HIGH SCHOOL PRINCIPALS' PERCEIVED LEADERSHIP PRACTICES

AND THEIR RELATIONSHIP TO STUDENT PERFORMANCE ON THE

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS):

A COHORT STUDY

A Record of Study

by

CHRISTOPHER BENTON SOILEAU

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2007

Major Subject: Educational Administration

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Approved by:

Chair of Committee,   John R. Hoyle
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ABSTRACT

High School Principals' Perceived Leadership Practices and Their Relationship

to Student Performance on the

Texas Assessment of Knowledge and Skills (TAKS):

A Cohort Study. (May 2007)

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The purpose of this study was to determine how leadership practices impact student performance as perceived by principals and selected site-based decision making (SBDM) committee members of high schools in Region V Education Service Center (ESC), Texas. The study is one of four studies which examined perceived leadership practices of principals in the public school system in Southeast Texas. The other studies in this cohort focused on elementary principals, middle school principals and superintendents. This study compared the perceptions of high school principals and selected SBDM committee members regarding leadership practices and determined if selected demographic variables had an impact on the perceived leadership practices of the two identified groups.

The investigation procedures for this study involved an analysis of the responses from principals and site-based decision making committee members to the Leadership Practices Inventory (LPI) developed by James Kouzes and Barry Posner (2003)

which evaluates the use of five identified leadership practices. Student performance information for the 29 participating high school campuses was obtained from the Texas Education Agency Academic Excellence Indicator System.

Findings indicate no linear relationship exists between perceived leadership practices of high school principals and the Texas Assessment of Knowledge and Skills (TAKS) performance. Further analysis revealed no statistical significance in the correlation of student academic success as measured by TAKS and the five leadership practices identified by Kouzes and Posner(2002); *Inspire a Shared Vision, Model the Way, Challenge the Process, Enable Others to Act,* and *Encourage the Heart.*

The data indicated that Region V high school principals embrace the leadership practices identified by Kouzes and Posner at least moderately (between the 30th and 69th percentile) and in some cases at a higher level (70th percentile or above). Also, the data revealed that, as a group, the high school principals rated themselves higher overall regarding perceived leadership in comparison to their observers.

Further analysis of the data showed that the demographic variables of gender and ethnicity did not have an effect on survey responses of the study participants. After examining the differences between the LPI responses of principals and their observers regarding age and years of experience, it was evident that such demographic variables did not impact survey responses.

DEDICATION

This record of study is dedicated to the many people who have helped me recognize the true value in serving others. My parents, Charles and Donna Soileau, have provided a supportive and loving environment while continually promoting the importance of life-long learning. My siblings, Kelli Borel and Scott Soileau, have motivated me through the pursuit of their own goals and dreams.

I have been blessed with the opportunity to share this experience with three exceptional individuals. Stacey Arnold, Fred Brent, and Scott Sheppard have been crucial to my success in the program. Their advice, support, and encouragement have proved to be invaluable in my personal and professional endeavors. Most importantly, I have the gratification of knowing I have developed three life-long friendships during our program.

Finally, thank you to my best friend and wife, Angie, who has always encouraged me to pursue my goals. Also, she gave birth to my other inspiration, my son Grey, who has taught me the meaning of unconditional love. They have kept me focused on my faith along with the truly "good stuff" in life.

ACKNOWLEDGMENTS

I wish to thank the members of my dissertation committee for their dedication to my professional growth while in the doctoral program at Texas A&M University. First, I am thankful and feel extremely fortunate to have had Dr. John Hoyle as my committee chair. Dr. Hoyle epitomizes the role of the servant leader and models this approach through his efforts with each and every student.

Along with Dr. Hoyle, Dr. Luana Zellner and Dr. Toby Egan who agreed to serve on my committee have provided ongoing support and instruction to assist me in reaching completion of our program. By understanding the delicate balance of my commitments to my family, my career, and to my studies my professors demonstrated their commitment to my success.

While this formal educational experience is coming to an end I hope the relationships I have developed will be sustained and the A&M experience has only begun.

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CHAPTER I

INTRODUCTION

According to Kouzes and Posner (2002), honest, forward looking, competent, and inspiring people possess core leadership qualities to lead organizations to success. The aforementioned characteristics have endured decades of industrial change, technological expansion and economic fluctuation. Recent research indicates that one of the most reliable indicators and predictors of true leadership is an individual's ability to find meaning in negative events and to learn from even the most trying circumstances. Great leaders possess four essential skills: An ability to collaborate about the meanings of events, a decisive and convincing voice, a sense of morality, and the capacity to adjust and overcome (Bennis and Thomas, 2002). Also, great leaders seem to function in a more primal way moving people into action through emotions (Goleman, Boyatzis & McKee, 2002). The driving force behind successful organizations is leadership. Effective leadership is necessary to help organizations create a vision, move people to action, convert followers into leaders, and leaders into change agents (Bennis & Nanus, 1985). Savvy leaders must master the practice of developing relationships through effective interpersonal communications. The skillful leader utilizes research and professional development to move an organization forward (Weller, 2004). Exemplary leaders are able to influence others to use their skills and expertise to propel an organization towards established goals (Green, 2001)

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The style and format for this record of study follow that of the *Journal of Educational Research*.

In past years those at the top of the hierarchy were controllers who managed a staff that followed rules without questioning authority. However, the leaders of today are often called upon to facilitate group decisions and oversee the 'big picture'" (Lewis, 1993). A degree of management is necessary in schools, but school administrators must couple this with true leadership (Sergiovanni, 1990). According to Lewis (1993) Institutional leaders in the world of educational change must have the ability to self-assess strengths and weaknesses in order to effectively lead their institutions.

According to Anfara (2001), high school principals must recognize the importance of target concepts of teaching and learning while clearly communicating the vision and mission of the school to all stakeholders. Also, Anfara (2001) emphasizes the importance of building relationships in the collaboration and facilitation process. Last, the leader must align professional development to accomplish the achievement of the vision and mission of the organization.

Based on research of effective schools, Carter and Klotz (1990) emphasize ambitious student performance expectations of high school principals' result in staff having high expectations for student learning. This leadership approach manifests into increased student performance. It is essential that high school principals make research-based decisions when developing the characteristics and structures which enable organizations to function at high levels. Effective leaders are able to sustain organizational performance by fusing together the characteristics of effective schools into a systemic process that creates a high-performing organization. (Weller, 2004).

Marks and Printy (2003) believe all high schools depend on leadership throughout the organization to shape productive futures for students. They further state that shared instructional leadership involves the active collaboration of principal and teachers to maximize student performance.

The high school principal, who must also be the instructional leader, must not only focus on processes related to teaching and instruction but must also support the achievement of students in every other conceivable fashion (Marks & Printy, 2003). Cotton (2004) identifies 26 essential traits that effective high school leaders must achieve to be successful. Examples are self-confidence, perseverance, visibility, interaction, communication, and involvement just to name a few. These are key skills that coincide with Kouzes and Posner's Leadership Practices Inventory. The LPI measures a leader's ability to inspire a vision, model the way, and encourage the heart along with many others. Such skills are essential in the collaboration process between the principal and his staff when attempting to improve student achievement.

Statement of the Problem

The Texas state accountability system requires school leaders to bear an increased burden by placing a greater emphasis on student performance and the role of the instructional leader. Also, increased accountability measures through the No Child Left Behind (NCLB) Act of 2001 has increased the pressure on our public school system. In 19 out of 29 high schools in Region V, fewer than 70% of students met standards on the 2004 Texas Assessment of Knowledge and Skills (TAKS) at exit level. Annual Yearly Progress (AYP) performance standards as required by NCLB

continue to create a scenario where school performances must increase to maintain current accountability ratings.

Waters, Marzano, and McNulty (2003) studied the effects of leadership on student achievement over 30 consecutive years. Their analysis claims that a relationship exists between leadership practices and student performance. During the study researchers identified twenty-one specific leadership responsibilities which correlated with student achievement. Just as Waters et al. (2003) identified leadership behaviors, Kouzes and Posner identified the five fundamental leadership practices found. These five practices are: (1) a sense of knowing when to challenge the process; (2) the capacity to inspire a shared vision; (3) an ability to enable others to act; (4) the stamina to consistently model the way; and (5) the spiritual connection to encourage the heart. Central to each skill must be a collaborative spirit when working with stakeholders. Effective leaders cultivate relationships and empower people in organizations to accomplish extraordinary things. (Kouzes & Posner, 2002). The challenge for instructional leaders in Texas high schools is to promote all stakeholders to empower students to achieve their potential.

Purpose of the Study

This study examines the relationship between student performance on the Texas Assessment of Knowledge and Skills and the leadership practices of high school principals as perceived by their respective site-based decision making committee in high schools in Region V Educational Service Center, Texas. The perceived leadership practices will be measured by the Leadership Practices Inventory (LPI)

developed by Kouzes and Posner (2002). In addition, the study determines if selected demographic variables impact the perceived leadership practices. The study is one of four studies which examined perceived leadership practices of principals in the public school system in Southeast Texas. The other studies in this cohort focused on elementary principals, middle school principals and superintendents.

Research Questions

This study was guided by the following research questions.

1. Is there a relationship between student performance and leadership practices as perceived by high school principals and selected SBDM committee members in Region V ESC, TX as measured by the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2002)?

2. Are there differences in the responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

3. Do selected demographic variables impact responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

Operational Definitions

This study was guided by the following definitions.

Academic Excellence Indicator System (AEIS): A Texas-based statewide system that compiles an array of information on the performance of students in every

school and district each year. The system involves district accreditation status, campus and district performance ratings, and other campus, district and state-level reports on finance, population and staffing.

Adequate Yearly Progress (AYP): A component of the accountability measures of NCLB in which districts and campuses are required to meet performance and participation criteria on reading/language arts and math assessments along with graduation and attendance rates.

Campus Rating System: A component of the Academic Excellence Indicator System (AEIS) through which campuses receive a progress rating. The following are the four levels used to evaluate campus and/or district progress; Exemplary, recognized, academically acceptable, or academically unacceptable. Ratings are based on academic performance along with completion rates of students.

High Performing School(s): Schools that receive a campus rating of recognized or exemplary.

High Schools: Schools with grade configurations inclusive of grades 9 through 12 or 10 through 12.

Leadership Practices: The five practices identified by Kouzes and Posner (2002) which describe the fundamental pattern of leadership behavior.

Perceived: To regard as being such.

Principal: The administrator in charge of a campus.

Region V Education Service Center (ESC): Regional education service centers were created by the state legislature in 1967. Each center provides services to districts in an effort to promote operational efficiency and effectiveness. Region V ESC serves

the school districts of Hardin, Jasper, Jefferson, Orange, Newton and Tyler counties in addition to High Island ISD.

Relationship: The state of being related or interrelated.

Site-Based Decision Making Committee Members: The chairman, or designee, and four other members of the campus improvement committee.

Student Performance: Measured by the pass rate of all students for a particular high school campus.

Assumptions

This study was guided by the following assumptions.

1. The respondents surveyed will be competent in self-reporting, and will respond objectively and honestly.

2. The respondents will understand the scope of the study and the language of the instrument.

3. The researcher will be impartial, objective, and discreet in the collection and analysis of data.

4. Interpretation of the data collected will accurately reflect the intent of the respondents.

5. The methodology proposed and described offers the most logical and appropriate design for this particular research project.

Limitations

1. The scope of this study is limited to the information and data acquired from student performance data, literature review, and survey instruments.

2. The scope of this study is limited to the school districts in Southeast Texas in Region 5 Education Service Center.

3. The findings of this study may not be generalized to any group other than the school districts in Region 5 Education Service Center, Texas.

Significance of the Study

The long-term success of organizations is determined by people. Leaders must realize that the most important contribution which can be made to an institution is to hire, train, and build relationships with the organizations most valuable resource. Developing relationships with personnel can be challenging for leaders in many ways. Legislative mandates, school funding and increasing diversity all add to the challenging and changing climate in Texas public schools. Through attrition and time educational leaders willing to expend the energy will have multiple opportunities to develop relationships and initiate change that will empower all stakeholders to prosper and grow. Evans (1996) discusses the importance of a skillful leader understanding the change process. Change agents must realize that such a tumultuous environment will cause increased levels of confusion and unpredictability.

The success of effective schools is sustained by leaders who possess certain skills and competencies that allow them to focus on the research-based characteristics of effective schools and to incorporate them into a structured delivery process. "The

essence that promotes and sustains effective school outcomes lies in the commonality of these essential leadership skills and competencies" (Weller, 2004).

Today's high school leaders must possess many skills to be effective. Principals must have the ability to communicate, organize, and adapt quickly in a dynamic atmosphere. If used effectively the individual has the potential to create an environment where they are perceived by their stakeholders to infuse effective school practices into the organization. If these perceptions can be measured accurately data will be provided to high school leaders that, in turn, could drive the decision-making process.

There are many studies regarding leadership characteristics, but few on the self-perceived practices of high school principals and the relationship to student performance. This study will provide useful feedback on leadership practices as exhibited by selected high school principals. In addition, this research will examine the correlation between perceived leadership practices and student performance. Finally, this study will offer suggestions for improving leadership practices of high school principals.

Organization of the Study

There are five distinct chapters to this study. Chapter I provides an overview of the research, including a statement of the problem, the purpose of the study, operational definitions, research questions, assumptions and limitations of the study, and finally an outline of the significance of the study. A review of the literature is comprehensively covered in Chapter II. Chapter III describes the methodology of the

research, while Chapter IV contains the research results and analysis. Chapter V concludes the record of study by stating the conclusions and recommendations for further study.

CHAPTER II

LITERATURE REVIEW

Review of Leadership Practices and Perspectives

Introduction

The review of related literature and research presented in this chapter has been divided into four major areas relating to aspects of leadership which affect subordinate perceptions. The first section includes a review of common leadership practices and perspectives. The second section narrows the focus to specific leadership behaviors and survey instruments such as the Leadership Practices Inventory developed by Kouzes and Posner (2002). The third section speaks specifically to the practices of the high school principal, the effects on student achievement, and how the change process is facilitated in an organization. Last, is the new era of high school leadership and how the latest legislation such as No Child Left behind has plotted the course for current and future leaders. A core theme shared by many scholars resonates throughout the latest research. The theme is stated by Thomas Sergiovanni in 1996 and continues today. "All theories of leadership emphasize connecting people to each other, and all theories of leadership emphasize connecting people to their work" (Sergiovanni,1996, p. 33).

Definition of Leadership

When researchers and scholars speak or write about leadership there is considerable disparity in how they describe the word. Most would agree that leadership is a complex topic that involves many skills to be successful. Also, most would agree that

leaders impact the structural, emotional, and social fabric of any organization at varying levels.

Yukl (1998) defines leadership broadly as a social process in which a member of a group or organization influences the interpretation of internal and external events, the choice of desired outcomes, organization of work activities, individual motivation and abilities, power relations and shared orientations (Hoy & Miskel, 2001, p. 394). For decades many have sought after the definition of leadership and the characteristics that promote successful leaders.

History has provided us with a general theory on leadership. Practitioners such as Moses, Pericles, Julius Caesar, Jesus Christ, Martin Luther King, Niccolo Machiavelli and James Madison were all leaders in our distant past. In more recent years we have been provided with sources of wisdom from Gandhi, V.I. Lenin, Harriet Tubman, Winston Churchill, Eleanor Roosevelt, Charles DeGaulle, Dean Acheson, Mao Tse-tung, Chester Barnard, Martin Luther King Jr., John Gardner and Henry Kissinger. Each has very little in common except that they have lived the role of the leader (Bennis & Nanus, 1985).

Great leaders are seen as people who ignite our passion and inspire the best in their followers (Goleman, Boyatzis, & McKee, 2002, p. 3). "Leadership competencies have remained constant but our understanding of what it is now and how it works has deepened" (Bennis & Nanus, 1985, p. 3). Scholars and practitioners have identified many effective methods but many questions still remain.

What were the perceptions of these great leaders of people? What defined their actions? What qualities did they possess that others did not? How did they acquire

those qualities? Researchers have asked such questions for many years. Could the answers lie in the perceptions of their followers?

General Leadership Practices

Holt (2003) recognizes that to develop and maintain a successful organization requires leaders to understand the culture of a system while adapting to the challenges of the environment and respecting the constituents. Likewise the leader must recognize the importance of the constituents and their values and vision. He further states that leadership exists on many levels and throughout the fabric of society.

Bennis and Nanus (1985) believe that leaders must possess influence and power over those who follow. There are many ways for a person to gain leadership momentum. Furthermore, they believe the power a leader may possess can have implications such as insensitivity, cruelty, and corruption in some instances. Some leaders in history have abused their power, such as Adolf Hitler, Saddam Hussein and many others, creating disarray and even death among their followers. The power of leadership can be ambiguous.

While few leaders have been destructive many have been productive creating improvements to our society for future generations. For example, Abraham Lincoln a leader among leaders modeled the role most effectively. Many do not know that he was not the dictator the press of the day labeled him. According to Phillips (1992) author of "Lincoln on Leadership," he was decisive, especially in the expansion of executive authority; he almost always rejected coercion as a means of attaining what he desired. The author notes that leadership, by definition, omits the use of coercive

power. He further states that when a leader begins to coerce his followers, he abandons leadership and embraces the laws of a dictatorship. Adhering to his strong beliefs he was able to play a key role in the abolishment of slavery and lead our nation through the Civil War.

A more recent example of leadership was Petry (1992) who coined the term Total Quality Management (TQM). The movement began with his work during post-World War II in Japan to restore its manufacturing base and for U.S. firms such as Ford and Xerox to improve product quality and services. Furthermore, in the 90s the managerial focus came to the forefront focusing on funding, facilities, mandates and politics (Scherer, 2002). Deming used five categories to define the actions of the organizational leader: change agency, teamwork, continuous improvement, trust building and eradication of short term goals. The model, which was originally designed for the business sector has had an impact on many fields including education (Marzano et al., 2005). His work still flourishes today influencing new and emerging theories of leadership.

Today's focus on leadership has produced terms such as change agency, systemic change, learning organizations, and self-renewal which all require leaders to take a deliberate, data driven approach to leadership. Some very important realizations have come to light that could change the way we view organizational leaders. Kouzes and Posner (2002) accurately state, "What we have discovered, and rediscovered, is that leadership is not the private reserve of a few charismatic men and women. It is a process ordinary people use when they are bringing forth the best from themselves and others" (p. xxiii). Senge (1999, 2000) (as cited in Marks & Printy, 2003) states,

"Schools depend on leadership throughout the organization to shape productive futures through a process of self-renewal (p. 370).

While Drucker (2002) believes, "True knowledge workers are a minority of the total workforce and are unlikely to ever be more than that. But they have become the major creators of wealth and jobs" (p. 76). Drucker continues by summarizing the reasoning behind growing leaders in a knowledge-based society. He also believes the only way that an organization can excel in such cultural conditions is by getting more out of the same kind of people. Future leaders must be able to manage organizational knowledge to greater levels of productivity (Drucker, 2002). Furthermore, Drucker points out that the key to greatness is to look for people's potential and spend time developing it. To demonstrate what he means he uses the orchestra analogy. "To build a world-class orchestra requires rehearsing the same passage in the symphony again and again until the first clarinet plays it the way the conductor hears it" (Drucker, 2002, p. 77). Finally, he stresses the importance of leaders in a knowledge-based organization must spend time growing promising professionals.

Again, the world class orchestra analogy was used by Lucas (1997). To summarize Lucas, the harmony of an organization exists at a synergistic level only when discordant sounds are harmonized. Simultaneously, the leader wants to prevent too much harmony to ensure that people are being honest and forthright about potential problems in the organization. An organization should encourage dissent when it is constructive and considerable.

Leadership Styles

Leadership theories such as the "Great Man" theory, which stated that leaders were born rather than made, have come and gone. Such dated theories gave way to the "milling about" and "big bang" theories. Neither withstood the test of time. (Bennis & Nanus, 1985, p. 5). Leadership theories and styles have developed through research and feedback from practitioners into a complex mixture of learned skills.

Situational Leadership, typically associated with the work of Hersey and Blanchard (as cited in Marzano et al., 2005) describes a leader who adjusts his or her behaviors to the maturity levels of the followers. The graphic model which drives this style of leadership includes domains which match high and low willingness and ability to perform a task.

Abraham Lincoln epitomized the leader described by Robert Greenleaf in his landmark work "Servant Leadership." Greenleaf (1977) states, "The natural servant, the person who is servant first, is more likely to persevere and refine a particular hypothesis on what serves another's highest priority needs than is the person who is leader first and who later serves out of promptings and conscience or in conformity with normative expectations" (p. 14). Greenleaf elaborates by stating, "I cannot visualize a world without leaders, without those who better see the path ahead taking the risks to lead and showing the way" (p. 137).

In their article *School Leadership That Works: From Research to Results* Marzano et al. (2005) review many leadership styles and methods. The authors state that in general terms transactional leadership is trading one thing for another. One aspect of this method is contingent rewards. The term refers to the extent at which a

school leader recognizes and rewards individual accomplishments. According to the research, K-12 educational organizations rarely single out individual teachers for recognition and reward.

Bennis and Nanus (1985) describe the theory of "transformative leadership" by saying that effective leadership can move organizations from current to future states, create visions of potential opportunities, and instill a culture where change is accepted and embraced. New problems and complexities can offer opportunities for leaders to rise to the occasion and provide direction to an organization. The wise use of the power of transformational leadership results in the capacity to translate intention into reality and sustain it amidst turbulent conditions (Bennis & Nannis, 1985). Conley and Goldman (1994) and Leithwood (1994) (both as cited in Marks & Printy, 2003) asserted that transformational leadership provides intellectual direction while focusing on innovation. Further stated was that this style of leadership empowers and supports teachers in decision making. According to Hartley (2004), emotional leadership, namely transformational leadership, is establishing itself as the mainstay in educational administration.

The leader uses simplified emotional persuasion to promote an awareness of shared goals in an effort to increase involvement in activities designed to achieve desired outcomes. Further, the leader through the "raising of the bar" successfully increases the knowledge needs of the followers. Through this intellectual stimulation individuals are encouraged to take risks and further learning for all (Kirby, Paradise, & King, 1992).

Lashway (2002) explains that initially, those who were considered to be instructional leaders were paying attention to instruction by setting curricular goals, monitoring lesson plans, and evaluating teachers. Now curriculum leadership means getting involved in the core of instruction by making data driven decisions and aligning teaching and teacher training with the needs of the students (Lashway, 2002).

Carter and Klotz (1990) identified the most compelling message from effective schools research as "when teachers expect students to learn, help them learn, and hold them accountable for learning, students learn." "Likewise, when principals set the learning expectancy and hold them accountable, teachers discover methods useful for teaching students, and again, students learn" (Carter & Klotz, 1990, p. 38).

Marks and Printy (2003) comment on instructional leadership by pointing out that it replaces a hierarchical and procedural system with one which promotes shared decision making. An instructional leader focuses on the technical core of instruction, curriculum, and assessment, while managing the day-to-day instructional activities of teachers and students in the classroom. Interesting, the authors point out that the two styles of leadership can co-exist. Integrated leadership reflects the transformational influence of the principal and the shared leadership practices of the principal and teachers.

> The theory of action underlying this model holds that the efficacious principal works simultaneously at transformational and instructional tasks. As a transformational leader, the principal seeks to elicit higher levels of commitment from all school personnel and to develop organizational capacity for school improvement. As an instructional leader, the principal collaborates with the teachers to accomplish organizational goals for teaching and learning. (Marks & Printy, 2003)

Integrated leadership reflects the transformational skills of the principal and the shared leadership practices of the entire staff under the direction of their leader.

Scherer (2002) notes that Effective Schools research in the 1980s introduced the term instructional leadership, establishing that in effective schools leaders focused on monitoring progress and achieving key instructional objectives. Raines (2004) states, "If a principal is not aware of the research that presents the difference between exceptional readers and those who struggle or cannot explain the comprehension strategies that are not being introduced into each lesson, it becomes difficult to move forward." Furthermore, "If they cannot give even one specific example of how to combine science and reading objectives into a particular grade level lesson, then how can they expect to help teachers embrace the concept of curriculum integration and improve their delivery of service to learners?" (pp. 88-92).

Positively, some schools strive and are successful connecting with hearts and souls of generations of students in an effort to promise the benefits of an education. Spiritual leaders successfully motivate their followers through appealing to emotional intellect. Schools such as Northeastern, a progressive diversified campus which has thrived for the past 28 years consistently outperforms their peers. Impressively, 80% of the student population goes on to postsecondary education. Essentially, Glickman (2003) found in his qualitative research that such successful schools possessed attitudes, purposes, activities and rituals which centered on student achievement. Each organization passed these powerful symbols of the democratic process and the educational system from one generation to the next (Glickman, 2003).

Specific Leadership Practices Affecting Subordinate Perceptions

Leadership vs. Management

Undeniably the principal must be an instructional leader to some degree. But have we moved away from the principal serving as the lead teacher as well as the campus leader? Has the position moved from manager to leader or must the principal serve in both capacities? To be perceived as a truly effective leader by followers, the high school principal must wear many hats.

According to Wilmore (2002), the primary emphasis has shifted from where the principal was a master teacher to one in which the principal is a manager of the school facility. Wilmore acknowledges that times have changed, particularly with the impact of *A Nation at Risk* (National Commission on Excellence in Education, 1983), the effective schools research of Ron Edmonds and others. He further states that the accountability movement has created a renewed shift ensuring that every child has access to a free and appropriate education and that the varying needs of all children are met (Edmonds, 1979).

Sometime the lines between leading and managing are blurred. Changing policy requirements have resulted in the role of the principal becoming the school catalyst for the success of all stakeholders (Wilmore, 2002). Many leaders today understand that lessons must be rigorous and inviting to keep students engaged in the learning process. "Ideally teachers may develop activities in which students concentrate, experience enjoyment, and are provided with immediate, intrinsic satisfaction that builds a foundation of interest for the future" (Shernoff, Csikzentmihalyi, Schneider & Steele-Shernoff, 2003, p.173). Key to the concept is the understanding that students

are learners and instruction must be adapted to developmental levels and individual interests.

"Still another conception of the principal's role hails from the literature on managerial leadership. This model focuses on the functions, tasks, and behaviors of the leader and assumes that if these functions are carried out competently the work of the others in the organization will be facilitated" (Copeland, 2001, p. 531).

Although published in 1991, many of Bradley and Miller's theories continue to hold true. One particular theory is that many first time school principals make the mistake of thinking they have to run a tight managerial ship.

We learn the inverse of that rule—on site-managers need to be managerially flexible. What needs to be "tightened up" is one's understanding of teacher and student values, emotional and social constructs of the school community, and what leads people to produce results that you cannot do by yourself. (Bradley & Miller, 1991, p. 349)

Continually, the leader's perception is being shaped into the role of a facilitator who manages change rather than one who serves in single, narrow capacity.

The National Association of Secondary School Principals (NASSP) in 2001 developed their version of standards by which principals should operate and the administrative skills they should possess. Each story they provide is a focus on practice and includes a wide variety of demographic and geographic school make-ups. It is evident that the belief that principals can manage administrative duties only has come and gone. For leaders to excel they must ensure that all students in an educational organization achieve. The organization outlines six standards for those

who are striving for excellence in a very dynamic environment. Those who are effective leaders:

- Lead in a way which places all learning at the core of the culture.

- Set high standards both academically and socially for the behavior of all involved in the learning process.

- Identify academic standards and teaching practices which ensure student achievement.

- Create a system for learning which is aligned with student achievement

- Use a variety of tools to measure progress and identify needs for student achievement

- Establish positive public relations to create a shared sense of responsibility for student achievement (National Association for Secondary School Principals, 2001)

The aforementioned leadership constants impact the high school principal today and tomorrow.

Leader/Teacher Relationship

Marks and Printy (2003) focus on school leadership relations between principals and teachers along with examining the potential of their collaboration. The authors probe into the ability of leaders to enhance the quality of teaching and student performance. Current instructional leadership is described by the authors as being collaborative rather than hierarchal and procedural in nature. Marks and Printy (as cited in Conley & Goldman, 1994; Leithwood, 1994) describe transformational

leadership as providing intellectual direction and innovation within the organization while including teachers as partners in the decision-making process. They further state that sharing responsibility for staff development, curriculum development, and supervision of instructional tasks prevents the principal from becoming the sole instructional leader on campus. Ultimately, the principal becomes an empowering leader of leaders.

Eisner (2002) accurately states the school serves the teachers who work there along with the students who learn there. There is an apparent connection between Eisner's concept and the teachings of Greenleaf (1977) and the core of Servant Leadership. Eisner further theorizes that schools should have principals who spend about a third of their time in their classrooms so that they know first hand what is going on.

Eisner (2002) states, "We often conceive of the role of the school principal not only as that of a skilled administrator but also as that of an educational leader. At least one of the meanings of educational leadership is to work with a staff in a way that will make leadership unnecessary. The aim of leadership in an educational institution is to work itself out of a job" (p. 3).

One of many obstacles to leadership is that many people tend to underestimate the difficulty of tasks and assume that anyone with common sense can navigate the treacherous waters. The skills required for administrators are quite different than those which are necessary in the classroom. The skills necessary to develop strong colleague relationships in the midst of an environment where someone will always be unhappy must be honed by leadership programs (Glickman, 2002).

Ultimately the benefits of developing good relationships with colleagues pay big dividends to the learning institution. Leaders must realize they are only as good as there staff. It is crucial that leaders recognize the importance of recruiting, retaining, and developing personnel. Individual and institutional success is inextricably connected (Green, 1990).

Briscoe (2001) also commented on the perception that principals and teachers valued a principal who was respectful. The teachers in the greater Milwaukee area admired and respected a leader who develops credibility through being trustworthy, supportive, accessible and willing to confront problems. These traits are essential to the aspiring leader (Briscoe, 2001).

Some perceived leadership practices may never change such as the one stated by Ron Edmonds in 1979 (as cited in Koster-Peterson, 1993). There have been shared constants which are applicable in the role of the leader and the manager. Even in the foreseeable future effective high schools will need to possess the following:

- A strong principal who is committed to improving achievement

- Teachers who will maintain high expectations for all children

- Staff who are able to maintain an orderly environment

- Leaders who place the acquisition of basic and higher-order academic skills over all other activities

- A staff which monitors student progress, provides feedback, and takes corrective action.

- An administrative staff which monitors teacher progress, provides feedback, and takes corrective action

Interestingly, high school leadership seems to be on the brink of changes which have been seen before. Such issues as home schooling, vouchers, charter schools, and a changing world work market threaten to change education forever. Kohn (2003) points out an issue which questions the very foundation of today's beliefs about educating children. Whether categorized as leader or manager related elements of the professional these aspects impact the considerations that principals must make on a daily basis and will remain as constants to high school success.

Considerable evidence (Kohn, 2003) demonstrates that positive reinforce-ment tends to make children more dependent on adult approval and less interested in whatever they had to do to get that approval. He further states that this problem is not limited to excessive, effusive, transparently manipulative praise. Kohn (2003) believes that offering a verbal reward of any kind which is not deserved is detrimental rather than helpful to a child. That same concept could apply to the techniques used by high school principals to reinforce behaviors of their staff. His point is that because teachers have never considered this idea they may be taking away with one hand what they are attempting to give with the other hand (Kohn, 2003).

According to Sommers and Payne (2001), "Relationships are the safety net that allows a leader to walk the tightrope, fall, and still be safe…. Relationships provide comfort, strength, and assistance, and the assurance that there are people to help" (p. 35).

Breunlin et al. (2005) believe "personalizing learning refers to the structure, policies, and practices, that promote relationships based on mutual respect, trust, collaboration, and support. Quality relationships form the foundation of a caring

community" (p. 24). Essential to an effective professional learning community is the value of life long learning and an established feeling of trust.

Stone (2003) in her dissertation *A Study of the Relationship between Principal's Leadership Behaviors and the School Culture as Perceived by the Teachers* made several significant findings. "From hypothesis 1, the results of this study revealed 87.0% of the principals were regarded as being effective in challenging the process while 11.6% were perceived by teachers as ineffective" (p. 62). Also, according to teacher's perceptions, 59.4% of the schools surveyed were regarded as having a collaborative culture while 40.6% were considered to be non-collaborative (p. 62). Also, Stone's study revealed a high percentage of principals surveyed recognized the importance of rewarding performance. According to the research when performance was rewarded collaboration and collegiality were enhanced. Furthermore she stated, "Teachers indicated the vast majority of Madison County principals promoted teamwork, listened, and encouraged collaboration" (p. 63). Stone adds that leaders who empower others realize the importance of the constituents feeling a sense of ownership in the school culture.

Stone's examination of principals who "encouraged the heart" produced interest-ing findings. The results indicated 88.4% of the principals were considered to be effective and 10.1% as ineffective. Leaders who encourage the heart understand the importance of tying rewards to desired behaviors. Stone's study in Madison County produced a high percentage of principals who recognized high performance in their employees. Stone expresses the importance of "leading by example" or "modeling the

way" (Stone, 2003, p. 64) Earning the respect of colleagues and constituents empowers others who, in turn, perform well on the job.

Finally Stone (2003) states, "When collaboration is part of the schools operating practices, the results are an effective school culture where leadership and students can both excel"(p. 65). She goes on to say that one major barrier to the success of collaborative change efforts in schools is the lack of time to collaborate with others. This is an area where many leaders struggle to meet the needs of their staff. Change efforts are implemented without laying the proper groundwork for success to occur.

Importantly, Edmonson, Polnick, and Fisher (2003) examined the perceptions of 85 graduate students currently enrolled in masters and doctorate level coursework in educational leadership. The survey examined their perception of what characteristics a leader must possess to be considered ethical. The results are seen in Table 1.

TABLE 1. Respondent Rankings of Important Leadership Practices

Behavior	Number of Mentions	Percentage
Fair	30	35.3%
Respectful	22	25.8%
Open	15	17.6%
Student-Centered	13	15.3%
Listens	12	14.1%
Facilitates/assists others	12	14.1%
Models the way	10	11.8%

Source: Edmonson, Polnick, and Fisher (2003)

Research-based examinations of practices provide the leader with information which is invaluable in regards to what elements of the job shape the perceptions of the follower.

Effective Practices

Carter and Klotz (as cited in Koster-Peterson, 1993) state, "When principals set the learning expectancy and hold them accountable teachers discover methods useful for teaching students, and again, students learn" (p. 38). Principals must establish that teaching and learning as the main priorities of school while developing a school vision and mission which coincides with this focus. High school principals must promote a synergistic atmosphere involving all stakeholders. Key to establishing such a culture is on-going professional development and self-renewal.

Drucker (1999) adheres to the principle that the new leader must know how to develop their self. They have to understand the importance of placing their self in the position where they can make the greatest contribution to the organization and the community. He further elaborates; the leader must be able to stay mentally alert while staying professionally engaged during a "50-year working life" which ultimately means changing the work that we do in some shape or form. Uniquely, Drucker's (1999) perspective is that future leaders will not plan out in advance what their careers will look like but will prepare for opportunities. These individuals will have rigorously assessed their individual characteristics through feedback analysis and will be ready when the right challenges are presented to them both in and out of the office.

Drucker (1999) also comments on the importance of future leaders conducting the mirror test. A high school principal should be able to verbalize there values. Drucker believes that this is not an issue of ethics and knows that in some places the rules of behavior are not the same for everyone. Is the leader portraying the type of ethical

behavior that he or she expects of those in the organization? Is the value system within the organization consistent? (Drucker, 1999)

The experience of serving as a high school principal is unique. Raines (2004) conducted a qualitative study which examined 23 principals from Upper East Tennessee and Southwest Virginia. One of her findings was that there are inherent difficulties that are a part of the administrative position regardless of the person's age, background experience, course preparation, or geographic location. Raines expresses that the leader must be able to multitask, maintain high energy levels, and tolerate stress. The middle-management position, furthermore, requires advanced facilitation skills to create any kind of lasting change (Raines, 2004).

Under the direction of the National Policy Board for Educational Administration (NPBEA) the Educational Leadership Constituent Council (ELCC) established a consistent set of standards and to guide preparation programs in the development of existing school leaders. Each skill is essential to the success of any leader and ultimately to the success of their students (Wilmore, 2002). The resulting 2002 standards are as follows:

A school administrator is an educational leader who promotes the success of all students by…
1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context
7. Substantial, sustained, standards-based experiences in real settings that are planned and guided cooperatively by university and school district personnel for graduate credit. (p. 6)

The standards serve as a set of goals for our schools to work towards. They become the vision of excellence for all educators and establish a path for setting high expectations.

Site-Based Decision Making

According to Copeland (2001) one method of operation for leaders centers around the concept of participative leadership. Acronyms such as SBDM (site-based decision making) are used frequently. Some consider SBDM to be the core of the last decade's school restructuring initiative.

> Some models emphasize the connections between principal leadership and school performance outcomes. Others are designed to guide the preparation of prospective school administrators and thus offer more prescriptive definition of the principal's role. Yet each new formulation implies a set of expectations for those who work as principals, and these expectations accrete and persist in our collective understanding. (Copeland, 2001, p. 531)

"To enlarge the leadership capacity of schools attempting to improve their academic performance, some principals involve teachers in sustained dialogue and decision making about educational matters" (Marks & Printy, 2003).

High Schools That Work (2004) reviewed the process of Site-Based Decision Making (SBDM) which one case study utilized effectively. Commonly recognized as one of the most effective systemic frameworks for making informed decisions the body of work states,

> During the school year, the committee of department chairs meets weekly with the principal and the assistant principal for curriculum to focus on the school improvement plan. This group also discusses issues that arise during the year. Although the principal usually makes the final decision, he welcomes input from the committee members (department chairs). In certain cases, the committee has the final word on what to do. (High Schools That Work, 2004, p. 114)

The principal will serve predominately as the facilitator of the group. Facilitation skills are key elements to the successful administrators "tool belt."

Crucibles

Bennis and Thomas (2003) in their article "Crucibles of Leadership" featured in *Harvard Business Review* state, "Indeed, our recent research has led us to conclude that one of the most reliable indicators and predictors of true leadership is an individual's ability to find meaning in negative events and to learn from even the most trying of circumstances" (p. 39). Crucibles are essential to the practice, reflection, and growth of high school principals and all others in mid-management positions. How leaders handle difficult situations and whether or not they learn from their experiences has a direct impact as to how they are perceived by their subordinates. They further states the leadership crucibles may even be violent or life threatening in some circumstances. On the other hand he points out that the crucible may be a positive, deeply challenging experience with a demanding boss or mentor (p. 43).

Bennis and Thomas (2002) also writes that whatever the crucible's nature, the people we spoke with were able to create a narrative around it of how they were challenged, met the challenge, and became better leaders after enduring the

experience. He reiterates the importance of some of the traits that Briscoe (2001) mentioned. Traits such as the communication skills to engage others in meaningful and productive discussions, a distinctive and compelling voice, and last a sense of integrity coupled with a strong set of values are essential to the long term success of a leader.

Through the trials and tribulations a leader will have the opportunity to strengthen important relationship with colleagues and subordinates. Such events, if handled correctly by the leader, can draw people together. A substantial key to success is the leader's ability to unite and lead through rough waters to better times.

According to Chadwick (1997) (as cited in Sommers & Payne, 2001), high school principals must have the skills to deal with the conflict which occurs when diversity, gender, ethnicity, and socioeconomic status come into play in a learning environment. Sommers and Payne (2001) point out that conflict is a result of five things: change, power, scarcity, diversity, and civility.

Many efforts have been made to redefine the role of the high school principal from decision-maker to decision-sharer, from information communicator to collaborator, and from team director to team facilitator (Raines, 2004). In the preface of his book, *The Wounded Leader*, Ackerman and Maslin-Ostrowski (2002) state, "School leadership can take a person from an inspired moment to a crisis in an instant" (p. 7). This has never been truer than in the leadership role of the high school principal.

Survey Instruments—LPI, BLPQ, LAI, MLQ, MLA

Leaders and researchers use survey instruments to better understand the dynamics of learning community. For the examination of the perceptions of followers and leaders many instruments have been developed and utilized by researchers. Some of the instruments utilized are listed.

- Leadership Proficiency Inventory (LPI)

- Behavioral Leadership Proficiency Questionnaire (BLPQ)

- Leadership Attributes Inventory (LAI)

- Multifactor Leadership Questionnaire (MLQ)

- Multidimensional Leadership Assessment (MLA)

Tomow (1993) (as cited in Fleenor & McCauley, 1996) "In the past, differences between self-ratings and the ratings of others has been thought of as error variance that should be reduced or eliminated. More recently, however, these differences have come to be viewed as useful and meaningful information" (p. 488). One example, according to Atwater and Yammarino (1992), there appears to be a relationship between self-other rating agreement and leader effectiveness.

As previously mentioned Kouzes and Posner (2002) they believe looking deeper into the dynamic process of leadership, through case analyses and survey questionnaires, five practices common to personal-best leadership experiences are uncovered. When accomplishing extraordinary tasks organizational leaders engage in these five core practices which lead to exemplary performance:

- Model the Way

- Inspire a Shared Vision

- Challenge the Process

- Enable others to Act

- Encourage the Heart

A study conducted in the greater Milwaukee area by Northern Illinois University used the BLPQ to determine best leadership practices. The study in 2001 resulted in 20 leadership practices which were identified by teachers and principals to be the most effective. The following characteristics were identified by the focus groups.

- Delegates and fosters shared decision making

- Supports teachers who are doing their job well

- Is a visible leader

- Treat students, staff, and constituents with respect and dignity

- Accepts responsibility for decisions he or she has made

- Confronts problems in an effort to work them out

- Uses teacher wisdom and allows time for teachers to share ideas with each other

- Is a good role model

- Demonstrates an ability to solve problems

- Is an effective communicator

- Is able to lead staff and curriculum development

- Is a trustworthy member of the learning community

- Demonstrates good judgment in defining moments

- Maintains a positive mental attitude

- Is a person of integrity

- Understand the culture of the school

- Actively builds credibility

- Promotes school morale

- Facilitates opportunities for others to engage in visionary planning. (Briscoe, 2001)

In comparison the Leadership Attributes Inventory (LAI) consisted of 37 attributes. The researchers who developed this instrument (McElvey, Hall, & Lynch, 1997) hypothesized that the attributes could be categorized into three broad groups—social skills, personal characteristics, and management skills.

Also in this category is the Multifactor Leadership Questionnaire. According to Bass's MLQ (1981) (as cited in Kirby et al., 1992) the four factors of the MLQ are charisma, individualized consideration, intellectual stimulation, and inspiration. Each element guides the individual when attempting to pinpoint transformational leadership.

Self-evaluation for high school administrators is a crucial facet to changing how others perceive the leader's skills. Historically, some evaluation systems have been ambiguous, demoralizing, and destructive to the leader. The Multidimensional Leadership Assessment is designed as a constructive instrument which has the potential to provide a positive process for leadership improvement (Reeves, 2004).

The evaluation process for researchers and practitioners serves as a process for the betterment of practices. Each instrument can be used in various ways to analyze performance and perceptions. The examination of perceptions in this study utilizes the Leadership Proficiency Inventory developed by Kouzes and Posner.

The Change Process—High School Leadership and Student Achievement

Future Trends

Bennis, Rummler, Gerey, Burke, Juechter, and Tichy (2003) write about a conversation in which the participants were asked to elaborate on what they thought lies ahead in the field of leadership development. W. Warner Burke stated, "I'm really interested in what's called tacit knowledge—how you draw out what people know but they can't articulate." Also, he presents the question, "What will it take to make tacit knowledge useful?" Warren Bennis, who was also involved in the discussion, states, "Secondly, I think we have to make explicit our tacit knowledge about values. Most of us in management and the related fields we're involved with do have a set of values, but we rarely make them explicit." Gloria Gery expressed her views in the changing role of the leader by describing her thoughts, "I'm also interested in tacit knowledge capture and how you integrate that into primary workspace, distribute it, and extend its use. When asked about the current state of leaders and organization Noel Tichy adds, "If integrity is the high bar, it's way too low. Business Leaders must win trust through performance with values, and through giving back to society."

One observation made by Mullen and Sullivan (2002) suggests where school leadership might be headed. They believe that the principal's energy and vision is a necessity to ignite the change process, while the labor and the willingness of his or her staff will make the difference. Such an observation stresses the importance of a leader to be able to move people into action. Secondly, Mullen and Sullivan believe that new school structures need the support of a strong leadership team to become

cohesive and must be supervised and supported to remain alive. To sustain such a change effort the leader must not only have a strong relationship with those who follow, they must also be able to motivate people and provide them with the resources they need to be successful (p. 275).

The age of knowledge is now shaping the future of how generations to come will learn and lead. Burke (as cited by Bennis et al., 2003) believes that the dilemma of how to most effectively utilize tacit knowledge must be explored. He believes that new ways of eliciting tacit knowledge will emerge. In the same conversation (cited by Bennis et al., 2003), Tichy Noel expresses that for tacit knowledge to be brought forth and understood the conversation must center on values. Most of us in management and the related fields we're involved with do have a set of values, but we rarely make them explicit. Finally (as cited by Bennis et al., 2003), Burke adds that in future the applicability of nonlinear, chaos-type theories could have an impact on organizational change. Burke elaborates on this final statement between scholars by describing his thoughts. Burke believes that in the organizational change process the leader manages unanticipated consequences. At the center of his beliefs is the concept of change management. Ultimately he believes leaders manage the consequences of the interventions which are made in organizations (Burke as cited by Bennis et al., 2003).

Another aspect of leadership which is being considered more closely by practitioners and scholars is the emotional intelligence side of leading. Emotional Intelligence is a form of tacit knowledge. Goleman (1995) and Cooper and Sawaf (1997) write (both as cited in Sommers & Payne, 2001) emotional intelligence is bringing the knowledge base and the intuitive information together for the best teach-

ing. They further state, "In order to have elegant teaching, learning, and administrating we must have both IQ and EQ" (Sommers & Payne, 2001). Both the intellectual and emotional elements of a person have direct ties to the subordinate's perspective of their leader.

Sommers and Payne (2001) predict that future leadership-training institutions in will recognize the importance of devoting more time to intuition and creativity on the job and in planning sessions. They believe that in the Western world we possess great rational thinkers and rational processes which must be utilized more effectively in the years to come. Further, they believe that if we could have developed and utilized these precious resources correctly in years past we would have already succeeded in solving the problems we face today in education. High school leaders must push forward in an effort to develop their potential in the areas of emotional and intuitive thinking for systemic processes in our institutions to reach the next level.

Fullan (2003) importantly points out that the new direction for school leadership will call for sophisticated thinkers at the mid-management level. Fullan states, "The principal of the future must lead a complex learning organization by helping to establish new cultures in schools that have deep capacities to engage in continuous problem solving and improvement." Fullan (2003) also states that the missing ingredient to successful change is the powerful lever necessary to usher in the new era of leadership. Last, Fullan (2003) envisions a chief operations officer (principal) operating in a manner which will redefine the positions and the system as a whole.

Hoyle and Slater (2001) write, "Our society has reached such a state— sociologists are calling us the 'cynical society'—that is increasingly difficult for us to

talk about love and the essential role that it must play in an education for democracy" (p. 790). The perceptions of those who follow are affected dramatically by this phenomenon. School leaders must identify this developing trend and confront the issue to prevent cynicism from overwhelming the organization.

The entrepreneurs and chief executive officers are saying that in the last couple of years they have been able to accomplish technological tasks they never dreamed possible. Also, Friedman (2005) presents the question of whether the advancement of technology and communications, which requires us to run faster in order to stay in place, has created a world where issues are developing too fast for our political systems to adjust in a stable format.

Importance of Vision, Mission, and Belief Statement

Having the ability to facilitate change is only the beginning of the puzzle. Throughout the change process organization must have a solid consensus building vision, mission and belief statement which serves as a beacon. Interestingly, historical accounts of the world's great leaders are misleading. History shapes an image of our leaders as people who possessed intellectual superiority, as if they were able to generate vision from a sixth sense who few other people possessed. Actually, after examining each leader closely the truth is that their vision initially originated from other people. These leaders possessed traits such as excellent listening skills, a powerful ability to build relationships, and a scholarly attitude towards learning (Bennis & Nanus, 1997). Leaders are not those who have some sort of sixth sense, leaders are those who can move people through collaborative action to create lasting

change. Just as Lincoln used his vision to create a better nation all leaders can utilize visions, mission, and belief statements as productive tools. Essential to the process is to incorporate both the vision and the mission into the decisions made in an organization.

According to Lucas (1997) vision, mission, and belief statements can become "fatal illusions." Table 2 is an illustration of the idea that establishing a vision requires many elements. It is essential that every piece to each plan must be included in the process. If any factor is neglected the result could be the collapse of the vision rather than progressive change. Table 2 is a portrayal of the importance of including all aspects of complex change and the outcomes which are likely if any element is excluded from the plan.

TABLE 2. Factors in Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	Results	Change
	Skills	Incentives	Resources	Action Plan	Results	Confusion
Vision		Incentives	Resources	Action Plan	Results	Anxiety
Vision	Skills		Resources	Action Plan	Results	Resistance
Vision	Skills	Incentives		Action Plan	Results	Frustration
Vision	Skills	Incentives	Resources		Results	Treadmill
Vision	Skills	Incentives	Resources	Action Plan		Inertia

Blankstein (2005)—HOPE Foundation; Adapted From Ambrose (1986)

For example, a visionless vision that many organizations are committed to is "growth." Lucas believes that leaders should understand that growth is a by-product, not a vision. On the contrary he states, "The opposite approach to the illusion of the

visionless vision is the illusion that we don't need to have any vision at all" (Lucas, 1997, p. 41). The determining factor is whether or not the leader truly aligns the organization with the vision or not. For the change process to occur over a period of time and be sustained a solid foundation for a shift to occur must be constructed.

Further, the strength of an organization's vision, mission, and belief statement is determined by the leader's ability to plan and facilitate. Glickman (2002) insists that preparation is the key to success. He explains that it is crucial that careful preparation and planning must be conducted to establish the foundation for sustained change and success.

Data Dissagregation

The High School campus plan is a crucial element in the site-based decision making process. Each decision made within a campus plan should be driven by examining the areas of need based on student performance. Importantly, while reviewing the leadership research, practitioners should remember, too often theories of leadership which are practiced in the schoolhouse are chosen because of the way they are packaged to us by outside entities. Rather, as educational leaders we should adopt research based practices which have been proven to be effective through real-world usage and sound research (Sergiovanni, 1996). These data-driven decisions are crucial to the long-term success of every school and ultimately the perceived and actual success of a high school principal.

Student achievement should function as the basis for all decisions made in the educational arena. Many schools in the state of Texas use information generated by

the Academic Excellence Indicator System (AEIS) to report student performance To analyze the information generated by AEIS, the company ASE (Academic Success Through Evaluation) created a data management program called ASE's Data Management System (ADM) also referred to as TAP. Schools which understand the importance of this program use this information to plan instruction, remediation and class structure. The information is also used for the allocation of funds and the development of the campus plan. For the purposes of this study the AEIS system was used as the indicator for school academic performance.

In reference to day-to-day operations the leader must motivate his or her faculty to use data as a diagnostic tool. One school employee describes the process by saying, "If more than one-third of the students missed a question pertaining to a certain content standard, it tells us that we need to improve our instructional strategies and other activities for teaching the concept" (High Schools That Work, 2004, p. 120). The high school principal in most schools will be faced with the daunting task of changing the mind-set of those who have randomly made educational decisions according to the latest trend or fad in the field of student achievement. Again, crucial to creating lasting change are the facilitation skills of the high school principal.

Leadership and Student Achievement

The objective of Holt's (2003) study on perceived leadership practices was to determine if self-perception and subordinate-perception of leadership styles are the same. The findings were that the two perceptions differed. Holt studied leaders who were community college administrators. He used the Leadership Proficiency

Inventory (LPI) developed by Kouzes and Posner (2002) to gather data. The LPI is the same instrument that was used in examination of perceived leadership practices in this study. The instrument examines five practices of the leader from the perspective of the leader and the perspective of observers. The practices examined are modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

The overall average self-perception score of the administrator in Holt's study was 8.6 out of a 10-point scale. This rating led Holt to believe that administrators in his survey are closer to "very frequently" to "almost always" exhibiting the behaviors required for exemplary leadership. On the other hand the knowledgeable observer's view had a broader distribution. The LPI-Observer scores averaged 7.1 for all 30 behaviors measured by the instrument. According to Holt this indicated that knowledgeable observer's view administrator's not fully engaged in the practices that may indicate exemplary leadership (Holt, 2003). He further states that the investigation revealed that knowledgeable observers perceive school administrators as less engaging and in need of developmental training. Another finding of Holt worth noting is that the assessment between leaders and their subordinates of exemplary leadership practices is often a disparate perspective (Holt, 2003).

According to the research done by Koster-Peterson (1993), a variety of educational research on effective schools and effective leadership was done from 1986 until the time the piece was written in 1993. Also noted was the lack of the significance of the leadership variable of the principal. Interestingly, Grady, Wayson, and Zirkel (1989) found that the correlates of Effective Schools Research (as cited in Koster-

Peterson, 1993) were insufficient to explain why some schools were more effective than others. The following limitations were listed as reasons why.

1. A formula which was too simplistic

2. Research which was not clear

3. Quick results were promised by the researchers

4. Research was predominately conducted in urban elementary schools with large populations of disadvantaged students

5. Programs were focused on narrow educational outcomes

6. Guidelines promoted authoritarian techniques and purposes

7. The programs encouraged manipulating data to show results

Other studies noted in Koster-Peterson's (1993) work were: Sweeny (1982) whose findings were not conclusive with respect to the leadership variable; the Maryland study (Austin, 1978) which specified that effective schools had a principal who had strong instructional leadership skills; and the Delaware study (Sparatz, Vales, McCormick, Myers, & Geppert, 1977) which found that effective schools had principals that emphasized administrative activities.

Regardless of whether the principal is an instructional leader, an administrative leader, or some combination of the two, he or she is still responsible for the bottom line which is the achievement of students. Marzano et al. (2003) chart the percentage of students expected to pass or fail a test in effective verses ineffective schools (see Table 3).

TABLE 3. Percentage Comparison of Pass Rates in Effective vs. Ineffective Schools

	Expected Pass Rate	Expected Fail Rate
Effective School (A)	72%	28%
Ineffective School (B)	28%	72%

According to Waters et al. (2004, leadership does matter. The data from their meta-analysis suggest that there is a relationship between leadership and student achievement.

Multitasking

Perkins-Gough (2005) effectively identifies the need for high schools to be more rigorous and to possess more extensive student support systems. As time passes the expectations for leaders continue to increase and broaden with the passing of every-day. Leaders at each level serve as the chief executive officer, the chief financial officer, and the chief operations officer of their own domain. Nowhere is this truer than in the role of the high school principal. With so many demands the high school leader must truly function as a master in many capacities.

Hoyle (2001) writes, "Within a few years, leading professors' lectures were transformed from war stories of 'how I did it' and 'democratic leadership' to an attempt to describe reality through theory building" (p. 250). For leaders to change and progress in the 21st century and beyond, there must be a foundation rooted in research based theory to use as a starting point. Hoyle lists the following abilities that administrators must possess in order to administer learning environments presently and in the future.

- The ability to change in a dynamic environment

- The ability to select, maintain, and provide appropriate professional development based on student needs

- The ability to understand and manage instructional systems

- The ability to relate to people in a humane fashion in an effort to create "humanistic educational environments"

- The ability to build relationships with all stakeholders

Krug 1993 (as cited in Gullat & Lofton, 1996) states, "There are five essential categories that serve to describe a wide array of behaviors in which a principal engages: (a) defining a mission, (b) managing curriculum and instruction, (c) supervising teaching, (d) monitoring student progress, and (e) promoting an effective instructional climate" (Gullat & Lofton, 1996, p. 7). But can we expect a leader to successfully wear all of these hats at the same time? Many are doing just that.

Lashway (2002) points out that one of the first things that a new principal learns is that there are several stakeholders who can tell them how to do their job. Although it is important to listen it is also important to be an independent thinker. Recently scholars and policy makers have begun to examine the capacity in which the principal should operate. The role has been redefined over the last two decades. According to Lashway, the 80s cultivated an efficient, task-oriented, definition of leadership. The leader operated in a top-down managerial system. Recently, the definition of an instructional leader has changed to a principal who considers all stakeholders and shares their decision making power with a site-based decision making committee.

Today's instructional leader is more democratic in comparison to yesterday's leader who functioned in a more managerial capacity.

One suggestion is to split the position into two principalships. One position would function as a managerial task while the other would serve the organization as the instructional leader. Although intriguing, the idea is far from having the support to become a movement. Yet, many stakeholders are in agreement that the principalship is in need of a major re-tooling (Lashway, 2002).

Schwann and Spady (1998) reached the conclusion, "Total Leaders are individuals who embody all of the performance abilities and attributes needed to erect the pillars of productive change and carry out the essential processes that make successful systemic change happen" (p. 17). Prior to 1998, most of the work on leadership and change had been focused on the business world because of the challenging realities that most businesses face. The world's foremost researchers, consultants, and authors were working on the reality that organizations must change or die (Schwann & Spady, 1998).

The decision-making process for the 21st century high school principal can be emotionally grueling. While enduring this experience the leader must facilitate learning. "The numbers of variables that daily and almost momentarily impact the decision-making process approach an infinite combination of circum-stances" (Raines, 2004). Raines further states, "The legal and political ramifications of even one poor decision can be devastating to the individual and can have long-term effects on the school personnel and programs." Administrators function in an ever changing environment where the unexpected happens almost daily. It is common for principals

to have feelings of isolation which can create self-esteem issues. Some live in a frustrating state and have no one to share their ideas and emotions with ultimately turning those feelings inward (Raines, 2004). The emotional ramifications of long-term tenures have an impact on the effectiveness of a leader in such a position. Mid-management personnel must be aware of the impacts of daily stress and actively participate in activities which provide emotional renewal. Also necessary is the ability of the leader to manage all of the different roles while controlling emotions in a highly charged tumultuous environment. Even more challenging is to focus on student achievement while juggling volatile situations daily.

Change Agency

The need to change is evident in a statement made by Copeland (2001). The U.S. Bureau of Labor Statistics has examined the need for educational administrators through the year of 2008. Their findings indicate that their will be a 10% to 20% increase. Similarly, Ferrandino (2001) (as cited in Raines, 2004) states, with the U.S. Bureau of Labor reports that 40% of the nation's 93,200 principals are nearing retirement and that the need for school administrators in the next five years will rise tremendously. Our scholars, practitioners and legislators must recognize that it is paramount to determine what can be done to make this position a more effective and attractive one from which to serve children.

The boost in new leaders filling significant positions provides a ripe opportunity to bring positive change through new ideas and practices by incoming educational leaders. For the change to be positive, leaders must understand how lasting change

takes place. Leaders must understand how to manage the emotions evoked by change in the follower. Emotions such as fear and anxiety create a natural resistance to any action which deviates from the norm of the organization.

Schwann and Spady (1998) elaborate on the term change by describing its meaning and the substantial evolutionary progression of the word from 1968 to 1998. In 1968 change was an event that was episodic, predictable and happened with a destination in mind. Forwarding to 1998, the word change became a journey, which was continuous, near chaotic and necessary for organizations to survive (Schwann & Spady, p. 2). From an instructional leadership perspective leaders must model the behavior of change. Each move must be calculated and the leader must be cognizant of how the process affects the perceptions of the subordinate. Truly successful principals hone their skills by becoming effective facilitators and change agents. When leaders are learners themselves they are more prepared to serve as facilitators of change when they ask their teachers to rethink practices (Lashway, 2002).

Hoyle (2002) in his article, "The Highest Form of Leadership," describes how Herman Smith, a school superintendent, prepares each day for the challenges ahead. "Each morning before arriving at his office, he seeks guidance from a higher source to be positive throughout the day. This time of spiritual strength enables him to face difficult personnel, budget, and community problems with a positive resolve to seek the spiritual best in people and the complex issues before him." Hoyle elaborates on this spiritual perspective by pointing out that gifted leaders today recognize that the functions and strategies of leadership fall short of a successful tenure. For superintendents and principals to be well rounded leaders and change agents they

must understand that collaboration and care giving are the essentials of premium productivity. Most importantly Hoyle states the following:

> Spiritual leaders cannot allow children and youth to fail nor can they stand idly by and ignore incompetence. The leader is responsible for inspiring staff, teachers, and community to do what is right for each child. To ignore children failing and blaming it on the child's background or family is spiritless. (Hoyle, 2002, p. 19)

Interestingly, Fullan (2003) believes charismatic leadership to be negatively associated with sustainable change in performance. He believes that leaders who lead more quietly and are more solid are able to produce long-term sustainable results in our school systems. These leaders don't want the spotlight but had rather work behind the scenes to do the "right thing" inconspicuously for all the stakeholders in the organization.

As schools begin to redesign the learning community is affected in many ways. The new school leader will have to possess the skills to manage the various responses to the change that is occurring. Paula Evans (2003), once a high school principal implementing change writes, "I hadn't realized that many in the school community were beginning to take some ownership for the changes that were still in there infancy." She continues, "My e-mail folder exploded with support. Here's a brief selection."

- The redesign is an undertaking of daunting complexity given the race, class, and ethnic, diversity within our city. Change is hard and discomforting, but I am very confident this will be very successful for the students who have been chronically underserved. (Faculty Member Writing to the School Committee)

- I have felt quite overwhelmed with sorrow and horror that all of the work of the last year can be undermined and all the critical work left to do now stalled. It seems to me to be political expediency at its worst on the part of the school committee, and I am ashamed to have voted for them. (Parent) (p. 429)

Evans' stay as a leader of this school only lasted a few years and was a very controversial time in her life. She describes the journey as an educator and leader as long and arduous. Regardless of whether we are teachers or administrators, all educators are leaders at some level and are attempting to try and keep the same boat afloat.

"The most significant contribution leaders make is not simply to today's bottom line; it is to the long-term development of people in institutions so they can adapt, change, prosper, and grow" (Kouzes & Posner, 2002, xxviii). According to the High Schools That Work (2004) examination of the instructional leader should create a climate of high expectations for all students by providing wanted support for teachers rather than just talking about it.

In a qualitative examination, Glickman (1989) discusses the beliefs he and his colleagues shared while teaching in an inner-city environment. Each new principal should realize the road traveled by experienced teachers prior to their tenure as the new administrator.

> I've been teaching for 20 years now, and I can't remember all of the "reforms" I've been through. I'm not sure that I can take another one! It seems that every three years, someone—whether it's a new hot shot superintendent, the state department, the governor, or a university professor—comes up with some great new idea of how American education is to be saved. What happens is that my colleagues and I become the punching bag recipients of someone else's plan. (Glickman, 1989, p. 5)

There is significant legitimacy to these claims by teachers which are shared today. The important piece to the argument is that the teacher's perceptions are swayed negatively when not included in the decision-making process.

New Era of Leadership

Breaking Ranks II

The Education Alliance (2004) research answers an obvious question. Why should we change? According to The Education Alliance, "We are not doing as well as we want or as well as we should, not only for low-income youngsters, or for non-English speakers, or for adolescents with special needs, but for all of us. Good enough for yesterday will not serve as good enough for tomorrow-in every community, rich and poor, across the country" (p. XI).

The purpose of the study and the charge from the North Carolina Center for School Leadership Development was to find schools that could serve as cases of success to be used as resources to mentor other schools. One important element which each school possessed was an extensive safety net to support students who might otherwise fall through the nets of the educational system (Cooper, Ponder, Merritt, & Matthews, 2005). Leaders who implement safety nets are building a culture where failure is not an accepted option for any student. The facilitation of such a change in culture directly impacts the perception of followers.

No Child Left Behind

According to Meier and George (2004), "The No Child Left Behind Act has become the most fiercely debated education issue of this election year, and it will be at the center of the national conversation about schools for the foreseeable future (p. 44).

> NCLB, signed into law in 2002, purports to improve public schools-and especially the way they serve poor children-by enforcing a system of standards and accountability through high-stakes testing and sanctions. (Meier & Wood, 2004, p. 44)

The act mandates annual testing, academic progress, campus and district report cards, and certain levels of teacher qualifications. Also, the act provides Title I funds for research-based reading programs for grades K-3 in districts with high concentrations of poor children (Meier & Wood, 2003).

Meier and Wood (2004) believe that NCLB is damaging our children and our schools. Including in their article are the results of an opinion poll released in 2003 which states that nearly half of school principals and superintendents view the legislation as either politically motivated or aimed at undermining public schools. Also included in the article are the results of a 2003 study by Policy Analysis for California which suggests that, because NCLB's requirement to evaluate school progress on the basis of demographic subgroups, the law may disproportionately penalize schools with diverse populations (Meier & Wood, 2004). On the other hand, the Education Trust (as cited in Meier & Wood, 2004) points out that there are other leaders which

express support for the law's stringent accountability mandates, characterizing them as vital levers of change, inclusiveness, and transparency of results.

Table 4 is a display of the standards which need to be met in order for each school and school district to receive the various ratings. The No Child Left Behind legislation mandated that each state implement an accountability test to determine whether schools are provided instruction in a manner which serves all students.

TABLE 4. Texas Education Agency's Accountability Standards

	Academically Acceptable	Recognized	Exemplary
Basic Indicators			
Spring 2005 TAKS - All students And each student group meeting minimum size: - African American - Hispanic - White - Econ. Disadvantaged	Meets each standard: - Reading/ELA…...50% - Writing …………50% - Social Studies….. 50% - Mathematics …... 35% - Science ………... 25% OR meets Required Improvement	Meets 70% standard for each subject OR meets 65% floor and Required Improvement	Meets 90% standard for each subject
Spring 2005 SDAA II All students (if meets minimum size criteria)	Meets 50% standard (Met ARD Expectations)	Meets 70% standard (Met ARD Expectations)	Meets 90% standard (Met ARD Expectations)
Annual Dropout Rate 2003-04 - All students And each student group meeting minimum size: - African American - Hispanic - White - Econ. Disadvantaged	Meets 1.0% standard OR Meets Required Improvement	Meets 0.7% standard OR Meets 0.9% floor and Required Improvement	Meets 0.2% standard

TABLE 4. Continued

	Academically Acceptable	Recognized	Exemplary
Basic Indicators			
Spring 2005 TAKS - All students And each student group meeting minimum size: - African American - Hispanic - White - Econ. Disadvantaged	Meets each standard: - Reading/ELA…...50% - Writing …………50% - Social Studies….. 50% - Mathematics …... 35% - Science ………... 25% OR meets Required Improvement	Meets 70% standard for each subject OR Meets 65% floor and Required Improvement	Meets 90% standard for each subject
Additional Provisions			
Exceptions	Applied if district/campus would be *Academically Unacceptable* due to not meeting the *Academically Acceptable* criteria on up to 3 test measures.	Exceptions cannot be used to move to a rating of *Recognized*.	Exceptions cannot be used to move to a rating of *Exemplary*.

Source: Texas Education Agency (2005)

Regardless of opinions, administrators and teachers have had to adjust the way business is done to meet the new accountability standards. Professionals must disaggregate student performance data, identify those who are not progressing, and provide remediation based on the Texas Essential Knowledge and Skills (TEKS). The TEKS are aligned with the accountability test called the Texas Assessment of Knowledge and Skills (TAKS). Some argue that an education should encompass a more holistic approach to preparing children for the future. Many scholars and practitioners believe that the accountability movement has narrowed the educational focus to only the mastery of objectives. For the purposes of this study the state rating

system named the Academic Excellence Indicator System (AEIS) (reviewed in Table 6) will be utilized to rate the performance of each high school.

On January 8, 2002, President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB). Under NCLB, accountability provisions apply to all districts and campuses. All public school districts, campuses, and the state are examined annually for Adequate Yearly Progress (AYP).

- Texas Assessment of Knowledge and Skills (TAKS)

- State-Developed Alternative Assessment II (SDAA)

- Locally-Determined Alternate Assessment (LDAA)

- Reading Proficiency Test in English (RPTE

- Linguistically Accommodated Testing (LAT)

Schools must not only meet proficiency levels on the above mentioned tests but must also meet the following criteria to be approved by the state as a school which is progressing appropriately (see Table 5).

TABLE 5. 2005 AYP Indicators—Federal Standards

Reading/Language Arts 2004-05 tests (TAKS, SDAA II, LDAA, and RPTE in Grades 3-8 & 10) All students and each student group that meets minimum size requirements:	Performance Standard: 53% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 5% cap	OR	Performance Improvement: 10% decrease in percent not proficient on test* *and* any improvement on the other measure (Graduation Rate or Attendance Rate)
- African American - Hispanic - White - Econ. Disadvantaged - Special Education - Limited English Proficient	Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)	OR	Average Participation Rate: 95% participation based on combined 2003-04 and 2004-05 assessment data

TABLE 5. Continued

Mathematics	Performance Standard: 42%	Performance Improvement:
2004-05 tests (TAKS, SDAA II, LDAA, and LAT in grades 3-8 & 10) All students and each student group that meets minimum size requirements (see above)	% counted as proficient on test* for students enrolled the **OR** full academic year subject to the Federal 5% cap	10% decrease in percent not proficient on test* *and* any improvement on the other measure (Graduation Rate or Attendance Rate)
	Participation Standard: 95%	Average Participation Rate:
	Participation in the assessment program for **OR** students enrolled on the date of testing (no more than 5% of students absent)	95% participation based on combined 2003-04 and 2004-05 assessment data
Other Indicator** All students **Graduation Rate** Class of 2004 **Attendance Rate** 2003-04	Graduation Rate Standard: 70% or any improvement. Graduation Rate for high schools, combined elementary/secondary schools offering grade 12, and districts offering grade 12	Attendance Rate Standard: 90% or any improvement. Attendance Rate for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering grade 12, and districts not offering grade 12

Source: No Child Left Behind (2005)

*Student passing standard on TAKS. No more than 5% of students in the district's participation denominator can be counted as proficient based on meeting ARD expectations on (1) SDAA II for students tested below enrolled grade level, or (2) LDAA. Results for the RPTE are counted based on number of years in U.S. schools.

**Student groups are not required to meet the Graduation Rate or Attendance Rate standards; however, they may be required to show improvement on the Graduation Rate or Attendance Rate as part of performance improvement for Reading/Language Arts or Mathematics.

Regardless of whether the time period is the early twenties, the present, or somewhere between, leaders are still utilizing the same fundamental tools. Although the leaders have not changed over time the context in which they lead has changed dramatically and will continue to be dynamic in nature into the foreseeable future. (Kouzes & Posner, 2002)

Ultimately the model for success will consist of leaders who are systemic thinkers, who understand the importance of relationships and the development of

cultural norms which produce a productive rewarding work environment. The pendulum has swung to a point in time where the objective elements in society have overwhelmed the subjective nature of our culture. The quest of effective leaders who understand the facilitation of lasting change will be to mold the cultural norms and beliefs of an organization into a masterful blend between subjective values and objective data. No longer can a leader be one dimensional and expect to have any level of sustained success. The leader will be perceived by co-workers and subordinates according to their ability to construct a productive caring environment where all have the opportunity to succeed and flourish as life-long learners.

CHAPTER III

METHODOLOGY

Population

The population of this study included the 29 high school principals in Region V Education Service Center, Texas, and selected members of the Site-Based Decision Making Committee (SBDM) from each district.

Instrumentation

This study collected data to assess leadership practices and student performance. The perceived leadership practices data were gathered from the Leadership Practices Inventory (LPI) developed by Kouzes and Posner. The inventory questionnaire focuses on five leadership practices as identified through a 10-point Likert–type scale. This questionnaire was delivered in two formats, LPI-Self (leader) and LPI-Observer (selected committee member). Student performance data were mined from the Texas Education Agency's Academic Excellence Indicator System (AEIS). The Academic Excellence Indicator System (AEIS) database will provide data that assesses student performance on state assessments and campus/district ratings.

Procedures

This study was conducted in the spring of 2005. Permission to use the Kouzes and Posner Leadership Practices Inventory questionnaires was sought from MJ International HRD Training and Distributors. Permission to conduct the surveys was

sought from the superintendents of the 29 school districts in Region 5 ESC, Texas. Responses collected from each school district were entered into an electronic database for purposes of data analysis. In order to establish an acceptable return rate, follow-up e-mails and telephone calls were made to those districts not responding in a timely manner. Campus ratings determined by student performance were collected from the Academic Excellence Indicator System database for each district.

Data Analysis

After responses from the participants in the 29 high schools were collected the data was analyzed and interpreted. To generate the findings a statistical software program was utilized. To interpret the data this researcher used descriptive statistics, analysis of variance, and scatter plots. Numerical and graphic techniques were essential to the understanding of the raw data generated by the survey instrument.

Instrument Reliability

The reliability of the instrument, as measured by Cronbach's Alpha, continued to be strong due to all scales remaining above the .75 level. This holds true for the Self and the Observer version of the survey. Table 6 is a reflection of these observations.

TABLE 6. Instrument Reliability as Measured by Cronbach's Alpha

Leadership Practice	Self	Observers (ALL)	Manager	Direct Report	Co-Worker or Peer	Others
Challenge	.80	.89	.89	.90	.88	.88
Inspire	.87	.92	.92	.92	.91	.91
Enable	.75	.88	.86	.89	.87	.88
Model	.77	.88	.86	.90	.87	.87
Encourage	.87	.92	.92	.93	.92	.93

Instrument Validity

Kouzes and Posner state that principals from "Blue Ribbon" schools had consistently higher LPI scores than their counterparts from non-Blue Ribbon schools. Further evidence of the validity of the instrument is reflected in the findings of Gunter (1997) (as cited in Kouzes & Posner, 2002) where LPI scores were significantly related to employee commitment levels. Another example of recent validation of the LPI instrument was in the findings of Foong (1999) (as cited in Kouzes & Posner, 2002) concerning productivity, job satisfaction, and organizational commitment. Foong found that all elements were significantly correlated with manager's use of leadership behaviors (LPI) with Singaporean managers. For the purposes of this study gender was included in the attached demographic questionnaire. According to the documentation from Kahl (1999), Lavine (1998), Singh (1998), and Sproule (1997) (all as cited in Kouzes & Posner, 2002), there is no significant relationship established between LPI and gender; yet females reported higher LPI scores than males according to Randall (1999) (as cited in Kouzes & Posner, 2002).

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter contains the results of the study. Results are presented for three research questions. From the 29 schools asked to participate in the study 26 schools responded resulting in a campus return rate of 89.7%. From the 174 surveys which were sent to the schools, 26 self-surveys and 79 SBDM member surveys were returned. The n of 105 represented 60.34% of the 174 possible respondents.

Tables 7 through 10 provide descriptive statistics about the population surveyed. The ethnic make-up of the population examined is predominately white (Table 10). The population is slowly becoming more diversified as minority groups migrate towards the region

TABLE 7. Gender of Respondents

	Principal		Observer	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	26	100%	24	69.6%
Female	0	0%	55	30.4%

Respondents were divided almost equally among males and females (Table 7). In kindergarten through the eighth grade, the field of education is predominately female. The ratio is closer to one at the high school level.

TABLE 8. Experience of Respondents

	Principal		Observer	
Experience	**Frequency**	**Percentage**	**Frequency**	**Percentage**
0	3	11.5%	15	19%
11	5	19.2%	36	45.6%
21	13	50%	18	22.8%
31	5	19.2%	8	10.1%
41	0	0%	2	2.5%

Respondents varied in their years of experience (Table 8). Most respondents had between 21 and 30 years of experience in the field. Two of the respondents had 41 or more years of experience while 18 of the respondents had 10 or less years in the education profession. The nature of the high school leadership position is very demanding both physically and mentally which is a factor in many principals having less than 30 years of experience in the field.

TABLE 9. Age of Respondents

	Principal		Observer	
Age	**Frequency**	**Percentage of All Principals**	**Frequency**	**Percentage of All Observers**
21	0	0%	5	6.3%
31	7	26.9%	28	35.4%
41	8	30.8%	23	29.1%
51	11	42.3%	23	29.1%

Very few of the teachers responding to the survey were new to the field of education. The age range of 31 to 40 included 35 of the respondents. There were 65 respondents 41 or older as evidenced in Table 9.

TABLE 10. Ethnicity of Respondents

	Principal		**Observer**	
Ethnicity	**Frequency**	**Percentage**	**Frequency**	**Percentage**
White	20	76.9%	61	77.2
African American	5	19.2%	12	15.2
Hispanic	1	3.8	6	7.6

As mentioned earlier, Table 10 is a portrayal of the distribution of ethnicity of those participating in the study. Out of the three ethnicities represented Whites out number African American and Hispanic high school principals 4 to 1.

Procedures and Presentation

Survey instruments were mailed to the entire population (N=174) of Region V Texas High principals and Site-Based Decision Making Members. After four weeks 35% of respondents had returned surveys. The initial survey as well as the second survey was conducted through the traditional mailing system. The second survey produced a return of an additional 11%. Upon analyzing the return rate the decision by this researcher was made to digitize the responder packets and e-mail surveys and attached documents to schools that did not respond and to follow-up with a phone call. The process was conducted on two different occasions. The results were enough

to improve the responder percentage to 60.3 % (N=105). Ultimately, 26 of the 29 schools returned varying numbers of surveys. Both the traditional mail-out and the e-mail included a survey letter explaining the proposed study (Appendices G, H, and I), a bulleted information sheet (Appendix E), and the survey instruments (Appendices A, B, D, F). Participants were informed that the survey would take approximately 15 minutes. Returning the questionnaire signified consent to use their responses in this study.

Two types of survey instruments were used to gather data. The first instrument, developed by Kouzes and Posner (2002) titled the Leadership Practices Inventory, consisted of 30 questions. There was a self-survey for the principal and an observer survey for those rating the leadership practices of the principal. Both the self- and the observer surveys were separated into five categories that cover the leadership practices identified by Kouzes and Posner. The categories are identified as follows: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. There were six questions linked to each category in the survey. The minimum score of six was possible while the maximum score per category was 60. The values for each leadership practice were determined by a Likert-type scale. The values for each leadership practice were as follows: (1) almost never, (2) rarely, (3) seldom, (4) once in awhile, (5) occasionally, (6) sometimes, (7) fairly often, (8) usually, (9) very frequently, and (10) almost always.

The five core leadership practices mentioned above and the corresponding LPI questions (all developed by Kouzes and Posner) are illustrated in Table 11.

TABLE 11. Leadership Practices and Corresponding LPI Statement

Leadership Practice	LPI Statement
Challenge the Process	1, 6, 11, 16, 21, 26
Inspiring a Shared Vision	2, 7, 12, 17, 22, 27
Enabling Others to Act	3 , 8, 13, 18, 23, 28
Modeling the Way	4, 9, 14, 19, 24, 29
Encouraging the Heart	5, 10, 15, 20, 25, 30

The second instrument used was the demographic questionnaire which was developed by this researcher to obtain general information about the respondents such as age, gender, ethnicity, educational role, and educational experience. With the use of the survey, the researcher also asked each high school principal for a general self-rating while asking the observer to rate the principal. The rating scale was above average, average, or below average.

After data was collected the computer program Statistical Package for the Social Sciences (SPSS 14) was used to run descriptive analysis and various statistical tests to answer three research questions.

Results of Related Research Hypotheses

The purpose of this research was to investigate the relationship between student performance and leadership practices as perceived by high school principals and selected Campus Education Improvement Committee (CEIC) members in school districts in the Region 5 Education Service Center (ESC) in Texas.

Analysis of Research Hypothesis #1

Is there a relationship between student performance and leadership practices as perceived by principals and selected CEIC members in high schools in Region V ESC, TX as measured by the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2002)?

For each of the 26 schools examined a total was calculated for the principal surveyed (Self-Total). The CEIC member's scores from the survey were averaged to generate one score (Observer Average) from each school for comparison purposes. The difference between the LPI self survey and the LPI observer survey was compared to the student performance component. For this study student performance for each school was determined by the All Tests category (Academic Excellence Indicator System-2005) for high schools. The All Tests category is a reflection of the number of students on a particular campus who passed all areas of the Texas Assessment of Knowledge and Skills (see Figure 1).

FIGURE 1. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for Categories *Self-Total* and *Observer Average*

The scatter plot comparing the Self-Survey total and the Observer Average for all practices compared to the number of students passing the TAKS at each school did not indicate a linear relationship. To further examine the relationship that leadership practices have on student performance each practice was analyzed.

The Pearson correlation coefficient assumes that all data collected are normally distributed. It is evident from examining the Pearson correlation in Table 12 (.022) that a linear relationship does not exist between *Model the Way* and All Tests Taken. Also, the smaller number (.022) indicates the lack of relation of the relationship

between the variable *Model the Way* Self and the percentage of students passing the

TAKS test. A larger absolute value such as .8 would indicate a much stronger

relationship between the two variables.

TABLE 12. Correlation between *Modeling the Way* Participant Responses and the Percentage of Students Passing the TAKS Test

		Model the Way Self and Observer	TAKS-All tests-% Passed
Model the Way Self and Observer	Pearson Correlation	1	.022
	Sig. (2-tailed)		.913
	N	52	26
TAKS-All tests-% Passed	Pearson Correlation	.022	1
	Sig. (2-tailed)	.913	
	N	26	26

FIGURE 2. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for the Practice *Modeling the Way*

The scatter plot (Figure 2) is a definitive indication that the Pearson Correlation Coefficient that there is not a linear relationship between the leadership practice and the number of students passing the Texas Assessment of Knowledge and Skills (TAKS).

The values of the Pearson correlation coefficient range from -1 to 1. Just as the practice *Modeling the Way*, the Pearson correlation in Table 13 (.022) for *Enabling*

Others to Act is an indication that a linear relationship does not exist with regard to the percentage of students passing the TAKS test.

TABLE 13. Correlation between *Enable Others to Act* Participant Responses and the Percentage of Students Passing the TAKS Test

		Enable Others to Act Self and Other	TAKS-All Tests-% Passed
Enable Others to Act Self and Other	Pearson Correlation	1	.128
	Sig. (2-tailed)		.533
	N	52	26
TAKS-All Tests-% Passed	Pearson Correlation	.128	1
	Sig. (2-tailed)	.533	
	N	26	26

The scatter plot (Figure 3) for the leadership practice *Enabling Others to Act* is also non-linear. The percentage of students passing (All Tests category) and the respondent scores for Enabling Others to Act have no definitive pattern.
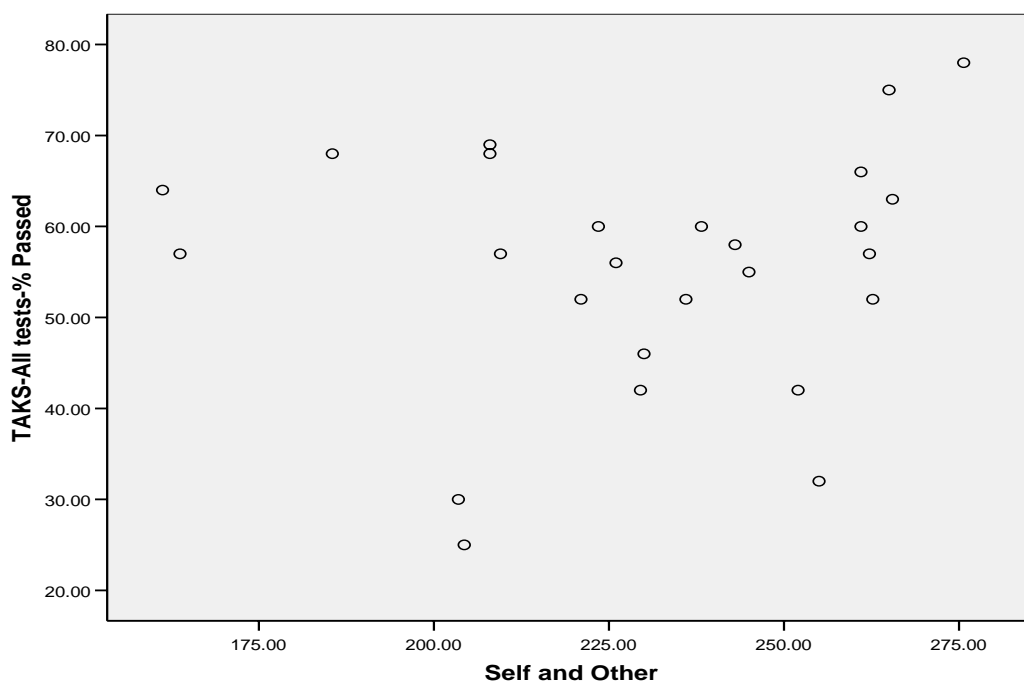
FIGURE 3. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for the Practice *Enabling Others to Act*

Just as with the other practices the correlation coefficients on the main diagonal are always 1.0, because each variable has a perfect linear relationship with itself. The Pearson correlation coefficient (Table 14) for variables *Encouraging the Heart* and the number of students passing the TAKS test is somewhat higher than the previous practices at .124. By Pearson Correlation Coefficient standards this is still a very weak relationship.

TABLE 14. Correlation between *Encouraging the Heart* Participant Responses and the Percentage of Students Passing the TAKS Test

		Encourage the Heart Self and Other	TAKS-All Tests-% Passed
Encourage the Heart Self and Other	Pearson Correlation	1	.124
	Sig. (2-tailed)		.545
	N	52	26
TAKS-All tests-% Passed	Pearson Correlation	.124	1
	Sig. (2-tailed)	.545	
	N	26	26

The Scatter Plot (Figure 4) reveals the weak non-linear relationship between *Encouraging the Heart* and the number of students passing the TAKS test. For all practices there was no prevailing pattern to the responses. The small correlations would not allow this researcher to predict with any level of reliability the passing rate of students taking the TAKS test by the responses of the principal or the observers in this sample group.
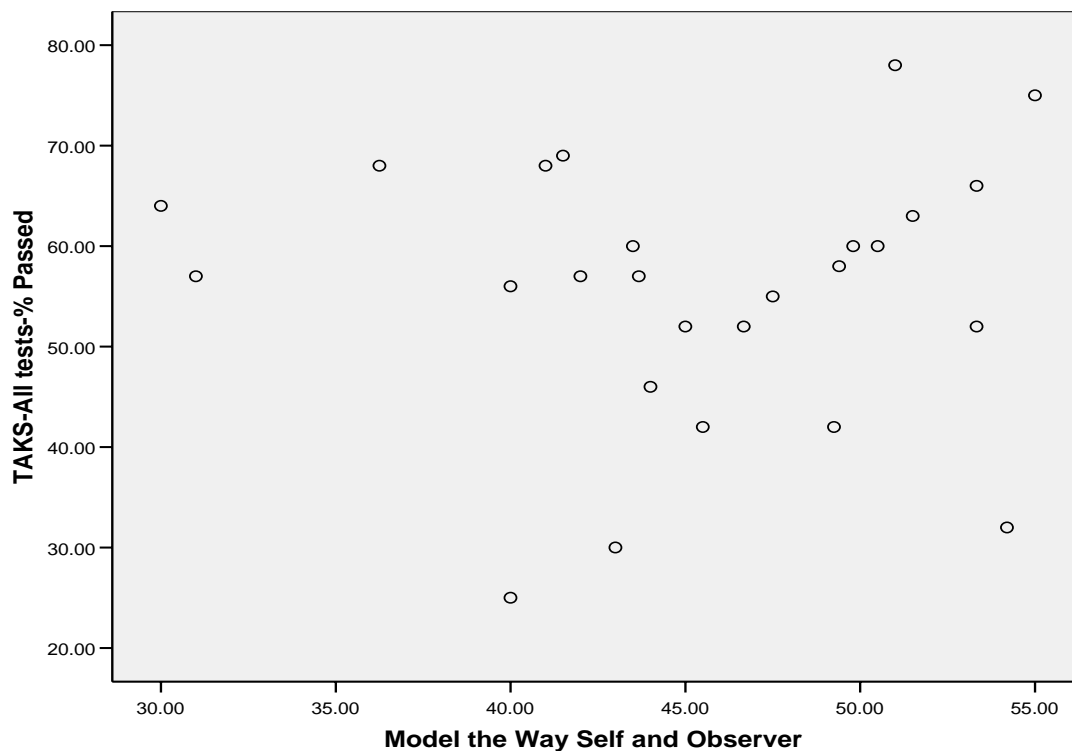
FIGURE 4. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for the Practice *Encouraging the Heart*

The data analysis for the variables *Inspiring a Shared Vision* reveals another non-linear relationship (Table 15). The relationship is slightly higher than the practice Encouraging the Heart (.132) yet still exhibits a weak relationship between two variables.

TABLE 15. Correlation between *Inspiring a Shared Vision* Participant Responses and the Percentage of Students Passing the TAKS Test

		Inspire a Shared Vision Self and Observer	TAKS-All Tests-% Passed
Inspire a Shared Vision Self and Observer	Pearson Correlation	1	.132
	Sig. (2-tailed)		.520
	N	52	26
TAKS-All tests-% Passed	Pearson Correlation	.132	1
	Sig. (2-tailed)	.520	
	N	26	26

The percentage of students passing the TAKS test and the respondent scores for *Enabling Others to Act* are scattered and again have no definitive pattern according to the Scatter Plot (Figure 5).
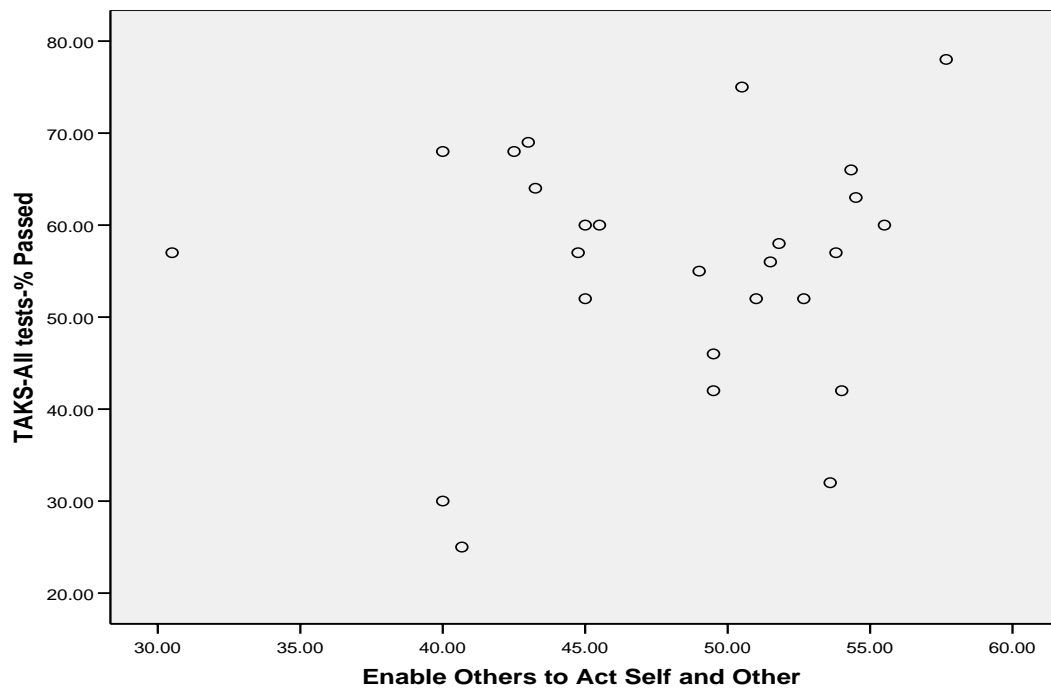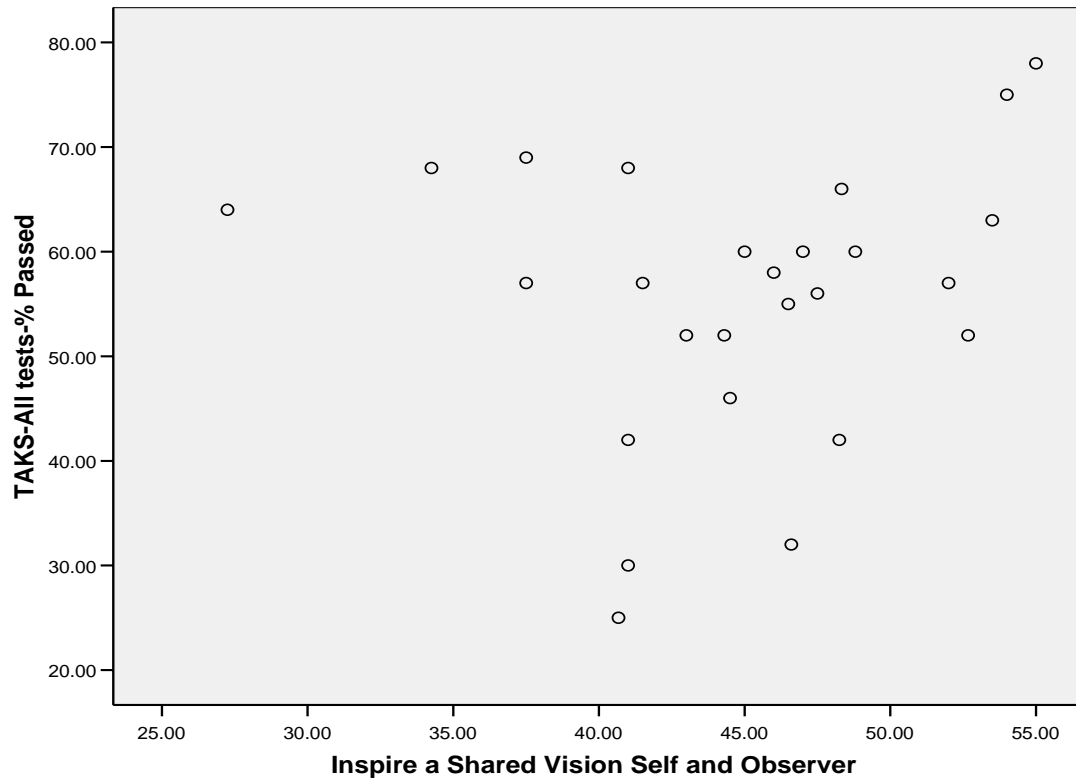
FIGURE 5. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for the Practice *Inspiring A Shared Vision*

Table 16 reveals the Pearson correlation coefficient for the relationship between *Challenging the Process* and the percentage of students passing the Texas Assessment of Knowledge and Skills. The relationship between the two variables is weak or possibly non-existent. The correlation coefficient is very low (.117).

TABLE 16. Correlation between *Challenging the Process* Participant Responses and the Percentage of Students Passing the TAKS Test

		Challenge the Process Self and Observer	TAKS-All tests-% Passed
Challenge the Process Self and Observer	Pearson Correlation	1	.117
	Sig. (2-tailed)		.568
	N	52	26
TAKS-All tests-% Passed	Pearson Correlation	.117	1
	Sig. (2-tailed)	.568	
	N	26	26

The scatter plot for the leadership practice *Challenging the Process* is also non-linear (Figure 6). The Pearson correlation coefficient of .117 is consistent with a pattern like the one above. The percentage passing on All Tests taken and the respondent scores for Enabling Others to Act are scattered and have no definitive pattern.
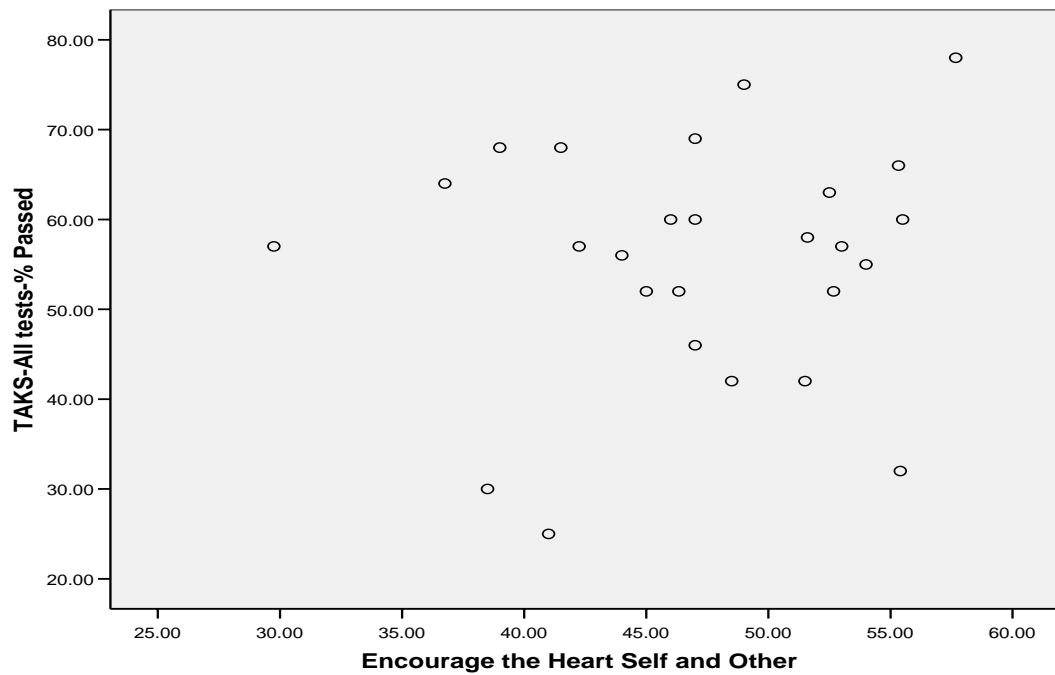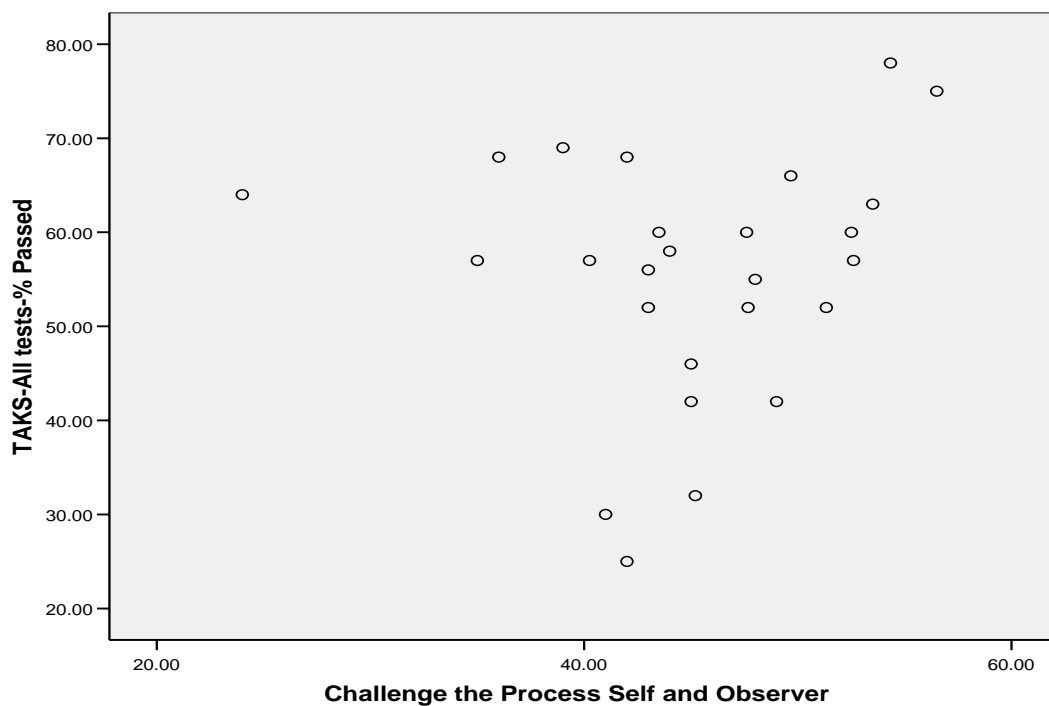
FIGURE 6. Relationship between Number of Students Passing the TAKS Test and the Scores of All Respondents for the Practice *Challenging the Process*

Analysis of Research Hypothesis #2

Are there differences in the responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

The column signifying significance suggests that all of the practices indicate group differences (Table 17). Small significance values (<.05) indicate group differences. In this example, all of the practices register significance levels which are less than .05. Significance values this small indicate that there are differences

between the responses of the Self and the Observers at each school. The probability

of the difference happening by chance is limited.

TABLE 17. Analysis of Variance of the Five Leadership Practices

		Sum of Squares	df	Mean Square	F	Sig.
Model the Way Self and Observer	Between Groups	480.685	1	480.685	14.061	.000
	Within Groups	1709.254	50	34.185		
	Total	2189.939	51			
Inspire a Shared Vision Self and Observer	Between Groups	193.772	1	193.772	5.092	.028
	Within Groups	1902.866	50	38.057		
	Total	2096.638	51			
Challenge the Process Self and Observer	Between Groups	143.391	1	143.391	4.097	.048
	Within Groups	1750.046	50	35.001		
	Total	1893.437	51			
Enable Others to Act Self and Other	Between Groups	281.372	1	281.372	11.360	.001
	Within Groups	1238.427	50	24.769		
	Total	1519.799	51			
Encourage the Heart Self and Other	Between Groups	185.636	1	185.636	5.466	.023
	Within Groups	1697.971	50	33.959		
	Total	1883.607	51			

Data dissagregated for the five LPI practices are an illustration in Table 18 that

most high school principals rate themselves higher than their observers rate them.

According to the survey high school principals in region 5 view themselves as

capable of effectively leading an organization. The overwhelming number of

principals registering a self-rating higher than their observer rating affirms the results

of the ANOVA (Table 17).

TABLE 18. Number of Self Ratings which Were Higher than Their Observer Ratings

	Challenging the Process	Inspiring a Shared Vision	Enabling Others to Act	Modeling the Way	Encouraging the Heart
# of Principals	18	19	21	21	18

Table 19 is a display of the distribution of principal and CEIC member responses.

The ranges were established by Kouzes and Posner in relation to the LPI instrument.

Most of the responses to the self and the observer surveys combined fell into the High

Score Range. In the High Score Range there were a total of 71 self-surveys and 40

observer surveys. In the Moderate Range there were 49 self-surveys and 56 observer

surveys. Last, in the low score range there were 10 self-surveys and 34 observers

surveys.

TABLE 19. LPI Percentile Rankings—Number of Self and Observer Totals in Each Category

Leadership Practice	High Score Range	Moderate Score Range	Low Score Range
Challenge the Process	52-60 (self[a]-6)(obs.[b]-5)	44-51 (self-17)(obs.-10)	16-43 (self-3)(obs.-11)
Inspiring a Shared Vision	49-60 (self-18)(obs.-4)	41-48 (self-4)(obs.-15)	12-40 (self-4)(obs.-7)
Enabling Others to Act	53-60 (self-11)(obs.-8)	45-52 (self-13)(obs.-10)	16-44 (self-2)(obs.-8)
Modeling the Way	48-60 (self-22)(obs.-13)	37-47 (self-4)(obs.-10)	10-36 (self- 0)(obs.-3)
Encouraging the Heart	51-60 (self-14)(obs.-10)	41-50 (self-11)(obs.-11)	11-40 (self-1)(obs.-5)

[a]*Self* refers to the responses of the individual principal for each school
[b]*Obs.* refers to the observer average for each school

To gain an accurate depiction of how schools rank when comparing one school to the other, the percentile charts developed by Kouzes and Posner (2003) were used to establish the following groupings (Table 20). First, schools were grouped by examining the total scores from the self respondents and the total scores from the observer respondents.

TABLE 20. Percentile Ranking for Self Totals and Observer Averages

LPI Totals-# of Schools	Observer Average Percentile		
Self Percentile	≥ 70th percentile	30th-69th percentile	< 30th percentile
≥ 70th percentile	6	3	4
30th-69th percentile	1	7	3
< 30th percentile	0	1	1

After totaling the total score for each principal (self) and computing an observer average for each school, comparisons were conducted. To compare the self to the observer the percentile rankings were determined for each score. The percentile ranking chart developed by Kouzes and Posner (2003) was used to group each school.

When examining the percentile chart tables (Tables 20, 21, 22, 25, 27, and 29) those schools which are located on the descending diagonal show high levels of agreement between the principal and the observers. Those schools which are below the diagonal exhibit scores where the observers rated their leaders higher than they rated themselves. Last, those schools above the diagonal represent schools where the principal rating was higher than their respective observer rating.

Table 20 illustrates the differences between self totals and observer averages for each school. Examining all practices combined reveals six schools which had self-totals and observer averages in the range equal to or greater than 70%. On the diagonal there were 14 schools. There were 4 schools which had high levels of disparity between the self-scores and the observer scores.

The researcher used the percentile rankings to develop Table 21. For each school the self and the observer scores were examined for the practice Modeling the Way. Separating the respondent into individual practices revealed that there were only 6 schools with scores in the 70th percentile or above. There were nine schools on the descending diagonal which portrayed high levels of agreement between the principal and the observers. There were a total of 6 schools above and below the diagonal which exhibited large disparities between the two types of responders.

TABLE 21. Percentile Rankings for *Modeling the Way*

LPI Individual Practice-# of Schools	Observer Average Percentile		
Self Percentile	$\geq 70^{th}$ percentile	30th-69th percentile	$< 30^{th}$ percentile
$\geq 70^{th}$ percentile	6	7	6
30th-69th percentile	1	2	3
$< 30^{th}$ percentile	0	0	1

Rather than using only the percentile ranking categories from Kouzes and Posner, this researcher categorized data by identifying the natural breaks in the respondent's scores. The second table format (Tables 24, 26, 28, 30, and 32) for each practice utilizes this method in an effort to confirm the groupings from the percentile tables. First the responses were tallied from the self-surveys and observer surveys. The self-totals (principal surveys) were used and an observer average was calculated for each school. Next the observer averages were subtracted from the Self totals. The differences were then ranked and divided along the natural breaks in the data creating a high agreement category, a moderate agreement category, and a low agreement category. This process was completed for each leadership practice.

Table 22 is an examination of the practice *Modeling the Way* to see how many respondents have high, moderate, and low levels of agreement between the principal and their respective observers. When the data are divided along the natural breaks, 14 schools are rated to be in high agreement, while 10 schools are considered to be in the moderate range. Only two schools are considered to be in the low agreement category.

TABLE 22. *Modeling the Way* **(Agreement between Principal and CEIC Surveys)**

Level of Agreement	Number of schools in agreement range
High Agreement	14
Moderate Agreement	10
Low Agreement	2

Table 23 is a review of the practice *Inspiring a Shared Vision*. There are 15 leaders who see themselves as performing in the 70th percentile or above. There are nine schools on the descending diagonal which represents those who were in high agreement in regards to the practices of the leader. This is a representation of 42.3% of the schools in the sample group. There was only one school which indicated high levels of disparity between the leader and the observers for the practice Inspiring a Shared Vision.

TABLE 23. Percentile Rankings for *Inspiring a Shared Vision*

LPI Individual Practice-# of Schools	Observer Average Percentile		
Self Percentile	$\geq 70^{th}$ percentile	30th-69th percentile	$< 30^{th}$ percentile
$\geq 70^{th}$ percentile	4	10	1
30th-69th percentile	1	5	2
$< 30^{th}$ percentile	0	3	0

Table 24 is a representation that 24 schools are in the moderate to high range. The data is consistent with Table 23. There are 13 schools in the high range representing 50% of the schools in the sample group. While Table 24 has 2 schools with high levels of disparity Table 23 has only 1 school.

TABLE 24. *Inspiring a Shared Vision* **(Agreement between Principal and CEIC Surveys)**

Level of Agreement	Number of schools in agreement range
High Agreement	13
Moderate Agreement	11
Low Agreement	2

Table 25 is a review of the practice *Challenging the Process*. There are 12 leaders who see themselves as performing in the 70th percentile or above. There are 11 schools on the descending diagonal which represent those who were in high agreement in regards to the practices of the leader. This is a representation of 42.3% of the schools in the sample group. There are three schools which show high levels of disparity between the leader and the observers.

TABLE 25. Percentile Rankings for *Challenging the Process*

LPI Individual Practice-# of Schools	Observer Average Percentile		
Self Percentile	$\geq 70^{th}$ percentile	30th-69th percentile	$< 30^{th}$ percentile
$\geq 70^{th}$ percentile	4	5	3
30th-69th percentile	2	5	4
$< 30^{th}$ percentile	0	1	2

Table 26 is an illustration that 24 schools are in the moderate to high range. The data is consistent with Table 25. There are 16 schools which are in the high range representing 61.5% of the schools in the sample group. While Table 25 has 3 schools with high levels of disparity Table 26 has only two.

TABLE 26. *Challenging the Process* **(Agreement between Principal and CEIC Surveys)**

Level of Agreement	Number of schools agreement range
High Agreement	16
Moderate Agreement	8
Low Agreement	2

Table 27 is a review of the practice Enabling Others to Act. There are 11 leaders who see themselves as performing in the 70th percentile or above. There are 11 schools on the descending diagonal which represent those who were in high agreement in regards to the practices of the leader. This is a representation of 42.3% of the schools in the sample group. There are 5 schools which show high levels of disparity between the leader and the observers.

TABLE 27. Percentile Rankings for *Enabling Others to Act*

LPI Individual Practice-# of Schools	Observer Average Percentile		
Self Percentile	$\geq 70^{th}$ percentile	30th-69th percentile	$< 30^{th}$ percentile
$\geq 70^{th}$ percentile	5	1	5
30th-69th percentile	3	6	6
$< 30^{th}$ percentile	0	0	0

Table 28 is an illustration that the 23 of the schools in the sample group are in the moderate to high range. The data are consistent with Table 27. Again, one difference between the two tables is the number of schools which were in the low agreement range. While Table 28 contained 5 schools in the lowest percentile range Table 28 only had three schools in the corresponding range.

TABLE 28. *Enabling Others to Act* (Agreement between Principal and CEIC Surveys)

Level of Agreement	Number of Schools in Agreement Range
High Agreement	15
Moderate Agreement	8
Low Agreement	3

Table 29 is a review of the practice Encouraging the Heart. There were 14 leaders who see themselves as performing in the 70th percentile or above. There are only 9 schools on the descending diagonal. Again, the descending diagonal represents those respondents who are in the high agreement range. This is a representation of 35 % of

the schools in the sample group. In addition there were 4 schools which indicated high levels of disagreement between the principal and his or her observers. .

TABLE 29. Percentile Rankings for *Encouraging the Heart*

LPI Individual Practice- # of Schools	Observer Average Percentile		
Self Percentile	$\geq 70^{th}$ percentile	30th-69th percentile	$< 30^{th}$ percentile
$\geq 70^{th}$ percentile	4	7	3
30th-69th percentile	3	4	3
$< 30^{th}$ percentile	1	0	1

Table 30 is an illustration that 23 of the schools in the sample group are in the moderate to high range. The data are consistent with Table 29. While Table 30 contained 3 schools in the lowest percentile range, Table 29 had 4 schools in the corresponding range. The numbers both types of tables were very similar regardless of the method used to analyze the data.

TABLE 30. *Encouraging the Heart* (Agreement between Principal and CEIC Surveys)

Level of Agreement	Number of Schools in Agreement Range
High Agreement	14
Moderate Agreement	9
Low Agreement	3

The results of the analysis for the between groups and within groups results for each of the five practices are presented in the analysis of variance (ANOVA) matrix Table 31. The Between Groups values represent variation of the group means around the overall mean. The Within Groups values represent variation of the individual scores around their respective group means. In Table 20 the column "Sig" indicates the significance level of the F-test. When significance levels are less than .05, the values indicate group differences. In this example, the significance levels are all less than .05 therefore there are differences between the self responses and the observer responses for all practices.

TABLE 31. Analysis of Variance (ANOVA) for the Five Leadership Practices

		Sum of Squares	df	Mean Square	F	Sig.
Model the Way Self and Observer	Between Groups	480.685	1	480.685	14.061	.000
	Within Groups	1709.254	50	34.185		
	Total	2189.939	51			
Inspire a Shared Vision Self and Observer	Between Groups	193.772	1	193.772	5.092	.028
	Within Groups	1902.866	50	38.057		
	Total	2096.638	51			
Challenge the Process Self and Observer	Between Groups	143.391	1	143.391	4.097	.048
	Within Groups	1750.046	50	35.001		
	Total	1893.437	51			
Enable Others to Act Self and Other	Between Groups	281.372	1	281.372	11.360	.001
	Within Groups	1238.427	50	24.769		
	Total	1519.799	51			

TABLE 31. Continued

		Sum of Squares	df	Mean Square	F	Sig.
Encourage the Heart Self and Other	Between Groups	185.636	1	185.636	5.466	.023
	Within Groups	1697.971	50	33.959		
	Total	1883.607	51			

Analysis of Research Hypothesis #3

Do selected demographic variables impact responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

Of the 79 observers that responded to the survey, 15 had 0 to 10 years of experience in education, 36 had 11 to 20 years of experience, 18 had 21 to 30 years, and 10 had been in education for 31 or more years as seen in Table 32.

TABLE 32. Years Experience of Observers Responding

Years of Experience	Number of Observers
0 – 10	15
11 – 20	36
21 – 30	18
31 or more	10

In the questionnaire developed by this researcher, each observer respondent was asked to rank their leader (principal) as above average, average, or below average.

Table 33 is a reflection of the totals of these rankings, broken down by the demographic category Years of Experience in Education for the observer.

Table 33. Observer Experience and the Numerical Distribution of Their Principal Ratings

	Above Average	Average	Below Average
All Observers	41	32	6
0 – 10 Yrs Exp	10	3	2
11 – 20 Yrs Exp	16	19	1
21 – 30 Yrs Exp	9	8	1
31 or more Yrs Exp	4	2	0

Table 34 is a representation of the percentage of observers that ranked their principal as above average, average, or below average. Observers with 20 years of experience or less tended to rank their principal as "above average" at a slightly higher rate than other observers. Observers with between 11 and 30 years experience rated their principal "average" at a higher rate than all other observers. Observers with 31 or more years of experience rated more leaders below average than other group.

TABLE 34. Observer Experience and the Percentage Distribution of Their Principal Ratings

	Above Average	Average	Below Average
All Observers	51.90%	40.51%	7.60%
0 – 10 Yrs Exp	66.67%	20.00%	13.33%
11 – 20 Yrs Exp	44.44%	52.78%	2.78%
21 – 30 Yrs Exp	50.00%	44.44%	5.56%
31 or more Yrs Exp	40.00%	20.00%	20.00%

Of the 26 principals that responded to the survey, four had 0 to 11 years of experience in education, five had 11 to 20 years of experience, 13 had 21 to 30 years, and four had 31 or more years in the field of Education as seen in Table 35.

TABLE 35. Years Experience of Leaders Responding

Years of Experience	Number of Leaders
0-10	4
11 – 20	5
21 – 30	13
31 or more Yrs. Exp	4

The high school principals rated their own leadership ability as above average, average, or below average on the researcher-generated questionnaire included with the survey. Table 36 is a representation of the totals of these rankings, broken down by the demographic category Years of Experience in Education for the principal.

TABLE 36. Leaders Experience and the Numerical Distribution of Their Self Rating

	Above Average	Average	Below Average
All Principals	20	5	1
0– 11 Yrs. Exp.	4	0	0
11 – 20 Yrs Exp	1	4	0
21 – 30 Yrs Exp	11	1	1
31 – 40 Yrs Exp	4	0	0

Table 37 is a display of the percentage of principals that rated their own leadership ability as above average, average, or below average. Principals with 21 or more years of experience tended to rate themselves as "above average" at a higher rate than all principals. Principals with less experience (11 to 20 years) rated themselves "average" at a higher rate than all principals. Note that only one principal thought their leadership skills were "below average." The data suggests that most principals at the high school level have many years of experience. Also, the data suggests that the confidence level of the more experienced educators is high. Interestingly, the four principals who had less than 11 years of experience in the field all rated themselves as above average.

TABLE 37. Leader Experience and the Percentage Distribution of Their Self Rating

	Above Average	**Average**	**Below Average**
All Principals	76.92%	19.23%	3.85%
0–11 Yrs Exp	100.00%	0.00%	0.00%
11 – 20 Yrs Exp	20.00%	80.00%	0.00%
21 – 30 Yrs Exp	84.62%	7.69%	7.69%
31 – 40 Yrs Exp	100.00%	0.00%	0.00%

After examining the data tables from the perspective of experience, the researcher analyzed using an analysis of variance (ANOVA). The ANOVA produced results which negated the possibilities that the demographic variables of age, ethnicity, experience, or gender had any impact on the responses of the sample group. Although not conclusive, the statistical data for all variables and any combination of variables all produced numbers which were greater than .05. Effects with a small significance

value (smaller than 0.05) are significant. Table 38 is an exhibition of the interactive effects of the demographic variables. Each variable and the interactive tests are all insignificant because the values are all greater than .05 suggesting that survey responses are not influenced by the demographic variables listed.

TABLE 38. Tests of Between-Subjects Effects for Demographic Variables and the Impact on Survey Responses

Dependent Variable: Practices Total-Self and Observer

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	48910.235(a)	35	1397.435	.884	.650	.310
Intercept	1817952.519	1	1817952.519	1149.569	.000	.943
Gender	2444.761	1	2444.761	1.546	.218	.022
Age	7540.798	3	2513.599	1.589	.200	.065
Ethnicity	1744.037	2	872.019	.551	.579	.016
Experience	3145.144	3	1048.381	.663	.578	.028
Gender * Age	2096.783	2	1048.392	.663	.519	.019
Gender * Ethnicity	5432.332	2	2716.166	1.718	.187	.047
Age * Ethnicity	2248.224	4	562.056	.355	.839	.020
Gender * Age * Ethnicity	997.057	1	997.057	.630	.430	.009
Gender * Experience	4975.675	3	1658.558	1.049	.377	.044
Age * Experience	10048.545	4	2512.136	1.589	.187	.084
Gender * Age * Experience	417.522	1	417.522	.264	.609	.004
Ethnicity * Experience	462.989	4	115.747	.073	.990	.004
Gender * Ethnicity * Experience	1643.865	2	821.933	.520	.597	.015
Age * Ethnicity * Experience	2799.262	1	2799.262	1.770	.188	.025
Gender * Age * Ethnicity * Experience	.000	0	.	.	.	.000
Error	109118.013	69	1581.420			
Total	5981590.000	105				
Corrected Total	158028.248	104				

(a) R Squared = .310 (Adjusted R Squared = -.041)

Summary

For research purposes the Leadership Proficiency Inventory (LPI) as well as the demographic questionnaire reviewing the classification of demographic information in the Texas Region V area were used. There were 105 surveys which were deemed valid utilized in this study. The information from the surveys was used to test three research hypothesis.

The first research hypothesis addressed the possibility of a relationship existing between student performance and leadership practices as perceived by principals and selected CEIC members. The data are a suggestion that there is no relationship between perceived leadership practices and student performance.

The second research question addressed whether there are differences in the responses of high school principals and selected CEIC members regarding perceived leadership practices in the region. The data are an indication that there are differences in the perception of leadership practices. Most principals rated themselves higher than their campus education improvement committees members rated them. The analysis of variance produced significance levels which were less than .05 for each of the five practices. The analysis is a suggestion that there were significant differences between the responses of the self and the observer for all practices examined.

The third and final research question examined whether selected demographic variables impact responses of high school principals and selected CEIC members regarding perceived leadership practices. Both the observer rating and the self rating were examined individually through the lens of experience. CEIC members (observer) with 20 years of experience or less tended to rank their principal as "above

average" at a slightly higher rate than other observers. Principals (self) with 21 or more years of experience tended to rate themselves as "above average" at a higher rate than all principals. Although there seemed to be differences in the responses based on experience the analysis of variance revealed no demographic variables mentioned in the study had a significant impact on the responses of those surveyed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this cohort study was to seek the relationship between student performance on TAKS and leadership practices as perceived by high school principals and selected Campus Education Improvement Committee (CEIC) members in school districts in the Region 5 Education Service Center (ESC) in Texas. Intentions of the study were to develop an understanding of how perceptions of leaders and their followers affected student achievement.

A review of the literature was conducted to determine common leadership practices and perspectives, specific leadership behaviors, practices of the high school principal in reference to student achievement, how the change process is facilitated in an organization, and how the new era of high school leadership is being shaped by current legislation. Two survey instruments were utilized to identify practices and behaviors. The Leadership Practices Inventory developed by Kouzes and Posner (2002) and a short questionnaire developed by the researcher were sent to all participants. All of the mentioned aspects of the leadership realm can impact perceptions of the leader and the follower. Three hypotheses were posed to investigate in my research:

1. What is the a relationship between student performance on TAKS and leadership practices as perceived by principals and selected SBDM committee members in high schools in Region V ESC, TX as measured by the

Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2002)?

2. Are there differences in the responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

3. Do selected demographic variables impact responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

Summary of the Findings

Provided below is a review of this researcher's findings for each research hypothesis.

1. Is there a relationship between student performance and leadership practices as perceived by principals and selected SBDM committee members in high schools in Region V ESC, TX as measured by the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2002)?

As a result of data examined herein, the agreement level between the principal and his or her followers does not seem to have a direct effect on student achievement. Although there were differences in the way the principal perceives their self and the observer responses, there did not seem to be a pattern to how perceptions affected student achievement.

The component for student achievement was the passing rate for all students at each school. This component is a result of the Texas state assessment test (Texas Assessment of Knowledge and Skills-TAKS).

Principals (26) and SBDM committee members were surveyed using Kouzes' and Posner's Leadership Practices Inventory. The LPI Self-survey was given to principals and the SBDM members were given the LPI-Observer survey version. Both surveys use a 10-point Likert-type scale for each question: (1) almost never, (2) rarely, (3) seldom, (4) once in a while, (5) occasionally, (6) sometimes, (7) fairly often, (8) usually, (9) very frequently, and (10) almost always.

The primary scores used for data analysis were the Self Total (principal's responses) and the Observer average (all observer scores from one school averaged). Before running statistical tests, the individual observer scores were combined to create an average observer score for each school.

This researcher used the Pearson Correlation Coefficient calculated by the software SPSS 14.0 to examine the comparison between the responses from the questionnaire to student performance. The following were the results for the five practices.

- *Modeling the Way*, r = .022

- *Enabling Others to Act*, r = .128

- *Encouraging the Heart*, r =.124

- *Inspiring a Shared Vision*, r = .132

- *Challenging the Process*, r =.117

The relationship between the two variables is weak or possibly non-existent for all of the LPI practices.

Leaders did seem to perceive themselves as more capable than their followers viewed them. Schools which produced high scores from the principal and high scores from the observers did not necessarily produce high scores on the Texas Assessment of Knowledge and Skills. Upon examination of the scores from the 26 schools, the researcher observed that test scores varied greatly regardless of the leadership perceptions.

Scatter plots were also used to examine the relationship between the LPI responses and student performance. Scatter plots for each practice were generated through SPSS comparing the LPI responses to student performance. This researcher analyzed the data to determine if there was a linear relationship between the two variables. After examining the charts for each LPI practice, there was not a linear relationship for any of the practices in regards to student performance.

2. Are there differences in the responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

For Research Hypothesis 2, this researcher used the same information from the LPI to establish whether or not there were significant differences between the responses of the principal in comparison to the responses of the observers at each individual school. Each practice can yield a high score of 60 and the total instrument

can yield a high score of 300. Analysis of variance tests (ANOVA) produced F values which indicated statistically different group values.

Comparisons of principal surveys and observer surveys produced obvious differences. It was evident that the leaders surveyed viewed themselves as capable and competent leaders. On the other hand, the perceptions of the followers were not always as positive. The overall differences were evident. Importantly, this researcher understands that there are other variables that can impact observer responses. For example, an ineffective leader who is not engaging could see high scores from observers in an environment where students are already successful. Also, a leader who is competent and effective in an environment where change is needed may suffer low observer scores. Regardless, after dissecting the totals into the Five Leadership Practices identified by Kouzes and Posner (2002), this researcher observed that the differences remained consistent. The observers were more critical of their leaders than the leaders were of themselves.

The analysis of variance conducted produced F values ($< .05$) which indicated statistically different group values. In this example, all of the practices register significance levels which are less than .05. For each LPI practice there were differences between the responses of the self and the observer at each respective school in the sample. The following are the ANOVA significance results for each practice;

- *Model the Way*, .000

- *Inspire a Shared Vision*, .028

- *Challenge the Process*, .048

- *Enable Others to Act*, .001

- *Encourage the Heart*, .023

This study had findings which were consistent with Holt's findings on the differences between the Self and Other ratings. The comparison conducted between the percentile ranking tables and the "natural breaks" table show similar results. This researcher's process (using natural breaks to separate the data) adds another body of work to the other 100,000+ studies which have validated the Kouzes' and Posner's LPI instrument (2003).

3. Do selected demographic variables impact responses of high school principals and selected CEIC members regarding perceived leadership practices in school districts in Region V ESC, Texas?

From the perspective of experience demographics seemed to have some effects on the responses of those surveyed. Regarding the percentage of observers that ranked their principal as above average, average, or below average, observers with 20 years of experience or less seemed to rank their principal as "above average" at a slightly higher rate than other observers. As observer populations grew in year's experience the overall rating of the perceived leadership practices of the principal seemed to decline.

Principals with 21 or more years of experience appeared to rate themselves as "above average" at a higher rate than all principals. While only one principal thought their leadership skills were "below average," four principals who had less than 11 years of experience in the field rated themselves as above average. The data suggests

that most principals at the high school level have many years of experience and consider themselves to be proficient in all areas of leadership identified by Kouzes and Posner (2002).

After the statistical analysis of the data using the analysis of variance tool, this researcher determined that there were no significant differences. The following are the significance results for the impact demographic variables had on the responses of the sample group;

- Gender, .218

- Age, .200

- Ethnicity, .579

- Experience, .578.

Not only did the individual variables register statistically insignificant numbers but the combination of factors all registered significance levels greater than the .05 level.

Summary of Conclusions

A review of the literature, as well as an analysis of the data by this researcher form the basis for the following conclusions as they relate to the purpose of this study.

1. *The data analysis in this study fails to provide evidence that perceived leadership practices impact student achievement.*

Although the results of this study do not suggest that the perceived leadership practices of the leader impacts student achievement, the literature review points to

key reasons why the role of the high school principal is essential. Many believe we have moved away from the principal serving as the lead teacher and the campus leader (Wilmore, 2002). The position has seen a shift towards the principal serving in both capacities. The ability for leaders to have and to instill an "adjust and overcome" attitude has become crucial.

2. *The review of literature establishes that the Texas Accountability System (Academic Excellence Indicator System) is only one measure among many important measurements of student achievement.*

Performance became essential in the 80s and the movement towards standardized testing and accountability measures began. The movement soon led to principals becoming facilitators of progressive change. Without a capable facilitator the change does not occur. Without a capable high school leader all students can't exhibit sustained progress.

The times have changed from when many principals were master teachers serving in administrative roles due to changes brought about by the impact of movements such as *A Nation at Risk* (National Commission on Excellence in Education, 1983), and the effective schools research of Ron Edmonds.

A well-rounded student who is prepared to be successful in society must possess adequate intelligence as well as adequate social capabilities. Standardized testing is one dimensional and does not provide an accurate depiction of the progression of children.

3. *The review of the literature establishes that principles must be a model behavior for the organization, facilitate the creation of a shared vision, create an environment where change and new ideas are welcomed, and continuously build rapport with all stakeholders. Their composure in trying circumstances will define them as leaders.*

It is this researcher's observation as a practitioner that great leaders recognize the potential in subordinates to rise to the occasion and lead in what some would call ordinary situations. This leadership quality is indelibly etched in the facilitation skills of principals. For example, to truly have a stellar curriculum program, the leader must be able to see those who can carry out the vision of a committee. There are those that can envision a great process and those who can manifest those ideas into tangibles.

In the preface of his book, *The Wounded Leader*, Ackerman (2002) states, "School leadership can take a person from an inspired moment to a crisis in an instant" (p. 7). This has never been truer than in the leadership role of the high school principal.

4. *The self perceptions of the principal in comparison to the observer perceptions of the principal are significantly different.*

Interestingly, the research conducted by Holt (2003) examined the practices that educational leaders and their observer's scored in a similar fashion on the LPI. According to Holt, community college leaders at the selected college districts in Texas consistently treated others with dignity and respect, praised people for a job well done, and spoke about the purpose of work. Also, one of the least exhibited

behaviors practiced by administrators was rewarding people for their efforts towards organizational success. Further, Holt states that administrators perceive themselves as exhibiting effectively each of the five LPI practices. On the other hand, Holt states that Observers rate the leaders much lower on the five practices. Ultimately, the leaders' Self rating is higher than their Observer ratings.

Glickman (2002) points out that the skills necessary to develop strong colleague relationships in the midst of an environment where someone will always be unhappy is difficult for even the most seasoned leader. To be competent and capable in every role of leadership as a high school principal is more than a challenging task.

5. *Various demographic variables examined in this study had no bearing on the responses of neither the principal nor the observers.*

Raines (2004) conducted a qualitative study which examined 23 principals from Upper East Tennessee and Southwest Virginia. One of her findings was that there are inherent difficulties that are a part of the administrative position regardless of the person's age, background experience, course preparation, or geographic location. Raines (2004) expresses that the leader must be able to multitask, maintain high energy levels, and tolerate stress.

6. *The perceptions of followers are not a true prediction of actual leadership effectiveness. The disconnect between the observer and principal responses indicates a gap that must be recognized and managed by leaders.*

The overall average self-perception score of the administrator in Holt's study was 8.6 out of a 10-point scale. This rating led Holt to believe that administrators in his survey are closer to "very frequently" to "almost always" exhibiting the behaviors required for exemplary leadership. On the other hand, the knowledgeable observer's view had a broader distribution. The LPI-Observer scores averaged 7.1 for all 30 behaviors measured by the instrument.

As the role of the leader evolved and schools became more accountable in all areas, authors such as Warren Bennis (2002) began to write about the "Crucibles of Leadership." Bennis believed that one of the most reliable indicators of true leadership was an individual's ability to find meaning and direction in negative events while learning to adjust and overcome.

The only way for a true leader to achieve empathy for those who follow is to create a culture which deters cynicism. Hoyle and Slater (2001) stated we have evolved to a point where it is difficult for our culture to express love and to recognize the essential role it must play in an education for democracy.

Raines (2004) stated that the transformation of the leader from decision-maker to decision sharer, from information communicator to collaborator, and from team director to team facilitator has been in an effort to redefine the principalship. Regardless of how the role is defined, this researcher finds it important, as does Sommers and Payne (2001), to acknowledge the importance of a leader possessing both intellectual intelligence and emotional intelligence. It is possible that the redefining of the role of the high school principalship could result in a discrepancy

between leader and observer. Observers may not see the juggling act taking place by their leader.

Recommendations

As student populations are changing rapidly and accountability is on the rise, principal responsibility is becoming more burdensome. It is essential that appropriate resources are provided to school leaders so they can cope with diversified and demanding job responsibilities in the state of Texas. Not only should appropriate resources be provided to leaders but an adequate accountability system should be devised to measure progress for a very diverse system.

As the current accountability system in Texas has brought more attention to the production of leaders in regards to student achievement, effective practices are considered a valued commodity more than ever. School leaders are seeking the right combination of strategies to elevate their schools to the Academic Excellence Indicator Systems' levels of Exemplary and Recognized. The Table 39 is a reflection of the distribution of high school achievement ratings in Texas:

TABLE 39. Percent of High Schools in Each Rating Category 2005

Rating	State (n=1148)	Region (n=29)	Sample Group (n=26)
Exemplary	.6%	0%	0%
Recognized	12.7%	3.6%	3.8%
Academically Acceptable	83.3%	92.8%	92.3%
Academically Unacceptable	3.4%	3.6%	3.8%

The distribution of high schools in their perspective rating categories is anything but balanced. Most schools across the state, region, and sample group are Academically Acceptable. With only four categories, an overwhelming number of high schools are rated as only one step above the lowest level. The question must be asked by researchers, policy makers, and practitioners why more schools are not at the exemplary and recognized levels.

The demand for effective leaders who can consistently exhibit effective leadership practices is at an unprecedented level. High schools use mentoring programs, best-practices training, and continuing formal education opportunities to provide an avenue for individuals to sharpen their abilities. Key district leaders are realizing the difficulties of either training potential leaders within the district or searching outside their own district. Quality leaders are in high demand and have many choices. Low-performing schools with high teacher turnover find it most difficult to hire and retain effective leaders.

For Leadership Practices

1. A leader must be passionate and articulate about the vision of the organization to all stakeholders and must be collaborative in the decision making process.

2. Leaders must be appreciative for the commitment and sacrifice of their colleagues.

3. Leaders at all levels must be visible and accessible especially in social sectors.

4. Principals must understand the importance of leading from the perspective of serving all involved in the educational process.

5. The most important consensus building tool for the leader is the ability to foster a healthy rewarding relationship with students and staff.

District Leaders would be wise to develop a collective vision to help young teachers grow in an effort to establish fertile recruiting grounds for future vacancies. Most importantly, relationships with observers and leaders must be developed to retain quality personnel in all districts. Meaningful relationships, adequate compensation, and appropriate training will help to develop and retain key leaders at all levels. Focusing on building relationships will shrink the gap between leadership perceptions of the principal and the follower while creating a more effective and rewarding place to learn and grow for all.

For Further Studies

1. It is recommended that this study only be used as one point of reference among many when examining leadership behavior and impacts on student achievement. There are many variables which impact student achievement all of which are not completely understood. Further investigations regarding variables which impact student achievement have the potential to help practitioners, policymakers, and researchers fully understand this dynamic.

2. This study brings to light the importance of building relationships and maintaining open lines of communication between leaders and stakeholders. The differences between the two groups could be attributed to many factors. One substantial factor is the varying degrees of change which exist from one high school to the next. Therefore, a thorough examination of how various

levels of needed change impacts the observer perceptions of the leader could help explain the variable.

3. The area of student performance and how it is impacted by various demographic variables would be valuable. This study examined how demographic characteristics impacted the responses of principals and observers. This examination suggests that demographics have no impact on their responses. Importantly, researchers should explore if demographics make a difference in student performance. If so, how and why performance is impacted and how we can assure that all students have an equal opportunity to learn regardless of demographic variables.

4. After reviewing the results of the study this researcher believes that it would be valuable to conduct a similar study using the qualitative methodology. There could be valuable insights offered through conversations with participants that could shed light on why the gap exists in the perceptions of principals and their followers.

5. High schools which have improved their Academic Excellence Indicator Rating since the inception of the system in Texas will provide a wealth of knowledge as to the many different scenarios which lead to improvements in student performance.

6. Many school districts in the state of Texas have either passed or are considering bond issues to build new facilities. Districts are either expanding or replacing old facilities. When planning, student achievement must be at the core of the process. As new construction takes place it would be valuable to

know how school size impacts the perceived leadership practices of high school principals and student achievement. An examination of the impacts of school size on leadership perceptions and student achievement would be valuable.

7. Many leaders in the study received high scores on the LPI yet student achievement was low. We must examine why leaders who are perceived to be effective leaders are not producing significant achievement. Certainly there are many variables involved in the equation of a successful school. Those variables must be identified and prioritized.

In summary, this study examined the relationship between leadership practices and student achievement, the difference between perceived leadership practices of the principal and selected SBDM members, and the impact of demographics on the responses of principals and observers. Although there was no significance identified on student achievement, principals should consider the various element of leadership mentioned in this study crucial to long-term success. Now more than ever, the demand for competent, capable leaders who can move organizations forward has peaked. The demand will provide significant opportunities for those who are willing to meet the challenge of organizational leadership in the field of education on any level. The longevity of leaders will be determined by one's ability to recognize the importance of remaining connected with all stakeholders.

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APPENDIX A

PARTICIPATION INFORMATION—OBSERVER

Participant Information—Observer

Please place a check in the appropriate space provided.

1. Gender   ___ M   ___ F

2. Ethnicity   ___ African American   ___ Hispanic   ___ Asian

                                               ___ White   ___ Other

3. Primary Role in Public Ed.   ___ Administrator   ___ Teacher

                                               ___Business Leader ___ Parent

                                               ___ Paraprofessional   ___ Clerical

4. Age   ___ 20-30   ___ 31-40   ___41-50   ___50+

5. Public Education Experience ___ 0-10   ___ 11-20   ___ 21-30   ___ 31-40

                                               ___ 41+

Please give your principal an overall rating to indicate their performance as a leader.

___ Above Average   ___ Average   ___ Below Average

APPENDIX B

PARTICIPANT INFORMATION

Participant Information

Please place a check in the appropriate space provided.

1. *Gender*   ___ *M*   ___ *F*

2. *Ethnicity*   ___ *African American*   ___ *Hispanic*   ___

   Asian

   ___ *White*   ___ *Other*

3. *Primary Role in Public Ed.*   ___ *Administrator*   ___ *Teacher*

   ___*Business Leader*   ___ *Parent*

   ___ *Paraprofessional*   ___ *Clerical*

4. *Age*   ___ *20-30*   ___ *31-40*   ___*41-50*   ___*50+*

5. *Public Education Experience* ___ *0-10*   ___ *11-20*   ___ *21-30*   ___ *31-*

   40

   ___ *41+*

Please give yourself an overall rating to indicate your self-perception of your

performance as a leader.

___ *Above Average*   ___ *Average*   ___ *Below Average*

APPENDIX C

KOUZES AND POSNER PERMISSION LETTER

KOUZES POSNER INTERNATIONAL
15419 Banyan Lane
Monte Sereno, California 95030
FAX: (408) 354-9170

February 15, 2005

Mr. Christopher Soileau
2409 Elm Street
Nederland, Texas 77627
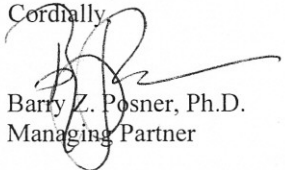
Dear Christopher:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your request, at no charge, with the following understandings:
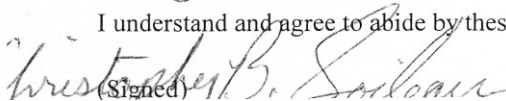
> (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
>
> (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
>
> (3) That one (1) **bound** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
>
> (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) _____   Date: 2/22/05

APPENDIX D

LEADERSHIP PRACTICES INVENTORY—SELF

LPI SELF
Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

"How frequently do I engage in the behavior described?"

- Be realistic about the extent to which you *actually* engage in the behavior.

- Be as honest and accurate as you can be.

- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave

- DO answer in terms of how you typically behave on most days, on most projects, and with most people.

- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.

- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

1	=	Almost Never
2	=	Rarely
3	=	Seldom
4	=	Once in a While
5	=	Occasionally
6	=	Sometimes
7	=	Fairly Often
8	=	Usually
9	=	Very Frequently
10	=	Almost Always

When you have completed the LPI-Self, please return it to:

_____

_____

_____

Thank you.

Your Name:_____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.

2. I talk about future trends that will influence how our work gets done.

3. I seek out challenging opportunities that test my own skills and abilities.

4. I develop cooperative relationships among the people I work with.

5. I praise people for a job well done.

6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.

7. I describe a compelling image of what our future could be like.

8. I challenge people to try out new and innovative ways to do their work.

9. I actively listen to diverse points of view.

10. I make it a point to let people know about my confidence in their abilities.

11. I follow through on the promises and commitments that I make.

12. I appeal to others to share an exciting dream of the future.

13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

14. I treat others with dignity and respect.

15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

16. I ask for feedback on how my actions affect other people's performance.

17. I show others how their long-term interests can be realized by enlisting in a common vision.

18. I ask "What can we learn?" when things don't go as expected.

19. I support the decisions that people make on their own.

20. I publicly recognize people who exemplify commitment to shared values.

21. I build consensus around a common set of values for running our organization.

22. I paint the "big picture" of what we aspire to accomplish.

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

24. I give people a great deal of freedom and choice in deciding how to do their work.

25. I find ways to celebrate accomplishments.

26. I am clear about my philosophy of leadership.

27. I speak with genuine conviction about the higher meaning and purpose of our work.

28. I experiment and take risks, even when there is a chance of failure.

29. I ensure that people grow in their jobs by learning new skills and developing themselves.

30. I give the members of the team lots of appreciation and support for their contributions.

APPENDIX E

INFORMATION SHEET

<u>Information Sheet</u>

The Relationship Between Student Performance and Leadership Practices as Perceived by High School Principals and Selected Campus Education Improvement Committee (CEIC) Members in School Districts in Region V Education Service Center (ESC), Texas.

- You have been asked to participate in a research study regarding the leadership practices of principals in Region V ESC as measured by the Leadership Practices Inventory.
- You have been selected to be a possible participant because you are either a high school principal or you are a member of a CEIC in Region V.
- A total of 29 principals and 145 CEIC members (totaling 174) have been asked to participate in this study.
- The purpose of this study is to determine if there is a relationship between student performance and leadership practices as perceived by principals and CEIC members in high schools.
- This study is the topic of a record of study.
- This study is confidential and your responses will be kept private.
- If you agree to be in this study you will be asked to complete a survey that will take approximately 20 minutes to complete.
- Survey instruments will be distributed to participants through the mail.
- There will be a two-week time span for the instruments to be completed.
- Survey questions on the survey will be based on leadership practices.
- No identifiers linking you to the study will be included in any sort of report that might be published.
- Research records will be stored securely and only Benny Soileau will have access to the records.
- You can contact Benny Soileau at 409-727-2741 ext. 2004 (bsoileau@gt.rr.com) or Dr. John Hoyle at 979-845-2748 (jhoyle@tamu.edu) with any questions about this study.
- Dr. John Hoyle can also be reached at College of Education and Human Resource Development, 4226 TAMU, Texas A&M University, College Station, Texas 77843-4226.
- This research study has been reviewed by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, you can contact Ms. Angelia Raines, Director of Research Compliance, Office of the Vice President for Research at (979) 458-4067 (araines@vprmail.tamu.edu)

By returning this instrument to Benny Soileau (2409 Elm Street Nederland, Tx 77627) on or before May 20, 2005 you hereby agree to participate in this research.

APPENDIX F

LEADERSHIP PRACTICES INVENTORY—OBSERVER

LPÍ OBSERVER
Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

You are being asked by the person whose name appears at the top of the next page to assess his or her leadership behaviors. Below the person's name you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

"How frequently does this person engage in the behavior described?"

When selecting your response to each statement:

- Be realistic about the extent to which this person *actually* engages in the behavior.

- Be as honest and accurate as you can be.

- DO NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.

- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.

- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.

- If you feel that a statement does not apply, it's probably because you don't see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every* statement *must* have a rating.

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

1	=	Almost Never
2	=	Rarely
3	=	Seldom
4	=	Once in a While
5	=	Occasionally
6	=	Sometimes
7	=	Fairly Often
8	=	Usually
9	=	Very Frequently
10	=	Almost Always

When you have completed the LPI-Observer, please return it to:

_____

_____

_____

Thank you.

Name of Leader:_____

I (the Observer) am This Leader's (Check one): ☐ Manager ☐ Direct Report ☐ Co-Worker ☐ Other

To what extent does this leader typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

He or She:

1.	Sets a personal example of what he/she expects of others.	☐
2.	Talks about future trends that will influence how our work gets done.	☐
3.	Seeks out challenging opportunities that test his/her own skills and abilities.	☐
4.	Develops cooperative relationships among the people he/she works with.	☐
5.	Praises people for a job well done.	☐
6.	Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.	☐
7.	Describes a compelling image of what our future could be like.	☐
8.	Challenges people to try out new and innovative ways to do their work.	☐
9.	Actively listens to diverse points of view.	☐
10.	Makes it a point to let people know about his/her confidence in their abilities.	☐
11.	Follows through on promises and commitments he/she makes.	☐
12.	Appeals to others to share an exciting dream of the future.	☐
13.	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	☐
14.	Treat others with dignity and respect.	☐
15.	Makes sure that people are creatively rewarded for their contributions to the success of projects.	☐
16.	Asks for feedback on how his/her actions affect other people's performance.	☐
17.	Shows others how their long-term interests can be realized by enlisting in a common vision.	☐
18.	Asks "What can we learn?" when things don't go as expected.	☐
19.	Supports the decisions that people make on their own.	☐
20.	Publicly recognizes people who exemplify commitment to shared values.	☐
21.	Builds consensus around a common set of values for running our organization.	☐
22.	Paints the "big picture" of what we aspire to accomplish.	☐
23.	Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	☐
24.	Gives people a great deal of freedom and choice in deciding how to do their work.	☐
25.	Finds ways to celebrate accomplishments.	☐
26.	Is clear about his/her philosophy of leadership.	☐
27.	Speaks with genuine conviction about the higher meaning and purpose of our work.	☐
28.	Experiments and take risks, even when there is a chance of failure.	☐
29.	Ensures that people grow in their jobs by learning new skills and developing themselves.	☐
30.	Gives the members of the team lots of appreciation and support for their contributions.	☐

APPENDIX G

CAMPUS SITE-BASED DECISION MAKING COMMITTEE LETTER

Benny Soileau

2409 Elm Street
Nederland, TX 77627
(409) 284-0832

May 2, 2005

Dear Campus Site-Based Decision Making Committee:

I am a doctoral student at Texas A&M University under the supervision of Dr. John Hoyle in Educational Administration. I am also a high school assistant principal in the Nederland ISD. I am presently conducting a research project in partial fulfillment of the requirements for the Doctor of Education degree and I am requesting your assistance with my project.

I am studying the relationship between student performance and leadership practices as perceived by high school principals and selected members of the campus site-based decision-making committee. I am asking all Region V high school principals and five members of each high school site-based decision making committee to participate in this study. All that is required for participation is the completion of a questionnaire. Your responses are confidential and are vital to the accuracy of this research.

This packet contains five copies of the questionnaire. **I ask that you take approximately 15-20 minutes of your time to complete one of the enclosed questionnaires. If you are the committee chairman please distribute the remaining four to other SBDM committee members.** Please do not write your name on the questionnaire. A coding system is being used to track responses. Once the data is collected, the identification link between questionnaire and respondent will be destroyed and the questionnaires will be stored in a secure container. **Please return the questionnaire in the envelope provided by Friday, May 20.**

Thank you for taking the time to participate in this very important study. I greatly appreciate your help.

Sincerely,
Benny Soileau
Graduate Student
Department of Educational Administration
    and Human Resource Development
Texas A&M University

Enclosure

APPENDIX H

CAMPUS SITE-BASED DECISION MAKING COMMITTEE MEMBER

LETTER

Benny Soileau

2409 Elm Street
Nederland, TX 77627
(409) 284-0832

September 7, 2005

Dear Campus Site-Based Decision Making Committee Member:

I am a doctoral student at Texas A&M University under the supervision of Dr. John Hoyle in Educational Administration. I am also a high school assistant principal in the Nederland ISD. I am presently conducting a research project in partial fulfillment of the requirements for the Doctor of Education degree and I am requesting your assistance with my project.

I am studying the relationship between student performance and leadership practices as perceived by high school principals and selected members of the campus site-based decision-making committee. I am asking all Region V high school principals and five members of each high school site-based decision making committee to participate in this study. All that is required for participation is the completion of a questionnaire. Your responses are confidential and are vital to the accuracy of this research.

A copy of the questionnaire is enclosed. I ask that you take approximately 15-20 minutes of your time to complete the enclosed questionnaire. Please do not write your name on the questionnaire. A coding system is being used to track responses. Once the data is collected, the identification link between questionnaire and respondent will be destroyed and the questionnaires will be stored in a secure container. **Please return the questionnaire in the envelope provided.**

Thank you for taking the time to participate in this very important study. I greatly appreciate your help.

Sincerely,

Benny Soileau
Graduate Student
Department of Educational Administration
    and Human Resource Development
Texas A&M University

Enclosure

APPENDIX I

LETTER TO PRINCIPAL

Benny Soileau

2409 Elm Street
Nederland, TX 77627
(409) 284-0832

September 7, 2005

Dear Principal,

I am a doctoral student at Texas A&M University under the supervision of Dr. John Hoyle in Educational Administration. I am also a high school assistant principal in the Nederland ISD. I am presently conducting a research project in partial fulfillment of the requirements for the Doctor of Education degree and I am requesting your assistance with my project.

I am studying the relationship between student performance and leadership practices as perceived by high school principals and selected members of the campus site-based decision-making committee. I am asking all Region V high school principals and five members of each high school site-based decision making committee to participate in this study. All that is required for participation is the completion of a questionnaire. Your responses are confidential and are vital to the accuracy of this research.

A copy of the questionnaire is enclosed. I ask that you take approximately 15-20 minutes of your time to complete the enclosed questionnaire. Please do not write your name on the questionnaire. A coding system is being used to track responses. Once the data is collected, the identification link between questionnaire and respondent will be destroyed and the questionnaires will be stored in a secure container. **This packet contains a survey for your completion and a packet to be forwarded to your SBDM committee chairman. Please return the questionnaire in the envelope provided.**

Thank you for taking the time to participate in this very important study. I greatly appreciate your help.

Sincerely,
Benny Soileau
Graduate Student
Department of Educational Administration
   and Human Resource Development
Texas A&M University
Enclosure

VITA

Name: Christopher Benton Soileau

Address: 2409 Elm Street
                         Nederland, TX 77627

Email Address: bsoileau@gt.rr.com

Education: B.S., Criminal Justice, Lamar University, 1996
                         M.E., Educational Administration, Lamar University, 2000
                         Ed.D., Educational Administration, Texas A&M University,
                             2007

Professional   Assistant Principal, Nederland High School, Nederland,
Experience: TX, 2004 – Present
                         Assistant Principal, Little Cypress-Mauriceville High
                             School, 2003 – 2004
                         Assistant Principal, West Orange Stark High School, 2000 -
                             2003
                         Criminal Justice Instructor, Nederland High School, 1996 -
                             2000