 for item IHQ (encourages high level questioning). While 903 teachers returned their surveys, not every teacher completed every survey item. Table 3 also shows the number of times each item was left blank on the 903 returned surveys. The range of items missing values went from item ICA (communicate that all can learn) which all 903 respondents provided an answer to item CCS (awareness of shared stories) which had 74 respondents leave it blank.

Table 3

Item Summary of Missing Values

Item (abbreviated description)	Missing Values
IPE (use poverty as excuse)	9
ICA (communicate all can learn)	0
ISW (discuss student work)	8
ITC (encourage teacher collaboration)	11
III (address ineffective instruction)	39
ITL (encourage teacher leadership	10
IDT (engage teaching dialogue)	7
IRC (encourage relevant curriculum)	5
IQH (encourage higher level questioning)	7

(table continues)

Table 3 *(continued)*

Item (abbreviated description)	Missing Values
ISS (address school safety)	10
IEO (ensure equitable opportunities)	12
CFI (make all staff feel significant)	6
CNI (instructional non-instructional equity)	63
CLD (collaboratively lead)	13
CTL (solicit teacher leadership)	17
CDI (solicit input on decisions)	25
CGS (communicate goals to parents)	30
CAC (build community awareness)	22
CSR (solicit resource allocation input from parents)	46
CPI (frequently inform parents)	11
CRP (innovative parent outreach efforts)	35
EPR (focus on people versus reforms)	24
ESH (self-confidence and humility)	8
EII (interpersonal skills)	12
EMI (manage impulses)	53
EEM (effectively multi-task)	60
EPA (demonstrate optimism)	44
ECC (accepts criticism)	59
ESR (respect for staff)	36
EAS (accessible to staff)	41
ETR (teacher recognition)	47
CCA (cultural awareness)	68
CCE (teachers evaluate principal)	60
CCO (teachers observe teachers)	37
CCT (innovative thinking)	40

(table continues)

Table 3 *(continued)*

Item (abbreviated description)	Missing Values
CCC (addresses conflict)	55
CCS (awareness of shared stories)	74
CCR (awareness of rituals)	53
CCI (influence teacher-student relationship)	45
CCP (positively shape teacher assumptions)	35

Of the items that were left unanswered, the upper quartile of such occurrences was of particular interest to the researcher (Table 4).

Table 4

Highest Quartile of Items With Missing Values (n = 903)

Item	Number of Missing Values	Percent of Sample
CCS (awareness of shared stories)	74	8.1%
CCA (cultural awareness)	68	7.5%
CNI (instructional non-instructional equity)	63	6.9%
EEM (effectively multi-task)	60	6.6%
CCE (teachers evaluate principal)	60	6.6%
ECC (accepts criticism)	59	6.5%
CCC (addresses conflict)	55	6.0%
CCR (awareness of rituals)	53	5.8%
ETR (teacher recognition)	47	5.2%
CSR (solicit resource allocation input from parents)	46	5.0%

The version of the SCLQ that was administered to respondents was a two-sided document. Eight of the 10 items in the highest quartile with missing values (80 percent) were located on the second side of the SCLQ. Five of the 10 items in the highest quartile with missing values (50 percent) were from the Cultural Domain. Both results were consistent with two previously mentioned findings of the pilot study. Respondents from the pilot study reported (a) survey items on the second side of the instrument were without specific instructions that were on the front of the instrument and (b) items from the Cultural Domain were vague, making them difficult to answer. To maximize inclusion of survey items in this study, mean values were used as a substitute.

Before moving into the construct validity and predictability phases of this study, the internal consistency of the SCLQ was established. Because the SCLQ is comprised of four domains, the internal consistency was analyzed on each of the four domains (sub-scales) separately. The data are reported and analyzed in the following section.

Internal Consistency of the SCLQ

The four domains of the SCLQ represent four subscales of the instrument. A Likert-type scale was used to measure the frequency, as perceived by teachers, at which principals exhibited Socio-Cultural Leadership behaviors. As aforementioned, a reliability analysis was run separately for all four subscales of the instrument. This resulted in means, standard deviations, and Cronbach's Alphas being established for each item of each domain. An inter-item correlation matrix was established for all four domains of the SCLQ. Items were not considered for elimination because of high inter-item correlations. However, because greater theoretical significance is attached to aggregate variables, the higher correlations were of interest at this point in the study. To

determine each item's individual contribution to the internal consistency of each domain, the corrected item-total correlations were examined. This statistic was measured in order to determine the correlation between each item and the scale score that excludes that item. Cronbach's Alphas (α) were looked at to determine whether or not the desired value of internal consistency existed ($\alpha > .70$). To test possible variations in Cronbach's Alphas, the alpha-if-item-deleted was considered as well. Items with a negative corrected item-total correlation and/or items that caused the reliability coefficient to increase upon that item's deletion from the scale were noted. At this point in the study, such items were only noted, not deleted from the instrument. These data are presented and interpreted in the next four sub-sections.

Reliability analysis on the instructional domain. The researcher created the Instructional Domain under the theoretical premise that as the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities (Dewey, 1909; Giesen & Newton, 2004; Johnson; Noguera, 2003; Payne, 1998; Zepeda, 2004). The means and standard deviations of the Instructional Domain (Table 5) were essential in an initial analysis of performance problems within the domain. Instructional Domain means ranged from item ISW (discuss student work) with a mean of 3.431 to item IHQ (encourage higher level questioning) with a mean of 4.463. Item IHQ also had the second lowest standard deviation of .7613. Generally speaking, teachers (n = 903) felt that their principals were actively engaged in behaviors indicative of the Instructional Domain of the SCLQ.

Table 5

Instructional Domain Reliability Analysis – Scale (Alpha)

Item	Mean	Std. Deviation
ISW (discuss student work)	3.4313	1.1070
III (address ineffective instruction)	4.0382	1.1201
IDT (engage teaching dialogue)	4.0759	.9757
IRC (encourage relevant curriculum)	4.1192	1.0001
IEO (ensure equitable opportunities)	4.2256	.9079
ITL (encourage teacher leadership)	4.2508	.9165
ISS (address school safety)	4.4110	1.0317
ITC (encourage teacher collaboration)	4.4238	1.0808
IPE (use poverty as excuse)	4.4541	.8981
IQH (encourage higher level questioning)	4.4632	.7613
ICA (communicate all can learn)	4.4707	.7772

Note. N = 903

Using Charles (1998) as a guide to identifying low (.00 to .39), moderate (.40 to .79), and highly (.80 to 1.0) correlated items, Table 6 shows that all inter-item correlations are positive and range from low to moderate. The highest inter-item correlation was found between item IRC (encourage relevant curriculum) and IDT (engage teaching dialogue), which resulted in a .65 correlation. Both items appeared on the SCLQ together, numbers 8 and 7 respectively, and both items speak to the principal led discussion on instructional strategy. The lowest inter-item correlation (.13) existed between items IDT (engage teaching dialogue) and ITC (encourage teacher collaboration). This low correlation was ironic considering the placement of the items (4, 7) and the common reference to educational conversations encouraged by the principal. While there was close item placement and common principal behaviors in both items, the

polarity of item ITC (encourage teacher collaboration) was reversed on the instrument (discourage collaboration among teachers) as a way to dissuade respondents from answering questions without reading them completely.

Table 6

Instructional Domain Inter-Item Correlation Matrix

	IPE	ICA	ISW	ITC	III	ITL	IDT	IRC	IHQ	ISS	IEO
IPE	1.00										
ICA	.28	1.00									
ISW	.16	.31	1.00								
ITC	.20	.14	.04	1.00							
III	.28	.21	.24	.23	1.00						
ITL	.22	.36	.29	.15	.31	1.00					
IDT	.26	.42	.43	.13	.33	.64	1.00				
IRC	.22	.36	.37	.14	.30	.53	.65	1.00			
IQH	.23	.45	.24	.16	.27	.41	.48	.50	1.00		
ISS	.30	.27	.19	.19	.34	.35	.33	.28	.24	1.00	
IEO	.27	.40	.35	.16	.32	.50	.50	.51	.45	.39	1.00

Note. N of Cases = 903

While moderate inter-item correlation exists between items IRC (encourage relevant curriculum) and IDT (engage teaching dialogue), Table 7 shows that the coefficient alpha decreases if either item is deleted from the domain. Cronbach's Alpha increases from .830 to .841 if item ITC (encourage teacher collaboration) is deleted from the domain. However, the inter-item correlations for item ITC are positively low, ranging from .04 to .23 (Table 6). All corrected item-total correlations are positive.

Table 7

Instructional Domain Item – Total Statistics

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
IPE (use poverty as excuse)	.392	.825
ICA (communicate all can learn)	.515	.816
ISW (discuss student work)	.418	.825
ITC (encourage teacher collaboration)	.246	.841
III (address ineffective instruction)	.467	.820
ITL (encourage teacher leadership)	.616	.806
IDT (engage teaching dialogue)	.693	.798
IRC (encourage relevant curriculum)	.632	.804
IQH (encourage higher level questioning)	.556	.813
ISS (address school safety)	.469	.819
IEO (ensure equitable opportunities)	.633	.805

Notes. Reliability Coefficients 11 items
Alpha = .830

Reliability analysis on the community domain. The theoretical construct of the Community Domain hypothesized that as a community leader; the principal must inspire and/or provide incentives for communal learning that is student centered (Ceckley, 2004; Fullan, 2001; Sanders & Harvey, 2002; Whitaker, 1997; Yep & Chrispeels, 2004). As seen in the Instructional Domain, teachers (n = 903) were consistent in their evaluation of community leadership behaviors of their principals. According to Table 8, mean responses ranged from 3.484 for item CDI (solicit input on decisions) to 4.059 for item CGS (communicating goals to parents). Mean responses for items CRP (innovative parent outreach efforts), CSR (solicit resource allocation input from parents), and CAC (build community awareness) revealed significant perceptions among respondents (3.540,

3.544, and 3.558). For items CRP and CSR, the response trend is connected to the existence of principal outreach initiatives to low-income communities.

Table 8

Community Domain Reliability Analysis – Scale (Alpha)

Item	Mean	Std. Deviation
CDI (solicit input on decisions)	3.4841	1.1578
CRP (innovative parent outreach efforts)	3.5403	1.0652
CSR (solicit resource allocation input from parents)	3.5449	1.0479
CAC (build community awareness)	3.5585	1.0640
CFI (make all staff feel significant)	3.7291	1.3781
CTL (solicit teacher leadership)	3.7889	1.0270
CLD (collaboratively lead)	3.9798	1.2447
CNI (instructional non-instructional equity)	4.0238	1.0621
CPI (frequently inform parents)	4.0594	.8982
CGS (communicate goals to parents)	4.0596	.8546

Note. N = 903

The inter-item correlations range from low to moderate (Table 9) and with the exception of item CFI (make all staff feel significant) Table 10 shows that the coefficient alpha, .872, would decrease if any of the items were deleted from the domain. While deleting item CFI will cause an alpha increase to .878, the inter-item correlation ranges from .22, for item CAC (build community awareness), to .42 for item CLD (collaboratively lead), which does not present a redundancy problem. Items CAC and CSR both have a low inter-item correlation with item CFI (make staff members feel significant). The latter item is placed several items away from the first two and, more importantly, speaks to the principals' consideration of the internal community as oppose to the external community that CAC and CSR speak to.

Table 9

Community Domain Inter-Item Correlation Matrix

	CFI	CNI	CLD	CTL	CDI	CGS	CAC	CSR	CPI	CRP
CFI	1.00									
CNI	.24	1.00								
CLD	.42	.34	1.00							
CTL	.30	.42	.45	1.00						
CDI	.37	.34	.53	.42	1.00					
CGS	.30	.40	.44	.54	.46	1.00				
CAC	.22	.31	.33	.38	.34	.48	1.00			
CSR	.22	.39	.36	.42	.38	.55	.52	1.00		
CPI	.27	.38	.39	.48	.40	.58	.46	.62	1.00	
CRP	.25	.40	.42	.47	.40	.56	.58	.64	.67	1.00

Note. N of Cases = 903

The correlation between each item and the scale score that excludes each item is positive and moderately high (Table 10). It was also noteworthy to mention that the Cronbach Alpha for the domain (a = .872) is greater than the desired measure of .70 and does not increase upon the deletion of any item.

Table 10

Community Domain Item – Total Statistics

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
CFI (make all staff feel significant)	.413	.878
CNI (instructional non-instructional equity)	.509	.865
CLD (collaboratively lead)	.601	.859
CTL (solicit teacher leadership)	.622	.857
CDI (solicit input on decisions)	.592	.859
CGS (communicate goals to parents)	.696	.854
CAC (build community awareness)	.574	.861
CSR (solicit resource allocation input from parents)	.651	.855
CPI (frequently inform parents)	.680	.854
CRP (innovative parent outreach)	.703	.850

Notes. Reliability Coefficients 10 items
Alpha = .872

Reliability analysis on the emotional domain. The theoretical construct of the Emotional Domain hypothesized that as the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement (Ginwright, 2000; Huffman, 2003; Ludwig, 1999; Shukla-Mehta & Albin, 2003; Weinstein, Curran & Tomlinson, 2003). Table 11 indicates that mean scores range from 3.273 for item EPR (focus on people versus reforms) to 4.227 for item ESR (respect for staff).

Table 11

Emotional Domain Reliability Analysis – Scale (Alpha)

Item	Mean	Std. Deviation
EPR (focus on people versus reforms)	*3.2730*	*1.1574*
ECC (accepts criticism)	*3.5960*	*1.1336*
ETR (teacher recognition)	*3.8493*	*1.1522*
EII (interpersonal skills)	3.9428	1.2396
ESH (self-confidence and humility)	3.9721	1.0780
EMI (manage impulses)	3.9812	1.0250
EEM (effectively multi-task)	4.0937	.8806
EPA (demonstrate optimism)	4.1513	1.0933
EAS (accessible to staff)	4.1926	.9511
ESR (respect for staff)	4.2272	.9628

Note. N = 903

While there are no high inter-item correlations (Table 12), item ESR (respect for staff) has a noteworthy inter-item correlation (.70) with item ECC (accepts criticism). Item placement on the instrument (28, 29) could explain the appearance of redundancy. The existence of interpersonal behavior between principals and teachers, in both items, could serve as an additional commonality to explain the inter-item correlation.

Table 12

Emotional Domain Inter-Item Correlation Matrix

	EPR	ESH	EII	EMI	EEM	EPA	ECC	ESR	EAS	ETR
EPR	1.00									
ESH	.51	1.00								
EII	.33	.57	1.00							
EMI	.26	.53	.42	1.00						
EEM	.36	.56	.42	.49	1.00					
EPA	.33	.41	.43	.37	.34	1.00				
ECC	.40	.62	.49	.55	.57	.36	1.00			
ESR	.44	.69	.58	.58	.57	.44	.70	1.00		
EAS	.43	.60	.46	.43	.52	.36	.57	.69	1.00	
ETR	.43	.54	.44	.38	.51	.30	.55	.58	.59	1.00

Note. N of Cases = 903

The reliability coefficient for the Emotional Domain, .901 (Table 13) does not increase if any of the items are deleted.

Table 13

Emotional Domain Item-Total Statistics

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
EPR (focus on people versus reforms)	.522	.900
ESH (self-confidence and humility)	.774	.883
EII (interpersonal skills)	.630	.894
EMI (manage impulses)	.600	.895
EEM (effectively multi-task)	.660	.892
EPA (demonstrate optimism)	.499	.901
ECC (accepts criticism)	.734	.886
ESR (respect for staff)	.817	.882
EAS (accessible to staff)	.710	.888
ETR (teacher recognition)	.652	.892

Notes. Reliability Coefficients 10 items
Alpha = .901

Reliability analysis on the cultural domain. The theoretical construct of the Cultural Domain hypothesized that as the facilitator of culture, the principal must realize the limitations of leadership on student achievement and begin to shape and reshape school culture (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995). As noted in Table 14, item CCC (addresses conflict) has the lowest mean score (2.395) of the domain and the entire instrument.

Table 14

Cultural Domain Reliability Analysis – Scale (Alpha)

Item	Mean	Std. Deviation
CCC (addresses conflict)	2.3950	1.1156
CCE (teachers evaluate principal)	3.0996	1.2979
CCS (awareness of shared stories)	3.4644	1.0561
CCA (cultural awareness)	3.5737	1.0456
CCO (teachers observe teachers)	3.6085	1.1214
CCT (innovative thinking)	3.7590	1.0032
CCR (awareness of rituals)	3.8318	.9916
CCI (influence teacher-student relationship	4.0070	1.0088
CCP (positively shape teacher assumptions)	4.0362	.9452

Note. N = 903

In addition to having the lowest mean score, item CCC also has a negative correlation with every other item in the domain (Table 15) which is consistent with pilot study findings mentioned earlier in this chapter stating teachers felt the item "makes no sense" and was "not clear." The polarity of item CCC was alternated on the SCLQ as a way to force respondents to read each item carefully and not develop answer patterns. Also, item CCP (positively shape teacher assumptions) has a high correlation (.78) with item CCI (influence teacher-student relationship). Both items are placed together on the instrument (39, 40) and they both involve the principal deliberately enhancing the relationship between students and teachers.

Table 15

Cultural Domain Inter-Item Correlation Matrix

	CCA	CCE	CCO	CCT	CCC	CCS	CCR	CCI	CCP
CCA	1.00								
CCE	.58	1.00							
CCO	.47	.50	1.00						
CCT	.59	.59	.64	1.00					
CCC	-.36	-.38	-.32	-.46	1.00				
CCS	.51	.52	.45	.58	-.44	1.00			
CCR	.53	.48	.50	.60	-.39	.64	1.00		
CCI	.57	.53	.52	.69	-.47	.60	.66	1.00	
CCP	.54	.51	.51	.69	-.45	.56	.62	.78	1.00

Note. N of Cases = 903

Not only does item CCC negatively correlate with all other items, the coefficient alpha increases from .822 to .911 if the item is deleted from the domain (Table 16).

Table 16

Cultural Domain Item-Total Statistics

	Corrected Item-Total Correlation	Alpha if Item Deleted
CCA (cultural awareness)	.671	.786
CCE (teachers evaluate principal)	.643	.788
CCO (teachers observe teachers)	.635	.789
CCT (innovative thinking)	.776	.774
CCC (addresses conflict)	-.519	.911
CCS (awareness of shared stories)	.662	.787
CCR (awareness of rituals)	.707	.783
CCI (influence teacher-student relationship)	.761	.776
CCP (positively shape teacher assumptions)	.734	.781

Notes. Reliability Coefficients 9 items
Alpha = .822

Summary of the internal consistency of the SCLQ. The examination of the mean scores for each item was significant in analyzing patterns in respondent perceptions as well as initially identifying items that performed inconsistent with other items. Generally speaking, the strongest teacher perceptions of principals' Socio-Cultural Leadership behaviors were generated from the hypothesized models, Instructional and Emotional Domains (Table 17). Moreover, of the strongest teacher perceptions of principals' behaviors, 70 percent of them came from one hypothesized model, Instructional Domain. Specifically, the top three items, ICA (communicate all can learn), IHQ (encourage higher level questioning), and IPE (use poverty as excuse) all commonly depict principal behaviors that are descriptive of an attitudinal philosophy that supports beliefs in the ability of low income students to rise to the expectations of high performing teachers. Similarly, item EPA (demonstrate optimism) from the hypothesized model, Emotional

Domain, that generated top teacher perceptions, theoretically relates to these items as well.

Table 17

Top and Bottom Quartiles of Teacher Responses on the SCLQ

Item	Mean	Standard Deviation
Top Quartile		
ICA (communicate all can learn)	4.4707	.7772
IHQ (encourage higher level questioning)	4.4632	.7613
IPE (use poverty as excuse)	4.4541	.8981
ITC (encourage teacher collaboration)	4.4238	1.0808
ISS (address school safety)	4.4110	1.0317
ITL (encourage teacher leadership)	4.2508	.9165
ESR (respect for staff)	4.2272	.9628
IEO (ensure equitable opportunities)	4.2256	.9079
EAS (accessible to staff)	4.1926	.9511
EPA (demonstrate optimism)	4.1513	1.0933
Bottom Quartile		
CCA (cultural awareness)	3.5737	1.0456
CAC (build community awareness)	3.5585	1.0640
CSR (solicit resource allocation input from parents)	3.5449	1.0479
CRP (innovative parent outreach efforts)	3.5403	1.0652
CDI (solicit input on decisions)	3.4841	1.1578
CCS (awareness of shared stories)	3.4644	1.0561
ISW (discuss student work)	3.4313	1.1070
EPR (focus people versus reforms)	3.2730	1.1574
CCE (teachers evaluate principal)	3.0996	1.2979
CCC (addresses conflict)	2.3950	1.1156

Generally speaking, the weakest teacher perceptions of Socio-Cultural Leadership came from the hypothesized models, Cultural Domain and Community Domain. Only items ISW (discuss student work) and EPR (focus on people versus reforms) of the bottom quartile of mean scores came from the Instructional Domain and the Emotional Domain, respectively. This phenomenon is in direct contrast to the mean scores of the top quartile where items from the hypothesized models, Instructional and Emotional Domains, made up 100 percent of the values. Clearly, teachers perceived their principals to be engaged in activities that supervise/evaluate instruction (instructional domain) while intellectually stimulating the faculty (emotional domain) with more frequency than providing communal incentives for learning (community domain) and shaping school culture (culture domain). In fact, the only item on the SCLQ to generate a less than favorable response from teachers (2.395) was item CCC (addresses conflict) of the hypothesized model, Cultural Domain.

The above analysis revealed that the SCLQ would be more reliable without item CCC. Item CCC generated the weakest response from teachers; it did not perform consistently with other items; it negatively correlated with every other item on the SCLQ; and the reliability coefficient Cronbach Alpha of the domain containing this item was increased from .822 to .911 upon its deletion. However, item CCC remained in the instrument for the construct validity phase of the study, primarily for the purpose of seeing how this item performed in conjunction with other items on the principal component analysis. All domains met the desired measure of internal consistency which was a Cronbach Alpha of .70 or higher. There were no high inter-item correlations and there were no negative corrected item-total correlations.

Once internal reliability measures were computed and determined favorable, the researcher went on to establish construct validity of the SCLQ using Principal Components Analysis. A brief description of this statistical process, justification for using it, and the presentation and interpretation of such data will be given to the reader in the following section.

Construct Validity of the SCLQ

The proposed model of principal leadership, Socio-Cultural Leadership, is a theoretical construct and the items on the SCLQ explicitly related to the proposed model. The SCLQ used in this study consisted of 40 items. As a result, there were a very large number of simple correlations that may have existed. It would have been a laborious task, by human inspection, to determine the number and patterns of all existing simple correlations. However, according to Stevens (2002), "Some means is needed for determining if there is a small number of underlying constructs that might account for the main sources of variation in such a complex set of correlations" (p. 385). The researcher decided to use Principal Components Analysis, a form of factor analysis, to accomplish this task. According to Dunteman (1989), "Principal Components Analysis is a statistical technique that linearly transforms an original set of variables into a substantially smaller set of variables that represents most of the information in the original set of variables" (p. 7). The theoretically supported goal of the researcher was to use this statistical process to create a parsimonious version of the SCLQ, while maximizing the variance accounted for in the original instrument. In other words, the process is used to reject or retain individual items based on an analysis of empirical data as well as social science theory.

Bartlett's Test of Sphericity (BTS), which is extremely large for the 40 items of the SCLQ (20586.234), rejected the hypothesis of the inter-correlation matrix serving as the identity matrix. Since BTS is very rarely non-significant, another test was used to determine whether or not factor analysis was a viable option for providing construct validity in this study. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was employed. The KMO score for this data set was .975, which is very large and supported factor analysis being used.

A look at the eigenvalues, sometimes referred to as latent roots, for 5 factors showed that 56.2 percent of the variance was retained when Kaiser's rule was applied (see Table 18). This was used as initial criterion to retain five factors since Kaiser's rule, according to Dunteman (1989), is based on the premise that principal components with variances less than one contain less information than a single standardized variable whose variance is one.

Table 18

Initial Eigenvalues

Factor	Total	% of Variance	Cumulative %
1	16.817	42.044	42.044
2	1.944	4.860	46.904
3	1.554	3.884	50.788
4	1.136	2.840	53.628
5	1.030	2.576	56.203
6	.957	2.392	58.595
7	.900	2.251	60.846
8	.828	2.071	62.917
9	.790	1.975	64.892
10	.770	1.926	66.818

In a study of this nature, 75 percent or more of the variance is ideal (Stevens, 2002). The above data suggests that the ideal has not been met in terms of statistically proving that five factors should be retained. However, after applying Cattell's Scree Test (Figure 1), retaining only 5 factors with eigenvalues greater than 1 was justified "The recommendation is to retain all eigenvalues in the sharp descent before the first one on the line where they start to level off" (p. 389). By simply using the human eye to determine the steepness of the line connecting eigenvalues on a coordinate plane which is an arbitrary event, one might have concluded that 3 factors should have been retained. Stevens (2002) suggests doing this may have constituted an arbitrary mistake, as factors 4 and 5 offer a relatively congruent percentage of variance as did factor 3. According to Stevens (2002), studies by Tucker, Koopman, and Linn (1969) and Hakistan, Rogers, and Cattell (1982) both supported the Scree Test, in conjunction with Kaiser's rule, as a viable predictor of the number of factors to retain.

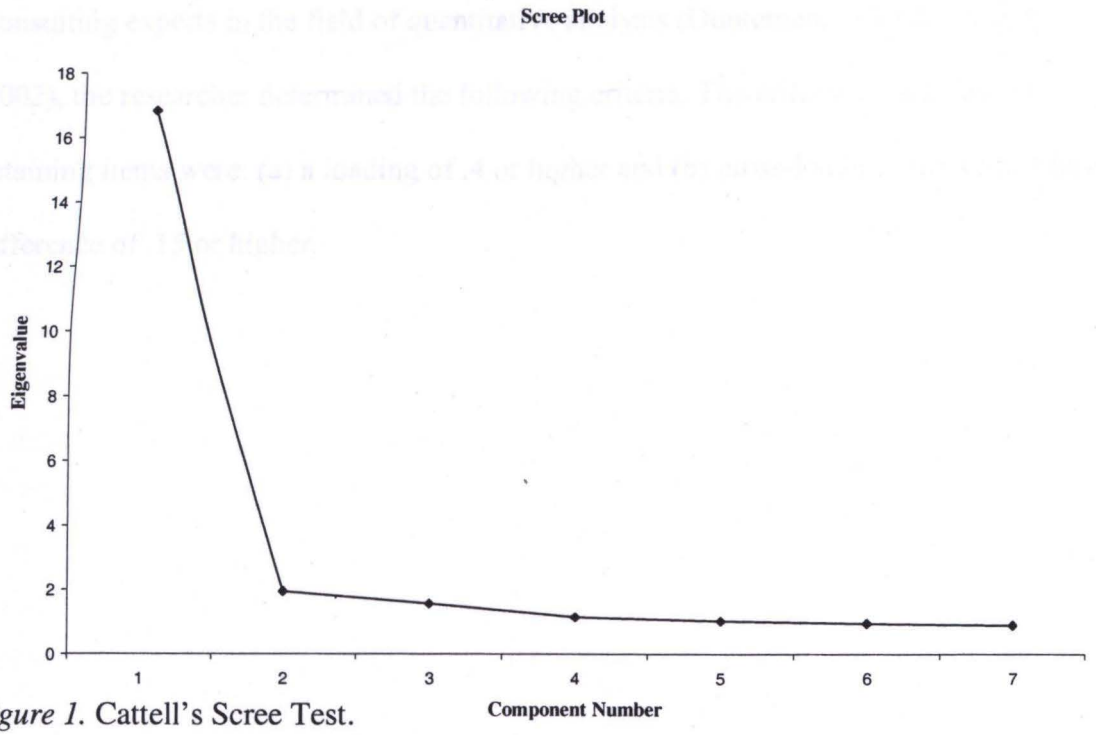

Figure 1. Cattell's Scree Test.

Using Kaiser's rule and Catell's scree test in conjunction, while minimizing Stevens' expectation of accounting for 70 percent or more of the variance may seem arbitrary to the reader. In fact, "all of these rules are arbitrary and should be applied with caution" (Dunteman, 1989, p. 23). In order to preserve the essence of principal components analysis, which is to create the smallest set of variables to explain as much of the total set of variables (parsimony), the researcher and the major professor used all of these rules together, along with their discretion and the goals of this study, to retain five factors.

It was determined that the SCLQ was to be expressed by five retained factors. The researcher was in need of a method of rotating survey items into factors. A varimax rotation (Table 19) was employed for the purposes loading survey items into a specified set of factors. Once the varimax rotation matrix was established, criteria were needed for determining how many items within each factor to retain for the final SCLQ. Upon consulting experts in the field of quantitative analysis (Dunteman, 1989 & Stevens, 2002), the researcher determined the following criteria. The criteria established for retaining items were: (a) a loading of .4 or higher and (b) cross-loading items must have a difference of .15 or higher.

Table 19

Varimax Rotated Component Matrix With Kaiser Normalization

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
IPE	.128	.009	.106	.228	.594
ICA	.123	.135	.219	.578	.192
ISW#	-.003	.371	.289	.338	.097
ITC	.114	.006	.022	.030	.595
III	.037	.104	.266	.207	.602
ITL	.376	.248	.230	.543	.125
IDT	.275	.283	.304	.628	.137
IRC	.222	.310	.257	.599	.117
IHQ	.055	.132	.136	.743	.183
ISS	.277	.251	-.016	.169	.565
IEO#	.296	.433	.101	.490	.224
CFI#	.376	.157	.102	.043	.448
CNI#	.403	.357	.016	.337	.082
CLD	.672	.257	.170	.079	.280
CTL#	.432	.378	.179	.430	.026
CDI#	.454	.364	.154	.096	.354
CGS	.325	.564	.184	.339	.164
CAC	.109	.693	.267	.159	.044
CSR	.190	.704	.204	.200	.111
CPI	.195	.602	.265	.318	.208
CRP	.191	.708	.326	.232	.118
EPR#	.383	.507	.210	.108	.006
ESH	.651	.289	.278	.286	.106
EII	.674	.193	.163	.082	.219
EMI	.634	.040	.235	.202	.068
EEM#	.419	.237	.381	.364	.157

(table continues)

Table 19 *(continued)*

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
EPA	.617	.138	.031	.032	.230
ECC	.613	.146	.452	.227	.053
ESR	.701	.159	.396	.246	.132
EAS#	.519	.193	.456	.249	.155
ETR	.351	.295	.548	.201	.183
CCA#	.195	.606	.466	.115	.092
CCE	.274	.378	.576	.123	.034
CCO	.064	.227	.697	.213	.182
CCT	.292	.400	.612	.270	.148
CCC##	-.405	-.089	-.437	-.172	-.054
CCS	.299	.348	.567	.192	.007
CCR	.307	.368	.533	.217	.132
CCI#	.453	.381	.508	.311	.178
CCP#	.371	.376	.513	.309	.185

Note. Rotation converged in 8 iterations

# indicates item lost due to cross loading difference of .14 or lower

indicates item lost due to factor loading of .399 or lower

** indicates factor lost due to 4 or fewer items retained

From the varimax rotation with Kaiser normalization, item CCC was deleted due to the item's inability to correlate (load) with any of the five factors at or above the established criteria of .4. Items ISW, IEO, CFI, CNI, CTL, CDI, EPR, EEM, EAS, CCA, CCI, and CCP were deleted as well. These 12 items, while meeting the criteria of correlating (loading) high enough on one factor, failed the second criteria of loading high enough on only one factor. Instead, they had cross-loading differences of .14 or lower. Therefore, of the original 40 items on the SCLQ, 27 of them survived the principal components analysis and loaded into the factors seen in Table 20.

Table 20

Factor Loadings from Varimax Rotation of Principal Components on SCLQ Items

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
ESR (.701)	CRP (.708)	CCO (.697)	IHQ (.743)	III (.602)
EII (.674)	CSR (.704)	CCT (.612)	IDT (.628)	ITC (.595)
CLD (.672)	CAC (.693)	CCE (.576)	IRC (.599)	IPE (.594)
ESH (.651)	CPI (.602)	CCS (.567)	ICA (.578)	ISS (.565)
EMI (.634)	CGS (.564)	ETR (.548)	ITL (.543)	
EPA (.617)		CCR (.533)		
ECC (.613)				

Factor one consisted of seven items and accounted for 42.04 percent of the variance in the data for the five-factor solution. While six of seven items came from the hypothesized theoretical model, The Emotional Domain, explained in Chapter 2, items that loaded high on this factor alluded to one of two descriptors of the principal: (1) his or her personal character traits and (2) his or her professional interactions with staff members. Therefore, factor one assumed the new theoretical name, *Interpersonal Leadership Traits (ILT).*

Factor two consisted of five items and accounted for 4.8 percent of the variance in the data for the five-factor solution. These five items were derived from the hypothesized

theoretical model explained in chapter 2, The Community Domain. However, consistent with the parsimonious goal of principal components analysis, these particular five items referenced the principals' ability to find new ways of reaching out to parents, particularly, for the specified purpose of giving them useful information in furthering their child's education. Subsequently, factor 2 presented a new confirmed theoretical construct and was named *Outreach to Parents (OP).*

Factor three consisted of six items and accounted for 3.8 percent of the variance in the data for the five-factor solution. Five of six items that highly correlated (loaded) with this factor came from the hypothesized theoretical construct, The Cultural Domain, explained in chapter 2. All six items, by the researcher's analysis, alluded to the principal creating and maintaining a school culture where all staff members were explicitly made aware of the expectations and where all staff members were subject to direct, and indirect, measures of their performance from colleagues, supervisors, and direct reports. Factor three was effectively created into a new theoretical construct and named *Measures of Accountability (MA).*

Factor four consisted of five items and accounted for 2.8 percent of the variance in the data for the five-factor solution. The five items that loaded high on factor four were all derived from the hypothesized theoretical construct, The Instructional Domain, explained in chapter 2. The commonality among all items was the principal's regular participation in activities that reinforced instructional strategies. It was subsequently named *Communication of Instructional Priorities (CIP).*

Factor five consisted of four items and accounted for 2.5 percent of the variance in the data for the five-factor solution. Factor 5 had four items highly correlated to it and

all four from The Instructional Domain. Because of the apparent overlap of information, factor five was considered for deletion from the SCLQ. This would have been a mistake. Not only did factor five add an additional 2.5 percent variance to the solution, but upon further analysis of the data, factor five does in fact offer distinct, uncorrelated theory to the SCLQ. While the commonality seen in factor CIPPT was the principal's regular participation in activities that reinforced instructional strategies, the paradox found in factor five was the perceived feeling of the teachers that the principal was also actively engaged in confronting communal behaviors that served as barriers to high student performance. Therefore, factor five was named *Management of Instructional Process Detractors (MIPD).*

Thus, a total of 27 items were retained to operationalize the resulting SCLQ subscale structure. To establish reliability of the new subscales of the SCLQ, Cronbach's Alphas were computed. Table 21 shows the reader these values.

Table 21

Reliability Coefficients for SCLQ Subscales Derived From Principal Components

Subscale	# of Items	Alpha Coefficient
Interpersonal Leadership Traits (ILT)	7	.883
Outreach to Parents (OP)	5	.868
Measures of Accountability (MA)	6	.878
Communication of Instructional Priorities (CIP)	5	.826
Management of Instructional Process Detractors (MIPD)	4	.584

Reliability coefficients ranged from a high of .883 for ILT (interpersonal leadership traits) to a low of .584 for MIPD (management of instructional process detractors). The low alpha score for MIPD, in relationship to the high alpha score for ILT made sense in that the number of items describing this factor is only 4 compared to the 7 items used to describe ILT (Kytle, 1996). Reviews of corrected item-total correlations and alpha if item deleted data reported in Tables 21 through 25, provided additional support for retention of the various items on each of the five subscales.

Table 22

Item-Total Statistics for Interpersonal Leadership Traits (ILT)

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
CLD (collaboratively lead)	.696	.864
ESH (self-confidence and humility)	.735	.858
EII (interpersonal skills)	.666	.868
EMI (manage impulses)	.610	.874
EPA (demonstrate optimism)	.526	.884
ECC (accepts criticism)	.704	.862
ESR (respect for staff)	.796	.854

Table 23

Item-Total Statistics for Outreach to Parents (OP)

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
CGS (communicate goals to parents)	.658	.849
CAC (build community awareness)	.620	.859
CSR (solicit resource allocation input from parents)	.719	.833
CPI (frequently inform parents)	.715	.836
CRP (innovative parent outreach efforts)	.765	.820

Table 24

Item-Total Statistics for Measures of Accountability (MA)

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
ETR (teacher recognition)	.667	.855
CCE (teachers evaluate principal)	.664	.859
CCO (teachers observe teachers)	.650	.858
CCT (innovative thinking)	.761	.841
CCS (awareness of shared stories)	.669	.855
CCR (awareness of rituals)	.690	.852

Table 25

Item-Total Statistics for Communication of Instructional Priorities (CIP)

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
ICA (communicate all can learn)	.490	.825
ITL (encourage teacher leadership)	.635	.787
IDT (engage teaching dialogue)	.737	.755
IRC (encourage relevant curriculum)	.673	.776
IHQ (encourage higher level questioning)	.586	.802

Table 26

Item-Total Statistics for Management of Instructional Process Detractors (MIPD)

Item	Corrected Item-Total Correlation	Alpha if Item Deleted
IPE (use poverty as excuse)	.371	.513
ITC (encourage teacher collaboration)	.290	.574
III (address ineffective instruction)	.414	.472
ISS (address school safety)	.399	.483

Summary of construct validity. The pilot study, the descriptive statistics, the principal components analysis, and the measures of internal consistency, all provided the researcher with empirical evidence to establish the reliability and validity of specific SCLQ items along with the significance of the resulting factors. The revised and final version of the SCLQ can be found in Table 27.

Table 27

Final Version of SCLQ

SOCIO-CULTURAL LEADERSHIP QUESTIONAIRE

Directions: After carefully reading each question, please **circle** the response that reflects your perception of the conditions at your school using the following numbers to represent your answers:

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

How often does your principal... ?

Domain 1: Interpersonal Leadership Traits					
1) Lead the school by dictatorship	5	4	3	2	1
2) Demonstrate both self-confidence and humility	5	4	3	2	1
3) Demonstrate inadequate interpersonal skills	5	4	3	2	1
4) Manage their impulses	5	4	3	2	1
5) Demonstrate a pessimistic attitude	5	4	3	2	1
6) Accept constructive criticisms	5	4	3	2	1
7) Treat staff members with respect	5	4	3	2	1
Domain 2: Outreach to Parents					
8) Communicate school achievement goals and standards to parents in a practical manner	5	4	3	2	1
9) Build teachers' awareness to cultural norms of poor communities	5	4	3	2	1
10) Actively solicit input from parents, homeowners, business owners, etc, for obtaining and allocating resources	5	4	3	2	1
11) Promote methods that ensure parents are frequently informed of their child's progress	5	4	3	2	1
12) Implement new and innovative ways of reaching out to poor single mothers	5	4	3	2	1

(table continues)

Domain 3: Measures of Accountability					
13) Reward high-performing teachers	5	4	3	2	1
14) Give teachers an opportunity to evaluate the principal	5	4	3	2	1
15) Encourage teachers to observe other teachers teaching	5	4	3	2	1
16) Introduce new ways of thinking about old problems	5	4	3	2	1
17) Demonstrate an awareness of how shared stories among staff members perpetuate traditions within schools	5	4	3	2	1
18) Demonstrate an awareness of the relationship between (daily, weekly, monthly, yearly) and the impact on student achievement.	5	4	3	2	1
Domain 4: Communication of Instructional Priorities					
19) Communicate to school staff that all children can learn	5	4	3	2	1
20) Encourage teacher leadership	5	4	3	2	1
21) Engage faculty in dialogue about teaching and learning	5	4	3	2	1
22) Encourage teachers to make curriculum relevant to students' interests	5	4	3	2	1
23) Encourage teachers to use higher level questioning during instruction	5	4	3	2	1
Domain 5: Management of Instructional Process Detractors					
24) Use poverty as an excuse of why children cannot learn	5	4	3	2	1
25) Discourage collaboration among teachers	5	4	3	2	1
26) Ignore ineffective instruction from teachers	5	4	3	2	1
27) Ignore school safety issues	5	4	3	2	1

Through a multiple regression analysis, the researcher explored the ability of the SCLQ to predict student achievement. The data from the regression analysis are presented and interpreted in the following section.

Predictability of Student Achievement by the SCLQ

Each year, the state of Florida administers the Florida Comprehensive Assessment Test (FCAT) to all students in grades three through ten. Subscale scores (independent variables) derived from the principal component analysis used above, were checked for their ability to predict student achievement as measured by FCAT scores (dependent variables) in elementary and secondary schools. Total FCAT ($FCAT_T$) scores were comprised of the sum of the following six scores: percent meeting high standards in

reading ($FCAT_R$), percent meeting high standards in math ($FCAT_M$), percent meeting high standards in writing ($FCAT_W$), percent making learning gains in reading ($FCAT_{RG}$), percent making learning gains in math ($FCAT_{MG}$), and the percent of the lowest 25 percent of the school making learning gains in reading ($FCAT_{LRG}$).

Multiple regression statistical procedures were employed which involves a variable to be explained—called the dependent variable—and additional explanatory variables that are thought to produce or be associated with changes in the dependent variable (Stevens, 2002). The dependent variable in this study was student achievement, as measured by Total FCAT scores ($FCAT_T$), and the five subscales of the SCLQ, were used as explanatory variables. The five SCLQ subscales derived from the principal components analysis above were: Interpersonal Leadership Traits (ILT); Outreach to Parents (OP); Measures of Accountability (MA); Communication of Instructional Priorities (CIP); and Management of Instructional Process Detractors (MIPD).

As stated earlier in this study, the researcher was concerned with measuring the level of predictability, if any exists, of student achievement by the SCLQ. To examine the bivariate relationship between student achievement and the SCLQ, simple correlations between FCAT scores and SCLQ subscales were analyzed using 2-tailed probabilities where alpha levels (p) less than .05 were determined to be significant as $p < .05$ indicated to the researcher that there was a less than 5 percent chance that the correlations found were due to a Type I sampling error. To account for the fact that the researcher was testing multiple hypotheses (5), a Bonferroni correction was made to the predetermined alpha level of .05. The corrected level was computed to be .01. The total variance in student achievement accounted for by the five subscales (R^2) was determined as well.

The above multiple regressions were done on a total of three samples: all teachers surveyed (n = 903), teachers from high-performing elementary schools (n = 93), and teachers from low-performing elementary schools (n = 810). Stevens (2002) reported that sample size (n) and the number of predictors (k) are two crucial factors that determine how well a given regression will cross-validate and therefore recommends an n/k ratio less than or equal 15 subjects per predictor. The n/k ratios will be examined, and generalizability discussed, with each regression separately.

Regression of SCLQ on FCAT. The researcher was interested in determining the level of significance in the relationship between the five subscales of the SCLQ and the FCAT for all three populations (total, high-performing, and low-performing). There were 903 total teachers surveyed; 93 teachers from high-performing schools, and 810 teachers from low-performing schools. In order to address the research questions that guided this part of the study, null hypothesis one (H_1) and null hypothesis two (H_2) were developed. The first null hypothesis (H_1) stated there is no predictability of student achievement by the SCLQ and/or any of the subscales. The second null hypothesis (H_2) stated that the frequency of the Socio-Cultural Leadership behaviors observed between principals of low-performing and high-performing schools was equal.

For the total sample (n = 903), the first null hypothesis (H_1) was tested by observing the correlations between the subscales and student achievement. As the reader can see in Table 28, all correlations were positive; meaning as scores on the SCLQ subscales increased, student achievement scores increased.

Table 28

Pearson Correlations of SCLQ Subscales to Student Achievement (FCAT) for Total Sample (n = 903)

	FCAT	ILT	OP	MA	CIP	MIPD
[1]FCAT	1.000					
[2]ILT	.043	1.000				
[3]OP	.134	.603	1.000			
[4]MA	.077	.689	.731	1.000		
[5]CIP	.079	.613	.664	.684	1.000	
[6]MIPD	.094	.483	.417	.409	.480	1.000

Notes. [1]Florida Comprehensive Assessment Test
[2]Interpersonal Leadership Traits
[3]Outreach to Parents
[4]Measures of Accountability
[5]Communication of Instructional Priorities
Management of Instructional Process Detractors

Using an alpha level of .01 (adjusted by a Bonferroni upper bound), p values for two subscales, Outreach to Parents (OP) and Management of Instructional Process Detractors (MIPD), were less than .01 which indicated that there was a less than 5 percent chance that a Type I sampling error contributed to the correlation results (Table 29).

Table 29

Two-Tailed P-Values for SCLQ Subscales for Total Sample (n = 903)

Subscale	p-Values
Interpersonal Leadership Traits (ILT)	.192
Outreach to Parents (OP)	.000
Measures of Accountability (MA)	.020
Communication of Instructional Priorities (CIP)	.018
Management of Instructional Process Detractors (MIPD)	.004

The total variance in student achievement accounted for by the five subscales (R^2) was .024 percent. The n/k value of 33/1 was more than acceptable. Hence H_1, there is no predictability of student achievement by the SCLQ, was rejected in the total sample (n = 903) for subscales OP and MIPD.

For the high-performing sample (n = 93), the first null hypothesis (H_1) was tested by observing the correlations between the subscales and student achievement. As the reader can see in Table 30, all correlations were negative meaning as scores on the SCLQ subscales increased, student achievement scores decreased.

Table 30

Pearson Correlations of SCLQ Subscales to Student Achievement (FCAT) for High-Performing Sample (n = 93)

	FCAT	ILT	OP	MA	CIP	MIPD
[1]FCAT	1.000					
[2]ILT	-.556	1.000				
[3]OP	-.685	.739	1.000			
[4]MA	-.522	.742	.808	1.000		
[5]CIP	-.480	.764	.780	.765	1.000	
[6]MIPD	-.369	.559	.509	.434	.532	1.000

Notes. [1]Florida Comprehensive Assessment Test
[2]Interpersonal Leadership Traits
[3]Outreach to Parents
[4]Measures of Accountability
[5]Communication of Instructional Priorities
[6]Management of Instructional Process Detractors

Using an alpha level of .01 (adjusted by a Bonferroni upper bound), all p values were less than .01 which indicated that there was a less than 5 percent chance that a Type I sampling error contributed to the correlation results (Table 31).

Table 31

Two-Tailed P-Values for SCLQ Subscales for High-Performing Sample (n = 93)

Subscale	p-Values
Interpersonal Leadership Traits (ILT)	.000
Outreach to Parents (OP)	.000
Measures of Accountability (MA)	.000
Communication of Instructional Priorities (CIP)	.000
Management of Instructional Process Detractors (MIPD)	.000

The total variance in student achievement accounted for by the five subscales (R^2) was .49 percent. Hence H_1, there is no predictability of student achievement by the SCLQ, was rejected for the high-performing sample (n = 93). However, because the n/k ratio was approximately 3/1, the prediction equation will probably not predict well on other samples and is therefore of questionable utility.

For the low-performing sample (n = 810), the first null hypothesis (H_1) was tested by observing the correlations between the subscales and student achievement. As the reader can see in Table 32, all correlations were positive meaning as scores on the SCLQ subscales increased, student achievement scores increased.

Table 32

Pearson Correlations of SCLQ Subscales to Student Achievement (FCAT) for Low-Performing Sample (n = 810)

	FCAT	ILT	OP	MA	CIP	MIPD
[1]FCAT	1.000					
[2]ILT	.078	1.000				
[3]OP	.118	.586	1.000			
[4]MA	.124	.683	.723	1.000		
[5]CIP	.113	.595	.649	.674	1.000	
[6]MIPD	.076	.475	.402	.405	.473	1.000

Notes. [1]Florida Comprehensive Assessment Test
[2]Interpersonal Leadership Traits
[3]Outreach to Parents
[4]Measures of Accountability
[5]Communication of Instructional Priorities
[6]Management of Instructional Process Detractors

Using an alpha level of .01 (adjusted by a Bonferroni upper bound), p values for Outreach to Parents (OP), Measures of Accountability (MA), and Communication of Instructional Priorities (CIP) were less than .01 which indicated that there was a less than 5 percent chance that a Type I sampling error contributed to the correlation results (Table 33).

Table 33

Two-Tailed P-Values for SCLQ Subscales for Low-Performing Sample (n = 810)

Subscale	p-Values
Interpersonal Leadership Traits (ILT)	.026
Outreach to Parents (OP)	.000
Measures of Accountability (MA)	.000
Communication of Instructional Priorities (CIP)	.002
Management of Instructional Process Detractors (MIPD)	.030

The total variance in student achievement accounted for by the five subscales (R^2) was .037 percent. The n/k value of 30/1 was more than acceptable. Hence H_1, there is no predictability of student achievement by the SCLQ, was rejected in the low-performing sample (n = 810) for subscales OP, MA, and CIP.

Testing the second null hypothesis (H_2), the frequency of the Socio-Cultural Leadership behaviors observed between principals of low-performing and high-performing schools was equal, became the researcher's next order of business. Practically speaking, the researcher wondered whether or not Socio-Cultural Leadership behaviors happened more frequently within the low-performing sample or the high-performing sample. Empirically speaking, the second null hypothesis (H_2) stated that the subscale mean scores were the same for the high-performing sample and the low-performing sample. Means and standard deviations for both samples can be found in Table 34.

Table 34

Subscale Means and Standard Deviations for High-Performing Sample (n = 93) and Low-Performing Sample (n = 810)

Subscale	High Mean Low Mean	High Std. Deviation Low Std. Deviation
Interpersonal Leadership Traits (ILT)	28.739 27.748	5.706 6.012
Outreach to Parents (OP)	19.810 18.642	4.158 3.970
Measures of Accountability (MA)	22.200 21.545	5.024 5.236
Communication of Instructional Priorities (CIP)	21.957 21.313	3.412 3.420
Management of Instructional Process Detractors (MIPD)	18.371 17.207	2.289 2.789

An independent t-test was used to test H_2. The null hypothesis of the t-test is an assumption that the variances are equal in the two populations from which the samples are drawn. Therefore, Levene's test was used to test the equal variance null hypothesis. With the exception of MIPD (management of instructional process detractors), probabilities from Levene's test were all greater than .05 (Table 35). This indicated that equal variances were assumed for ILT (interpersonal leadership traits), OP (outreach to parents), MA (measures of accountability), CIP (communication of instructional priorities), but equal variances were not assumed for MIPD (management of instructional process detractors).

Table 35

Independent Samples Tests

Subscale	Levene's Test for Equality of Variances	T-Test for Equality of Means	Cohen's Effect Size
Interpersonal Leadership Traits (ILT)	.332	.130	N/A
Outreach to Parents (OP)	.376	.008	.287
Measures of Accountability (MA)	.863	.251	N/A
Communication of Instructional Priorities (CIP)	.984	.086	N/A
Management of Instructional Process Detractors (MIPD)	.006	.000	.458

The actual t-test between means also computed probabilities for ILT, OP, MA, CIP, and MIPD. As noted in Table 34, the probability for OP (.008) and MIPD (.000) are the only probabilities less than .05. Looking at the means from Table 33, the researcher found that principals in high-performing schools exhibited behaviors indicated by subscales OP and MIPD significantly more than principals in low-performing schools ($p < .05$).

Realizing that statistical significance is affected by sample size and the sample sizes between high-performing (93) and low-performing (810) vary a great deal, the researcher was interested in indices of practical significance that were independent of

sample sizes. Subsequently, effect sizes were computed for the independent t-tests that were determined to be significant. Using Cohen's notion of a small effect size being up to .2 and a medium effect size being at least .5, the effect sizes seen in Table 34 were determined to be small. The notation of the effect sizes provided a more complete description of the magnitude of the significance of the t-tests.

Summary of predictability of student achievement by the SCLQ. The SCLQ subscales OP and MIPD positively correlated with student achievement in the total sample (n = 903). Likewise, SCLQ subscales OP, MA, and CIP positively correlated with student achievement in the low-performing sample (n = 810). There is a less than 5 percent chance that these findings were due to a Type I sampling error. In contrast, the SCLQ negatively correlated with student achievement in the high-performing sample. While there was a less than 5 percent chance that this finding was due to a Type I sampling error, the n/k ratio of 3/1 rendered this finding limited in its utility. Finally, principals in high-performing schools exhibited behaviors indicated by subscales OP (outreach to parents) and MIPD (management of instructional process detractors) significantly more than principals in low-performing schools.

The culminating portion of this study follows in Chapter 5 with a summary of the findings, a detailed discussion of the findings, and implications for research and practice.

Chapter 5

Conclusions, Discussions, and Implications

The following chapter presents a summary of the major findings of this study. It will include (a) an overview of the study; (b) major findings of the study; (c) strengths and weaknesses of the study; (d) retrospective alternatives to conducting similar studies; (e) practical suggestions for principal professional growth; (f) implications for future research; and (g) a declaration from the researcher.

Overview of the Study

The conceptual framework of this study suggested that school culture (Deal & Peterson, 1999; Smith & Stolp, 1995) must adopt a philosophy that supports the notion that public education is meant to serve the greater community and that effective leadership at all levels of the system, specifically the school principal level, is the only way that public education will fulfill its obligation to society. While the literature offered many aspects of effective school leadership, the researcher conceptualized that none were more substantial than: (a) as the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities (Dewey, 1909; Giesen & Newton, 2004; Johnson; Noguera, 2003; Payne, 1998; Zepeda, 2004); (b) as the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement (Ginwright, 2000; Huffman, 2003; Ludwig, 1999; Shukla-Mehta & Albin, 2003; Weinstein, Curran &

Tomlinson, 2003); (c) as a community leader, the principal must inspire and/or provide incentives for communal learning that is student centered (Ceckley, 2004; Fullan, 2001; Sanders & Harvey, 2002; Whitaker, 1997; Yep & Chrispeels, 2004); and (d) as a school leader, the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture (Deal & Peterson, 1999; Fiore, 2002; Fullan, 2005; Stolp & Smith, 1995) which may have more of an impact on student achievement. After finding a void in the current literature of these theoretical themes, the researcher used the above synthesis of school leadership theory to conceptualize a distinct model of school leadership and subsequently named that model, Socio-Cultural Leadership. It was also conceptually proposed that the aforementioned four descriptors of Socio-Cultural Leadership (instructional, community, emotional, cultural) represented four uncorrelated domains of the model.

The researcher then sought to find what, if any, empirical evidence existed to suggest that principals in high-poverty schools exuded behavioral attributes of Socio-Cultural Leadership and what relationship existed between these behaviors and student achievement. Practically speaking, two events were measured and then compared: (a) the principals' leadership and (b) student achievement. The latter of the two was taken from student results on the Florida Comprehensive Assessment Test (FCAT) and the principals' leadership was determined by the perceptions of teachers who completed the Socio-Cultural Leadership Questionnaire (SCLQ), the instrument devised by the researcher.

A number of survey instruments have been developed to measure principal behaviors and attitudes thought to have a prevailing impact on school conditions,

specifically student achievement (Lester & Bishop, 2000), thus creating a sense of precedence for this particular researcher to attempt to ascertain principal behaviors through instrumentation. While these survey instruments served as precedence for measuring principal effectiveness through quantitative measures, they failed to measure the essence of Socio-Cultural Leadership; thus necessitating the creation of the SCLQ. In order to create the SCLQ, the researcher (a) transformed theoretical findings from the literature into measurable constructs (variables); (b) verified the theoretical relationships of the constructs with experts in the related fields of research; (c) generated feedback from non-sampled teachers on the readability of questions and structure of the instrument (pilot study); (d) statistically determined internal consistency of each of the four domains separately; and finally (e) used principal components analysis to explore the existence of the four domains as described.

In order to test the validity of the Socio-Cultural Leadership construct, a large urban school district was chosen as the contextual backdrop of this study. All K-12, high poverty schools within the district that retained the same principal for two or more years were solicited for participation in this study; the FCAT, and the FCAT only, constituted student achievement and; personal demographic data (race, gender, religion, nationality, sexual orientation, etc) with regard to the principal were not used to include or exclude a school from the study. The respondents in this study were all urban school teachers in the above targeted schools. The SCLQ used a Likert-type scale (A = Always, B = Often, C = Sometimes, D = Rarely, and E = Never) to depict their answers. A cadre of statistical procedures was then used to empirically address each research question.

The sections that follow provide a summary of major findings and conclusions from the statistical procedures employed in this study.

Major Findings and Conclusions

The primary function of this study was to establish the reliability and validity of the SCLQ. The version of the SCLQ administered to elementary and secondary teachers contained 40 questions and were separated into four hypothesized domains (instructional, emotional, community, and cultural) as described in Chapter 2. The findings in this study explicitly provided substantive and empirical support for the leadership model, Socio-Cultural Leadership. All four domains met the desired measure of internal consistency which was a Cronbach Alpha of .70 or higher and there were no high inter-item correlations; meaning that the hypothesized model actually measured the proposed theoretical constructs and enough evidence was derived to consider each item as an independent variable within each domain. While internal consistency of each domain was determined to be high, the principal components analysis did not find that Socio-Cultural Leadership was made up of four domains as hypothesized. Instead of four domains that were originally hypothesized, the statistical analysis found that there were actually five domains. Thus, the four original domains developed were composed of five independent and distinct components.

The five distinct domains of the SCLQ derived from the statistical analysis were: Interpersonal Leadership Traits (ILT) which accounted for 42.04 percent of the variance; Outreach to Parents (OP) which accounted for 4.8 percent of the variance; Measures of Accountability (MA) which accounted for 3.8 percent of the variance; Communication of Instructional Priorities (CIP) which accounted for 2.8 percent of the variance; and

Management of Instructional Process Detractors (MIPD) which accounted for 2.5 percent of the variance. These five domains, totaling 27 retained items, accounted for 56.20 percent of the variance explained by the original 40 item SCLQ. The overall reliability coefficients for the five derived domains were high and ranged from .883 (ILT) to .584 (MIPD).

As for the predictability of student achievement derived from the subscales of the SCLQ, OP (outreach to parents) and MIPD (management of instructional process detractors) positively correlated with student achievement in the total sample (n = 903). Likewise, SCLQ subscales OP, MA, and CIP positively correlated with student achievement in the low-performing sample (n = 810). Both sets of positive correlations were found to be significant at the $p < .01$ level, which was a Bonferroni adjustment of a .05 alpha level due to the testing of multiple hypothesizes. Essentially, in both the total sample and the low-performing sample, as principals exhibited behaviors depicted by subscales OP and MIPD, FCAT scores increased as well, slightly. Furthermore, these findings were right at least 95 percent of the time and not caused by a Type I sampling error.

In the high-performing population (n = 93), all five subscales were found to have negative correlations to student achievement. However, this finding was determined to be of limited utility because of the low n/k ratio (3/1); meaning, the data collected was not enough to declare this finding as significant. Lastly, principals in high-performing schools exhibited behaviors indicated by subscales OP (outreach to parents) and MIPD (management of instructional process detractors) significantly more than principals in low-performing schools.

As the aforementioned sections provided an overview of the study and the significant findings of the study, the next section will provide insight into the strengths and weaknesses of the study.

Strengths of the Study

There were many strengths of this study that may contribute to the utility and generalizability of the findings; primarily in the areas of (a) review of literature; (b) contextual setting; and (c) sample size. As for the review of literature, more that 160 books, research studies, and peer-reviewed articles were consulted around the topics of school leadership, organizational leadership, school improvement, and poverty. The conceptual framework was significantly influenced by the discoveries of said body of literature. The large urban school district located in the south-eastern portion of the United States selected as the contextual backdrop of this study, made for an opportune setting to collect data from teachers who teach large concentrations of children living in poverty. The sampling of teachers that participated in this study (n = 903), statistically contributed to the significance in the findings of this study.

Weaknesses of the Study

As there are facts about the preceding study that added to the utility of the findings, there are aspects of this study that threaten the generalizability of the findings; primarily in the areas of (a) methodology; (b) conceptual framework; and (c) number of districts sampled. This was an exploratory study based on the potential impact of a pre-determined conceptual framework derived from theory. Intuitively speaking, there is some tension in using exploratory analysis in attempting to confirm pre-established or hypothesized theory. While researcher objectivity in the analysis of research used to

conceptualize the framework was vigorously pursued, researcher bias was still evident in the selection of literature and the selection of salient themes from the literature. This was only one study, in one district; therefore the findings may not be applicable in other settings.

The following section will outline a number of options the researcher could have employed in order to capitalize on the strengths of the study, while minimizing the weaknesses of this particular study.

Retrospective Alternatives to the Study

While the body of research used to conceptualize the initial four domains (instruction, emotion, community, culture) was robust, more steps should have been taken in order to refine the resulting questionnaire items. This study did one pilot study and only asked 96 teachers (83 percent responded) to comment on the readability of each question and the structure of the instrument. The teachers surveyed in the pilot study, were not urban school teachers and none were secondary; perhaps, they should have been. The researcher also ignored a salient theme from the pilot study respondents; which was to add a responder option of "Don't Know" to the Likert-type scaled used. Of the sample that completed the SCLQ (n = 903), there was a noteworthy amount of missing answers (see Table 3). The researcher's conceptual assumption was that teachers had an awareness of the principal behaviors depicted by the questionnaire. This assumption rendered potentially valuable data missing from this study. Instead of noting missing values and replacing them with mean values, the researcher could have given the respondents an opportunity to say, "I do not know;" this would have added additional data to be analyzed.

A large urban school district was an appropriate locale for this study to take place; however not expanding this study to other districts, in other parts of the state and country, prevented the study from having heterogeneous significance in terms of geographical and cultural settings. In addition to having a more diverse number of districts participate in this study, the researcher should have solidified the participation of 100 percent of the schools that qualified instead of 26 percent. An increase in sample sizes of districts, schools, and teachers, would have enabled the researcher to compare and contrast the findings of this study around variables such as race, gender, class, grade level, and student exceptionalities; just to name a few.

With consideration to the weaknesses of this study, it is the researcher's assertion that this study can have practical implications to the professional development of principals in the sampled district. The next section will address these implications.

Implications for Principal Professional Growth

In order to contribute to the intellectual capital of the principals in the sampled district, an item-by-item discussion within each of the five distinct subscales, to include theoretical foundations of subscale items and practical implications of the subscale for the sampled principals, will be presented in the following sections.

Interpersonal Leadership Traits (ILT). People within school communities that wish to be a part of effective school reform for poor children are often in a difficult emotional state because of the seemingly insurmountable obstacles that they face and the lack of self-efficacy that exists to diminish these obstacles. Ironically, according to Shields (2004), "Educators seeking to introduce meaningful change have ignored much of the wisdom of educational philosophers and focused [more] on programs than on

people, more on reforms than on relationships" (p. 114). Interactions, from a personal/emotional perspective, between principals and teachers have an impact on student achievement (Mason, 2004). Item EII (inadequate interpersonal skills) and item EMI (manage impulsive behavior) were found to support these theoretical notions by loading high on this subscale.

Along with other researchers, Barnett and McCormick (2004) found that teachers reported that they wanted principals to treat them as respected colleagues; while Brown and Anfara (2003) found that teachers expressed emotional fulfillment when principals sought their opinions on matters of importance as opposed to managing them through a series of top-down mandates. Additionally, the following items loaded high on this subscale as well: CLD (lead by dictatorship), ESH (self-confidence and humility), EPA (optimistic attitude), ECC (accepts criticism), and ESR (respect for staff).

The entire subscale, Interpersonal Leadership Traits (ILT), was found to have a low, but positive, correlation to student achievement. However, that finding was not found to be significant ($p > .01$) in the total ($n = 903$) and low-performing ($n = 810$) samples. Student achievement (FCAT scores) was found to increase slightly as principal scores on this domain increased; however, this study did not find enough evidence to predict this outcome at least 95 percent of the time. This finding could have been due to a Type I sampling error; therefore it is recommended that principals use the theoretical constructs to influence their behaviors while acknowledging the limitations of those constructs.

Outreach to Parents (OP). Cunningham (2004) found that student learning outcomes are maximized when parents are made aware of standards and frequently

informed of their students' progress, or lack thereof, in attaining those standards. The aforementioned information must also reach parents; especially single mothers, in very practical and pioneering ways (Bloom, 2003). In addition to receiving information about standards and progress, parents reported having an enhanced feeling of confidence in the learning environment when their opinions on school decisions were sought after and used (Doyle, 2004). The researcher made use of these theoretical concepts in the creation of items CGS (communicate school goals), CSR (solicit input and resources from parents), CPI (frequently inform parents), and CRP (reach out to poor single mothers) and subsequently found that they loaded high on this subscale.

"Parents and families are among the most important influences on children's academic performance, particularly in families most at risk for school failure based on poverty" (Kitano, 2003, p. 298). Recognizing the significance of the surrounding community on student achievement, Ceckley (2004) found that teachers, in high-poverty schools especially, needed to be made aware of the attitudes and beliefs of the surrounding community in order to be able to manifest those attitudes and beliefs into enhanced student achievement. Other theorists also concurred with these findings (Shields, 2004; Payne 1998) and hence the researcher created item CAC (awareness to cultural norms).

Subscale Outreach to Parents (OP), while the positive correlation was low (.134), was found to predict student achievement ($p < .01$) in the total sample ($n = 903$) and the low-performing sample ($n = 810$). Principals from this study can interpret the findings from this subscale to suggest that behaviors described by the questions in this domain

have a direct effect on student achievement. This effect is notably weak; yet it does exist at least 95 percent of the time and is not caused by a Type I sampling error.

Measures of Accountability (MA). Barnett and McCormick (2004) found that when principals demonstrated concern and/or appreciation for individual teachers, teachers' performance was enhanced. Item ETR (reward high-performing teachers) derived from this notion and loaded high on this subscale. Items CCE (teachers evaluating the principal), CCS (awareness of shared stories), and CCR (awareness of rituals) likewise loaded high on this subscale. The research on effective school cultures revealed that when school rituals (Gruenert, 1998) involve teachers being given the opportunity to critique the principal, formally and informally, create school traditions (Bolman & Deal, 1997) that perpetuate high teacher worth within a school. Gruenert (2004) and Fullan (2003) also suggested that teachers should (1) be encouraged to observe other teachers teaching and (2) be introduced to innovative ways of thinking about age-old problems in schools. Items CCO (teachers observing teachers) and CCT (innovative problem solving) were created because they embodied these theoretical findings. They too loaded highly on this subscale which positively correlated to student achievement but the finding was not deemed significant at the $p < .01$ level in the total ($n = 903$) and low-performing ($n = 810$) samples.

Student achievement (FCAT scores) was found to increase slightly as principal scores on this domain increased; however, this study did not find enough evidence to predict this outcome at least 95 percent of the time. This finding could have been due to a Type I sampling error; therefore it is recommended that principals use the theoretical

constructs to influence their behaviors while acknowledging the absence of direct effects on student achievement.

Communication of Instructional Priorities (CIP). Items IHQ (encourage higher level questioning by teachers) and ITL (encourage teacher leadership) loaded high on this subscale. Johnson (2002) found that children living in poverty were typically not exposed to instructional strategies and/or expectations requiring them to think critically and suggested that classroom instructors be encouraged to use higher level questioning techniques. Similarly, McEwan (1998) found encouraging teacher leadership to be one of seven recommendations to principals wanting to become effective instructional leaders.

Items IDT (engage faculty in teaching and learning dialogue) and ICA (communicate that all children can learn) also loaded high on this subscale. In 1991, DuFour, an international educational consultant, recommended that principals not only provide on-going staff development for teachers, but actively participate in planning and presenting such activities. Likewise, Whitaker (1997) found that principals' communicated expectation of high learner outcomes was one of four recommended strategies to improve student achievement. As far as relevant curriculum is concerned, Dewey (1909) articulated that learning is not at its best until curriculum is made over in the innate interests of students. Item IRC (making curriculum relevant) loaded highly on this subscale as well.

The regression analysis for this subscale failed to reject the null hypothesis and therefore, this study did not find the ability for this subscale to predict student achievement in all three samples. In other words, student achievement (FCAT scores) was found to increase slightly as principal scores on this domain increased; however, this

study did not find enough evidence to predict this outcome at least 95 percent of the time. This finding could have been due to a Type I sampling error; therefore it is recommended that principals use the theoretical constructs to influence their behaviors while acknowledging the absence of direct effects on student achievement.

Management of Instructional Process Detractors (MIPD). When principals allow teachers to work in complete isolation of each other (Lam, Yim, & Lam, 2002) and they do not proactively manage school order (Weinstein, Curran, & Tomlinson-Clarke, 2003), students will not reach their optimal levels of learning. This study also found that items ITC (discourage collaboration) and ISS (ignore school safety), embodied the above theoretical findings, loaded highly on this subscale. Moreover, the research was conclusive in finding that when principals allow school cultures to accept less than adequate performance from poor students and when their managerial behaviors fail to address ineffective classroom instruction, student achievement will not be at its best (Gieson & Newman, 2004; McEwan, 1998). Subsequently, items IPE (use poverty as an excuse) and III (ignore ineffective teaching) were developed and included in the SCLQ; they both loaded high on this subscale.

This subscale significantly correlated with student achievement ($p < .01$) in the total ($n = 903$) and low-performing ($n = 810$) samples. Subscale Management of Instructional Process Detractors (MIPD), while the positive correlation was low (.094), was found to predict student achievement ($p < .01$) in the total sample and the low-performing sample. Principals from this study can interpret the findings from this subscale to suggest that behaviors described by the questions in this domain have a direct effect on student achievement. This effect is notably weak; yet it does exist at least 95

percent of the time and is not caused by a Type I sampling error. After administering the School Managerial Control Questionnaire (SMCQ) to teachers in the 4th largest school district in the country, Bogotch, Williams, and Hale (1995) empirically discovered corroborating evidence to substantiate the significance of managerial activities described by this domain. Among other findings, they found that "for schools to function optimally, school-level administrative behaviors need to instill the ideas of continued growth and development for teachers, staff, as well as students" (p. 58).

Summary practical implications for principals. In summation, of the five subscales of the SCLQ, 2 of them, OP (outreach to parents) and MIPD (management of instructional process detractors), reject the null hypothesis and can predict student achievement. While the correlations to student achievement from these two subscales were significant and positive, they were low (.134 and .094 respectively). On the surface, the reader may assume that the null hypothesis should not be rejected based on these data. Practically speaking, the researcher senses that would be a mistake in judgment. With all of the many people and factors that contribute to student achievement outcomes, to empirically demonstrate that the attitudes and behaviors of one person, the principal, can predict student achievement at all, has implications for practicing principals in this district. In addition to subscales OP and MIPD being the only subscales to significantly correlate to student achievement, principals in high-performing schools exhibited the behaviors depicted by these subscales more frequently than principals in low-performing schools.

In order to further contribute to the professional growth of principals sampled, Tables 36 and 37 provided practical examples of how existing practitioners (school

principals) can embody behaviors portrayed by each question in domains OP (outreach to parents) and MIPD (management of instructional process detractors).

Table 36

Questions and Practical Examples of SCLQ Subscale Outreach to Parents (OP)

OP Question	OP Practical Examples
How frequently does your principal communicate school achievement goals and standards to parents in a practical manner?	• Meet regularly with formal and informal parent groups • Build self-capacity as well as staff's capacity in understanding federal, state, and local reform efforts • Facilitate parent workshops specifically to discuss governmental reform (NCLB, A+ Plan, A++ Plan, One Voice, etc…) • Remove all educational jargon when explaining initiatives to parents • Provide practical examples to parents on how they can reinforce achievement standards at home
How frequently does your principal build teachers' awareness to cultural norms of poor communities?	• Inform teachers of pertinent historical facts of the local community • Physically bring teachers out into the community and bring the community into the school • Encourage staff to participate in community celebrations • Encourage teachers to assign cross-curricular assignments to students that connect with the surrounding community

(table continues)

Table 36 *(continued)*

OP Question	OP Practical Examples
How frequently does your principal actively solicit input from parents, homeowners, business owners, etc, for obtaining and allocating resources?	• Ask community members to participate in the annual budget process • Create community panels for hiring teachers • Join and actively participate in formal community organizations (Chamber of Commerce, Homeowner Associations, etc…) • Ask business owners to reinforce school values through business culture • Honor all community requests for assistance • Listen attentively to community activists
How frequently does your principal promote methods that ensure parents are frequently informed of their child's progress?	• Extend communicative efforts beyond required methods (report cards, interim reports, etc) • Ensure all school-home communications are considerate of non-English speaking households • Thoroughly explain progress reports and connect student progress, or lack thereof, to state and federal standards • Give parents learner outcome expectations prior to giving assignments • Use all available technology in communicating student progress, being mindful of community access to said technology

(table continues)

Table 36 *(continued)*

OP Question	OP Practical Examples
How frequently does your principal implement new and innovative ways of reaching out to poor single mothers?	• Attend community gatherings outside of school sponsored events • Proactively provide information to parents in manners that create flexible access to information (websites, mailings, etc…) • Have childcare available for all events requiring parent attendance • Bring social service programs to the school (health fairs, financial aid seminars, employment, etc…) • Establish relationships with business (local employers) that generate worksite flexibility in being able to tend to student matters

Table 37

Questions and Practical Examples of SCLQ Subscale Management of Instructional Process Detractors (MIPD)

MIPD Question	MIPD Practical Examples
How frequently does your principal allow poverty to be an excuse of why children cannot learn?	• In all communications with teachers, endorse the philosophy of all children being able to learn • Collaboratively establish high expectations for student achievement • Insist that teachers use high yield instructional strategies and activities that are appropriately rigorous, relevant, and attainable
How frequently does your principal encourage collaboration among teachers?	• Create time for teachers to collaborate with each other • Require teacher participation in group work efforts • Build teachers' capacity in being able to collaboratively decide on instructional strategies and scope/sequence of curriculum • Create time for, and encourage, teachers observing teachers • Reward, by investing time and money, into products of teacher collaboration

(table continues)

Table 37 *(continued)*

MIPD Question	MIPD Practical Examples
How frequently does your principal address ineffective instruction from teachers?	• Establish and communicate instructional expectations • Publicly reward teachers that exemplify instructional expectations • Privately redirect teachers who do not exemplify instructional expectations • Connect student achievement to observed teacher behaviors; make teacher-to-teacher comparisons of such • Identify, and celebrate, student achievement gains that result from high yield instruction
How frequently does your principal address school safety issues?	• Adamantly communicate school safety roles and responsibilities to entire community (parents, teachers, students, public safety, etc…) • Respond immediately to all breaches in school safety • Maintain firmness, fairness, and consistency in issuing disciplinary consequences • Proactively address potential threats to school safety • Make all actions public by communicating them frequently

The next section will suggest various ways that similar studies, varying context and methods, will have additional influence on this particular body of knowledge.

Recommendations for Future Research

As mentioned earlier, this study was exploratory and although the findings are weak in terms of the dependent variable, they suggest future lines of inquiry; primarily on the considerations of this study: employment of additional statistical procedures; principal leadership and student achievement; and effective measures of both.

Employment of additional statistical procedures. In order to determine which factor each item from the SCLQ loaded on, an orthogonal versus an oblique varimax rotation was used (Table 19). This generated a result where 12 items were eliminated due to high cross-loading values. An oblique rotation, in future studies, may result in the retention of items that were deleted in this study. An additional rotation of the factors may also result in factor 5, Management of Instructional Process Detractors (MIPD), retaining more than four items. In the high-performing sample (n = 93), this study found that there was a significant negative correlation between the five resulting factors and student achievement (Table 30). This finding was in stark contrast to the findings from the total sample (n = 903) and the low-performing sample (n = 810). For future study, this researcher recommends that a scatter-plot be employed to determine whether or not there exists one or more scores (outliers) that caused this distinct difference.

Principal leadership and student achievement. According to Nunnelley, Whaley, Mull, and Hott (2004), "If educators are truly committed to reaching all students in this age of accountability, then it is the principal who must inspire and lead new ways of reaching students" (p. 57). The idea of "reaching students" refers to successfully living

up to the politically driven ideals of the "Standards Movement" (Foster, 2004) by increasing standardized test scores. The conceptual framework of this study hinged upon these commonly held beliefs as it first qualified principal leadership and then directly quantified its relationship to student achievement. Future research in this district and/or other districts should also consider the indirect effects, if any; principal leadership has on student achievement.

In order for future research to further explore the impact of Socio-Cultural Leadership, it would be advisable to explore the varying effects on student achievement realized by the different subscales of Socio-Cultural Leadership. Will Socio-Cultural Leadership, and/or any of the subscales, affect different student achievement indicators in different ways? Additional student achievement indicators include, but certainly are not limited to, attendance rates, incidents of anti-social student behaviors, dropout rates, college entrance exams, and successful completion of honors and advanced placement courses at the secondary level.

Variance of core academic outcomes affected by Socio-Cultural Leadership and/or individual subscales is in need of additional inquiry. Principals in this district should be cognizant of whether or not this leadership model affects reading achievement in different ways than math achievement, or science achievement. Likewise, what if aspects of Socio-Cultural Leadership affect student achievement outcomes in elementary school differently than middle school and/or high school? What if there is indeed a negative correlation between Socio-Cultural Leadership in elementary school and high school? What if a practicing principal from this district employed this leadership model at an elementary school, is transferred to a high school, and begins immediate

implementation of this model without knowing of the negative correlation that exists? If absolute generalizability and utility are not empirically studied at length, unintended negative outcomes could certainly derive from noble intentions.

Effective measures of leadership and achievement. Prior to the development of the Socio-Cultural Leadership Questionnaire, a number of survey instruments were developed to measure principal behaviors and attitudes (see Chapter 3) thought to have a prevailing impact on school conditions (Lester & Bishop, 2000). Including the SCLQ, they all ask for either the principal or some other person to rate/rank the principal against some pre-established theoretical construct thought to have a significant correlation to student achievement. In the event of the principal being evaluated by other people, specifically direct reports, it is possible for subjective feelings to influence responder statements. In the event of the principal having to complete and submit a self-report, as some surveys call for, there is obvious room for respondent bias. While effective principal leadership is essential to student achievement, future research should explore ways of objectively measuring its existence and minimize bias. "What is the best body of evidence to depict principal leadership?" is an example of a research question that could drive a study. By *best*, the researcher is referring to the least biased measure and/or evaluation of principal behaviors and attitudes. Once the least biased measure of principal leadership is accounted for, a query of whether or not these principal behaviors impact student achievement could be undertaken.

Such the case with finding objective measures of principal behaviors is important, further research is needed to define measures of student achievement. As noted in Chapter 3, the contextual setting of the study took place in a very large urban school

district servicing more than 250,000 students in grades kindergarten through twelve. However, "student achievement" in this study, and in many other studies, was defined as standardized test scores on a sub-culture of the student body. The term *sub-culture* is used because the following student groups are not included in the measure of student achievement: Grades kindergarten, 1, 2, 11, and 12; students with disabilities; and foreign-born students with less than two years in this country. This definition of student achievement does not include grade point averages, graduation rates, or incidents of anti-social behavior, just to name a few. To say the least, there are a number of students and academic and social characteristics of those students, left out of the measure of student achievement; and, there are a number of data left out of the definition of student achievement. What other indicators and/or sub-populations of students can be analyzed as student achievement?

Researcher's Final Declaration

The preceding study culminated a four-year intellectual journey, on the part of the researcher, into principal leadership behaviors that contribute to increased student achievement; especially among students living in poverty. Ironically, the journey began with questions; and it culminates with questions. Rightfully so, this body of research is not intended to be a capstone; rather it is to be a catalyst to fulfilling the researcher's innate moral dedication to the work being done in public schools; specifically schools serving high rates of children living in poverty. It is the aim of the researcher to employ Socio-Cultural Leadership behaviors as a practitioner. More importantly, it is the humble desire of the researcher that school leaders all over the world make use of Socio-Cultural Leadership as a new starting point for the study of school leadership. In order for these

aspirations to reach fruition, empirical inquiry into the limitations of this study's findings, alluded to earlier in this chapter, must be given insistent mindful attention by anyone in a formal or informal capacity to persuade school leadership.

Until such time as the majority of questions asked in this chapter can be empirically answered, it is the humble request of the researcher that each principal be a person that realizes the moral imperative of increasing student achievement for all students. In addition, each principal should combine intellectual capacity, social awareness, managerial astuteness, and political acumen, in the absence of research-proven leadership strategies, to meet the social and academic needs of all students; paying special attention to children living in poverty.

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Appendix A

The Initial SCLQ

THE INITIAL INSTRUMENT

Directions: Indicate the response that best depicts the conditions at your school using the following letters to represent your answer:

A = Always **B** = Often **C** = Sometimes **D** = Rarely **E** = Never

Please describe the frequency of the following behaviors exhibited by your principal. How often does he/she…

THE INSTRUCTIONAL DOMAIN

1) Allow societal ills to have an adverse effect on instruction. (Gieson and Newton, 2004)

Use/Revise/Delete?
Comment:

2) Communicate to school staff that all children can learn. (Whitaker, 1997)

Use/Revise/Delete?
Comment:

3) Use learner outcomes to guide instructional programs and decisions. (Whitaker, 1997)

Use/Revise/Delete?
Comment:

4) Meet with teachers to discuss student work. (Cobb, 2003)

Use/Revise/Delete?
Comment:

5) Encourage collaboration among teachers. (Lam, Yim, and Lam, 2002)

Use/Revise/Delete?
Comment:

6) Establish school goals that do not place instruction as the primary school focus. (McEwan, 1998)

Use/Revise/Delete?
Comment:

7) Set low instructional expectations for teachers. (McEwan, 1998)

Use/Revise/Delete?
Comment:

8) Develop teacher leaders. (McEwan, 1998)

Use/Revise/Delete?
Comment:

9) Engage faculty in professional dialogue about teaching and learning. (DuFour, 1991)

Use/Revise/Delete?
Comment:

10) Clarify the intent of governmental school reform initiatives to school staff. (Leithwood, Steinbach, and Jantzi, 2002)

Use/Revise/Delete?
Comment:

11) Build the relationship between curriculum and the students' environment. (Dewey, 1909)

Use/Revise/Delete?
Comment:

12) Assist teachers in developing critical thinking activities. (Johnson, 2002)

Use/Revise/Delete?
Comment:

13) Encourage teachers to take ownership of classroom management. (Noguera, 2003)

Use/Revise/Delete?
Comment:

14) Dissuade teachers away from examining their own beliefs as they pertain to managing student behavior. (Weinstein, Curran, and Tomlinson-Clarke, 2003)

Use/Revise/Delete?
Comment:

15) Ensure that the physical setting of the school and classrooms support academic and social goals. (Weinstein, Curran, and Tomlinson-Clarke, 2003)

Use/Revise/Delete?
Comment:

16) Empower teachers to work with student families in developing interventions to manage student behavior. (Weinstein, Curran, and Tomlinson-Clarke, 2003)

Use/Revise/Delete?
Comment:

17) Ensure that teachers provide equitable opportunities for all students. (Weinstein, Curran, and Tomlinson-Clarke, 2003)

Use/Revise/Delete?
Comment:

18) Encourage teachers to reinforce on-task student behaviors. (Shukla-Mehta and Albin, 2003)

Use/Revise/Delete?

Comment:

19) Remind teachers not to escalate along with student behaviors. (Shukla-Mehta and Albin, 2003)

Use/Revise/Delete?

Comment:

20) Encourage teachers to use good judgment about which behaviors to punish. (Shukla-Mehta and Albin, 2003)

Use/Revise/Delete?

Comment:

21) Encourage teachers to teach social and academic survival skills to students. (Shukla-Mehta and Albin, 2003)

Use/Revise/Delete?

Comment:

22) Assist teachers to develop rigorous yet attainable instructional goals. (Blackburn, 2005)

Use/Revise/Delete?

Comment:

Is there anything else that I should add and/or read for the Instructional Domain?

<u>THE COMMUNITY DOMAIN</u>

23) Acknowledge that a school community is separated into internal and external parts. (Decker and Decker, 2003)

Use/Revise/Delete?

Comment:

24) Address needs of the internal community and the external community. (Blackburn, 2005)

Use/Revise/Delete?

Comment:

25) Make staff members feel that their needs are insignificant. (Bolman and Deal, 1997)

Use/Revise/Delete?

Comment:

26) Use democratic processes to lead the school. (Brown and Anfara, 2003)
Use/Revise/Delete?
Comment:

27) Make some staff members feel like less than equal members of the internal community. (Collins, 2000)
Use/Revise/Delete?
Comment:

28) Allow some staff members know their role has no impact on student achievement. (Hallinger and Murphy, 1985)
Use/Revise/Delete?
Comment:

29) Encourage teachers to assume roles of school leadership. (Fullan, 2003)
Use/Revise/Delete?
Comment:

30) Build teachers' capacity to exhibit leadership. (Greenfield, 2004)
Use/Revise/Delete?
Comment:

31) Create conditions that solicit acts of leadership from teachers. (Greenfield, 2004)
Use/Revise/Delete?
Comment:

32) Make teachers active members of the school-wide decision-making process. (Yep and Chrispeels, 2004)
Use/Revise/Delete?
Comment:

33) Develop teachers' capacity to share in the decision-making process. (Huffman, 2003)
Use/Revise/Delete?
Comment:

34) Create conditions for teachers to work collaboratively. (Chirichello, 2004)
Use/Revise/Delete?
Comment:

35) Support traditional thinking in teachers that preserve the status quo. (Bogotch, 2002)
Use/Revise/Delete?
Comment:

36) Empower teachers to influence the behaviors of other teachers. (Bowman, 2004)
Use/Revise/Delete?
Comment:

37) Ignore the benefits of bottom-up leadership. (Leithwood and Jantzi, 1999; Fullan, 2003)
Use/Revise/Delete?
Comment:

38) Lead conversations among staff members that create sensitivity to non-traditional family structures. (Shields, 2004; Payne, 1998)
Use/Revise/Delete?
Comment:

39) Communicate school achievement goals and standards to parents in a practical manner. (Cunningham, 2004)
Use/Revise/Delete?
Comment:

40) Build teachers' awareness and sensitivity to cultural norms of the surrounding community. (Ceckley, 2004)
Use/Revise/Delete?
Comment:

41) Create conditions for the school to influential beliefs of the surrounding community. (Ceckley, 2004)
Use/Revise/Delete?
Comment:

42) Actively solicit input from external community members for obtaining and allocating resources. (Doyle, 2004)
Use/Revise/Delete?
Comment:

43) Promote methods that ensure that parents are frequently informed of their child's progress. (Cunningham, 2004)
Use/Revise/Delete?
Comment:

44) Implement new and innovative ways of reaching out to poor single mothers. (Bloom, 2003)
Use/Revise/Delete?
Comment:

45) Ensure that staff members communicate to children in ways that demonstrate consideration their roles in their families. (Payne, 1998)

Use/Revise/Delete?
Comment:

Is there anything else that I should add and/or read for the Community Domain?

THE EMOTIONAL DOMAIN

46) Focus on people and relationships instead of programs and reforms. (Shields, 2004)
Use/Revise/Delete?
Comment:

47) Demonstrate an awareness of employees' emotional states. (Askanasy and Dasborough, 2003)
Use/Revise/Delete?
Comment:

48) Attempt to evoke emotions in people. (Askanasy and Dasborough, 2003)
Use/Revise/Delete?
Comment:

49) Demonstrate an awareness of how their emotions affect their performance. (Blackburn, 2005)
Use/Revise/Delete?
Comment:

50) Demonstrate awareness of their personal strengths and weaknesses. (Goleman, 2002)
Use/Revise/Delete?
Comment:

51) Demonstrate self-confidence. (Goleman, 2002)
Use/Revise/Delete?
Comment:

52) Differentiate superior performers from average performers. (Spencer and Spencer, 1993)
Use/Revise/Delete?
Comment:

53) Use a participatory management style. (Rogers, 1998)
Use/Revise/Delete?
Comment:

54) Demonstrate adequate interpersonal skills. (Rogers, 1998)
Use/Revise/Delete?
Comment:

55) Manage their impulses. (Goleman, 2002)
Use/Revise/Delete?
Comment:

56) Exemplify the values that he/she communicates. (Goleman, 2002)
Use/Revise/Delete?
Comment:

57) Effectively manage multiple demands. (Goleman, 2002)
Use/Revise/Delete?
Comment:

58) Communicate high personal standards. (Goleman, 2002)
Use/Revise/Delete?
Comment:

59) Demonstrate an optimistic attitude. (Goleman, 2002)
Use/Revise/Delete?
Comment:

60) Accept constructive criticisms. (Mason, 2004)
Use/Revise/Delete?
Comment:

61) Accept personal responsibility for school failures. (Mason, 2004)
Use/Revise/Delete?
Comment:

62) Treat staff members with respect. (Barnett and McCormick, 2004)
Use/Revise/Delete?
Comment:

63) Effectively manage social networks. (Goleman, 2002)
Use/Revise/Delete?
Comment:

64) Inspire people with a vision for the future of the school. (Goleman, 2002)
Use/Revise/Delete?
Comment:

65) Effectively build buy-in among diverse stakeholders. (Goleman, 2002)
Use/Revise/Delete?
Comment:

66) Develop other leaders. (Goleman, 2002)
Use/Revise/Delete?
Comment:

67) Challenge the status quo. (Goleman, 2002)
Use/Revise/Delete?
Comment:

68) Serve as an advocate for change. (Goleman, 2002)
Use/Revise/Delete?
Comment:

69) Accessible to staff members. (Barnett and McCormick, 2004)
Use/Revise/Delete?
Comment:

70) Effectively manage conflict. (Goleman, 2002)
Use/Revise/Delete?
Comment:

71) Encourage individual efforts. (Barnett and McCormick, 2004)
Use/Revise/Delete?
Comment:

72) Recognize individual efforts. (Barnett and McCormick, 2004)
Use/Revise/Delete?
Comment:
Is there anything else that I should add and/or read for the Emotional Domain?

<u>THE CULTURAL DOMAIN</u>

73) Demonstrate an understanding of the values that shape the attitudes of stakeholders. (Leithwood and Jantzi, 1999)
Use/Revise/Delete?
Comment:

74) Underestimate the pattern of interactions between the internal and the external community. (Weaver, 1996)
Use/Revise/Delete?
Comment:

75) Give teachers an opportunity to assess principal leadership. (Gruenert, 2004)
Use/Revise/Delete?
Comment:

76) Encourage teachers to observe other teachers teaching. (Gruenert, 2004)
Use/Revise/Delete?
Comment:

77) Demonstrate an awareness of normative school behaviors that greatly influence student achievement. (Fullan, 2001)
Use/Revise/Delete?
Comment:

78) Demonstrate an ability to augment school culture. (Gruenert, 2004)
Use/Revise/Delete?
Comment:

79) Introduce new elements into the school as a way of influencing organizational behavior. (Fullan, 2003)
Use/Revise/Delete?
Comment:

80) Enjoy tension and conflict. (Fullan, 2001)
Use/Revise/Delete?
Comment:

81) Demonstrate insensitivity to the change process. (Huffman, 2003)
Use/Revise/Delete?
Comment:

82) Demonstrate an awareness of the time needed in order for change to be a part of the culture. (Huffman, 2003)
Use/Revise/Delete?
Comment:

83) Demonstrate an awareness of how staff members interpret the meaning of school symbols. (Gruenert, 1998)
Use/Revise/Delete?
Comment:

84) Demonstrate an awareness of how myths expose positive and negative things about the school. (Bolman and Deal, 1997)
Use/Revise/Delete?
Comment:

85) Demonstrate an awareness of how shared stories among staff members perpetuate traditions within schools. (Bolman and Deal, 1997)

Use/Revise/Delete?

Comment:

86) Demonstrate an awareness of the relationship between rituals (daily, weekly, monthly, yearly) and the impact on student achievement. (Gruenert, 1998)

Use/Revise/Delete?

Comment:

87) Demonstrate an awareness of staff members' attitudes that exist to preserve the status quo. (Gruenert, 1998)

Use/Revise/Delete?

Comment:

88) Positively influence the relationship between teachers and students. (Sarason, 1996)

Use/Revise/Delete?

Comment:

89) Shape teachers' assumptions regarding students in a positive way. (Sarason, 1996)

Use/Revise/Delete?

Comment:

90) Create tension among staff members. (Gruenert, 1998)

Use/Revise/Delete?

Comment:

91) Increase the capacity of staff members to deal with ambiguity. (Gruenert, 1998)

Use/Revise/Delete?

Comment:

Is there anything else that I should add and/or read for the Cultural Domain?

Appendix B

Request to Experts

SOCIO-CULTURAL LEADERSHIP QUESTIONAIRRE

The Socio-Cultural Leadership Questionnaire (SCLQ) was created to give teachers the opportunity to evaluate the effectiveness of their principal, as measured by the four domains of Socio-Cultural Leadership. The four domains are the instructional domain, the community domain, the emotional domain, and the cultural domain. After an extensive review of literature in the areas of educational leadership, student achievement, and school improvement, many contributing factors were shown to have an impact on student achievement; however none were more salient than the direct and indirect impact of effective local school leadership, by way of a principal. As the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities. As the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement. As a community leader, the principal must inspire and/or provide incentives for communal learning that is student centered. Finally, the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture which may have more of an impact on student achievement than her leadership style. Teachers' perceptions of principal behavior and attitude were found to be highly influential on school outcomes, most noticeably student achievement.

The SCLQ is divided into four sections. The information gathered via this instrument can be used to identify professional development needs of individual principals that will enhance student achievement outcomes, especially in communities plagued with poverty. At this stage of instrument development, I am looking for

content/construct validity of the questions and domains as well as written clarity for each of the questions. I have provided you with the questions themselves, a citation name to indicate where I found support for the question, the Likert Scale, and a simulation of what the directions to teacher respondents will be. I have provided you with a space after each question that asks whether I should include the question as is, revise it, or delete it. This is followed by space that allows you to offer any additional comments on each question. At the end of each domain section is a space for you to tell me what I should add/read.

Thank you. Please return to me via e-mail at desmondblackburn@myacc.net.

Appendix C

Final SCLQ With Authors

SOCIO-CULTURAL LEADERSHIP QUESTIONNAIRE (SCLQ)

Directions: After carefully reading each question, please **circle** the response that reflects your perception of the conditions at your school using the following numbers to represent your answer:

5 = Always **4** = Often **3** = Sometimes **2** = Rarely **1** = Never

How frequently does your principal…?

The Instructional Domain					
1) Use poverty as an excuse of why children cannot learn. (Gieson and Newton, 2004)	5	4	3	2	1
2) Communicate to school staff that all children can learn. (Whitaker, 1997)	5	4	3	2	1
3) Meet with teachers to discuss student work. (Cobb, 2003)	5	4	3	2	1
4) Discourage collaboration among teachers. (Lam, Yim, and Lam, 2002)	5	4	3	2	1
5) Ignore ineffective instruction from teachers. (McEwan, 1998)	5	4	3	2	1
6) Encourage teacher leadership. (McEwan, 1998)	5	4	3	2	1
7) Engage faculty in dialogue about teaching and learning. (DuFour, 1991)	5	4	3	2	1
8) Encourage teachers to make curriculum relevant to students' interests. (Dewey, 1909)	5	4	3	2	1
9) Encourage teachers to use higher level questioning during instruction. (Johnson, 2002)	5	4	3	2	1
10) Build the capacity of teachers to manage student behaviors. (Noguera, 2003)	5	4	3	2	1
11) Ignore school safety issues. (Weinstein, Curran, and Tomlinson-Clarke, 2003)	5	4	3	2	1
12) Ensure that school activities provide equitable opportunities for all children. (Weinstein, Curran, and Tomlinson-Clarke, 2003)	5	4	3	2	1
The Community Domain					
13) Make staff members feel that their needs are insignificant. (Bolman and Deal, 1997)	5	4	3	2	1
14) Make non-instructional staff members feel like equal members of the staff. (Collins, 2000)	5	4	3	2	1
15) Lead the school by dictatorship. (Brown and Anfara, 2003)	5	4	3	2	1
16) Create conditions that solicit acts of leadership from teachers. (Greenfield, 2004)	5	4	3	2	1

17) Make school-wide decisions without seeking teacher input. (Yep and Chrispeels, 2004)	5	4	3	2	1
18) Encourage sensitivity to non-traditional family structures. (Shields, 2004; Payne, 1998)	5	4	3	2	1
19) Communicate school achievement goals and standards to parents in a practical manner. (Cunningham, 2004)	5	4	3	2	1
20) Build teachers' awareness to cultural norms of poor communities. (Ceckley, 2004)	5	4	3	2	1
21) Create conditions for the school to influence beliefs of the surrounding community. (Ceckley, 2004)	5	4	3	2	1
22) Actively solicit input from parents, homeowners, business owners, etc, for obtaining and allocating resources. (Doyle, 2004)	5	4	3	2	1
23) Promote methods that ensure parents are frequently informed of their child's progress. (Cunningham, 2004)	5	4	3	2	1
24) Implement new and innovative ways of reaching out to poor single mothers. (Bloom, 2003)	5	4	3	2	1
The Emotional Domain					
25) Focus on people and relationships instead of programs and reforms. (Shields, 2004)	5	4	3	2	1
26) Demonstrate both self-confidence and humility. (Goleman, 2002)	5	4	3	2	1
27) Demonstrate inadequate interpersonal skills. (Rogers, 1998)	5	4	3	2	1
28) Manage their impulses. (Goleman, 2002)	5	4	3	2	1
29) Role model expected behaviors. (Goleman, 2002)	5	4	3	2	1
30) Effectively manage multiple demands. (Goleman, 2002)	5	4	3	2	1
31) Demonstrate a pessimistic attitude. (Goleman, 2002)	5	4	3	2	1
32) Accept constructive criticisms. (Mason, 2004)	5	4	3	2	1
33) Treat staff members with respect. (Barnett and McCormick, 2004)	5	4	3	2	1
34) Gather buy-in from all stakeholders prior to making significant changes. (Goleman, 2002)	5	4	3	2	1
35) Accessible to staff members. (Barnett and McCormick, 2004)	5	4	3	2	1
36) Reward high-performing teachers. (Barnett and McCormick, 2004)	5	4	3	2	1
The Cultural Domain					
37) Demonstrate an awareness of what is important to poor parents. (Leithwood and Jantzi, 1999)	5	4	3	2	1
38) Give teachers an opportunity to evaluate the principal. (Gruenert, 2004)	5	4	3	2	1
39) Encourage teachers to observe other teachers teaching. (Gruenert, 2004)	5	4	3	2	1

40) Introduce new ways of thinking about old problems. (Fullan, 2003)	5	4	3	2	1
41) Avoid reasonable tension and conflict. (Fullan, 2001)	5	4	3	2	1
42) Demonstrate an awareness of the time needed in order for change to be a part of the culture. (Huffman, 2003)	5	4	3	2	1
43) Demonstrate an awareness of how staff members interpret the meaning of school symbols. (Gruenert, 1998)	5	4	3	2	1
44) Demonstrate an awareness of how shared stories among staff members perpetuate traditions within schools. (Bolman and Deal, 1997)	5	4	3	2	1
45) Demonstrate an awareness of the relationship between rituals (daily, weekly, monthly, yearly) and the impact on student achievement. (Gruenert, 1998)	5	4	3	2	1
46) Positively influence the relationship between teachers and students. (Sarason, 1996)	5	4	3	2	1
47) Shape teachers' assumptions regarding students in a positive way. (Sarason, 1996)	5	4	3	2	1
48) Increase the capacity of staff members to deal with ambiguity. (Gruenert, 1998)	5	4	3	2	1

Appendix D

Researcher's Application to

Florida Atlantic University's Institutional Review Board

INSTITUTIONAL REVIEW BOARD (I.R.B)

APPLICATION FOR THE REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS

Directions: Please complete Sections I - IV. If you have any questions, contact Elisa Gaucher at 7-2318. Return **16 Copies if filing for Category C review or 4 copies if filing for Categories A or B review** *(including the original)* of the completed application and attachments to Sponsored Research, 3731 FAU Boulevard, Research Park # 07, **at least 10 working days** before the next meeting date . This application and its attachments (Protocol) will be returned without review if this form is not **COMPLETE AND TYPED.**

SECTION I: TYPE OF RESEARCH (Refer to Attached Appendix I)

☐ **Category A Research**; Which category of Appendix I (A) applies: ☐A(1) ☐A(2) ☐**A(3)** ☐A(4) ☐**A(5)**

☐ **Category B Research**; Which category of Appendix 1(B) applies: ☐B(1) ☐B(2) . B(3) ☐B(4) . B(5) ☐B(6) ☐B(7) ☐B(8) ☐B(9)

☐ **Category C Research**;None of the above A or B categories apply.

SECTION II:

1. Responsible Project Investigator (FAU Faculty): Dr. Ira Bogotch

   FAU Phone Extension: 561-297-3550

   E-Mail Address: ibogotch@fau.edu

2. Name of Investigator (if different)): Desmond K. Blackburn

   FAU Phone Extension: Not Applicable

   E-Mail Address: desmondblackburn@myacc.net

3. College: Education Department: Educational Leadership

4. Sponsor (if funded): Not Applicable

5. Site of Work (Campus): Boca Raton

Title of Project: SOCIO-CULTURAL LEADERSHIP: PRINCIPALS' PERFORMANCE IN AN ERA OF ACCOUNTABILITY

7. Proposed dates for data collection. Begin date: October 1, 2005 End date: October 1, 2006

8. Investigator is: ☐ Faculty ☐ Staff ☐**Graduate Student** ☐ Undergraduate Student

9. This application is for a: ☐ **New Project** ☐ Periodic Review Amendment

10. Age Range of Subjects: 22 and over

11. Type of subject: ☐ **Adult Non-student** ☐ FAU Student ☐ Minor ☐ Other (describe)_____

12. Subjects: ☐ **Normal Volunteer** ☐ In-patient ☐ Out-patient ☐ Mentally retarded ☐ Mentally disabled ☐ Pregnant women, fetuses ☐ Individual with limited civil freedom

13. Total # of subjects: 500+ # of Treatment Subjects (If Applicable): N/A # of control subjects(If Applicable): N/A

SECTION III: Directions: Please check the appropriate response for questions 14-17 and, in a ***total of no more than four pages,*** please answer the questions 18-23. Please be brief and concise in your responses to each of these questions. Failure to respond to any questions will cause significant delays.

☐**Yes** ☐**No** **14.** Will subjects receive payment or extra credit point compensation for participation? If yes, detail amount, form, and conditions of award.

☐**Yes** ☐**No** **15.** Will access to subjects be gained through cooperating institution? If yes, indicate cooperating institution and attach copy of approval letter from that institution. (e.g. Copy of institution's IRB approval, copy of approval letter from school board, etc.) I am simultaneously applying for IRB approval through the Broward County School District. As soon as they grant me approval, I will forward it to your office.

☐**Yes** ☐**No** **16.** Does this project involve investigator(s) at another institution? If yes, identify investigator(s) and institution and attach copy of agreement to cooperate.

☐**Yes** ☐**No** **17.** Will the subjects be deceived, misled, or have information about the project withheld? If so, identify the information involved, justify the deception, and describe the debriefing plan if there is one.

18. Describe the objectives and significance of the proposed research: The conceptual framework of this study suggests that Socio-Cultural Leadership is composed of the following four factors: Instructional Domain, Emotional Domain, Community Domain, and Cultural Domain. Furthermore, it is posed that these factors, collectively and independently, directly impact student achievement in schools of high poverty. The research questions that will guide this study are as follows:

1) Do the items of the survey instrument divide into the four domains as described?
2) What is the relationship, collectively and independently, between Socio-Cultural Leadership and student achievement in high-poverty schools?

Therefore, the purpose of this study is to, via exploratory factor analysis; confirm that these four factors exist as described and to, via regression analysis, find the direct relationship between the factors and student achievement in high poverty schools. Finally, this study will attempt to differentiate these findings according to the performance levels of the schools sampled.

19. Describe methods for selecting subjects and assuring that their participation is voluntary. Attach a copy of the consent form that will be used. If no consent form will be used, explain the procedures used to ensure that participation is voluntary. **(See attached: sample/standard consent form and guide)**

A large urban school district, Broward County, was chosen as the contextual backdrop of this study. Within this context, this study will explore the Socio-Cultural Leadership behaviors, as perceived by teachers, of principals serving high-poverty school communities. Specifically, the relationship between these behaviors of the principal and student achievement will be explored. All K-12 elementary and middle schools where at least 50% (40% for high schools) of the student body participates in the Federal Free and/or Reduced Lunch Program and has retained the same principals for two or more years will be solicited for participation in this study. Other than the school's yearly performance on the FCAT, there will be no other indicators used to render a school high-performing in this study. Personal demographic data (race, gender, religion, nationality, sexual orientation, etc) with regard to the principal will not be used to include or exclude a school from the study.

20. Describe the details of the procedures that relate to the subject's participation. Attach copies of all questionnaires or test instruments. Additionally, **(NOT IN LIEU OF)** attach a copy of the technical portion of the grant application if this project is part of a sponsored funding request. All subjects (teachers) will voluntarily complete the Socio-Cultural Leadership Questionnaire (SCLQ) once the Principal of the school gives the Investigator permission to solicit their participation. Therefore, the Principal of each school will be given a Principal Consent Form (see attached) which allows him or her to grant/deny the researcher access to the school's campus, per district policy. Once the Principal grants the researcher access to the campus, individual teachers will be solicited, independently from the Principal or any other administrative personnel, for participation as primary subjects via the Teacher Consent Form (see attached). Principals will not be privy to information as to whether or not individual teachers elected to participate in this study or not. A copy of the SCLQ is attached.

21. Describe the methods that will be used to ensure the confidentiality of all subjects' identities and the stored data. Confidentiality of data is required. By consenting to participate in this study, principals agree to allow as many teachers as possible, in their school, to complete the SCLQ. To ensure anonymity and confidentiality of teachers, principals also agree to provide me with the name of a non-administrative member of their faculty. This person would facilitate the survey process and return completed surveys to me at Ramblewood Middle School, via the interdepartmental mail system (PONY).

22. Describe the risks to the subjects and precautions that will be taken to minimize the risks to the subjects. Risk goes beyond physical risk and includes risks to the subject's dignity and self-respect, as well as psychological, emotional, employment, legal, and/or behavioral risk. (Note: There is always minimal risk (s) associated with a project.) The risks involved in participating in this study are no more than one would experience in regular daily activities. All of the results will be kept confidential, secure, and only accessible to my dissertation committee and me. A pseudonym will be used in the final paper when making reference to specific schools. No confidentiality or anonymity guarantees will be violated unless required by law.

23. Describe the benefits of the project to science and/or society. Also describe benefits to the subject, if any exist. The IRB must have sufficient information to make a determination that the benefits outweigh the risks of the project. The impact of poverty is devastating to a learning environment. The results of this study could be beneficial to school principals and those who supervise and/or mentor school principals by uncovering the relative importance of socio-cultural leadership and student achievement. The results of this study could also identify specific socio-cultural leadership practices that predict student achievement. Additionally, the results of this study could create a federal, state, or district appraisal process for principals in high-poverty schools. Most poignant, this study will produce a valid and reliable instrument for assessing Socio-Cultural Leadership behaviors in principals, as perceived by teachers. All possible results will be especially significant in context of those schools with large numbers of poor children.

SECTION D - ASSURANCES

This protocol review form has been completed and typed. I am familiar with the ethical and legal guidelines and regulations (i.e. The Belmont Report, The Code of Federal Regulations Title 45 Part 46, and FAU's Policy) and will adhere to them. Should material changes in procedure involving human subjects become advisable, I will submit them to the IRB for review prior to initiating the change. Furthermore, if any problems involving human subjects occur, I will immediately notify the IRB. I understand that IRB review must be conducted annually and that continuation of the project beyond one year requires resubmission and review.

_____ _____

Responsible Project Investigator / Date Department Chair / Date

SECTION E – ASSURANCE OF SCIENTIFIC AND/OR INSTRUCTIONAL MERIT

This is to certify that I have reviewed this research protocol. I agree that this protocol meets departmental/college standards and attest that the investigator is competent to conduct this research.

_____

Supervising Authority Date

End of Application.

Rev 7/03

Appendix E

Researcher's Application to

Broward's Institutional Review Board

Request Number: _____

(BCPS use only)

Broward County Public Schools, FL
APPLICANT IDENTIFICATION FORM
Research Services

Instructions: Submit one copy.

Title of research project: Socio-Cultural Leadership: Principals' Performance in an Era of Accountability

Name of applicant: *Desmond K. Blackburn*

Business address: 8505 W. Atlantic Blvd.
Coral Springs, Florida 33071

Home address: 1041 Daisy Lane
Weston, Florida 33327

Business phone: 745-322-4345

Fax number: 754-322-4385

Home phone: 954-660-0574

E-mail address: desmondblackburn@myacc.net

Broward County Public Schools, FL
RESEARCH REVIEW FORM
Research Services

Instructions: Submit five copies of this form and five copies of the Research Proposal.

1. Title of research project: Socio-Cultural Leadership: Principals' Performance in an Era of Accountability

Request number _____
(BCPS use only)

2. Reason the project is being conducted (e.g., dissertation, comply with grant): Dissertation

3. Name of university/agency with which applicant is affiliated (if applicable): Florida Atlantic University

4. Name, title and signature of the student advisor certifying that the Research Proposal is acceptable (if applicable):

Dr. Ira Bogotch

5. Anticipated starting date: October 1, 2005

6. Anticipated completion date: October 1, 2006

7. State the general purpose of the research: The conceptual framework of this study suggests that Socio-Cultural Leadership is composed of the following four factors: Instructional Domain, Emotional Domain, Community Domain, and Cultural Domain. Furthermore, it is posed that these factors, collectively and independently, directly impact student achievement in schools of high poverty. Therefore, the purpose of this study is to, via exploratory factor analysis; confirm that these four factors exist as described and to, via regression analysis, find the direct relationship between the factors and student achievement in high poverty schools. Finally, this study will attempt to differentiate these findings according to the performance levels of the schools sampled.

8. List the primary questions to be addressed by the research: Two primary questions will be asked by this study. Do the items of the survey instrument divide into the four domains as described? What is the relationship, collectively and independently, between Socio-Cultural Leadership and Student Achievement in high poverty schools?

9. Describe research activities that will require direct contact with students either on campus or at school events: There will be no part of this research that will require any type of contact with students either on campus or at school events.

10. List the sources of data that are **not** dependent on school/district records. Note that copies of all instruments not reviewed in Mental Measurements Yearbook must accompany the Research Proposal: There are two sources of data **not** dependent on school/district records that will be needed to complete this study: data gathered via the Socio-Cultural Leadership Questionnaire (see attached) and data gathered via the Florida Department of Education's website, www.firn.edu/doe/.

11. List the sources of data that **are** dependent on school/district records. Be specific (e.g., academic grades, attendance): The sources of data that **are** dependent on school/district records are: data retrieved via Broward School District's website, www.browardschools.com, and demographic data of participating principals, gathered from participating principals.

12. Indicate the number of participants and/or subjects in the research. Use the total column if the grade designation is not applicable:

Other Participants	
Teachers 600	

13. Office/school levels targeted by the research:

( ) **district office**	( ) **alternative center**
( ) **area office**	( ) **vocational-technical center**
( ) **elementary school**	( ) **adult center**
( ) **middle school**	( ) **exceptional student center**
( ) **high school**	

14. Estimate the amount of time the research project will require of each type of participant. List the time units in total and/or decimal parts of an hour. (e.g., 1.5 hours, not 1 1/2 hours or 90 minutes):

Activity

Testing/

Assessment/ Training/ Teaching/ Other

Participants	**Surveying**	**Inservice**	**Instruction (Specify):**	**TOTAL**
Students				
Teachers	**15 minutes**		**10 minutes**	
Principals				
Parents				
Others				

15. Describe the expected value of the research to education: The impact of poverty is devastating to a learning environment. The results of this study could be beneficial to school principals and those who supervise and/or mentor school principals by uncovering the relative importance of socio-cultural leadership and student achievement. The results of this study could also identify specific socio-cultural leadership practices that predict student achievement. Additionally, the

results of this study could create a federal, state, or district appraisal process for principals in high-poverty schools. Most poignant, this study will produce a valid and reliable instrument for assessing Socio-Cultural Leadership behaviors in principals, as perceived by teachers. All possible results will be especially significant in context of those schools with large numbers of poor children.

16. Describe the expected value of the research to the Broward County Public Schools: Broward County School District is, by definition, a large urban school district consisting of many high poverty schools. Therefore, the district will reap the benefits outlined in question 15.

17. Beginning with the Research Proposal, list in order the title of all the enclosed documents (e.g., instruments, parent permission form): Research Proposal, Socio-Cultural Leadership Questionnaire, Principal Consent Form

18. Indicate the anticipated date for submitting an electronic copy of the research findings to Research Services: October 1, 2006

Appendix F

Approval Letter From

Florida Atlantic University's Institutional Review Board

FAU
FLORIDA ATLANTIC UNIVERSITY

Division of Research and Graduate Studies
Office of Sponsored Research
Institutional Review Board
777 Glades Road
Boca Raton, FL 33431
Tel: 561.297.0777
Fax: 561.297.2319
www.fau.edu/dsr/committee.htm

MEMORANDUM

DATE: November 9, 2005

TO: Ira Bogotch,
Desmond Blackburn,
Educational Leadership

FROM: Nancy Aaron Jones, Chair

RE: H05-200 "Socio-Cultural Leadership: Principals' Performance in an Era of Accountability"

The Institutional Review Board (IRB) has reviewed the above protocol. Under the provisions for expedited review, this proposed research has been found acceptable as meeting the applicable ethical and legal standards for the protection of the rights and welfare of the human subjects involved.

This approval is valid for **one year from the above memo date.** This research must be approved on an annual basis. It is now your responsibility to renew your approval annually and to keep the IRB informed of any substantive change in your procedures or of any problems of a human subjects' nature.

Please do not hesitate to contact either myself (6-8632) or Elisa Gaucher (7-2318) with any questions.

NJ:eeg

Appendix G

Approval Letter From

Broward's Institutional Review Board

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125 • TEL 754-321-2500 • FAX 754-321-2722

RESEARCH SERVICES
DR. CARY SUTTON, DIRECTOR
www.browardschools.com

SCHOOL BOARD

Chair STEPHANIE ARMA KRAFT, ESQ
Vice Chair BENJAMIN J. WILLIAMS
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ROBERT D. PARKS, Ed.D.
MARTY RUBINSTEIN

DR. FRANK TILL
Superintendent of Schools

December 16, 2005

Mr. Desmond Blackburn
1041 Daisy Lane
Weston, Florida 33327

Dear Mr. Blackburn:

Thank you for submitting your proposal ***Socio-Cultural Leadership: Principals' Performance in an Era of Accountability*** for consideration by the Broward County Public Schools (BCPS). Staff has reviewed your research proposal and approval has been granted.

This approval means that we have found your proposed research methods to be compatible with a public school setting, and your research questions interesting. Based on the information you have supplied, your approval to conduct research will expire on ***October 1, 2006***. If you are unable to complete your research by the date indicated, you must contact the Research Services Department in writing and request an extension.

Implementing your research, however, is a decision to be reached by the affected principals on a strictly voluntary basis. To assist principals in their decision, please outline the operational steps to be performed by staff at their schools. You are asked to share this information at the same time you provide principals with the attached memorandum. The ***Approval Memorandum*** includes the Area Superintendent's signature and must be provided to each principal of each selected research site. These principals will not cooperate unless you provide the ***Approval Memorandum*** to them.

Per your proposal, the anticipated date for submitting an electronic copy of the research findings is **February 1, 2007**. If additional assistance is needed from our staff, **please contact me at (754) 321-2500.**

Thank you for your request.

Sincerely,

Cary Sutton

Cary Sutton, Ed.D., Director
Research Services

COS:bt
Attachment

Appendix H

Request to Conduct Pilot Study (Teachers)

Dear Teachers:

My name is Desmond K. Blackburn. In addition to being the Principal of Ramblewood Middle School, I am a doctoral student at Florida Atlantic University. In order to fulfill the requirements of this degree, I must conduct an authentic research study. Via a review of current literature, I have grouped principal behaviors, which may or may not contribute to student achievement, into four domains.

The purpose of this study is to verify that these four domains exist as described and to find the direct relationship between the domains and student achievement. These four domains have been turned into a questionnaire. My dissertation committee and I have edited my questionnaire to the best of our ability. We are now in need of teacher feedback. This is where I could truly use your help.

Your Principal, Karla Gary-Orange, has allowed me to ask you to assist. I will be at your school on **Tuesday, January 17, 2006, at 8:30 AM in the Media Center** and I will only need approximately 30 minutes of your time. My instrument consists of 42 short questions. I simply need you to read each question of the instrument and give me feedback on two things: (1) readability of the question and (2) content of the question.

While your participation in this activity is completely voluntary, your input will be invaluable to me in completing my degree. Thank you in advance for any assistance you can give me when I come to your school.

Sincerely,

Desmond K. Blackburn

Appendix I

Pilot Study Feedback From Teachers

SOCIO-CULTURAL LEADERSHIP QUESTIONNAIRE (SCLQ)

Directions: After carefully reading each question, please **circle** the response that reflects your perception of the conditions at your school using the following numbers to represent your answer:

5 = Always **4** = Often **3** = Sometimes **2** = Rarely **1** = Never

How frequently does your principal…?

The Instructional Domain					
1) Use poverty as an excuse of why children cannot learn. •	5	4	3	2	1
2) Communicate to school staff that all children can learn. •	5	4	3	2	1
3) Meet with teachers to discuss student work. •	5	4	3	2	1
4) Discourage collaboration among teachers. •	5	4	3	2	1
5) Ignore ineffective instruction from teachers. • Not sure what is meant • How would a teacher know this? • This needs to be clearer • Hard to understand • Hard to read	5	4	3	2	1
6) Encourage teacher leadership. •	5	4	3	2	1
7) Engage faculty in dialogue about teaching and learning. •	5	4	3	2	1
8) Encourage teachers to make curriculum relevant to students' interests. •	5	4	3	2	1
9) Encourage teachers to use higher level questioning during instruction. •	5	4	3	2	1
10) Build the capacity of teachers to manage student behaviors. • Change "capacity" to "ability" • I don't understand this question • Do you mean through training?	5	4	3	2	1

• Capacity?? • Difficult to determine • I do not understand this question • Word differently • Teachers may not know what "build capacity" means					
11) Ignore school safety issues. •	5	4	3	2	1
12) Ensure that school activities provide equitable opportunities for all children. •	5	4	3	2	1
The Community Domain					
13) Make staff members feel that their needs are insignificant. •	5	4	3	2	1
14) Make non-instructional staff members feel like equal members of the staff. •	5	4	3	2	1
15) Lead the school by dictatorship. •	5	4	3	2	1
16) Create conditions that solicit acts of leadership from teachers. •	5	4	3	2	1
17) Make school-wide decisions without seeking teacher input. •	5	4	3	2	1
18) Encourage sensitivity to non-traditional family structures. • What are you trying to ask?	5	4	3	2	1
19) Communicate school achievement goals and standards to parents in a practical manner. •	5	4	3	2	1
20) Build teachers' awareness to cultural norms of poor communities. • "poor" should be "lower income" • What is meant by "cultural norms"	5	4	3	2	1
21) Create conditions for the school to influence beliefs of the surrounding community. • This is ambiguous • What do you mean? • What are you asking? • This is confusing • Please clarify	5	4	3	2	1
22) Actively solicit input from parents, homeowners, business owners, etc, for obtaining and allocating resources. •	5	4	3	2	1

23) Promote methods that ensure parents are frequently informed of their child's progress. •	5	4	3	2	1
24) Implement new and innovative ways of reaching out to poor single mothers. • This is so important • How would teachers know this? • "poor" should be "lower income" • Reword	5	4	3	2	1
The Emotional Domain					
25) Focus on people and relationships instead of programs and reforms. •	5	4	3	2	1
26) Demonstrate both self-confidence and humility. •	5	4	3	2	1
27) Demonstrate inadequate interpersonal skills. •	5	4	3	2	1
28) Manage their impulses. • "their" should be "his or her" • His or Her • His/her • Be more specific • Not clear	5	4	3	2	1
29) Role model expected behaviors. • "role model"… Reword	5	4	3	2	1
30) Effectively manage multiple demands. • Not sure what you mean	5	4	3	2	1
31) Demonstrate a pessimistic attitude. •	5	4	3	2	1
32) Accept constructive criticisms. •	5	4	3	2	1
33) Treat staff members with respect. •	5	4	3	2	1
34) Gather buy-in from all stakeholders prior to making significant changes. • Reword • "gather buy-in"… What?	5	4	3	2	1
35) Accessible to staff members. •	5	4	3	2	1
36) Reward high-performing teachers. • Verbal, written, what?	5	4	3	2	1

• In what way?					
The Cultural Domain					
37) Demonstrate an awareness of what is important to poor parents. •	5	4	3	2	1
38) Give teachers an opportunity to evaluate the principal. •	5	4	3	2	1
39) Encourage teachers to observe other teachers teaching. •	5	4	3	2	1
40) Introduce new ways of thinking about old problems. •	5	4	3	2	1
41) Avoid reasonable tension and conflict. • Makes no sense	5	4	3	2	1
42) Demonstrate an awareness of the time needed in order for change to be a part of the culture. • What?	5	4	3	2	1
43) Demonstrate an awareness of how staff members interpret the meaning of school symbols. • What type of school symbol? • I don't understand question • This is very vague • Don't understand • Please clarify • What are school symbols? • What does this mean? • What do you mean? • What are school symbols • Need clarification… Symbols for what? • What are symbols? • I'm not sure what you are asking • Don't understand • What?	5	4	3	2	1
44) Demonstrate an awareness of how shared stories among staff members perpetuate traditions within schools. • Don't understand	5	4	3	2	1
45) Demonstrate an awareness of the relationship between rituals (daily, weekly, monthly, yearly) and the impact on student achievement. • Don't understand	5	4	3	2	1
46) Positively influence the relationship between teachers and students. •	5	4	3	2	1

47) Shape teachers' assumptions regarding students in a positive way. •	5	4	3	2	1
48) Increase the capacity of staff members to deal with ambiguity. • Don't understand • Not sure of question • Not clear • Makes no sense	5	4	3	2	1

OVERALL COMMENTS:

- Needs a Not Applicable/I Don't Know choice
- You need an "I don't know" column
- Remove the word "poor"

You need an unsure option

Appendix J

SCLQ Used for Final Study

SOCIO-CULTURAL LEADERSHIP QUESTIONNAIRE (SCLQ)

Directions: After carefully reading each question, please **circle** the response that reflects your perception of the conditions at your school using the following numbers to represent your answer:

5 = Always **4** = Often **3** = Sometimes **2** = Rarely **1** = Never

How frequently does your principal…?

1) Use poverty as an excuse of why children cannot learn.	5	4	3	2	1
2) Communicate to school staff that all children can learn.	5	4	3	2	1
3) Meet with teachers to discuss student work.	5	4	3	2	1
4) Discourage collaboration among teachers.	5	4	3	2	1
5) Ignore ineffective instruction from teachers.	5	4	3	2	1
6) Encourage teacher leadership.	5	4	3	2	1
7) Engage faculty in dialogue about teaching and learning.	5	4	3	2	1
8) Encourage teachers to make curriculum relevant to students' interests.	5	4	3	2	1
9) Encourage teachers to use higher level questioning during instruction.	5	4	3	2	1
10) Ignore school safety issues.	5	4	3	2	1
11) Ensure that school activities provide equitable opportunities for all children.	5	4	3	2	1
12) Make staff members feel that their needs are insignificant.	5	4	3	2	1
13) Make non-instructional staff members feel like equal members of the staff.	5	4	3	2	1
14) Lead the school by dictatorship.	5	4	3	2	1
15) Create conditions that solicit acts of leadership from teachers.	5	4	3	2	1
16) Make school-wide decisions without seeking teacher input.	5	4	3	2	1
17) Communicate school achievement goals and standards to parents in a practical manner.	5	4	3	2	1
18) Build teachers' awareness to cultural norms of low income communities.	5	4	3	2	1
19) Actively solicit input from parents, homeowners, business owners, etc, for obtaining and allocating resources.	5	4	3	2	1
20) Promote methods that ensure parents are frequently informed of	5	4	3	2	1

their child's progress.					
21) Implement innovative ways of reaching out to low income non-traditional families.	5	4	3	2	1
22) Focus on people and relationships instead of programs and reforms.	5	4	3	2	1
23) Demonstrate both self-confidence and humility.	5	4	3	2	1
24) Demonstrate inadequate interpersonal skills.	5	4	3	2	1
25) Manage his or her impulses.	5	4	3	2	1
26) Effectively multi-task.	5	4	3	2	1
27) Demonstrate a pessimistic attitude.	5	4	3	2	1
28) Accept constructive criticisms.	5	4	3	2	1
29) Treat staff members with respect.	5	4	3	2	1
30) Accessible to staff members.	5	4	3	2	1
31) Reward high-performing teachers through verbal and/or written recognition.	5	4	3	2	1
32) Demonstrate an awareness of what is important to poor parents.	5	4	3	2	1
33) Give teachers an opportunity to evaluate the principal.	5	4	3	2	1
34) Encourage teachers to observe other teachers teaching.	5	4	3	2	1
35) Introduce new ways of thinking about old problems.	5	4	3	2	1
36) Avoid reasonable tension and conflict.	5	4	3	2	1
37) Demonstrate an awareness of how shared stories among staff members perpetuate traditions within schools.	5	4	3	2	1
38) Demonstrate an awareness of the relationship between rituals (daily, weekly, monthly, yearly) and the impact on student achievement.	5	4	3	2	1
39) Positively influence the relationship between teachers and students.	5	4	3	2	1
40) Shape teachers' assumptions regarding students in a positive way.	5	4	3	2	1

5 = Always **4** = Often **3** = Sometimes **2** = Rarely **1** = Never

Appendix K

Study Request Letter to Principals

Dear Fellow Principal:

My name is Desmond K. Blackburn. In addition to being the Principal of Ramblewood Middle School, I am a doctoral student at Florida Atlantic University. In order to fulfill the requirements of this degree, I must conduct an authentic research study. In order to accomplish this, I have, through a review of literature, grouped principal behaviors into four domains that may or may not significantly impact student achievement.

Therefore, the purpose of my study is to verify that these four domains exist as described and to find the direct relationship between the domains and student achievement. These four domains have been turned into a questionnaire to be completed by teachers. It will take approximately 5 to 7 minutes for each teacher to complete the survey. The title of my research is, ***Socio-Cultural Leadership: Principals' Performance in an Era of Accountability***.

I totally understand that as principal you are extremely busy. If you choose to assist me by participating in this study, the only time I will need from you is the time it takes to read and respond to this e-mail. The reason why it takes no time away from your busy schedule is because I am going to ask you to give me the name of a member of your instructional staff. This person will serve as my liaison to your teachers. He or she will facilitate the administration of the survey with your teachers. To help decide on the person to recommend to me, I listed some possibilities.

- An aspiring administrator
- A Guidance Counselor, A Curriculum Specialist, or A Reading Coach
- A Department Head or A Team Leader
- A BTU Steward

The person you recommend to me may not be an administrator. Again, should you choose to participate, just reply to this e-mail with the name of an instructional staff member from your school who will serve as my liaison.

I have been granted permission from Florida Atlantic University and Broward County School District (see attachments) to ask you to allow your school to participate in this research study. However you are not compelled to participate and your decision, along with any and all findings, is strictly confidential. While your participation in this study is

completely voluntary, your assistance will be invaluable to me in completing my degree. I truly hope you are able to assist me and if not I appreciate you taking the time to read this e-mail.

Sincerely,

Desmond K. Blackburn

Appendix L

Study Request Letter to Research Liaisons

Dear Fellow Educator:

My name is Desmond K. Blackburn. In addition to being the Principal of Ramblewood Middle School, I am a doctoral student at Florida Atlantic University. In order to fulfill the requirements of this degree, I must conduct an authentic research study. To accomplish this, I have, through a review of literature, grouped principal behaviors into four domains that may or may not significantly impact student achievement.

The purpose of my study is to verify that these four domains exist as described and to find the direct relationship between the domains and student achievement. These four domains have been turned into a questionnaire to be completed by teachers. It will take approximately 3 to 6 minutes for each teacher to complete the survey. The title of my research is, ***Socio-Cultural Leadership: Principals' Performance in an Era of Accountability.***

Your principal has graciously allowed me to use your school to conduct my research and has nominated you to serve as my research liaison. I would like to thank you in advance because your assistance is going to be invaluable to me in completing my degree.

The survey that you are going to ask teachers at your school to complete will in no way shape or form be used in an evaluative manner for your principal. Nor will any teacher or school be identified. The teachers' responses will be used to establish statistical reliability and validity of the instrument. Therefore, it is essential to my research that you get as many of your teachers as possible to complete the survey. This can be done in one of the following ways:

- Use the first 10 minutes of a regularly scheduled faculty meeting to distribute them to teachers, wait 3 to 6 minutes for teachers to complete them, then collect them right away

- Set up a time before or after school for teachers to meet you in a designated location to complete the survey and collect it right away

By no means are you limited to one of the above strategies; these are suggestions based on what has worked at other schools. Please use your knowledge of your faculty and your professional relationship with your colleagues to determine which way will work best in order to get the most surveys completed. If you notice, my suggestions do not include you placing them in mailboxes and then having teachers return them to you

at some later time. This is probably one of the most ineffective ways to maximize participation.

I have been granted permission from Florida Atlantic University, Broward County School District, and your Principal to ask teachers in your school to participate in this research study. However they are not compelled to participate and their decision, along with any and all findings, is strictly confidential.

At this time, all I need from you is a reply to this e-mail with the following information: (1) the number of teachers on your staff, (2) which plan you will use to conduct the survey, and (3) approximately when you will conduct it. I will then pony you enough surveys for all your teachers.

Thanks again... I can't express how important this is to me!

Sincerely,

Desmond K. Blackburn