

**THE SYNERGISTIC LEADERSHIP THEORY AS IT APPLIES TO
LEADERSHIP BEHAVIORS OF FEMALE PRINCIPALS AT SUBURBAN HIGH
SCHOOLS AND THE COLLECTIVE EFFICACY OF THEIR TEACHERS: A
CASE STUDY**

A Record of Study

by

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ABSTRACT

The purpose of this study was to apply the Synergistic Leadership Theory (SLT) as a framework to identify specific leadership behaviors of four female principals at four suburban high schools in the state of Texas that are related to collective efficacy of their teachers. Through this study I demonstrated the importance of alignment of leadership behaviors and systems in order to effectively lead a suburban high school campus.

The qualitative research approach used for this study was a case study. Twenty participants were included in this study and were comprised of four female high school principals, their supervisor, two teachers from each of the four participating campuses, and one parent from each of the four campuses.

In the study I identified specific leadership behaviors and practices of four female principals at suburban high schools that related to collective efficacy of their teachers. Common leadership behaviors and themes identified through this case study were (a) a belief system that guided the principal's leadership; (b) evidence of a system of distributive leadership on the campus; and (c) collaboration by the principal.

These themes identified through this case study were aligned with the review of literature and reiterated the importance of balance and harmony between the four factors of the SLT. Educational practitioners, such as district and campus leaders, should utilize results from this case study to identify areas of alignment and misalignment within their suburban public high schools.

DEDICATION

I would like to dedicate my record of study to my family and say thank you from the bottom of my heart for your patience, understanding, and continued support throughout this journey.

Brad, I love you more than words can ever express. Your love, support, and encouragement are the reasons that I was able to complete this degree. You never complained when I was gone on weekends to attend class or when I had to stay up late completing homework. Thank you for taking care of the boys while I was in school and for supporting me throughout this journey. I am excited to have time to be a wife and mother again instead of always being a student. Thank you for your endless support and encouragement. I love you!

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To my parents, thank you for your endless support and encouragement throughout the years. You never allowed education to be an option for us...it was always an expectation and I thank you for that. Thank you for providing an opportunity for me

to be the first person in our family to attend and graduate from college. You have inspired a love of learning in me that won't go away (although after achieving my doctorate, I might take a break for a while before my next adventure). Mom and Dad, you love me unconditionally and have been a constant pillar of support for me – for that I say thanks. You are amazing role models and I am so honored to have you as my parents. I love you both!

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When our cohort walked into our first class in August 2012 I don't think any of us knew what we were getting into. I don't think we realized the sleepless nights that were coming, the weekends that would be spent in classes and not with our families, and the roller coaster of emotions that lay ahead of us all. However, this experience brought us together and we have become lifelong friends and for that I am grateful. Sonya and Nancy, thank you for making the road trip to College Station with me so many times. Having you two in the car made the trip much more enjoyable and gave us an opportunity to build a lasting friendship. Tiffany, thank you for inspiring me to start the program and I am excited that we get to finish together. Erich, thanks for being my friend and colleague from the first class all the way through to graduation. To the rest of the cohort, thank you all for your friendship and I wish you all continued success!

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	v
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
CHAPTER I INTRODUCTION.....	1
Introduction.....	1
Problem Statement.....	2
Purpose.....	4
Research Questions.....	5
Significance of Study.....	5
Theoretical Framework.....	6
Definition of Terms.....	8
Limitations, Delimitations, and Assumptions.....	10
Organization of the Study.....	11
CHAPTER II REVIEW OF THE LITERATURE.....	13
Literature Review Process.....	13
Introduction.....	14
Leadership Theories.....	16
Teacher Efficacy.....	26
Factors of Synergistic Leadership Theory.....	27
Conclusion.....	30
CHAPTER III METHODS.....	32
Introduction.....	32
Research Design.....	32
Reliability and Validity.....	33
Selection of Participants.....	36
Instrumentation.....	43
Data Collection.....	45
Data Analysis.....	46

Conclusion	48
CHAPTER IV CASE STUDY OF CAVALIER HIGH SCHOOL	50
Introduction.....	50
Demographics of District and Campus	50
Participants in Cavalier High School Case Study.....	52
Analysis of Data from Interviews and OLEI	54
Relationship Between Leadership Behaviors of Cavalier High School Principal and Alignment to the Four Factors of the SLT.....	71
Reflexive Voice	74
CHAPTER V CASE STUDY OF CENTRAL HIGH SCHOOL	76
Introduction.....	76
Demographics of District and Campus	76
Participants in Central High School Case Study.....	78
Analysis of Data from Interviews and OLEI	79
Relationship Between Leadership Behaviors of Central High School Principal and Alignment to the Four Factors of the SLT.....	96
Reflexive Voice	99
CHAPTER VI CASE STUDY OF MONUMENT HIGH SCHOOL.....	100
Introduction.....	100
Demographics of District and Campus	100
Participants in Monument High School Case Study.....	102
Analysis of Data from Interviews and OLEI	103
Relationship Between Leadership Behaviors of Monument High School Principal and Alignment to the Four Factors of the SLT.....	120
Reflexive Voice	122
CHAPTER VII CASE STUDY OF ORBIT HIGH SCHOOL	124
Introduction.....	124
Demographics of District and Campus	124
Participants in Orbit High School Case Study.....	126
Analysis of Data from Interviews and OLEI	128
Relationship Between Leadership Behaviors of Orbit High School Principal and Alignment to the Four Factors of the SLT.....	150
Reflexive Voice	152

CHAPTER VIII CROSS-CASE ANALYSIS, SUMMARY, DISCUSSION AND CONCLUSIONS.....	154
Introduction.....	154
Cross-Case Analysis	155
Summary of the Study	160
Discussion of the Findings.....	164
Reflexive Voice	172
Implications for Practice.....	175
Recommendations for Further Research.....	179
Conclusions	183
REFERENCES	185
APPENDIX A.....	190
APPENDIX B.....	191
APPENDIX C.....	199
APPENDIX D.....	206
APPENDIX E.....	207
APPENDIX F.....	208
APPENDIX G.....	209
APPENDIX H.....	210
APPENDIX I.....	211
APPENDIX J.....	212
APPENDIX K.....	219
APPENDIX L.....	226
APPENDIX M.....	233

LIST OF FIGURES

FIGURE		Page
1	Misalignment of Four Factors at Cavalier High School	73
2	Alignment of Four Factors at Central High School	98
3	Misalignment of Four Factors at Monument High School	121
4	Alignment of Four Factors of the Synergistic Leadership Theory	151
5	Misalignment of Four Factors at Orbit High School	152

LIST OF TABLES

TABLE		Page
1	Suburban School Districts in Texas with at least one Female High School Principal	38
2	Classification of Suburban Districts for this Case Study	39
3	Female High School Principal Participants	42
4	Participants in the Cavalier High School Case Study	53
5	Cavalier High School Responses to Management Behavior Section of OLEI	58
6	Cavalier High School Responses to Organizational Structure Section of OLEI	62
7	Cavalier High School Responses to External Forces Section of OLEI	66
8	Cavalier High School Responses to Interpersonal Behavior Section of OLEI	70
9	Participants in the Central High School Case Study	79
10	Central High School Responses to Management Behavior Section of OLEI	83
11	Central High School Responses to Organizational Structure Section of OLEI	87
12	Central High School Responses to External Forces Section of OLEI	92
13	Central High School Responses to Interpersonal Behavior Section of OLEI	96
14	Participants in the Monument High School Case Study	103
15	Monument High School Responses to Management Behavior Section of OLEI	107

16	Monument High School Responses to Organizational Structure Section of OLEI	111
17	Monument High School Responses to External Forces Section of OLEI	115
18	Monument High School Responses to Interpersonal Behavior Section of OLEI	119
19	Participants in the Orbit High School Case Study	127
20	Orbit High School Responses to Management Behavior Section of OLEI	132
21	Orbit High School Responses to Organizational Structure Section of OLEI	138
22	Orbit High School Responses to External Forces Section of OLEI	144
23	Orbit High School Responses to Interpersonal Behavior Section of OLEI	149

CHAPTER I

INTRODUCTION

Introduction

The responsibilities of a high school principal far exceed the typical written job description, and the skill set required for the position not only varies by individual campus but also fluctuates depending on circumstances or situations a principal may encounter. To quantify a set of leadership skills or behaviors that every high school principal should possess would not only be difficult but would also require constant modification. Often combinations of leadership behaviors or skills are necessary to meet the needs of a particular situation. Kuhnert and Lewis (1987) found that a leader's personality is not as important to their effectiveness as selecting the correct behavior for a particular situation. The ability to combine and apply various leadership behaviors in response to systemic structures, external forces, and the leader's own personal attitudes and beliefs, separates effective high school principals from their peers. True leadership is prescriptive and requires insight and intuition of the leader to appropriately judge the dynamics of his or her school community and guide his or her followers toward the common vision.

Effective high school principals possess the ability to use specific leadership behaviors and apply both innate and learned behaviors to effectively create, maintain, and sustain optimum learning and working environments for students and staff (Packard, 2009). Knowing the importance of the role of a high school principal, it is essential to determine how these effective leaders behave and facilitate their campuses to

successfully navigate their school communities. According to Wahlstrom, Louis, Leithwood, and Anderson (2010), “leadership is second only to classroom instruction as an influence on student learning” (p. 6).

Knowing that high school principals use a combination of leadership behaviors to address the needs of their campus, it is also important to note that these approaches to leadership may also vary depending on whether the high school principal is a male or female. Female approaches to leadership have been described as an interconnected web, while male approaches to leadership have been described as linear and hierarchical (Epp, Sachney, & Kutaski, 1994).

Problem Statement

Bartling (2013), Kruse (2012) and Powell (2013) conducted studies and examined the role of gender in leadership positions, specifically the campus principal, and they looked closely at the inequities that existed regarding opportunities for promotions and potential barriers to professional advancement in the field of education. There has also been research on leadership behaviors and the significance of leadership on student achievement and staff morale (Wahlstrom, Louis, Leithwood, & Anderson, 2010). Tschannen-Moran and Hoy (1998) found that the level of faculty members’ trust in the principal was “determined primarily by the behavior of the principal” (p. 348). Tschannen-Moran and Hoy (1998) also described faculty trust, or collective efficacy, as an essential component of secondary schools and noted that there was a lack of research on faculty trust in schools related to the leadership of the principal. There is an identified need for additional studies on leadership behaviors, especially after Wahlstrom, Louis,

Leithwood, and Anderson (2010) found that “leadership is second only to classroom instruction as an influence on student learning” (p. 6). Knowing that leadership opportunities vary for male and female principals, realizing that leadership impacts student performance, and understanding the importance of leadership on staff morale highlighted the need for additional research on leadership behaviors of female principals and the collective efficacy of their teachers. Currently, there are limited studies on high school principals, particularly females, and specific leadership behaviors they practice as related to the collective efficacy of their teachers.

Shakeshaft (1989) coined the term androcentric, meaning viewing the world and reality through the male lens, and stated that most research on educational leadership at the time of her research was androcentric. Almost three decades ago, Shakeshaft (1989) identified a need for additional research on the role of women in educational administration. Shakeshaft (1989) also noted perceptions of both males and females on the leadership qualities and potential for success for female educational leaders should continue to be studied.

In the twenty-first century, a theory was introduced that incorporated the feminine perspective and feminine attributed approaches to leadership including collaboration, empowerment, site-based decision-making, and group problem solving (Irby, Brown, Duffy, & Trautman, 2002). This theory was known as the synergistic leadership theory (Irby et al, 2002), and while researchers such as Kaspar (2006) and Manuel (2010) have applied this theory to their studies of elementary principals and in a variety of school settings, the synergistic leadership theory has not been applied directly

to identify specific leadership behaviors of female high school principals in suburban public high schools (Irby, et al, 2002). As of August 2015 only 37% of the suburban public high schools in the state of Texas were under the leadership of a female principal. This demographic data is evidence that males continue to outnumber females as high school principals in suburban settings in the state of Texas. In an effort to close this leadership gap, additional research on the specific leadership behaviors of current female high school principals in suburban settings is needed. A closer examination of leadership behaviors of female high school principals is necessary to close the gap in what Shakeshaft (1989) referred to as androcentric literature.

Purpose

Female high school principals must effectively navigate through the organizational structures and external forces present in their school community while aligning their own personal values and belief systems in an effort to build collective efficacy of their teachers and ultimately impact student achievement. The purpose of this study was to identify specific leadership behaviors of four female high school principals that related to the collective efficacy of the teachers on their respective campuses. This study utilized the synergistic leadership theory as a framework to examine leadership behaviors of four female high school principals, to identify specific leadership behaviors that aligned the principal's leadership with the members of her school community, and impacted the collective efficacy of the teachers on her campus (Irby, et al, 2002).

Research Questions

1. What leadership behaviors of the female high school participants in this study are related to the collective efficacy of their teachers?
2. What is the relationship between the leadership behaviors of the female high school principals in this study and the organizational structure of their school community?
3. What is the relationship between the leadership behaviors of the female high school principals in this study and external forces in their school community?
4. What is the relationship between the leadership behaviors of the female high school principals in this study and their personal attitudes, values, and beliefs about their school community?

Significance of Study

This study is significant because I identified specific behaviors, beliefs, and attitudes employed by four female principals of suburban public high schools that attribute to the collective efficacy of their teachers. By highlighting female principals who have successfully navigated through the field of educational administration, this study will inspire future female leaders to pursue educational leadership without the fear of having to change their belief system in an effort to fit in as an educational leader at a high school.

Principals lead their schools within the constraints of unique organizational structures and external forces that exist in all school communities. A close examination of how these four female principals used both innate and learned leadership behaviors to

adapt themselves to their community demonstrated how their behaviors contributed to collective efficacy of their teaching staff. Applying the Synergistic Leadership Theory specifically to female principals of suburban high schools has not yet been examined; therefore, this research will contribute to the field and fill a gap that currently exists.

Theoretical Framework

The synergistic leadership theory (SLT) was used as a framework for this case study. Irby, Brown, Duffy and Trautman (2002) developed the SLT as a response to traditional leadership theories that were gender biased and did not include female voice and perspective. Because this study observed leadership behaviors and principals' responses to their specific school environments, it was appropriate to use the SLT to closer examine these leadership behaviors. The SLT is relational and interactive and observed the ways in which four factors interacted with one another through a tetrahedral model (Irby, Brown, Duffy, & Trautman, 2002). According to the SLT, the six points of the tetrahedron connect and form relationships and there is no structural hierarchy to the model (Irby, et al). The four factors of the SLT are: leadership behavior; organizational structure; external forces; and attitudes, beliefs, and values (Irby, et al.)

While leadership behaviors are one of the four factors of the Synergistic Leadership Theory, the purpose of this study was to identify specific leadership behaviors used by four female high school principals that related to the collective efficacy of their teachers, therefore, this component of the SLT was an outcome of the study. A closer examination of the other three factors of the SLT was necessary in order to isolate the leadership behaviors exhibited by these four principals. Because of the

interconnectedness of the four factors I could not examine them in isolation to assemble a true reality.

First, the organizational structure of a campus or school community played a key role in how the principal was able to lead her school community. The organizational structure varied from a rigid bureaucratic model to a less formal, more collaborative model with group decision-making. This structure determined how information was collected and disseminated between the leader and the staff or community, and it also outlined the division of power within the school community. By understanding the organizational structure of a school, a principal can apply specific behaviors to align with the structure of her campus. The principal could also determine that the current structure is unable to be modified and that their specific leadership style does not mesh with this particular organizational structure. Understanding the alignment of her leadership behaviors with the organizational structure of her campus was an important component of the principal's leadership.

The second factor of the Synergistic Leadership Theory that was considered through this study was external forces that exist in these four high school communities. Often outside forces are referred to as stakeholders, since many of the outside forces are individuals or groups of individuals who are either directly or indirectly involved in school processes. These individuals can include parents, community members, and business owners. Other external forces can be political systems, governmental regulations, and demographics of the school community (Irby, Brown, Duffy, & Trautman, 2002). While the principal may not be able to change these external forces in

her community, awareness of these forces can benefit the principal when deciding which leadership behaviors are most appropriate for her school community.

Finally, the attitudes, beliefs, and values of the leader played a key role in the effectiveness of the leader. Daresh (1991) noted that a principal's beliefs could change as she acquired new knowledge, but her attitudes and values tended to remain constant for extended periods of time. Leaders should demonstrate self-awareness of their own belief system, attitudes and values and not deemphasize the contributions of others.

By examining leadership behaviors within four unique high school communities, I identified factors these four female high school principals had to take into account to effectively lead their respective campuses and maintain alignment of the four factors of the synergistic leadership theory. Next, I identified specific behaviors exhibited by these four female high school principals that related to the collective efficacy of their teachers. Finally, I examined four female high school principals and members of the four school communities in order to ascertain specific leadership behaviors exhibited by these four female high school principals that helped to unify their respective school communities and the collective efficacy of the teachers.

Definition of Terms

Synergistic Leadership Theory (SLT)

A relational and interactive theory developed by Irby, Brown, Duffy, and Trautman which examines interactions of four factors: leadership behavior; organizational structure; external forces; attitudes, beliefs, and values. According to the synergistic leadership theory, the six points of the tetrahedron connect and form

relationships and there is no structural hierarchy to the model (Irby, Brown, Duffy, and Trautman, 2002). The four factors of the SLT are: leadership behavior; organizational structure; external forces; and attitudes, beliefs, and values (Irby, Brown, Duffy, & Trautman, 2002).

Collective Efficacy

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Goddard, Hoy, & Hoy, 2000). Bandura defined self-efficacy as “people’s judgment of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391)

Suburban

This term was defined according to the Texas Education Agency. As of August 31, 2015, there were 79 Major Suburban public school districts in the state of Texas. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3% that of the contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15% that of the nearest major urban district in the county or at least 4,500 students.

High School

For this study, high school was defined as a public, open enrollment school inclusive of grades 9 through 12. Charter schools and Early College High Schools were not included in this definition of high school.

School Community

For this study, school community included faculty and staff members, students, and parents of the respective school in each case study.

Limitations, Delimitations, and Assumptions

Limitations

1. While the four school sites used in this study came from a single state, they cannot be assumed to be reflective of all suburban high schools in the state.
2. Case studies include individual experiences; therefore, the findings are not intended to be generalized to all female high school principals.

Delimitations

All principals in this study are currently serving as the principal of a suburban public high school in the state of Texas. Because the Synergistic Leadership Theory (SLT) specifically includes the female's voice this study focused specifically on female high school principals and did not include male principals. Only suburban public high schools were chosen to provide similar situations for comparison. All four female high school principals selected to participate in this study have been in their current position for a minimum of one school year.

Assumptions

This study included the following assumptions:

1. All responses from individuals interviewed are truthful.
2. Participants understood their current position as a high school principal and the responsibilities and expectations of their position.

Organization of the Study

This research study is presented in eight chapters. In Chapter I, I included the introduction, statement of the problem, purpose of the study, research questions, the significance of the study, the theoretical framework, definitions, limitations, delimitations, and assumptions of the study. In Chapter II, I provided a review of the literature that includes a historical perspective of leadership theories, including female specific leadership behaviors, an overview of the components of the synergistic leadership theory, and the application of these leadership theories to the synergistic leadership theory. In Chapter III, I described the methodology of the research and included the research design, selection of participants, instrumentation, data collection, and data analysis.

In Chapters IV through VII, I presented the findings as individual case studies from the four sites used in this study. In each chapter I presented the demographic data and participant information from the site; the results of the inventory tool and interviews used for data collection; the results of data analysis for each of the four research questions; and demonstrate alignment with the theoretical framework. I provided a

summary of the case study, discussion of the findings, implications for practice, and conclusions in Chapter VIII.

CHAPTER II

REVIEW OF THE LITERATURE

Literature Review Process

The purpose of this study was to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. Arskey and O'Malley defined a scoping study as one that seeks to present an overview of all material reviewed and noted that there was no attempt to assess the quality of evidence of the literature reviewed, but rather to present an overview of the literature (Arskey & O'Malley, 2005, p. 27). Throughout this review of literature I identified literature related to leadership theories, female approaches to leadership, collective efficacy of teachers, and the synergistic leadership theory similar to the scoping study method described by Arskey and O'Malley (2005). This method of literature review, similar to a scoping study, was utilized for ease of use by educational practitioners in an effort to effectively use the findings in their practice (Arskey & O'Malley, 2005).

In this case study I sought to identify specific behaviors exhibited by four female high school principals in suburban settings in four Texas public high schools. Initially, I examined the historical perspective of prominent leadership theories such as transformational and situational leadership through a review of literature. The key terms *leadership theories* and *leadership behaviors* were used to begin the search for a historical perspective of leadership theories. Secondly, through the review of literature I studied leadership behaviors aligned with female approaches to leadership and examined

the idea of culturally responsive leadership. The key terms *female leadership behaviors*, *culturally responsive leadership*, and *culturally relevant leadership* were used to identify relevant literature on female approaches to leadership and the role of cultural responsiveness in leadership. Finally, I reviewed literature related to teacher collective efficacy and principal leadership as applied through the synergistic leadership theory. The key terms *teacher efficacy* and *principal* were used to narrow the search for literature on teacher efficacy. In searches for the synergistic leadership theory I used the specific phrase, *synergistic leadership theory*. Searches for literature and dissertations occurred through databases such as ProQuest, ERIC (EBSCO), JSTOR, and Google Scholar through the Texas A&M University library system. Since the framework for this study centered on the synergistic leadership theory, I examined this theory occurred first, before observing the specific leadership behaviors of the four female high school principals who participated in this study.

Introduction

The purpose of this study was to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. In Chapter One, I presented the problem statement, significance, justification, and the framework that will be used for this study, as well as limitations and assumptions. In Chapter Two, I reviewed relevant literature related to leadership theories and behaviors, gender specific leadership behaviors exhibited by female leaders, the synergistic leadership theory, and how it related to teacher efficacy.

For this study, I reviewed the historical perspective of prominent leadership theories such as transformational and situational leadership. A timeline of the evolution of leadership theories throughout the nineteenth and twentieth centuries was provided through the historical review. Through this historical perspective I provided insight on the development of the synergistic leadership theory and the relevance of its application to this study.

Secondly, I conducted a review of literature related to gender specific leadership behaviors that highlighted the leadership behaviors of females as compared to males. In this review of literature I justified the need for additional studies on the relationship of female leadership to teacher efficacy specifically with female high school principals. Specific female leadership traits such as servant leadership, relational leadership, and interactive leadership were emphasized.

Finally, I conducted a review of the literature, which examined how the synergistic leadership theory (SLT) has been used as a framework in dissertations related to educational leadership. The emergence of the SLT transpired in the 21st century by authors Irby, Brown, Duffy and Trautman (2002). This theory was gender inclusive and examined leadership through multiple perspectives and viewpoints (Irby, Brown, Duffy, & Trautman, 2002). For my literature review, I examined all dissertations that have used the synergistic leadership theory as a framework to ensure accurate understanding and application of this theory across multiple studies and topics.

Leadership Theories

Historical Perspective

Leadership is not a new concept, nor is it specific to education, and a review of the literature denoted the changing views of leadership in the educational setting. The nineteenth century understanding was that leadership was the unique property of extraordinary individuals, and leadership was inherited or found in our genetic makeup (Zaccaro, 2007). This belief minimized the number of individuals that were considered leaders and made it pointless to measure effective leadership. The assumption that leadership was a trait an individual possessed at birth prevented the need for further research into leadership development programs.

The twentieth century, however, brought about a change in leadership theories. Leadership theories of the 1940s and 1950s rejected trait-based leadership approaches, claiming they were inadequate explanations of leadership and leader effectiveness (Zaccaro, 2007). Ralph Stogdill (1948) argued that leaders in one situation might not be a leader in another situation, which contrasted the views of the previous century. Stogdill's reasoning not only differed from previous schools of thought, but it also created opportunities for people to enter leadership roles. The assumption that leadership was innate or genetic in nature meant that a leader was a leader in all situations. Stogdill's argument juxtaposed this thought and allowed for the possibility that leadership could be either learned or applied in unique situations.

The 1970s introduced the leadership world to the concept of the life cycle theory of leadership, which was later renamed situational leadership. Paul Hersey and Ken

Blanchard were most commonly associated with situational leadership and both authors have published works on this topic. The overarching theme of situational leadership explained that a leader does not exhibit the same leadership style in all contexts; rather they structure their leadership style based on the level of maturity of their followers, (Hersey, Blanchard, & Natemeyer, 1979).

Transformational leadership rose to the forefront in the 1980s after works written by Burns and Bass. Transformational leadership required the leader to not only possess leadership skills, but also use these skills to encourage others to move out of their comfort zone for the good of the organization. People followed leaders not because they had to, but because their core values and beliefs were aligned with the leader, (Burns, 1978).

Transformational Leadership

Transformational leadership requires the leader to be grounded in their beliefs and values and apply these to everyday situations. Transformational leaders inspire more than compliance from their peers; they “raise the level of human conduct and ethical aspiration of the leader and led,” (Burns, 1978). Principals who are considered transformational leaders have the ability to see the whole picture, set goals, and encourage others to work outside their comfort level to achieve the goals of the organization. They inspire others to follow them based on end values, such as integrity, honor and justice (Kuhnert & Lewis, 1987).

Principals realize the impact of transformational leadership when reforming their schools, building staff morale, or looking for methods to increase student achievement.

Sadly, some leaders consider themselves to be transformational, but without self-reflection and a continued focus on their own internal standards, a principal will not be able to move from a transactional leadership model to a transformational leadership style. While the transactional leader has its place, education is looking for leaders to move our campuses forward, not simply a boss to manage the building. Slosson (2004) defined a boss as one who gives orders and makes rules, and in contrast, a leader is one who gives hope and makes plans. Leaders typically have higher performing organizations where staff morale is high and turnover is low. Slosson (2004) also described good leaders as those who “do the right thing at the right time in the right way for the right reason” (p. 44)

Decisions made by principals often impact their staff and students, and without the evidence of trust between the principal and the staff, the decisions or directives of the principal may not be fully implemented. Teachers desire to know why certain programs or initiatives are brought into the campus, and the principal’s ability to articulate goals and inspire others to follow him/her is the sign of transformational leadership in action. In a study of 702 teachers in the Netherlands, the authors indicated that the more transformational leadership qualities exhibited by the principal, the higher the morale of the teaching staff, (Moolenaar, Daly, & Slegers, 2010). One can speculate that the higher the morale of teachers, the more they enjoy their job, which translates to the students and could increase student performance. While there is not a direct correlation found between transformational leadership and higher student achievement at the secondary level, Valentine and Prater (2011) did find some correlation between

leadership styles on student performance. Cosner (2009) found that collegial trust could lead to increased citizenship, healthy school environments, and improvement of student achievement at the elementary level.

Situational Leadership

In the 1970s, Paul Hersey and Ken Blanchard produced *Management of Organizational Behavior: Utilizing Human Resources*, which has been revised at least nine times since then, (Hersey, Blanchard, & Natemeyer, 1979). The authors focused on what would later become known as situational leadership. Situational leadership required the leader to adapt their leadership style to meet the maturity level of the follower. Principals expect teachers to utilize a variety of instructional methods in their classroom to meet the varying learning styles of their students, and in return the principal should also adjust their leadership style to meet the needs of their staff. Situational leadership applied to both business and educational settings because of the focus on human resources, (Hersey, Blanchard, & Natemeyer, 1979).

The key components of situational leadership concentrate on the application of leadership styles based on the maturity level of the followers. Hersey, Blanchard, and Natemeyer (1979) identified four leadership styles: telling, selling, participating, and delegating. *Telling* is utilized with low maturity teachers who are unable or unwilling to accomplish goals and tasks of the campus. The principal would use a directive approach with these staff members and typically the communication would be one way. *Selling* is for low to moderate maturity teachers who are willing, but unable to accomplish the assigned tasks independently. There is typically two-way communication between the

teacher and the principal, but often the principal is gently guiding the teacher towards the end goal the principal has pre-determined. *Participating* is a suitable leadership style for a moderate to high maturity level teacher who has the ability, but might lack self-confidence to accomplish assigned tasks on his or her own. The leader serves, as a facilitator with these teachers and often-shared decision-making is evident in this leadership style. *Delegating* would be fitting only if the teachers were at a high maturity level. Teachers with high maturity have the ability, motivation, and confidence to achieve goals set by the principal, (Hersey, Blanchard, & Natemeyer, 1979).

Situational leadership requires principals to know their staff members individually and collectively and decide which leadership style is appropriate for a given situation. By modeling situational leadership on their campuses, principals continually reassess and adjust their style to meet the needs of the teachers on their campus.

“Effective leaders must exercise influence judiciously and tackle the right problems the right way for their organization,” (Mumford, Zaccaro, Harding, & Fleishman, 2000).

The ability of a leader to adapt their leadership behaviors to a particular situation is a set of skills some leaders possess, while other leaders are unable to vary their leadership behaviors. While specific leadership behaviors cannot be classified as solely male or female behaviors, there are some behaviors that are more often seen in female leaders. Researchers such as Shakeshaft have examined these female leadership behaviors and how others perceive these leadership behaviors in leadership positions.

Androcentric Leadership

Shakeshaft (1989) coined the term androcentric, meaning viewing the world and reality through the male lens, and stated that most research on educational leadership at the time of her research was considered androcentric. According to Epp, Sachney, and Kustaski (1994), the term androcentric bias literally means “man-centered partiality” (p. 451). Androcentrism emphasizes and values male leadership and excludes the female perspective, either intentionally or unintentionally. Over two decades ago Shakeshaft identified a need for additional research on the role of women in educational administration and perceptions of both males and females on the leadership qualities and potential for success for female educational leaders.

Shakeshaft (1989) argued that prominent theories including Maslow’s hierarchy were gender biased against females (Epp, Sachney, & Kustaski, 1994). Shakeshaft believed that placing self-actualization at the top of Maslow’s hierarchy rewarded male leadership styles and diminished female leadership qualities that focused on relationships and their home lives (Epp et al., 1994). The example of Maslow’s hierarchy is only one of many highlighted by Shakeshaft in her research and reviews of published literature. Shakeshaft opened the door for future researchers to look closely at how female leadership was viewed in traditionally male dominated roles with her seminal work.

Female leadership behaviors. Differences between males and females exist physically as well as in their leadership styles and behaviors. Gilligan’s work described women’s leadership behaviors as a “web” (p. 454) where everything was interconnected,

but on the contrary, she described men as operating on a “ladder” (p. 454) where there was an identified hierarchy and organizational structure (Epp, Sachney, & Kustaski, 1994). Once these differences were identified, future research could begin to identify inequities that existed in leadership because of the historically androcentric perspective. The concept of servant leadership seems ironic since leaders are not traditionally put in their positions to serve others; however, the idea of leaders serving others has definitely gained popularity since its inception.

Servant Leadership

The term servant leadership, or caring leadership, coined in 1970 by Greenleaf, centers around the idea that the leader serves first, and leads second (Spears, 2010). Females are often assumed to be caring and nurturing simply because of whom they are genetically and these caring behaviors are often seen appropriate for the classroom. The number of women serving in leadership roles, specifically educational administrative roles, has increased over the years, although specific numbers are difficult to collect due to the manner in which information is reported nationally (Grogan & Shakeshaft, 2011). A closer examination of leadership behaviors displayed by female leaders has aligned some of these behaviors with servant leadership. Spears (2010) identified 10 characteristics of how he would describe a servant leader. These characteristics included listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 2010). These characteristics are not exclusive of females and can be seen prominently in both the fields of business and education today. Regardless of the leadership behaviors

or styles utilized by the leader, in order for a leader to be effective they must develop a relationship with their employees.

Relational Leadership

At the epicenter of relational leadership is the idea that both parties must develop a relationship in order to effectively work, survive, and thrive together. Relationships are developed in many different ways and while some relationships are productive, others are not. Brower, Schoorman, and Tan (2000) identified reciprocity as a central tenet to relational leadership and stated that both parties contributed to the development of the relationship. Ideally, the relationship will grow after trust has been established and both parties will view themselves as equal members of the relationship. In an educational setting this may prove to be difficult if the party in the position of power is not willing to see themselves as equal to those they lead. Relational leadership can be an effective way to manage people since the supervisor strives to work collaboratively with their subordinates in an effort to acquire “balanced reciprocity” (Brower et al, 2000, p. 230).

Interactive Leadership

Similar to relational leadership is the concept of interactive leadership where leaders work with employees to validate their feelings and enhance the overall performance of the organization (Rosener, 1990). Rosener’s interviews with female leaders in the early 1990s identified four areas in which female leaders strive to create the most effective working environment. These areas included encouraging participation; sharing power and information; enhancing the self-worth of others and, energizing others (Rosener, 1990). Women strive to include others in the organization,

collect feedback from stakeholders before making a decision, and maintain open lines of communication. Building morale in the organization is achieved through the leader's own enthusiasm and excitement, which can improve the self-esteem and self-worth of others in the organization (Rosener, 1990). The variety of leadership styles and behaviors that exist are endless and it would be near impossible to classify or describe each of them individually. Leaders must take their own innate skills and apply these to their personal belief system while at the same time managing outside factors that vary depending on geographic location or political issues outside the control of the leader.

Culturally Responsive Leadership

Culturally responsive instructional leaders understand their own cultural background, biases, and limitations, and realize that who they are and what they believe influences their decision-making whether they are consciously aware or not. Culturally responsive leaders appreciate the uniqueness of individuals and how our characteristics come together to form our society. Gloria Ladson-Billings' *The Dreamkeepers* is one of the most commonly referenced texts related to cultural responsiveness. Her work brought the issue of culturally responsive leadership to educators around the country. Gloria Ladson-Billings (2009) provided a widely accepted definition of culturally responsive teaching when she defined culturally responsive teaching as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historic referents to convey knowledge, to impart skills, and to change attitudes" (p. 20). A culturally responsive leader appreciates individuals for who they are and what they contribute to the group or organization. Culturally responsive leaders maintain an

open mind and an accepting personality and constantly reflect on their own actions and statements in an effort to create a safe and welcoming environment for everyone.

Geneva Gay, also well known in this field, defined culturally relevant pedagogy as “the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounter more relevant to, and effective for them” (Gay, 2010, p. 31). Culturally responsive leaders create environments where teachers “jump into the pool with the learners, guide them with appropriate instruction, scaffold as necessary, and provide for independence when they are ready” (Hollie, 2011, p.23). Culturally responsive instructional leaders view diversity as an asset to the educational system and seek a variety of methodologies to ensure all students are successful. They respond to the needs of their students and the larger educational community instead of expecting students to adapt to the current system, which may or may not meet their educational needs.

Synergistic Leadership Theory

In the field of education, males have traditionally filled leadership positions and often, research in the field of educational leadership centered on behaviors of males, and what the male community deemed appropriate (Grogan & Shakeshaft, 2011). Shakeshaft (1989) coined the term androcentric, meaning viewing the world and reality through the male lens and stated that most research on educational leadership at the time of her research was androcentric. Shakeshaft identified a need for additional research on the role of women in educational administration and perceptions of both males and females on the leadership qualities and potential for success for female educational leaders.

Irby, Brown, Duffy, and Trautman (2002) introduced the synergistic leadership theory in the twenty-first century and incorporated the feminine perspective and feminine attributed approaches to leadership including collaboration, empowerment, site-based decision-making, and group problem solving.

Components of Synergistic Leadership Theory. The synergistic leadership theory was focused on the interaction and relationship of four factors: leadership behavior; organizational structure; external forces; and attitudes, beliefs, and values (Irby, Brown, Duffy, & Trautman, 2002). The visual model of the synergistic leadership theory is the tetrahedron that consists of four points, but the opportunity for six interactions between the factors (Irby, Brown, Duffy, & Trautman, 2002). The components of the synergistic leadership theory are explained in more detail later in this chapter. The purpose of this study was to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers, therefore, it is necessary to define collective efficacy for the purposes of this study.

Teacher Efficacy

Definition

While multiple definitions exist about teacher efficacy, for the purpose of this study, teacher efficacy was defined based on the work of Bandura. Bandura defined self-efficacy as “people’s judgment of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391) People can determine their self-worth through their own personal feelings and beliefs,

but also in how they are treated by others. The campus principal can influence the self-efficacy of teachers, which can indirectly impact student performance (Wahlstrom , Louis, Leithwood, and Anderson, 2010).

Relationship Between Principal Leadership and Teacher Efficacy

Wahlstrom, Louis, Leithwood, and Anderson (2010) looked at the effect of principal leadership on teachers' performance and examined how the professional community, trust, efficacy, and shared responsibility impacted teacher classroom instruction. Similarly to this study, the synergistic leadership theory also describes how leaders must contend with both internal and external factors in their leadership. Wahlstrom et al. (2010) found that the leadership of the principal could impact the effectiveness of teacher practices and that specific leadership behaviors, such as shared leadership, were most effective in creating and maintaining teacher efficacy.

Factors of Synergistic Leadership Theory

Leadership Behavior

The first factor of the synergistic leadership theory focuses on the behavioral practices of the leader. According to Irby, Brown, Duffy and Trautman (2002), the behaviors demonstrated by leaders can fall on a continuum from "autocratic to nurturer" (p. 314) and are dependent on the experiences of that individual. Some leaders may come across as caring and nurturing, while other leaders may see these attributes as signs of weakness.

Organizational Structure

The organizational structure and its influence on leadership were examined in the second component of the synergistic leadership theory. The structure of the organization also impacted the leader's ability to perform his or her job duties effectively. There should be alignment between the preferred leadership style and behaviors of the leader and the organizational structure of the organization.

Schechter and Tschannen-Moran (2006) conducted a study of 66 elementary schools in Israel and found that the processes of sharing and receiving information across a school campus was more easily conducted at elementary campuses due to their smaller size. In the study they also noted that because secondary campuses are often divided into departments or content areas, a "division of labor" (p. 487) naturally existed due to the larger size of these campuses. Therefore, creating a sense of collective efficacy could prove to be more difficult at a larger secondary campus as opposed to a smaller elementary campus (Schechter & Tschannen-Moran, 2006). In this study they recommended that further studies be conducted to determine how organizational structures in school impact the collective efficacy of their teachers.

Connecting the leadership style, or behaviors of a leader, to the structure within the organization where they work can prove to be beneficial to the climate of the organization; however, it can also prove ineffective if the leadership behaviors and organizational structure do not align. Koen (1984), Rothschild (1992) and Martin (1993) identified feminist organizations that included practices such as rotating leadership, community and cooperation, and power sharing (Irby, Brown, Duffy & Trautman,

2002). If the organization does not allow or encourage these behaviors, a gap can exist between the leader and their ability to effectively perform their job. Even if the leadership behaviors and the organizational structure are aligned, the leader must still consider forces outside the organization structure that are beyond his or her control.

External Forces

The third factor of the synergistic leadership theory that must be considered related to external forces outside the organization that can impact, positively or negatively, the abilities of a leader. A leader must cope with their personal leadership behaviors and the structure of their organization, but cannot ignore the power of external forces in and on an organization. External forces are described by Irby, Brown, Duffy, and Trautman (2002) as “influencers...that embody a set of values, attitudes, and beliefs” (p. 315) and can relate to politics, religion, or geography as well as many other outside factors.

Hargreaves (2004) found that effective campus administrators remove any personal biases or agendas and approach external forces with their team. Principals understand their role as the educational leader on their campus, but they also understand the political nature of their position as principal and they work collaboratively to navigate through external forces that exist in their school community. A 2005 study of female superintendents suggested that female leaders advanced in their careers due to their interpersonal skills and abilities to build and maintain relationships with multiple stakeholders (Grogan & Brunner, 2005). Female leaders who focus on the affective domain of their teachers and increase collective efficacy of their teachers can effectively

balance the needs of their teaching staff as well as navigate through external factors outside of their control.

Attitudes, Beliefs, and Values

The fourth, and final, factor of the synergistic leadership theory was the relationship of the personal attitudes, beliefs, and values of the individual leader. According to Irby, Brown, Duffy, and Trautman (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). Leaders are human, and therefore, prone to biases and beliefs prior to accepting a leadership position. Covey (1992) told us that our attitudes, values, and beliefs are the guiding principles from which we make decisions (Irby, Brown, Duffy, & Trautman, 2002). Knowing and understanding the impact of a leader's beliefs, attitudes, and values can help them to determine if there is a connection between the leader and the organization. Kawakami, White, and Langer (2000) examined the paradoxical role of female leaders in an effort to identify whether a female should demonstrate masculine traits in her role as a leader. In the findings, the authors indicated that a female leader should not focus on whether she is masculine or feminine in her leadership, but rather that she is genuine in her leadership (Kawakami, White, & Langer, 2000). Understanding the components of the synergistic leadership theory has allowed researchers to apply this theory to various settings both inside and outside of education.

Conclusion

Chapter II included a review of literature related to leadership theories and behaviors; gender specific leadership traits; and the relationship of the Synergistic

Leadership Theory to teacher efficacy. In my review of literature, I identified 14 dissertations that used the synergistic leadership theory as a framework for their particular study. Of these 14 studies, 29% examined the leadership role of the superintendent, 28% of them were arranged in K-12 educational settings, 14% focused on international education, 14% were used as a quantitative validation tool, and 14% focused on other topics such as governmental leadership and higher education.

In the following chapter, I explained my methodology to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. I used two data collection instruments, the Organizational Leadership Effectiveness Inventory (Irby et al., 2002) and semi-structured interviews with participants, to identify specific behaviors, beliefs, and attitudes demonstrated by these campus principals.

CHAPTER III

METHODS

Introduction

Throughout this study I identified specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. These case studies of four female high school principals observed the specific leadership behaviors of these four principals in relation to the other three factors identified in the synergistic leadership theory: organizational structure; external forces; and attitudes, beliefs, and values (Irby, Brown, Duffy, & Trautman, 2002). The identified specific behaviors, beliefs, and attitudes demonstrated by these campus principals contributed to collective efficacy of their teachers. This chapter is organized into five sections that will present the methodology used in my study: research design, selection of participants, instrumentation, data collection, and data analysis.

Research Design

The qualitative research approach used for this study was a case study. Merriam stated that a case study examined “the interplay of all variables in order to provide as complete an understanding of the phenomenon as possible” (Merriam, 1985, p. 206). Yin (2013) recommended using a case study when the researcher desired to explain a present circumstance or social phenomenon and when research questions asked how and why. A case study allowed the reader to see how the specific leadership behaviors of four female high school principals related to the collective efficacy of their teachers. The decision to use multiple locations for data collection required a multi-site case study in

order to adequately describe each of the four principals and her leadership individually and not generalize across the four sites and female principals. Using a case study allowed me to closely examine leadership behaviors exhibited by these four principals and collect data from members of their school community including their direct supervisor, faculty members, and parents. The perspectives of all participants at each site were analyzed to identify specific leadership behaviors of the four female principals that related to the collective efficacy of her teachers.

Reliability and Validity

Reliability

The four research questions that were used in this study were qualitative in nature and examined the relationship between leadership behaviors of four female high school principals and members of her school community. I took actions to ensure reliability of the data collection and reporting. All participants received the questions prior to the semi-structured interview. The interviews were recorded, transcribed verbatim, and given to individual participants to review prior to data analysis.

Researcher-Investigative Reporter

As the researcher for this case study, I served as the investigative reporter and collected data from the four identified female high school principals, their direct supervisors, staff members at their respective campuses, and a parent from each of their school communities. Creswell noted that good qualitative researchers explain how their findings are “shaped by their background, such as their gender, culture, history, and socioeconomic origin” (Creswell, 2014, p. 202). As a female high school principal, I

related to the participants but also took steps to ensure I remained neutral as a researcher. My personal interest in this research topic was based on my professional experiences as an aspiring high school principal and the process of becoming the principal of my current campus.

Triangulation

In the review of literature conducted in the previous chapter I examined leadership behaviors and demonstrated the changing trend of leadership to incorporate more feminist leadership behaviors (Shakeshaft, 1989). In the review of literature I also identified a theory, the synergistic leadership theory, which was gender inclusive. Merriam recommended using a variety of data sources to help “distinguish qualitative or naturalistic inquiry from traditional forms of research (Merriam, 1985, p. 208). I used the perspectives of staff members, direct supervisors, and parents to triangulate the data self-reported by the four female high school principals.

Member Checking

Creswell noted the importance of member checking to “determine the accuracy of the qualitative findings...and determining whether the participants feel that they [the findings] are accurate” (Creswell, 2014, p. 201). Participants included in this study were given an opportunity to share their personal experiences regarding the leadership behaviors of their current female high school principal through a face-to-face interview with the researcher. Later, the participants had an opportunity to review the transcribed interview and provide clarifications or corrections before the researcher began analysis.

Reflexivity

As the primary researcher for this study, I maintained awareness of my biases toward female leadership behaviors to ensure the data was collected and analyzed under the lens of a neutral researcher. Lunenburg and Irby stated that reflexivity is used “to establish better credibility and trustworthiness” as a researcher (Lunenburg & Irby, 2008, p. 104). As a practicing female high school principal, this study is important to my work as an educational leader; however, I set parameters such as peer review and triangulation of data to attempt to ensure my own biases did not interfere with the case study. As I analyzed the data I practiced reflexivity by asking questions of myself as an current high school principal in a suburban high school: *What professional experiences have led me to my current position as a high school principal? Have I adjusted my leadership behaviors and beliefs as a female in public school administration? How have I focused on collective efficacy of teachers on my campus? How have I maintained balance of the four factors of the Synergistic Leadership Theory as an acting female high school principal? Has my experience as a female high school principal been similar or different to the four female principals in my study? What information can I take away from this case study and put into practice as a high school principal?* I understood that my role as a female high school principal in a suburban high school influenced my decision to conduct this case study; however, as a researcher I wanted to ensure that my data and findings were not influenced by my role as a principal. I reflected on the data collected in my case study through my lens of a female high school principal and included my own thoughts throughout the case study.

Selection of Participants

The purpose of this case study was to determine leadership behaviors of four female high school principals in suburban school districts that related to the collective efficacy of their teachers. The four high schools included in the study were selected from all suburban public high schools in the state of Texas during the 2015- 2016 school year currently under the leadership of a female high school principal. After the school district approved and accepted my research application, identified female principals were sent an invitation to participate in the study. Four female high school participants were selected from the responses. Each of the four female principals has served in her current role as principal for a minimum of one school year.

Selection of Participants

In this case study I used criterion sampling to identify the four female high school principals of suburban school districts in Texas that were selected to participate. Lunenburg and Irby described criterion sampling as a process where the researcher selected participants “who are very similar in experience or philosophy” (Lunenburg & Irby, 2008, p. 176). According to the Texas Education Agency (TEA), there were 79 major suburban public school districts in the state of Texas during the 2015-2016 school year. There were 218 four-year high schools in these 79 school districts, and as of August 31, 2015, there were 37 of the 79 suburban school districts that had a least one female high school principal. Within these 37 suburban school districts, 81 high schools were currently under the leadership of a female principal. These 37 suburban school districts are listed in Table 1.

Texas Education Agency (TEA) classified as school district as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3% that of the contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15% that of the nearest major urban district in the county or at least 4,500 students (Retrieved from Texas Education Agency, 2015).

The table included on the following page, Table 1, includes the 37 suburban school districts in the state of Texas as of August 31, 2015 with at least one female high school principal. Included in the table are the number of four-year high schools in the school district, the number of female high school principals in the school district, and the student enrollment.

Table 1

Suburban School Districts in Texas with at least one Female High School Principal

Suburban School Districts in Texas with at least one female high school principal	Number of four year comprehensive high schools	Number of female high school principals in the school district	Student Enrollment in District
District 1	10	5	112691
District 2	11	7	71681
District 3	8	2	70126
District 4	6	1	69553
District 5	8	5	57323
District 6	4	1	55395
District 7	5	1	53270
District 8	4	1	49180
District 9	4	2	47174
District 10	5	4	47098
District 11	6	3	40640
District 12	5	2	40170
District 13	6	3	39371
District 14	4	2	36781
District 15	5	1	36105
District 16	4	1	35085
District 17	4	2	35041
District 18	6	5	33357
District 19	4	3	28304
District 20	5	2	26152
District 21	3	1	24329
District 22	3	2	23069
District 23	2	1	20757
District 24	3	2	20481
District 25	3	2	18609
District 26	2	1	17904
District 27	3	1	15270
District 28	2	1	14918
District 29	2	1	13190
District 30	1	1	9130
District 31	1	1	8796
District 32	2	2	7472
District 33	2	2	6646
District 34	1	1	5859
District 35	1	1	4073
District 36	1	1	4038
District 37	1	1	1813

The Texas Education Agency’s definition of major suburban district did not limit student enrollment and did not define a maximum number of students enrolled in the district. Therefore, due to the large discrepancy in student enrollment in these 37 suburban school districts, I chose to further classify these 37 suburban school districts into four sub groups according to the student population and attempted to acquire one school from each of these four groups. The secondary classification of these 37 suburban school districts used in this case study can be found in below in Table 2. This random purposive sampling method limited the number of principals that participated in this study, but it was credible since the original sample was based on specific criteria (Lunenburg & Irby, 2008).

Table 2

Classification of Suburban Districts for this Case Study

Classification of Districts	Student Population
Suburban small	1-19,999 students
Suburban medium	20,000 - 34,999 students
Suburban large	35,000 - 49,999 students
Suburban extra large	50,000+ students

Number of Participants

Originally, I attempted to acquire participants from each of the four sub categories listed in Table 2 in order to conduct the four case studies on campuses with variation in their student enrollment. However, many of these school districts had

internal research application processes that did not allow me to contact the principals directly until I received approval from the internal research department from each of the individual school districts.

As stated in Table 2, there were 13 school districts classified as suburban small. The first district I contacted denied my request to conduct research, because it did not have a specified research department or personnel to accept and process external research requests. The second suburban small district I contacted never replied to my initial request for information. The third suburban small district I contacted accepted and approved my research application. Therefore, I used this district to represent the category of suburban small school districts.

As noted in Table 2, there were seven school districts classified as suburban medium. I submitted three research applications to districts in this category. Two districts did not respond to my request to conduct research. The third suburban medium school district I contacted accepted and approved my research application. Therefore, I used this district to represent the suburban medium category of school districts.

There were 10 school districts classified as suburban large on Table 2. The first two suburban large school districts I contacted accepted my research request. I had originally planned to use one district from this category in my research; however, I ended up using both of these school districts in my study after a principal from a suburban extra-large district reversed her original decision to participate in my study. Therefore, two of the four schools in my case study came from the suburban large category.

According to Table 2, there were seven school districts in the suburban extra-large category. The first suburban extra-large school district I contacted accepted and approved my research application. Initially, I received an affirmative response from a female high school principal in this district; however, as I began working with her to identify participants and schedule interviews, this principal reversed her original decision and requested not to participate in my study and I honored her request. In an effort to remain true to the selection process for school districts in my study and utilize the first four schools districts from my sample population who accepted my request to conduct research, I went back to the second suburban large school district that originally accepted my research application and decided to use this school district in my study. Therefore, I did not include a school district from the suburban extra-large category in my case study, but I did however, honor the original plan to accept the first four school districts that agreed to participate in my study.

After receiving approval from four school districts, I contacted a female high school principal in each district and requested her participation in my study. Two of the school districts in my study only had one female high school principal in their district; therefore, selecting a participant was a relatively simple process. The other two school districts that accepted my research application had more than one female high school principal. I worked collaboratively with these two school districts' internal research departments to identify a female high school principal willing to participate in my study.

One female high school principal agreed to participate from each of the four school districts that approved my research study. Table 3 illustrates the Female High

School Principals that participated in this case study and classification of their suburban high school based on student enrollment as indicated in Table 2. Additional details regarding participants in the study were presented in Chapters IV through VIII.

Table 3

Female High School Principal Participants

Principals	District Type	Total Years of Experience as a Campus Principal
Lily	Suburban Large	2
Angel	Suburban Large	3
Faith	Suburban Small	6
Vivienne	Suburban Medium	6

After the four principals had accepted and consented to participate in the study, they were asked to provide contact information for their supervisor, two faculty members selected from their current teaching staff based on their years of teaching experience, and one parent representative from each of their campus communities. An invitation was sent to these four individuals from each district requesting their participation in this study.

The total number of participants in the study was 20 and included the four principals, their direct supervisors, two teachers from each campus, and a parent from each campus. The female principal of their respective campus identified the teachers

selected to participate and selection of teachers were based on their years of teaching experience. The teachers were divided into two categories: teachers with 0 to 5 years teaching experience and teachers with more than 5 years teaching experience. Due to the large number of parents at a suburban high school campus, the parent selected for this study was originally going to be the current President of the school Parent Teacher Association (PTA) because the PTA president has an opportunity to work directly with the school and the campus principal and was able to provide valuable insight into the leadership behaviors of the principal. However, two of the four campuses were not able to provide their PTA President as a participant. One campus principal recommended her volunteer coordinator who is also a member of their PTA and the other campus provided a parent who also currently serves as a staff member at the campus.

In Chapters IV through VIII, pseudonyms were utilized to protect the identity of the school district and participants in this multi-site case study. Each school district and high school was given an alternate name in this study. Participants included in this study were provided a pseudonym as well so they could not be identified. The size and type of the district per TEA records could be reported as long as the individual could not be identified.

Instrumentation

Two qualitative instruments were used in my study to collect data from participants. The first instrument used was the Organizational and Leadership Effectiveness Inventory (OLEI) (Irby et al, 2002). The second data collection tool was semi-structured interview with each of the 20 participants: the four principals, their

direct supervisors, two teachers from each campus, and a parent from each campus.

The questions that were used during my semi-structured interviews were based on questions used by Kaspar (2006) in her dissertation. The questions used by Kaspar that were included in my research aligned with the four factors of the synergistic leadership theory: leadership behaviors; organizational structure; external forces; and attitudes, values, and beliefs. Since the OLEI was previously aligned and vetted with the synergistic leadership theory, this instrument was appropriate for the collection of data related to leadership behaviors of female high school principals.

Reliability and Validity of the Results of Instrument

Reliability of the organizational leadership effectiveness inventory. Gall, Gall, and Borg (2003) defined reliability as “the extent to which other researchers would arrive at similar results if they studied the same case using exactly the same procedures as the first researcher” (p. 635). The OLEI was tested and confirmed by Hernandez (2004) for reliability of its scores. Hernandez (2004) used a Cronbach’s analysis to establish reliability of the OLEI and yielded a score of $\alpha = .9369$. This score signified high levels of internal consistency of the OLEI.

Validity of the organizational leadership effectiveness inventory. Gall, Gall, and Borg (2003) defined validity as “the appropriateness, meaningfulness, and usefulness of specific inferences made from test scores” (p. 640). The Organizational and Leadership Effectiveness Inventory (OLEI) (Irby et al., 2002) was used to identify specific leadership behaviors that aligned with the four components of the synergistic leadership theory. The OLEI has been tested and validated by Hernandez (2004) for

reliability of its scores. Holtkamp (2001) concluded that the properties of the OLEI aligned with the four constructs of the SLT model. Holtkamp (2001) also found that the OLEI might be used in conjunction with the SLT to identify strengths and weaknesses of an educational organization. Holtkamp (2001) concluded that the properties of the OLEI aligned with the four constructs of the SLT model. Holtkamp (2001) also found that the OLEI might be used in conjunction with the SLT to identify strengths and weaknesses of an educational organization. The OLEI could be used to determine if an administrator is a fit on a particular campus.

Validity of interview questions for participants. All questions used in the semi-structured interviews were reviewed by other students in my doctoral cohort prior to conducting interviews with participants. The interview questions followed the model originally presented by Kaspar (2006) that were taken from her research with her permission.

Data Collection

Data were collected for this case study through semi-structured interviews and through the Organizational and Leadership Effectiveness Inventory (OLEI). I contacted each of the four school districts to request permission to conduct research in their school district with a female high school principal, their direct supervisor, two teachers on the campus, and a parent of each identified campus. Once permission was granted from the district level, I contacted the four principals to confirm their willingness to participate in my study. The principals provided contact information for the additional participants on their campus. Later, I reached out to individual participants and established a convenient

time for me to come to their campus to conduct the interview.

I requested permission from Dr. Beverly Irby to use the latest edition of the Organizational and Leadership Effectiveness Inventory (OLEI) in my study and included her written permission in Appendix E. After permission was granted and I received a copy of the OLEI, I sent an electronic copy of the OLEI to each of the 20 participants and asked them to complete this inventory as well. The principals completed the inventory about their own leadership styles, while the other participants completed the inventory based on the leadership style of their respective principal. All interview questions and the OLEI were included in the appendices of my record of study.

I conducted a face-to-face or phone interview with each of the 20 participants. The interview questions were sent to the participants prior to the interview so they had an opportunity to review the questions and ask me for any clarification before we met. The interviews were recorded and transcribed and a copy of the transcription was shared with each participant. Participants were given an opportunity to review and correct any misinformation in the transcription prior to analysis by the researcher.

Data Analysis

The data collected during this case study were analyzed in accordance with processes identified by Tesch and presented in Creswell's work (Creswell, 2014). Creswell (2014) noted that case studies seek to provide a rich, thick description of the participants in their settings. After the description has occurred the researcher will analyze the data in search of themes or issues (Creswell, 2014, p. 196).

For this study, the data collected from the Organizational Leadership

Effectiveness Inventory (OLEI) were tallied and the scores from each of the four high schools were entered onto separate spreadsheets. The OLEI consisted of 96 statements grouped into four parts and these four parts aligned to the four components of the synergistic leadership theory. Participants were asked to score each of the 96 statements based on the extent to which they agreed with the statement. Participants responded to the 96 statements using a Likert scale with responses ranging from 1 to 4. Responses were as follows: 1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree. The responses from the five participants at each of the four high schools were included on a separate spreadsheet and their responses were analyzed for affirmative alignment. Responses of Strongly Disagree and Disagree were considered to be in alignment, while responses of Strongly Agree and Agree were considered to be in alignment. Responses that included a combination of Strongly Disagree/Disagree and Strongly Agree/Agree were considered to be out of alignment. Responses that were left blank or responses where more than one response was indicated were not considered in the data analysis and were excluded when the findings were reported in Chapters VI through VIII.

The second step of the data analysis process related to the individual interviews conducted with each of the 20 participants. The interviews were analyzed following eight steps for coding process identified by Tesch and presented in Creswell (2014, p198). The interviews were transcribed through an outside source and returned to me within a week of conducting the interviews. Once I received the transcription, I sent it to the appropriate participant to review and provide and clarification or corrections before data analysis began. When I began the data analysis, I read the transcriptions multiple

times and took notes in the margin of each transcription. Next, I made a list of identified topics from the transcriptions that related to collective efficacy. I originally identified 46 descriptive words or phrases used by participants during their interview. Next, I clustered these 46 phrases by similar topics in an effort to align similar ideas and to reduce the number of different topics for ease of coding. Finally, the data were categorized using these descriptions (Creswell, 2014).

Throughout the data analysis process, I practiced reflexivity to ensure the data were collected and analyzed through the lens of a neutral researcher. My personal thoughts and reflections are included in italics in Chapters IV, V, VI, and VII. My personal thoughts, reflections, and questions can be found in the section of these chapters that examined the relationship between leadership behaviors of the high school principal and the to the four factors of the Synergistic Leadership Theory.

Conclusion

In Chapter III, I presented methodology of these four case studies including the research design and evidence of the validity and reliability of the methods; the process of selecting participants for the multi-site case studies; the two instruments used to collect data; the data collection methods; and finally, the methods utilized in data analysis. The qualitative research approach used for this study was a case study; however, because multiple locations were utilized, in actuality, it was a multi-site case study that identified specific leadership behaviors of four female principals at suburban high schools that are related to the collective efficacy of their teachers. Twenty participants from four suburban high school campuses contributed their feedback to this case study through the

Organizational Leadership Effectiveness Inventory (OLEI) and through an interview with the researcher. Data from the OLEI responses were analyzed and considered for alignment according to the synergistic leadership theory. Finally, interview transcriptions were analyzed and coded to identify specific leadership behaviors of these four female principals that related to the collective efficacy of their teachers. In Chapters VI through VII I presented the findings from the multi-site case studies.

CHAPTER IV

CASE STUDY OF CAVALIER HIGH SCHOOL

Introduction

Chapter IV is the first of four case studies of female high school principals in suburban settings. The first segment of the case study includes a demographic analysis of the school district and the individual high school. The second section of the case study includes descriptive data about the female high school principal, her direct supervisor, two teachers from her campus, and one parent of a student attending her campus. The third section of the case study comprises data from my four research questions including individual interviews with the principal, the principal's supervisor, two teachers, and a parent, as well as participants' responses from the Organizational Leadership Effectiveness Inventory. The final section of the case study examines the leadership behaviors of this particular female principal of a suburban high school, the alignment to the Synergistic Leadership Theory, and the collective efficacy of her teachers.

Demographics of District and Campus

Palisade ISD is a large suburban public school district in central Texas encompassing 110 square miles of three cities, as well as parts of two separate counties. Approximately 47,000 students attend school in Palisade ISD and the district is classified as a suburban school district according to Texas Education Agency. According to the 2014-2015 Texas Academic Performance Report District Profile, the ethnic breakdown of the student population was as follows: 42.7% White, 30.3% Hispanic, 13.5% Asian, 8.6% African American, 4.3% two or more races, .4% American Indian,

and .2% Pacific Islander. Palisade ISD students speak over 79 languages and almost 10% of the students are classified as English Language Learners. Almost a third of the students in Palisade ISD are considered economically disadvantaged.

The district includes 52 campuses including elementary, middle, and high schools as well as alternative educational learning centers. Students in grades Kindergarten through 5th grade attend one of the 33 elementary schools, while students in grade 6th – 8th attend middle school at one of the 10 campuses. There are five traditional high school campuses educating grades 9th – 12th. Finally, there are two disciplinary alternative education centers, one for elementary students and another for secondary students, there is one school for students receiving specialized services, and an alternative high school of choice, which welcomes students from all five traditional high school campuses.

Attendance rates in Palisade ISD are above state and regional averages and the dropout rate in this district is significantly below the state average. Approximately 95% of all students graduated in four years and almost half of those students who do not earn their diploma in four years returned to school and completed high school the following school year. Of the students who graduated in four years, 87% of them graduated on the state Recommended High School Plan or Distinguished Achievement Plan. Over a third of all graduates complete advanced coursework, including Advanced Placement or Dual Credit during their high school years in Palisade ISD.

Cavalier High School is one of five comprehensive high schools in this school district. It was the third high school in the district and opened in 1992 as a 9th grade

center, however, due to continued growth in the district it later became a four-year high school and has remained a four-year high school. The 2014-2015 Texas Academic Performance Report of Cavalier High School indicated that 2,545 students attended this campus. The ethnic distribution of students was as follows: 43.9% White; 23.6% Hispanic; 17.6% Asian; 10.1% African American; and 4.9% American Indian/Pacific Islander/Two or More Races.

Participants in the Cavalier High School Case Study

The principal of Cavalier High School, Lily, has been in her current position officially for one calendar year, however, she served as interim Principal of Cavalier High School for three months prior to being named as the principal. This is her first principalship, but she has previous administrative experience as an Assistant and Associate Principal in Palisade ISD as well as in another suburban school district in Texas.

Lily's supervisor, Brianna, is also a female and was formerly a high school principal in this same district; however, these two individuals never served as principals at the same time. The supervisor has been in her current position for four years. The supervisor hired Lily in her position as principal of Cavalier High School and has been Lily's only supervisor.

Two teachers from Cavalier High School were selected to be participants in this case study. Belinda has taught for 26 years and currently serves in a leadership position at Cavalier High School where she works closely with the principal. Paige has eight years teaching experience and all of these years have been at Cavalier High School.

Paige stated that the current principal is the third principal in the eight years she has worked with at the campus.

The parent, Valerie, has two students at Cavalier High School and another child in the feeder middle school. She has been actively involved in Cavalier High School's PTA and worked closely with Lily in her role as principal.

Table 4 included the participants from the Cavalier High School case study and lists the number of years in their current position. The number of years listed beside the parent name indicated the number of years the parent has been involved with the high school.

Table 4

Participants in the Cavalier High School Case Study

Name	Position	Number of Years in Current Position
Lily	Principal	1
Brianna	Supervisor	4
Belinda	Teacher	26
Paige	Teacher	8
Valerie	Parent	4

Analysis of Data from Interviews and OLEI

This section of the case study will examine the four interview questions through the transcripts of participants' interviews and data collected from the inventory tool, the Organizational Leadership Effectiveness Inventory (OLEI). Conclusions from the data will be presented in Chapter VIII.

Research Question One: What Leadership Behaviors of the Female High School Participants in this Study are Related to the Collective Efficacy of their Teachers?

The first factor of the Synergistic Leadership Theory focuses on the behavioral practices of the leader. According to Irby, Brown, Duffy, and Trautman (2002), the behaviors demonstrated by leaders can fall on a continuum from "autocratic to nurturer" (p. 314) and are dependent on the experiences of that individual. Some leaders may come across as caring and nurturing, while other leaders may see these attributes as signs of weakness.

Interviews with participants at Cavalier High School indicated that Lily's leadership or management style was open and collaborative and that Lily valued and appreciated communication with all stakeholders. Belinda described Lily's leadership as:

I would say her leadership style is very open. She's very receptive.

She is compassionate. She is many of these things that I have seen on the list [OLEI]. She has very strong interpersonal skills. She listens to people. She asks for your input, listens to it, and considers it. She also offers her input and looks to us as a team to help make decisions.

The comments from Paige were similar to Belinda and highlighted the transparency in Lily’s leadership. Paige also referred to Lily as “fun” more than once and stated that Lily was “approachable.” Paige described Lily’s leadership as:

[Lily] is really open. I really like that about her. She's pretty transparent...I think she's really good about building up different people. It's not the same people on every committee and she's really—she's really fun.... she can be very professional and she can also be, like, really fun... Her office door is always open. She's always willing to listen and—you know, you can come talk to her. You don't have to make an appointment like with someone else.

Lily’s supervisor, Brianna, described her as a visionary, systems thinker, and problem solver. Brianna focused on the many roles and responsibilities of the high school principal and stated that Lily understands and is able to “juggle” these responsibilities. Brianna described Lily’s leadership as:

She's a system thinker, a problem solver...and in order to be a high school principal, you have to have those qualities...on the other side you have to be collaborative. You have to care about not only the kids, but also their parents and your staff... to me she has a vision of where she wants the school to go.

The parent, Valerie, described Lily as “responsive” and “collaborative” and felt that Lily had a great understanding of the school and was able to respond quickly so issues were addressed prior to escalation. Valerie described Lily’s growth and transformation from Assistant Principal to Associate Principal and now to the campus Principal. Valerie described Lily’s leadership as:

She is collaborative. She knows the campus really well; she knows the vibe of the campus really well... I've been very impressed with how she listens... And how responsive she is... She was just very collaborative and that was awesome.

After reviewing the responses from the four participants regarding Lily's leadership style, I aligned this to how Lily described her own leadership style and behaviors. She felt honored that her community trusted her to make decisions, but she noted that this was in direct relation to how often she communicated with them and kept them in the loop with information. Lily described her own leadership as:

I think for me, communication is huge. My people need to know what's going on. They need to be aware of what's going on well in advance... I have to make sure that I'm constantly updating people and giving them more and more information... and I think they trust me—enough to know that, at the end, when I make a decision, I have taken everything that they've said into consideration... I feel very lucky that they trust me... I think it also comes from a lot of very open communication and honesty.

Overall, the five participants were aligned in their responses and comments regarding the leadership behaviors of Lily.

Organizational Leadership Effectiveness Inventory – Part I: Leadership Behaviors. Results of the OLEI showed alignment of the principal's leadership behaviors, or managerial style. Of the 30 responses in this section, 83% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. One of the participants, the parent, did not answer five of

the questions; therefore, I was not able to consider these responses. However, alignment was seen from the other four participants.

Responses from Cavalier High School participants to the Management Behavior Section of OLEI are listed on the following page in Table 5 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

The parent did not score five of the responses from this section so these are left blank in Table 5. I did not include these blank responses when I discussed alignment of participants' responses.

Table 5*Cavalier High School Responses to Management Behavior Section of OLEI*

Management Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Leads by example	A	SA	SA	SA	A
Ability to “juggle”	SA	A	SA	SA	SA
Communicator	A	SA	SA	SA	SA
Lifelong learner	A	SA		SA	SA
High expectations of self and others	SA	A	SA	SA	SA
Strong academic self-concept	A	SA	SA	SA	SA
Motivational	A	SA	SA	SA	SA
Communicates vision	A	SA	SA	SA	SA
“Can do” philosophy (resourceful)	A	SA	SA	SA	SA
Persistent	SA	A	SA	SA	SA
Shares Power	SA	SA	SA	SA	A
Dependable	A	SA	SA	SA	SA
Efficient	SA	SA	SA	SA	SA
Assertive	SA	A	SA	SA	SA
Delegates	A	SA	SA	SA	SA
Utilizes participatory management	A	SA	SA	SA	A
Decision maker	SA	SA	SA	SA	SA
Risk taker	A	SA		SA	SA
Task oriented	SA	A		SA	SA
Change agent	A	SA		SA	SA
Influencer	A	SA	SA	SA	SA
Analyzes situations	A	SA	SA	SA	SA
High energy	A	SA	SA	SA	SA
Achievement oriented	SA	SA	SA	SA	SA
Emotionally stable	A	SA		SA	SA
Self sufficient	A	A	SA	SA	SA
Effective time manager	A	SA	SA	SA	SA
Organized	A	SA	SA	SA	SA
Persuasive	A	SA	SA	SA	SA
Effective	A	SA	SA	SA	SA

Research Question Two: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and the Organizational Structure of their School Community?

The second component of the Synergistic Leadership Theory examines the organizational structure and its influence on leadership. The structure of the organization also impacts the leader's ability to perform their job duties effectively. Connecting the leadership style, or behaviors of a leader, to the structure within the organization where their work can prove to be beneficial to the climate of the organization, can also prove ineffective if the leadership behaviors and organizational structure do not align.

Responses from participants in this section ranged from Disagree to Strongly Agree, sometimes on the same indicator. This misalignment showed that organizational structure could be an area of focus and realignment for this principal.

Belinda described the organizational structure of the campus beginning with the principal and down to assistant principals, counselors, departments, and paraprofessionals. She referenced the use of Professional Learning Communities (PLCs) within specific departments as a means of communicating information. Belinda stated the following regarding the organizational structure of Cavalier High School:

Organization-wise, I would say it's not a top-down heavy organization... We can go to her office—she has an open-door policy.

Paige commented on the “team” approach that is found at Cavalier High School and how the administrative team “meshes well together.” This teacher also commented on the clear vision provided by the principal, but stated that the principal still desires

input from many different individuals. Paige commented about the organizational structure of the campus as follows:

We have the leadership team and then, we also have other committees... [Lily] is trying really hard to make sure it's not the same people on every committee. ...she's willing to listen to other ideas.

When asked about the organizational structure of Cavalier High School, the supervisor, Brianna, commented on the shared leadership model Lily has established and referenced use of PLCs as well. Brianna noted that Lily distributes leadership when appropriate, but understands that sometimes the decision will need to come directly from the principal. Brianna made the following comments about the organizational structure and Lily's leadership:

I think that shared leadership contributes within the campus. Because you're not only getting information from your leadership team—you know, from teachers—but you're getting it from your PLCs. What's working, what's not working.

When asked about the organizational structure of the campus and its relation to Lily's leadership, the parent, Valerie, focused on what was not working effectively on the campus and attributed this to one employee. Valerie explained how Lily has tried to distribute responsibility throughout the campus, but that issues arose with this particular employee. When asked how Lily has overcome this concern, Valerie stated, "Lily is doing what she can...others have stepped up to help her."

Finally, Lily's reflection of her leadership and the organizational structure of her campus indicated an awareness of intentional shared leadership and distributed

leadership. She commented on the many committees on campus, which allowed for multiple perspectives and input. She also described her Student Leadership Team and how she utilized this group of students to ensure they had a voice in campus operations and decisions.

I have my admin team and they are my cabinet... And they are the ones that I trust with probably 90% of all of the information... there's very few things that I hold back from that particular team... we [admin counselor team] meet once a week and problem solve things... to create a feeling of shared leadership.

Organizational Leadership Effectiveness Inventory – Part III:

Organizational Structure. Results of the OLEI showed general alignment of the organizational structure and the principal's leadership. Of the 25 responses in this section, 40% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. Only one indicator, *arrives at goals through consensual process*, was not aligned. One of the teachers disagreed and did not believe that organizational structure allowed for this to occur. One of the participants, the parent, did not answer 14 questions in this section; therefore, I was not able to consider these responses. This section did not appear to be as aligned as other sections of the OLEI.

Responses from Cavalier High School to the Organizational Structure Section of OLEI are listed in Table 6 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

The parent did not score some of the responses so these are left blank in Table 6. Blank responses were not included in discussion of alignment of participants' responses.

Table 6

Cavalier High School Responses to Organizational Structure Section of OLEI

Organizational Structure	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Utilizes system of rotating leadership	D	A		A	D
Recognizes ability or expertise	A	SA		SA	SA
Arrives at goals through consensual process	A	SA	SA	SA	D
Values/faculty staff as individual human beings	SA	A	SA	SA	SA
Commitment to employee growth	SA	SA		SA	SA
Power sharing	A	SA		SA	
Promotes community and cooperation	SA	SA	SA	SA	A
Promotes nurturing and caring	A	A	SA	SA	A
Promotes subordinate empowerment	SA	A		A	A
Has clear norms and values	SA	SA		SA	SA
Encourages professional training	SA	SA	SA	SA	SA
Has well-defined goals	A	A		SA	SA
Emphasis on professional growth for self/staff/faculty.	SA	SA		SA	SA
Openness to change	D	SA		SA	A
Emphasis on collegiality	A	SA	SA	SA	SA
Emphasis on character, ethics, and integrity	A	SA	SA	SA	SA
Emphasis on programs for special students	SA	A		SA	SA
Emphasis on innovation	A	A		SA	SA
Emphasis on reflective practice	D	SA		A	SA
Openness to diversity	SA	A	SA	SA	SA
Emphasis on professional growth for self/staff/faculty.	D	SA	SA	A	SA
Emphasis on innovation	A	A		SA	SA
Importance of programs for special students	A	A	SA	SA	SA
Openness to change	A	SA		A	A
Openness to diversity	A	A	SA	SA	SA

Research Question Three: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and External Forces in their School Community?

The third factor of the Synergistic Leadership Theory that is considered relates to external forces outside the organization that can impact, positively or negatively, the abilities of a leader. A leader must contend with their personal leadership behaviors and organizational structures, but cannot ignore the power of external forces in and on an organization. External forces are described by Irby et al. (2002) as “influencers...that embody a set of values, attitudes, and beliefs” (p. 315) and can relate to politics, religion, or geography as well as many other outside factors.

By examining external factors from multiple perspectives I discovered that in a large suburban campus like Cavalier High School, some people had their own agendas; however, there were some commonalities over district and state mandates that are placed on the campus. The respondents described how Lily dealt with these mandates and directives while maintaining her shared approach to leadership.

Belinda specifically mentioned the superintendent, the school board, and Texas Education Agency as external forces that impacted Lily’s leadership. The teacher commented on the principal’s ability to filter through these external forces with minimal impact to the campus.

She's very competent and somehow manages to take care of all that principal business that you have to do. And we don't necessarily see all or it or feel all of

it. But, we reap the benefits of what she has encouraged us and led us to do.

Perhaps even more without knowing that we're doing it.

Paige also mentioned the school board and central office, but she also included state policies and legislation in her list of external factors. She stated that people on the campus appreciated that Lily asked for their opinion on how to best solve these mandated dilemmas. Paige commented that with some of these external forces there was not much anyone could do except “to make lemonade out of lemons.”

The supervisor, Brianna’s, perspective on external forces was unique because to many individuals she represented the “central office” that mandated these rules to the principal. Brianna’s comments focused on the community, businesses, and parents as external forces impacting the principal’s leadership. She also noted that each of these external forces has their own agenda that the principal must address.

When you look at some of those external factors, a lot of them have certain agendas...and those agendas are for a particular item.

The parental perspective from Valerie about external forces impacting Lily’s leadership was focused mostly on the parental involvement at the campus. Valerie stated that it was important that the principal work closely with parents and give appropriate credit to the parents instead of claiming responsibility for their successes. Valerie noted that Lily currently worked well with parents and parent organizations, however, she also stated her concerns that this cooperation from Lily would change in the future as she had seen occur with other principals on other campuses. Valerie described Lily’s relationship

with the parents as “cooperative” and stated that currently Lily is a “humble” leader and partner with the parents.

When Lily was asked about external forces that influence her leadership she commented that her concerns stemmed from central office directives and mandates. She said her struggle as a principal was deciding how open and honest she could be with her team without disparaging the district in the process.

There are a lot of times that central office will make decisions that affect us. I often struggle with how to be very open and honest with my leadership team and not sound like I'm tearing down the central office...and not supporting them.

Organizational Leadership Effectiveness Inventory – Part II: External

Forces. Results of the OLEI showed some alignment of the external forces present at this campus and the principal’s leadership. Of the 17 responses in this section, 29% of the responses were affirmatively aligned and respondents either chose Agree or Strongly Agree with these leadership descriptions. Three indicators, *views teachers as leaders*; *arrives at goals through consensual process*; and *promotes subordinate empowerment* were not aligned. The disagreeing responses came from one of the teachers. One of the participants, the parent, did not answer nine questions in this section; therefore, I was not able to consider these responses as complete. This section did not appear to be as aligned as other sections of the OLEI; however, this was more difficult to determine because of the number of responses that were left blank by the parent.

Responses from Cavalier High School to the External Forces section of the OLEI are listed in Table 7 and the scoring key is as follows:

SD = Strongly Disagree
 D = Disagree
 A = Agree
 SA = Strongly Agree

The parent did not score some of the responses; these are blank in Table 6. I did not include these blank responses when I discussed alignment of participants' responses.

Table 7
Cavalier High School Responses to External Forces Section of OLEI

External Forces	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Emphasis on collegiality	A	SA		A	SA
Views teachers as leaders	A	SA	SA	A	D
Emphasis on reflective practice	A	A		A	SA
Participative decision making	A	SA	SA	SA	A
Utilizes system of rotating leadership	D	A		A	D
Recognizes ability or expertise	A	SA		A	SA
Arrives at goals through consensual process	D	A	SA	A	D
Values faculty/staff as individual human beings	A	SA	SA	A	A
Commitment to employee growth	A	SA	SA	SA	SA
Power sharing	D	A		A	D
Promotes community and cooperation	SA	SA	SA	SA	A
Promotes nurturing and caring	A	A	SA	A	A
Promotes subordinate empowerment	A	SA	SA	A	D
Supports my philosophy	A	SA		A	A
My leadership is affected by the expectations of the community.	SA	SA		A	SA
The socio-economic levels in the community affect my leadership	A	SA		A	SA
Language groups in the community impact my leadership	A	A		A	SA

Research Question Four: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and their Personal Attitudes, Values, and Beliefs About their School Community?

The fourth, and final, factor of the Synergistic Leadership Theory relates to the personal attitudes, beliefs, and values of the individual leader. According to Irby et al. (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). Leaders are human, and therefore, prone to biases and beliefs prior to accepting a leadership position. Covey found that people's attitudes, values, and beliefs are the guiding principles from which they make decisions (Irby et al., 2002). Knowing and understanding the impact of a leader's beliefs, attitudes, and values can help them to determine if there is a connection between the leader and the organization.

Belinda described Lily's personal growth as a leader and how she has changed her leadership style to fit the needs of the campus. Belinda noted that Lily tried to be someone else when she first arrived to the campus, but later adjusted her style and has been much more successful since then. Belinda described Lily as someone people approach for both personal and professional advice. Belinda went on to describe her as kind, considerate, and compassionate and noted that she has a "good sense of family." Belinda's description of Lily's adjustment to her leadership style explains how a principal must remain true to who they are and not whom they think they are supposed to be in their position.

I think it was in her personality. I think it was already in her nature—that that's who she is. But, somehow I think when you get underneath this big umbrella of "I'm a principal. I have to be this, I have to do that," that somehow other things overshadow who you really are. And you think you have to be someone you're not. And I think she realized, "That's not going to work. I don't have to be what they say in the book I have to be. I don't have to be what the manual says. I need to be me. I need to work with these people; I need to talk to these people. Maybe they have some input, maybe I have some output." And there was a change.

Paige commented on Lily's fun personality and how this contributed to the high staff morale on the campus. Paige noted that the principal, Lily, was open to new ideas and feedback from everyone. Paige commented on the importance of being in an environment where "you feel like you're heard and appreciated."

The supervisor, Brianna, described Lily as fair and consistent and always making decisions that are "good for kids." Brianna also commented on the personal inner strength necessary to effectively run a large suburban high school like Cavalier High School. She commented that a woman's ability to be both a "global thinker and a systems thinker" serve as an advantage in this position. She stated that Lily is successful in her position because she knows who she is personally, understands the vision for her campus, but is smart enough in her decision making to know how to make decisions that benefit all people.

The parent's comments about Lily's personal attitudes, beliefs, and values centered on the fact that the principal is a mother who also works outside of the home.

Valerie stated that because Lily is a mother and wife she understands and appreciates the time parents spend volunteering at the school. Valerie commented that she “trusts” the principal and knows that she will do whatever is necessary for all students.

She gets that my volunteer time—whether I'm doing it for a paycheck or not—is just as valuable as hers... She's a strong woman; she's a smart woman; she's articulate. She's going to say what she means. So—and she's trustworthy and has the integrity.

Similar to the supervisor, Lily commented about how her personal attitudes, beliefs, and values influence her leadership stemmed from her belief that every decision must be made in the best interest of all students. She stated that by staying true to her beliefs, stakeholders knew her decisions would always be best for students.

Organizational Leadership Effectiveness Inventory – Part IV: Attitudes, Beliefs, and Values. Results of the OLEI showed alignment of the principal’s interpersonal behaviors and her leadership. Of the 24 responses in this section, 71% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. Two indicators, *networker* and *nurturing*, were not aligned. The disagreeing responses came from the principal directly. One of the participants, the parent, did not answer five questions in this section; therefore, I was not able to consider these responses as complete. This section did appear to be aligned in general, however, with 20% of the responses left blank by the parent, this was more difficult to determine.

Responses from Cavalier High School to the Interpersonal Behavior Section of the OLEI are listed in Table 8 and the scoring key is as follows:

SD = Strongly Disagree
 D = Disagree
 A = Agree
 SA = Strongly Agree

The parent left some indicators blank and these are blank on Table 8. Blank responses were not included when I discussed alignment of participants' responses.

Table 8

Cavalier High School Responses to Interpersonal Behavior Section of OLEI

Interpersonal Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Cooperative	A	SA	SA	SA	A
Empathetic	A	A	SA	SA	SA
People oriented	A	SA	SA	SA	SA
Compassionate	A	A	SA	SA	SA
Collegial	A	SA		SA	A
Team player	SA	SA	SA	SA	A
Strong interpersonal skills	A	SA	SA	SA	SA
Consensus builder	A	SA	SA	SA	A
Empowers others	SA	A	SA	SA	SA
Networker	D	SA	SA	SA	SA
Transformational	A	SA	SA	SA	SA
Combines social talk with administrative talk	SA	SA	SA	SA	A
Uses affiliate language, such as "we," "our"	A	SA	SA	SA	SA
Participate	A	SA		SA	SA
Inclusive	A	A	SA	SA	SA
Nurturing	D	A	SA	SA	A
Democratic	A	SA	SA	SA	A
Intuitive	A	SA	SA	SA	SA
Flexible/adaptable	SA	A	SA	SA	SA
Emotionally expressive	A	SA	SA	A	A
Receptive to new ideas/change	SA	SA	SA	SA	SA
Alter to social environment	A	A		A	SA
Responsive to needs of faculty/staff	A	SA		SA	SA
Reflective	SA	SA		SA	SA

Relationship Between Leadership Behaviors of Cavalier High School Principal and Alignment to the Four Factors of the SLT

Overall, there appeared to be alignment of the factors of the Synergistic Leadership Theory to Lily's leadership behaviors. However, the fact that the parent, Valerie, did not complete many of the responses complicated the process. Of the scored responses, the external forces section was the least aligned and should continue to be an area of focus for this campus. There appeared to be some disagreement over the "system of rotating leadership" on this campus. The principal, Lily, has implemented strategies to address this concern and should see positive results in the future as she continues to lead her campus.

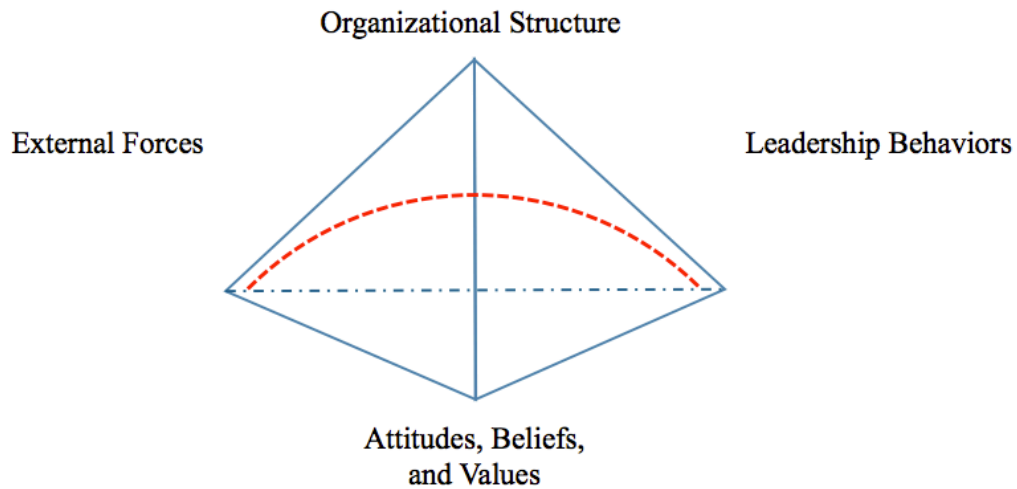
Collective Efficacy

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Goddard, Hoy, & Hoy, 2000). Lily addressed the concerns regarding shared leadership through her development of teacher leaders on campus. She also included student voice in the process and provided this feedback to her teachers. Teacher participants at this school indicated they felt empowered to make decisions for their students, but that they also knew Lily was always available if needed. The comments about Lily's door always being open reiterated that teachers felt a connection to the principal and that they were all working together for the benefit of their students. Teachers discussed how they worked collaboratively with their peers through PLCs and explained that there were multiple opportunities for teachers to serve as leaders on the campus. The clearly

articulated vision provided by Lily outlined the direction in which the campus was moving in the future and included professional development and support systems designed to support teachers and ensure student learning.

Alignment Summary

The Synergistic Leadership Theory utilized a tetrahedron model to demonstrate the four factors and the six interaction points (Irby, et al., 2002). Figure 1 is a representation of the misalignment of the four factors of the SLT at Cavalier High School. The parent participant did not respond to many of the descriptors; therefore, her responses were not included in data analysis. However, the other three participants from Cavalier High School were in agreement that Lily's leadership style and her personal attitudes, values, and beliefs were generally aligned with the organizational structure of the campus. The red line in Figure 1 is slightly distorted to demonstrate the misalignment between Lily's leadership behaviors and the external forces present at Cavalier High School. The common area of misalignment was in relation to a shared leadership model. Some participants believed this shared leadership model was established at Cavalier High School, while other participants indicated this was an area of improvement for the campus.



*Figure 1. Misalignment of Four Factors at Cavalier High School*¹

Lily’s self-reflection of her leadership style and how to best lead her campus should provide her continued success as a principal. It is important to remember that Lily is only in her second year as principal and is still collecting information about her own leadership style and the needs of her campus in order to make leadership decisions. While the responses are from individuals and are not reflective of the entire community, it will be crucial for Lily to ensure her parents and community feel that they have a voice in this process. By working closely with parents, Lily will be able to model her leadership style and behaviors and explain the rationale behind decisions that are made.

¹ Adapted with permission from “The Synergistic Leadership Theory” by Irby, B., et al. (2002). *Journal of Educational Administration*, 40, 304-322. Copyright 2002 by Beverly J. Irby, et al.

Providing this insight to parents should help with alignment of the Synergistic Leadership Theory (SLT) on this campus.

Reflexive Voice

As a current female high school principal, I practiced reflexivity when analyzing data collected during this case study. My personal thoughts and reflections are included below to express my feelings on responses from the participants at Cavalier High School. *Throughout the Cavalier High School case study, I thought about my first year as a high school principal and how my experiences compared to Lily's first year as a principal. Participants at Cavalier High School specifically mentioned the professional growth of Lily during her first year as the campus principal. They noted that at first Lily tried to emulate another principal's leadership style and later realized she was a more effective leader by being herself. I believe that more principals need to practice the art of self-reflection in order to become more effective leaders. As educators, we remind others that the process of learning should not end and we should always to grow our minds, however, sadly, sometimes people in positions of power believe this no longer applies to them. Lily continued to model the importance of self-reflection and personal growth in her position as a principal and I believe this will benefit her greatly as an educational leader and I believe it has benefited me as well.*

Another descriptor commonly mentioned about Lily related to the fact the she enjoyed having fun at work. Again, I believe that leaders should be themselves and not try to replicate another person's leadership, and they should always have fun and enjoy their position. I have been told many times that my smile gets people through a rough

day and I will continue to smile every day because I want my students, staff, and parents to know that while a principal's job is not easy, it is rewarding, fulfilling, and enjoyable.

I also appreciated the comments from participants regarding Lily's dual role as a principal and a mother. As a female high school principal who also has children of her own, I connected with these comments and understood the balancing act of leading a high school campus and serving as the school parent for your students, while also serving as a mother to your own children. I was excited to hear comments from participants praising Lily's ability to balance work and home duties and that the participants felt a greater level of trust in Lily's professional abilities because she was a mother.

CHAPTER V

CASE STUDY OF CENTRAL HIGH SCHOOL

Introduction

Chapter V is the second of four case studies of female high school principals in suburban settings. The first segment of the case study includes a demographic analysis of the school district and the individual high school. The second section of the case study includes descriptive data about the female high school principal, her direct supervisor, two teachers from her campus, and one parent of a student attending her campus. The third section of the case study comprises data from my four research questions including individual interviews with the principal, the principal's supervisor, two teachers, and a parent, as well as participants' responses from the Organizational Leadership Effectiveness Inventory (OLEI). The final section of the case study examines the leadership behaviors of female principals at suburban high schools and alignment to the Synergistic Leadership Theory.

Demographics of District and Campus

Central ISD is a large suburban public school district encompassing 199.5 square miles of seven municipalities, as well as parts of two separate counties. Approximately 36,000 students attend school in Central ISD and the district is classified as a suburban school district according to Texas Education Agency. According to the 2014-2015 Texas Academic Performance Report District Profile, the ethnic breakdown of the student population is as follows: 61.8% White, 24.2% Hispanic, 5.9 % Asian, 3.8% African American, 3.9% two or more races, .3% American Indian, and .2% Pacific Islander. Less

than 1% of the students in Central ISD are classified as English Language Learners and almost 20% of the students in Central ISD are considered economically disadvantaged.

The district includes 41 campuses including elementary, middle, and high schools as well as alternative educational learning centers. Students in Kindergarten through 5th grade attend one of the 25 elementary schools, while students in grades 6th – 8th attend middle school at one of the eight campuses. There are six traditional high school campuses educating students in grades 9th – 12th. Finally, there is one disciplinary alternative education center and an alternative high school of choice, which welcomes students from all six traditional high school campuses.

Attendance rates Central ISD are also above state and regional averages and the dropout rate in the district is significantly below the state average. Approximately 97% of all students graduated in four years and almost half of those students who do not earn their diploma in four years returned to school and completed high school the following school year. Of the students who graduated in four years, 87% of them graduated on the state Recommended High School Plan or Distinguished Achievement Plan.

Central High School is one of five comprehensive high schools in Central ISD. It was the first high school in the district and is considered the flagship campus of the district. The 2014-2015 Texas Academic Performance Report for Central High School indicated that 2,084 students attended this campus. The ethnic distribution of students is as follows: 56.2% White; 33.1% Hispanic; 2.1% Asian; 5% African American; and 3.6% American Indian/Pacific Islander/Two or More Races.

Participants in Central High School Case Study

The principal of Central High School, Angel, has been in her current position officially for a year and a half; she is completing her second school year. She served as a middle school principal prior to taking the lead at Central High School. While this is her second position as principal, it is her first opportunity to lead a high school campus.

Angel's supervisor is a female who worked directly with Angel in another school district prior to joining the Central ISD team. Bethany has been in her current position for five years in Central ISD. She was excited at the opportunity to work directly with Angel again in their current school district.

Two teachers from Central High School were selected to be participants in this case study. The first teacher, Wilson, has taught for three years, all at this campus. Teaching was a second career choice for him, but he is enjoying the opportunity he has been given at Central High School. The second teacher, Opal, has fifteen years teaching experience on multiple campuses. Both teachers stated that the current principal, Angel, is the second principal to lead this campus during their years at Central High School. The parent participant, Rose, has two students currently attending Central High School and another child in the feeder middle school. She has been actively involved in Central High School's PTA and worked closely with Angel in her role as principal. Rose and Angel have worked together to redesign the main office so that parents and guests feel welcomed and supported when they arrive on campus.

Table 9 included the participants from the Central High School case study and lists the number of years in their current position. The number of years listed beside the

parent name indicated the number of years the parent has been involved with the high school.

Table 9

Participants in the Central High School Case Study

Name	Position	Number of Years in Current Position
Angel	Principal	2
Bethany	Supervisor	5
Wilson	Teacher	3
Opal	Teacher	15
Rose	Parent	3

Analysis of Data from Interviews and OLEI

This section of the case study will examine the five interview questions through the transcripts of participants' interviews and data collected from the inventory tool, the Organizational Leadership Effectiveness Inventory (OLEI). Conclusions from the data will be presented in Chapter VIII.

Research Question One: What Leadership Behaviors of the Female High School Participants in this Study are Related to the Collective Efficacy of their Teachers?

The first factor of the Synergistic Leadership Theory focuses on the behavioral practices of the leader. According to Irby et al. (2002), the behaviors demonstrated by

leaders can fall on a continuum from “autocratic to nurturer” (p. 314) and are dependent on the experiences of that individual. Some leaders may come across as caring and nurturing, while other leaders may see these attributes as signs of weakness.

Wilson described Angel as a leader who knows where she is going and has others willing to follow her lead. Wilson used many complimentary adjectives to describe the personality of Angel before finally deciding on “spirited.”

...very energetic, interactive, personable, relational, and interesting—in a positive way—mix of very on-point, organized, and yet, flexible and... what's the word I'm looking for? Spirited.

He also described Angel’s energy level and passion for the campus as “spirit” and felt this was a positive attribute of her leadership.

Opal focused on the way in which Angel leads by example and models what she expects of her staff. The teacher commented that Angel doesn’t simply send an email or memo, but that she is active and visible around campus interacting with students and staff.

Angel is quite great at demonstrating and...showing an example of how she wants us to be interacting with the kids and...conducting ourselves. I'd say, for her leadership style...she will lead by example.

Angel’s supervisor, Bethany, mentioned the collaborative style of leadership exhibited by Angel and noted that her ability to build community has been beneficial in her position. Bethany described Angel as a “leader of learners” and noted that this behavior tended to draw people in and increase her effectiveness as a principal.

Watching her come into a new system—it did not take her very long to become a part of the professional learning community with her peer principals...but, then also become that leader of learners on her campus... I think she's incredibly collaborative and that has contributed to that.

The parent, Rose, used the word “inclusive” to describe the leadership style of Angel. Rose felt a sense of community and inclusivity on the campus and attributed this to Angel’s leadership. The parent noted that while she had no concerns with the previous principal, the atmosphere and welcoming environment created by Angel was exactly what the campus needed. Rose and Angel have worked together to make the campus a more welcoming environment for parents and guests.

The principal, Angel, described herself as a transformational leader and focused on her servant leadership. She stated that as principal it was her opportunity to support others’ goals and dreams and to ensure the success of all their students. She also noted that she invests in others and gives them the support they need to be successful.

I even tell the teachers, "I serve you. I work for you. I'm here to help you, guide you, and give you what you need to be successful with the students.

Organizational Leadership Effectiveness Inventory – Part I: Leadership Behaviors. Results of the OLEI showed alignment of the principal’s leadership behaviors or managerial style. Of the 30 responses in this section, 97% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. One of the participants, the parent, did not answer one of

the questions; therefore, I was not able to consider this response. However, alignment was seen from the other four participants in the majority of the descriptors.

Responses from Central High School to the Management Behavior Section of OLEI are listed on the following page in Table 10 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

The parent did not score one of the responses so this response is left blank in Table 10. I did not include blank responses when I discussed alignment of participants' responses.

Table 10*Central High School Responses to Management Behavior Section of OLEI*

Management Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Leads by example	SA	SA	SA	A	SA
Ability to “juggle”	SA	SA	SA	A	SA
Communicator	SA	A	SA	SA	SA
Lifelong learner	SA	SA	SA	SA	SA
High expectations of self and others	SA	SA	SA	SA	SA
Strong academic self-concept	A	SA	SA	SA	SA
Motivational	A	SA	SA	A	SA
Communicates vision	SA	SA	SA	A	SA
“Can do” philosophy (resourceful)	SA	SA	SA	SA	SA
Persistent	SA	SA	SA	SA	SA
Shares Power	SA	SA	SA	A	A
Dependable	SA	SA	SA	SA	SA
Efficient	A	SA	SA	A	SA
Assertive	SA	SA	SA	A	SA
Delegates	A	SA	SA	A	SA
Utilizes participatory management	A	SA	SA	SA	SA
Decision maker	SA	SA	SA	SA	SA
Risk taker	SA	SA		A	A
Task oriented	SA	A	SA	A	SA
Change agent	SA	SA	SA	A	SA
Influencer	SA	SA	SA	A	SA
Analyzes situations	SA	A	SA	A	SA
High energy	SA	SA	SA	A	SA
Achievement oriented	SA	SA	SA	SA	SA
Emotionally stable	SA	SA	SA	A	SA
Self sufficient	SA	A	SA	A	SA
Effective time manager	SA	A	SA	A	SA
Organized	A	SA	SA	A	A
Persuasive	SA	SA	SA	A	SA
Effective	SA	SA	SA	A	SA

Research Question Two: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and the Organizational Structure of their School Community?

The second component of the Synergistic Leadership Theory examines the organizational structure and its influence on leadership. The structure of the organization also impacts the leader's ability to perform their job duties effectively. Connecting the leadership style, or behaviors of a leader, to the structure within the organization where they work can prove to be beneficial to the climate of the organization, but it can also prove ineffective if the leadership behaviors and organizational structure do not align.

When asked about the organizational structure of the campus, Wilson noted the separation between administration and teachers and stated that the structure was "fairly traditional." Wilson went on to describe the hierarchy that began with the principal and filtered down through her administrative team. He described how Angel was the leader, but she had multiple administrators, department chairs, counselors, and other leaders on campus that reported directly to her.

Opal's responses were similar to those of Wilson; however, she clearly stated that Angel was in charge of the campus. Opal notes that underneath the guidance of the principal you would find other leaders, but she explained that the hierarchy became less clear the further you moved away from the principal. Opal did note that Angel allows administrators to do the jobs assigned to them and does not engage in micromanagement of her team.

The supervisor, Bethany, had a response to the organizational structure question that returned back to the collaborative nature of the principal. Bethany commented on the “collaborative teams and teacher leader structure” that was in place at Central High School. Bethany believed that Angel has established a “shared leadership style” with the campus administrative team because prior to Angel’s arrival, the administrative team did not perceive shared leadership existed at their school. The supervisor mentioned a similar comment made by Angel about the principal’s ability to recognize strengths and build upon these to the betterment of the campus.

To understand their strengths and build on their strengths... to help them build confidence and recognize they all bring different strengths to the table. I've really watched her—it's rare that I would go over and she would not want to have assistant principals—or her dean of instruction, her instructional coach—be part of that conversation.

The parent, Rose, quickly noted that “Angel is in charge of this campus” and she runs the campus, but within the confines of the district expectations. Rose noted that while all administrators definitely report to Angel, there is a shared leadership and trust among the administrative team that the Assistant Principals will complete their duties and Angel “lets them run their department and their area.”

The conversation with Angel about the organizational structure of the campus focused heavily on the recent reorganization of district structure. The reorganizational chart had been disseminated two weeks prior to this interview so much of the interview was spent trying to explain the previous organizational chart and how the changes would

benefit students and campuses. Angel noted that regardless of the organizational chart that she would still continue to disseminate the same message to her team and how any initiatives will look on her campus for her students.

Organizational Leadership Effectiveness Inventory – Part III:

Organizational Structure. Results of the OLEI showed overall alignment of the organizational structure and the principal’s leadership. Of the 25 responses in this section, 88% of the responses were aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. There were no indicators that were not aligned and rated either Agree or Strongly Agree. One of the participants, the parent, did not answer three questions in this section; therefore, I was not able to consider these responses.

The responses from Central High School to the Organizational Structure Section of OLEI are listed in Table 11 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

The parent did not score some of the responses so these are left blank in Table 11. I did not include these blank responses when I discussed alignment of participants’ responses.

Table 11*Central High School Responses to Organizational Structure Section of OLEI*

Organizational Structure	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Utilizes system of rotating leadership	A	SA		A	A
Recognizes ability or expertise	A	SA	SA	A	A
Arrives at goals through consensual process	A	A		A	A
Values/faculty staff as individual human beings	A	SA	SA	SA	A
Commitment to employee growth	SA	SA	SA	SA	SA
Power sharing	A	A	SA	A	A
Promotes community and cooperation	SA	A	SA	SA	A
Promotes nurturing and caring	SA	SA	SA	A	A
Promotes subordinate empowerment	A	SA	SA	A	A
Has clear norms and values	A	A	SA	SA	SA
Encourages professional training	SA	SA	SA	SA	SA
Has well-defined goals	A	A	SA	SA	SA
Emphasis on professional growth for self/staff/faculty	SA	SA	SA	SA	SA
Openness to change	SA	SA	SA	A	SA
Emphasis on collegiality	SA	SA	SA	SA	SA
Emphasis on character, ethics, and integrity	SA	SA	SA	SA	SA
Emphasis on programs for special students	SA	A		SA	A
Emphasis on innovation	SA	SA	SA	SA	SA
Emphasis on reflective practice	SA	SA	SA	SA	SA
Openness to diversity	SA	A	SA	SA	A
Emphasis on professional growth for self/staff/faculty	SA	SA	SA	SA	SA
Emphasis on innovation	SA	A	SA	A	SA
Importance of programs for special students	SA	A	SA	A	SA
Openness to change	SA	A	SA	A	SA
Openness to diversity	SA	SA	SA	A	A

Research Question Three: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and External Forces in their School Community?

The third factor of the Synergistic Leadership Theory that must be considered relates to external forces outside the organization that can impact, positively or negatively, the abilities of a leader. A leader must contend with their personal leadership behaviors and organizational structures, but cannot ignore the power of external forces in and on an organization. External forces are described by Irby et al. (2002) as “influencers...that embody a set of values, attitudes, and beliefs” (p. 315) and can relate to politics, religion, or geography as well as many other outside factors.

Wilson explained that Central High School is the flagship campus of this district and there are deep traditions that accompany this campus. He also talked about the external pressures placed upon the teachers and the principal at this campus regarding state test scores. Wilson explained that being the original high school in the Central ISD came with certain expectations for performance to maintain a positive perception in the community. He praised Angel’s “competitive spirit” and noted that this positively benefitted her when dealing with these external pressures.

Opal also mentioned state test results as the biggest external factor that the Angel addresses in her position. While Opal did not expand on details, she noted that most communication coming from the principal to the staff related to external pressures to raise test scores.

I think the most glaring factor right now externally would be test results.

In response to the question about external factors Bethany also mentioned student test scores, but she expanded and provided additional information. Bethany discussed how certain communities in this school district expected high student test scores in order to entice homebuilders to build in their neighborhoods. If the student test scores were not at a certain level, homebuilders were not able to sell homes at a certain price point; therefore, the external pressures to raise test scores were evident throughout the community, not just on the campus. Bethany also discussed the safety and security of the campus as an external force applied to the principal's leadership and noted that the school is located in a district that encompasses multiple municipalities and counties. The expectations can differ greatly between these entities and the principal is expected to meet the needs of all parties.

The pressure of those external...realtors calling, e-mailing... "Why weren't your scores where they need to be?" [in their mind].

Rose's response to her perception of external factors impacting the leadership of Angel did not relate to test scores, but rather the expectations of parents in the community about how they felt the principal should work with them. Rose noted that Angel's welcoming attitude increased parental involvement in the school. Rose also explained that previously the office staff did not always welcome parents, but that since Angel has been in the role, this has changed for the better. Rose reiterated that in order for students to be successful at their school, parents and staff needed to work in harmony.

So, she [Angel] is all about the community. It's all about us working together and trying to make this a better campus for the students to thrive in. But they can only thrive well as students if the staff is happy and if the parents are happy.

Finally, Angel's response regarding external factors encompassed all of the comments from the other participants. She mentioned the pressures associated with leading the flagship campus, the multiple municipal entities involved in her school community, the pressure from the new homebuilders to raise student test scores, and balancing the community involvement in her campus while still honoring traditions.

We have a lot of customs; we have a lot of family pride. My grandma went here [Central High School], my mother went here, my daddy went here. I'm going here and my baby's going to go here...but then at the same time...we have new sub divisions coming, so I'm getting those community members... "What's up with this school? It's very old."

As the principal, Angel must balance the needs of community while still honoring traditions of her campus.

Organizational Leadership Effectiveness Inventory – Part II: External Forces. Results of the OLEI showed alignment of the external forces present at this campus and the principal's leadership. Of the 17 responses in this section, 82% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. One of the participants, the parent, did not answer three questions in this section; therefore, I was not able to consider these

responses as complete. While participants did mention a variety of external forces impacting the principal's leadership, they were all aware of these pressures.

Responses from Central High School to the External Forces Section of OLEI are listed on the following page in Table 12 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

The parent did not score some responses so these are left blank in Table 12. I did not include these blank responses when I discussed alignment of participants' responses.

Table 12*Central High School Responses to External Forces Section of OLEI*

External Forces	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Emphasis on collegiality	A	SA	SA	SA	SA
Views teachers as leaders	SA	SA	SA	SA	A
Emphasis on reflective practice	A	A	SA	SA	SA
Participative decision making	A	A	SA	A	A
Utilizes system of rotating leadership	SA	A		SA	A
Recognizes ability or expertise	A	SA	SA	A	A
Arrives at goals through consensual process	A	SA		A	A
Values faculty/staff as individual human beings	A	SA	SA	SA	A
Commitment to employee growth	A	SA	SA	SA	SA
Power sharing	A	SA	SA	A	A
Promotes community and cooperation	SA	A	SA	SA	SA
Promotes nurturing and caring	SA	SA	SA	SA	A
Promotes subordinate empowerment	A	SA	SA	A	A
Supports my philosophy	A	SA	SA	A	A
My leadership is affected by the expectations of the community	A	A	SA	A	SA
The socio-economic levels in the community affect my leadership	A	A	SA	A	SA
Language groups in the community impact my leadership	A	A		A	A

Research Question Four: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and their Personal Attitudes, Values, and Beliefs About their School Community?

The fourth factor of the Synergistic Leadership Theory relates to the personal attitudes, beliefs, and values of the individual leader. According to Irby et al. (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). Leaders are human, and therefore, prone to biases and beliefs prior to accepting a leadership position. Knowing and understanding the impact of a leader's beliefs, attitudes, and values can help them to determine if there is a connection between the leader and the organization.

Wilson admitted that while he did not know Angel on a personal level, he noted that "her energy, her enthusiasm, and her desire" kept everyone positive and focused on continuous improvement. Wilson also described Angel's leadership as having an "infectious nature" in a positive way on their campus. He made a connection between Angel's personality and leadership to an increase in school pride and school confidence.

Opal commented on how Angel assimilated to the campus during her first year as principal and how these deliberate actions increased Angel's ability to implement changes during year two.

She [Angel] was aware that she was the newcomer. She was aware that she was coming from another high school, another district. Her first year, she really observed. And I think that really helped.

The supervisor, Bethany, who knew Angel on a more personal level, commented on Angel's caring attitude and belief that all students deserved a chance to succeed. Bethany noted that Angel was not emotional with her decisions, but rather made decisions based on data.

You know immediately in working with Angel that she is caring for all of her students...her values of valuing all children and believing all children can be college and career ready...and that strong belief and passion around that...then, how to have leadership actions actually make that happen.

Rose mentioned Angel's religious beliefs and faith as an important factor in her life that manifests itself through her leadership. Rose noted that Angel was always professional in her decision-making and put the needs of students first. The parent believed that the actions of Angel were driven more by her faith than any leadership style or behavior.

Being truthful and honest and compassionate and caring toward people as individuals, whether they share my faith or not.) And I see that exemplified in her [Angel] as well.

Finally, Angel responded to this question by stating that she knows who she is and what she believes in and does not waiver from these beliefs. Angel stated that when you make decisions based on your belief system, you could fit into an organization because you do not change who you are and what you believe. She talked about assimilating into a campus with such rich traditions and customs and stated that she did not have any issues because she stayed true to her belief that all students can succeed if

given an opportunity and that all people deserved to be treated fairly regardless of their position.

Everything I do is always based on my own personal beliefs, values...that's always been how I lead. That's how I do anything whether it's personal, professional...

Organizational Leadership Effectiveness Inventory – Part IV: Attitudes, Beliefs, and Values. Results of the OLEI showed complete alignment of the principal's interpersonal behaviors and her leadership. Of the 24 responses in this section, 100% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. None of the responses were left blank or were not aligned which indicates that Angel's personal attitudes, beliefs, and values are evident in some way, either directly or indirectly, to all participants.

Responses from Central High School to the Interpersonal Behavior Section of OLEI are listed in Table 13 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

Table 13*Central High School Responses to Interpersonal Behavior Section of OLEI*

Interpersonal Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Cooperative	SA	SA	SA	SA	SA
Empathetic	SA	A	SA	A	SA
People oriented	A	SA	SA	A	SA
Compassionate	A	A	SA	SA	SA
Collegial	A	SA	SA	SA	SA
Team player	A	SA	SA	SA	SA
Strong interpersonal skills	SA	SA	SA	SA	SA
Consensus builder	A	A	SA	A	A
Empowers others	A	SA	SA	SA	SA
Networker	A	SA	SA	SA	SA
Transformational	A	SA	SA	A	A
Combines social talk with administrative talk	A	SA	SA	SA	A
Uses affiliate language, such as “we,” “our”	SA	SA	SA	SA	SA
Participate	SA	SA	SA	SA	SA
Inclusive	A	SA	SA	SA	SA
Nurturing	A	SA	SA	SA	SA
Democratic	A	SA	SA	SA	SA
Intuitive	A	SA	SA	A	A
Flexible/adaptable	SA	A	SA	SA	SA
Emotionally expressive	SA	SA	SA	A	SA
Receptive to new ideas/change	A	A	SA	SA	SA
Alter to social environment	A	SA	SA	A	A
Responsive to needs of faculty/staff	A	SA	SA	A	SA
Reflective	A	SA	SA	A	SA

**Relationship Between Leadership Behaviors of Central High School Principal and
the Alignment to the Four Factors of the SLT**

The leadership behaviors of Angel and the four factors of the Synergistic Leadership Theory were aligned in all areas. The personal attitudes, beliefs, and values

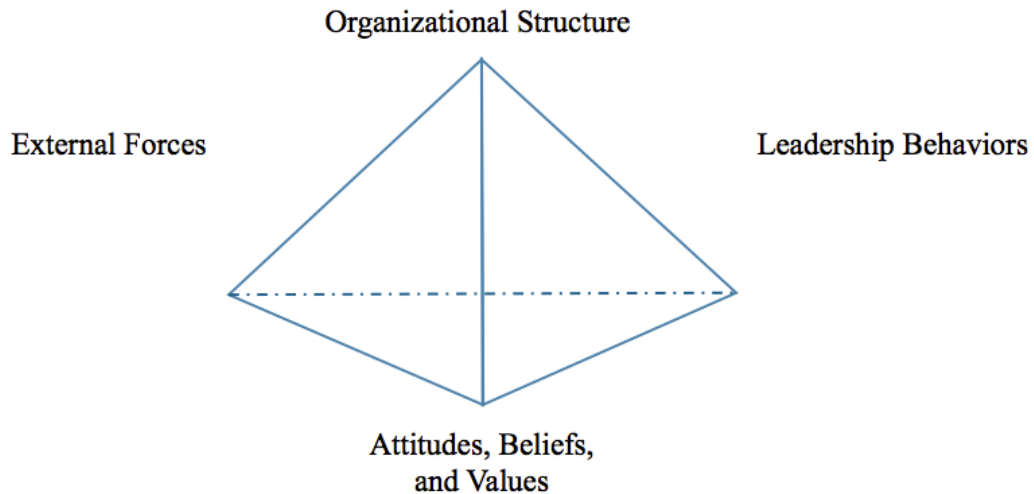
section was the most aligned and it was apparent that Angel's belief system was evident through her leadership behaviors. The external forces varied depending on the participant, but a common theme related to student test scores and perception of the school through the eyes of the community was common across all five participants at Central High School.

Collective Efficacy

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Goddard, Hoy, & Hoy, 2000). The teacher participants from this campus, Wilson and Opal, indicated that Angel's leadership allowed them the opportunity to effectively execute their responsibilities as teachers. Although only in her second year as principal, teachers felt that Angel understood the history and traditions of Central High School, but also the current realities and external pressures applied to the campus.

Alignment Summary

The Synergistic Leadership Theory utilized a tetrahedron model to demonstrate the four factors and the six interaction points (Irby, et al., 2002). Figure 2 is a representation of the balance of the four factors of the SLT at Central High School. The four factors of the SLT were in complete alignment at Central High School, which indicated that Angel's leadership behaviors, and her personal values and beliefs were aligned with external forces in the community. Angel established effective organizational systems at Central High School to support her teachers and her community.



*Figure 2. Alignment of Four Factors at Central High School*²

Angel’s personal beliefs were evident throughout her decision-making and she found a balance between honoring the rich history of her campus and the need to make changes for the future. Ensuring decisions are based on data and ensuring the voice of all stakeholders will continue to assist Angel in her role as principal of Central High School. While she is only in her second year at this campus, the alignment of the four factors of the Synergistic Leadership Theory at Central High School should provide continued success for Angel and her campus.

² Adapted with permission from “The Synergistic Leadership Theory” by Irby, B., et al. (2002). *Journal of Educational Administration*, 40, 304-322. Copyright 2002 by Beverly J. Irby, et al.

Reflexive Voice

As a current female high school principal, I practiced reflexivity when analyzing data collected during this case study. My personal thoughts and reflections are included below to express my feelings on responses from the participants at Central High School.

As an educator in a public school setting, I have struggled to find the balance between my personal belief system and the filtering of my personal opinions while serving in a public role. The Central High School case study participants mentioned Angel's belief system as the driving force behind her leadership and while everyone did not have the same beliefs as Angel, they respected her beliefs and she respected their beliefs. Angel's comment about not changing yourself to fit into an organization resonated with me personally and inspired me to not lose my personal self through my professional roles. As the principal of a campus with deep-rooted traditions and expectations, as well as a history of high performance, at first I found it difficult to acclimate to the community. I spent the first year of my principalship listening to everyone, valuing his or her opinions, and respecting the history of my campus. This strategic leadership tactic benefited me by increasing trust in my leadership because my community knew that I would listen to them and would make changes only when needed and after reviewing data.

CHAPTER VI

CASE STUDY OF MONUMENT HIGH SCHOOL

Introduction

Chapter VI is the third of four case studies of female high school principals in suburban settings. The first segment of the case study includes a demographic analysis of the school district and the individual high school. The second section of the case study includes descriptive data about the female high school principal, her direct supervisor, two teachers from her campus, and one parent of a student attending her campus. The third section of the case study comprises data from my four research questions including individual interviews with the principal, the principal's supervisor, two teachers, and a parent, as well as participants' responses from the Organizational Leadership Effectiveness Inventory (OLEI). The final section of the case study examines the leadership behaviors of female principals at suburban high schools and alignment to the Synergistic Leadership Theory.

Demographics of District and Campus

Pillar ISD is a suburban public school district encompassing 83 square miles, as well as parts of two separate counties. Approximately 13,000 students attend school in Pillar ISD and the district is classified as a suburban school district according to Texas Education Agency. According to the 2014-2015 Texas Academic Performance Report District Profile, the ethnic breakdown of the student population is as follows: 56.5% White, 29.3% Hispanic, 5.9 % Asian, 4.6% African American, 3.3% two or more races, .3% American Indian, and .1% Pacific Islander; 11.4% of the students in Pillar ISD are

classified as English Language Learners and over 20% of the students in Pillar ISD are considered economically disadvantaged.

The district includes 17 campuses including elementary, middle, and high schools as well as alternative educational learning centers. Students in Kindergarten through 4th grade attend one of the 10 elementary schools, while students in 5th – 6th grades attend one of three intermediate schools. Students in grades 7-8 attend junior high at one of two campuses and finally, there are two traditional high school campuses educating students in grades 9 – 12. There is also one disciplinary alternative education center.

Attendance rates at Pillar ISD are also above state and regional averages and the dropout rate in Pillar ISD is below the state average. Approximately 96% of all students graduated in four years and almost half of those students who did not earn their diploma in four years returned to school and completed high school the following school year. Of the students who graduated in four years, 88% of them graduated on the state Recommended High School Plan or Distinguished Achievement Plan.

Monument High School is one of two comprehensive high schools in this school district. The campus opened in 2010 and is the second high school in the district. The 2014-2015 Texas Academic Performance Report for Monument High School indicated that 1,939 students attended this campus. The ethnic distribution of students is as follows: 57.3% White; 24.4% Hispanic; 7.4% Asian; 6.5% African American; and 4.5% American Indian/Pacific Islander/Two or More Races.

Participants in Monument High School Case Study

The principal of Monument High School, Faith, has been in her current position for six years. Monument High School opened in 2010 and Faith has been the only principal of this campus. Previously, she worked in this district as an administrator at the other high school campus.

Faith's supervisor, Madison, is a female and has been in her current position for two years. She previously worked in Pillar ISD as a campus administrator alongside Faith before Monument High School was operational. The supervisor has experience in multiple school districts as an educational leader.

Two teachers from Monument High School were selected to be participants in this case study. Jack has taught for sixteen years in Pillar ISD and has been at Monument High School since it opened in 2010. Jack worked directly with Faith at the other high school in the district prior to opening Monument High School together. Maria has taught for two years and both years have been at this campus. Teaching is a second career for Maria and this is her first teaching position.

The parent participant, Julie, has a son at Monument High School and other children in the feeder pattern for Monument High School. She serves on the PTA as the volunteer coordinator and has worked closely with Faith. Julie works in the main office on a regular basis volunteering her time to assist at Monument High School.

Table 14 included the participants from the Monument High School case study and lists the number of years in their current position. The number of years listed beside

the parent name indicated the number of years the parent has been involved with the high school.

Table 14

Participants in the Monument High School Case Study

Name	Position	Number of Years in Current Position
Faith	Principal	6
Madison	Supervisor	2
Jack	Teacher	16
Maria	Teacher	2
Julie	Parent	2

Analysis of Data from Interviews and OLEI

This section of the case study examines the four interview questions through the transcripts of participants' interviews and data collected from the inventory tool, the Organizational Leadership Effectiveness Inventory (OLEI). Conclusions from the data are presented in Chapter VIII.

Research Question One: What Leadership Behaviors of the Female High School Participants in this Study are Related to the Collective Efficacy of their Teachers?

The first factor of the Synergistic Leadership Theory focuses on the behavioral practices of the leader. According to Irby et al. (2002), the behaviors demonstrated by

leaders can fall on a continuum from “autocratic to nurturer” (p. 314) and are dependent on the experiences of that individual. Some leaders may come across as caring and nurturing, while other leaders may see these attributes as signs of weakness.

Jack stated that Faith’s best strength was her ability to listen to others. He mentioned that Faith took everyone’s opinions into account and made decisions that are best for the entire school. Jack noted that in his experience sometimes leaders would say they want input from others when actually they have already come up with a final decision.

There are so many leaders, “Oh, you can give me your input, but I’ve already made up my mind.” I feel like she [Faith] actually listens to us and takes that into account, and then makes the decision she feels is best for the school.

Maria described Faith’s leadership style as deliberate, thought out, and planned. Maria stated she appreciated that the principal “doesn’t make rash decisions without sitting down and looking at all angles of a situation.” This teacher commented that she immensely enjoyed working and growing professionally under the leadership of Faith.

Faith’s supervisor, Madison, mentioned the collaborative style of leadership exhibited by the principal. Madison noted that Faith delegates many duties to her administrative team and trusts that these individuals will take sole responsibility for their duties. However, Madison also added that she admired this style of leadership because it helped Faith build leadership capacity on her campus.

Because the more they're [Assistant Principals] involved in, the more capacity they'll have to be principals, or to meet their job responsibilities. And then, she [Faith] keeps in touch with them daily.

The parent, Julie, described Faith as principal who is “involved” in the campus. Julie noted that Faith knew the names of all her students and that she could often be found in the cafeteria or hallways with her students. The parent stated that there was obvious respect for Faith by her staff and students and that this respect positively infiltrated the campus.

She’s involved with them. I think that she takes her lunch in the cafeteria with them [students]...the teachers all have quite a bit of respect. So, you can really see when it trickles down that way, you know that she’s doing something correct.

Faith described herself as “collegial” and explained that in her position she has to adjust her leadership style depending on the situation and the position of the person she is addressing. She noted that sometimes her conversations have to be more direct while other times she can enter situations with a collaborative approach. She explained that her leadership approach could change drastically depending on the situation.

I just really don’t know how in a word to say what leadership style is because, by and large, with people, you lead them based on their characteristics, too.

Organizational Leadership Effectiveness Inventory – Part I: Leadership Behaviors. The results of the OLEI in Table 11 showed alignment of the principal’s leadership behaviors, or managerial style. Of the 30 responses in this section, 97% of the responses were affirmatively aligned and respondents chose either Agree or Strongly

Agree with these leadership descriptions. The only factor that was not aligned was “change agent” where the principal stated she disagreed with this descriptor of her leadership behavior.

Responses from Monument High School to the Management Behavior Section of OLEI are listed on the following page in Table 15 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

Table 15*Monument High School Responses to Management Behavior Section of OLEI*

Management Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Leads by example	SA	A	SA	SA	SA
Ability to “juggle”	SA	SA	SA	SA	SA
Communicator	A	A	A	SA	A
Lifelong learner	A	A	SA	SA	SA
High expectations of self and others	SA	SA	SA	SA	SA
Strong academic self-concept	SA	SA	SA	SA	SA
Motivational	A	SA	SA	SA	A
Communicates vision	A	SA	SA	SA	SA
“Can do” philosophy (resourceful)	SA	SA	SA	SA	SA
Persistent	SA	SA	SA	SA	SA
Shares Power	A	SA	SA	SA	SA
Dependable	A	SA	SA	SA	SA
Efficient	SA	SA	SA	SA	SA
Assertive	SA	SA	SA	SA	SA
Delegates	A	A	SA	SA	SA
Utilizes participatory management	SA	SA	SA	SA	SA
Decision maker	SA	SA	SA	SA	SA
Risk taker	A	A	SA	SA	A
Task oriented	SA	SA	SA	SA	SA
Change agent	D	A	A	SA	A
Influencer	SA	A	SA	SA	A
Analyzes situations	SA	SA	SA	SA	SA
High energy	A	SA	SA	SA	SA
Achievement oriented	A	SA	SA	SA	SA
Emotionally stable	SA	A	SA	SA	SA
Self sufficient	SA	SA	SA	SA	SA
Effective time manager	SA	SA	SA	SA	SA
Organized	A	SA	SA	SA	A
Persuasive	SA	SA	SA	SA	SA
Effective	SA	SA	SA	SA	A

Research Question Two: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and the Organizational Structure of their School Community?

The second component of the Synergistic Leadership Theory examines the organizational structure and its influence on leadership. The structure of the organization also impacts the leader's ability to perform their job duties effectively. Connecting the leadership style, or behaviors of a leader, to the structure within the organization where they work can prove to be beneficial to the climate of the organization, but it can also prove ineffective if the leadership behaviors and organizational structure do not align.

Jack has been at the campus since it opened in 2010 and has worked directly with Faith through his role as a teacher leader on campus. He clearly stated that Faith "is very much at the top," but that others have roles within the leadership structure. He described the expectation that everyone works together for the benefit of the campus.

I feel like everybody has their role when it comes to the leadership structure...everybody has their role being involved in the school...and this comes straight from Faith – we encourage everybody to be actively involved in what's going on with the school.

Maria is completing her second year as a teacher and noted that the organizational structure of their campus seemed to be normal or traditional. She described the "chain of command" at the school and that it was everyone's goal to ensure issues did not make their way up to the principal. Out of respect for the principal,

everyone tried to resolve issues or concerns at their level and involve Assistant Principals when necessary.

Madison's response to the organizational structure question discussed the hierarchy that existed from the principal to the other administrators, to the department chairs, and then to the teachers. Madison noted that Faith assigned multiple responsibilities to her administrative team and rotated these duties as needed to ensure everyone had experience leading all areas of the campus.

When asked about the organizational structure of the campus, the parent, Julie, described the physical layout and noted that students were divided into "alpha pods" where they were assigned to an Assistant Principal and a Counselor during their four years at this campus. Julie described Faith's involvement as indirect and stated that the principal gave authority to the alpha pods to run their offices, as they deemed appropriate. She noted growing pains that come with opening a new school, such as construction, however, she concluded by saying that the campus is fully functioning and she attributed this to Faith's leadership.

Faith described the organizational structure of the district and its impact on her leadership. She noted that the superintendent's cabinet allowed her to run the campus as she felt appropriate and she appreciated this autonomy. She explained the organizational structure on her campus and noted that by filtering information through her Assistant Principals and department chairs she felt the campus operated efficiently. Faith discussed the importance of communication within her organization and that regular

communication through her leadership team allowed the teachers more time in their classroom and less time in faculty meetings.

Organizational Leadership Effectiveness Inventory – Part III:

Organizational Structure. Results of the OLEI showed overall alignment of the organizational structure and the principal’s leadership. Of the 25 responses in this section, 96% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. Only one descriptor was not aligned. One of the teachers disagreed with the descriptor that the organizational structure was open to change.

Responses from Monument High School to the Organizational Structure Section of OLEI are listed in Table 16 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

Table 16*Monument High School Responses to Organizational Structure Section of OLEI*

Organizational Structure	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Utilizes system of rotating leadership	A	A	SA	A	A
Recognizes ability or expertise	SA	A	SA	SA	SA
Arrives at goals through consensual process	SA	A	A	SA	SA
Values/faculty staff as individual human beings	SA	SA	SA	SA	SA
Commitment to employee growth	SA	SA	SA	SA	SA
Power sharing	A	A	SA	SA	SA
Promotes community and cooperation	SA	A	A	SA	SA
Promotes nurturing and caring	SA	A	SA	SA	SA
Promotes subordinate empowerment	SA	A	SA	SA	SA
Has clear norms and values	SA	SA	SA	SA	SA
Encourages professional training	SA	A	SA	SA	SA
Has well-defined goals	SA	SA	SA	SA	SA
Emphasis on professional growth for self/staff/faculty.	SA	A	SA	SA	SA
Openness to change	A	SA	A	A	A
Emphasis on collegiality	SA	A	SA	SA	SA
Emphasis on character, ethics, and integrity	SA	SA	SA	SA	SA
Emphasis on programs for special students	SA	A	SA	SA	SA
Emphasis on innovation	A	A	SA	SA	SA
Emphasis on reflective practice	A	A	SA	SA	SA
Openness to diversity	A	A	SA	SA	SA
Emphasis on professional growth for self/staff/faculty.	SA	SA	SA	A	SA
Emphasis on innovation	A	A	SA	A	SA
Importance of programs for special students	SA	SA	SA	SA	SA
Openness to change	A	A	SA	A	D
Openness to diversity	A	A	SA	SA	SA

Research Question Three: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and External Forces in their School Community?

The third factor of the Synergistic Leadership Theory that must be considered relates to external forces outside the organization that can impact, positively or negatively, the abilities of a leader. A leader must contend with their personal leadership behaviors and organizational structures, but cannot ignore the power of external forces in and on an organization. External forces are described by Irby et al. (2002) as “influencers...that embody a set of values, attitudes, and beliefs” (p. 315) and can relate to politics, religion, or geography as well as many other outside factors.

Jack referenced the community involvement and support at their campus. He explained that Monument High School was the second high school in the district, but when it was built people were very interested to find out what was going on in this building and wanted to be very involved. Jack described the parents as highly involved and the district as supportive of this campus. Again, he mentioned Faith’s ability to listen to everyone before making decisions benefitted the culture and climate of the campus.

I guess the best way to put it; lots of places are very micromanaged, where here, I don’t feel like we are. Which is nice.

Jack went on to state that the support he receives as a teacher is directly attributed to Faith and the way in which she runs this campus.

Maria responded that external concerns impacting Faith's leadership would be directly related to parents. Maria stated that "parental involvement is very high here" and when parents are involved there are other issues that arise. Maria serves as a coach for an extracurricular activity and praised the principal's approach to working with highly involved parents. She explained that Faith was transparent in her leadership, which benefited her when working with a highly involved community.

Those parents have to be handled with a certain...it just is a different type of situation. And so, she does. She handles them very eloquently, but very sternly. They know, in our community, where Faith stands.

Madison's response to the question about external factors also included parental involvement and expectations as an area that Faith navigates through in her leadership of this campus. Madison stated that Faith "has to take time to meet with those parents and build those relationships, because the expectation in that community is there." Madison discussed the issues faced by Faith when as she tried to maintain consistency with the other high school in the district in course offerings, and so on, but how district limitations and funding may drive some of these decisions. Faith then has to explain this to parents who do not understand why their requests or expectations are not occurring.

When asked about external factors influencing Faith's leadership, the parent, Julie, immediately responded that parents are involved and have high expectations for their children and this campus. These expectations are brought to Faith when parents believe there are concerns and Faith addresses them appropriately. Julie also described the students as "high performing" and stated that Faith was a "high performing

principal” capable of running a high performing campus. Another external issue Julie discussed was related to recent growth in the area around the campus and said that it seems like “neighborhoods go up in the middle of the night.” Julie explained that she believed the growth is directly related to the performance of this campus.

Faith has worked in this district for many years and described changes in the community over the years. She spoke about all the work that was required to open a new campus that was best for students, while still meeting community expectations.

The community wanted a copy of [the other high school] in its entirety, with groups, and organizations, and winning at athletics and that – very competitive in that. That’s something that happens over time. But we got to work and, by and large, we did put together a school that’s very high performing...I think we took a few people by surprise that we were as competitive as we were.

Again, Faith described herself as situational leader and shared what she has learned as a leader with regard to making decisions.

And I learned the hard way that you have to really think about what is – how are you going to react to different situations.... And I learned the hard way that you have to really think about what is – how are you going to react to different situations.

Organizational Leadership Effectiveness Inventory – Part II: External Forces. Results of the OLEI showed a majority of responses related to external forces were aligned. Of the 17 responses in this section, 71% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these

leadership descriptions. One of the teacher participants did not agree with descriptors about participative decision making, power sharing, and rotating leadership, however, in the interview this teacher was complimentary of the principal's leadership.

Responses from Monument High School to the External Forces Section of OLEI are listed in Table 17 and the scoring key is as follows:

SD = Strongly Disagree
 D = Disagree
 A = Agree
 SA = Strongly Agree

Table 17
Monument High School Responses to External Forces Section of OLEI

External Forces	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Emphasis on collegiality	A	SA	SA	A	SA
Views teachers as leaders	SA	SA	SA	A	SA
Emphasis on reflective practice	SA	SA	SA	A	SA
Participative decision making	A	SA	SA	D	SA
Utilizes system of rotating leadership	A	A	A	SD	SA
Recognizes ability or expertise	SA	A	SA	A	SA
Arrives at goals through consensual process	SA	SA	SA	A	A
Values faculty/staff as individual human beings	SA	SA	SA	A	A
Commitment to employee growth	SA	SA	SA	A	SA
Power sharing	A	A	SA	D	SA
Promotes community and cooperation	SA	SA	SA	A	SA
Promotes nurturing and caring	SA	SA	SA	A	A
Promotes subordinate empowerment	SA	A	SA	A	A
Supports my philosophy	SA	A	A	A	SA
My leadership is affected by the expectations of the community	SA	A	SA	A	SA
The socio-economic levels in the community affect my leadership	A	A	A	D	D
Language groups in the community impact my leadership	D	A	D	SD	A

Research Question Four: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and their Personal Attitudes, Values, and Beliefs About their School Community?

The fourth factor of the Synergistic Leadership Theory relates to the personal attitudes, beliefs, and values of the individual leader. According to Irby et al. (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). Leaders are human, and therefore, prone to biases and beliefs prior to accepting a leadership position. Knowing and understanding the impact of a leader's beliefs, attitudes, and values can help them to determine if there is a connection between the leader and the organization.

Jack has worked with Faith for 11 years on two different campuses and believed that he knew her well on a personal and professional level. He stated that Faith was the "same person" whether she was talking to teachers, students, or parents. He described this as the "coolest thing" that a principal could be so real and didn't change who she was or how she responded in situations.

She's very much the same person. I mean, she has her beliefs of how things should be run and she lives that out in her personal life and her professional life at the same time. Which is very nice. You know exactly what you're going to get with her. And then you know exactly what you're getting going in.

Maria described Faith as a very private individual, but did state that she did know Faith's belief system was a key component of her leadership style.

[Faith] doesn't talk about her Christianity. However, I know because of mine, that she is one. And that has brought us to be closer coworkers. There's still a line there of employee-employer type situation and I respect that. But, I do see that part of her in her life that changes the way I feel about her as a leader.

The supervisor, Madison, commented about the core values or tenets that drive decision-making at Monument High School. Madison gave credit for these core values to the principal. She stated that when the campus opened, Faith worked with her leadership team to define their values and beliefs and these are now shared daily during announcements and at school wide events such as graduation. The supervisor noted that these beliefs aligned with Faith's personal beliefs and they helped her make decisions on day-to-day events and when hiring future educators for her campus.

And she, [Faith] along with the leadership team there, when the school opened, came up with what they call tenets. And so, those tenets, or those core values, are pretty much fleshed out in every situation on campus. They're hanging in the hallway. They're discussed every day. They're discussed at graduation. That really drives her decision-making in leadership. I have time and time again heard her, when we're having conversations, deliberating on a decision to make, that she references those core values and those tenets that they uphold, and she really uses those to drive those decisions. When she's hiring, she brings up those tenets to make sure that the teachers are believing the same and having, sharing those core values so that they can get into the campus and, and be successful in implementing those tenets.

The parent, Julie, admitted she did not know Faith on a personal level, but that she could tell by the way Faith interacted with students that she was a caring leader. Julie also referenced spiritual belief systems, but stated that it did not matter what Faith's beliefs were, but how she treated individuals was most important.

Well, I don't know her personal belief system. What I do see is what I see in the interaction with the kids. So, what they're seeing is the leader – the top leader in your school, the busiest person here – care about them. What they see is not as important as what she believes. What they're seeing is that she believes in them.

Finally, Faith talked about the challenges of integrating one's personal belief system in an educational system that may not necessarily allow that to occur. Advice she was given by a mentor was to take her professional responsibility and do what's best for her students always. Faith noted that she was confident in her belief system and did not verbalize this with others on her campus.

If they don't know where I stand in terms of loving the Lord, then I'm not doing a good job without having to say that in so many words.

Organizational Leadership Effectiveness Inventory – Part IV: Attitudes, Beliefs, and Values. Results of the OLEI showed alignment of the principal's interpersonal behaviors and her leadership. Of the 24 responses in this section, 83% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. The only descriptors that were not aligned were “*transformational; combines social talk with administrative talk; nurturing; and*

emotionally expressive.” This reflects the information shared by participants during their interviews.

Responses from Monument High School to the Interpersonal Behavior Section of OLEI are listed in Table 18 and the scoring key is as follows:

SD = Strongly Disagree
 D = Disagree
 A = Agree
 SA = Strongly Agree

Table 18

Monument High School Responses to Interpersonal Behavior Section of OLEI

Interpersonal Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Cooperative	A	SA	SA	SA	A
Empathetic	A	A	SA	SA	SA
People oriented	A	A	SA	SA	A
Compassionate	A	SA	SA	SA	SA
Collegial	A	SA	SA	SA	SA
Team player	A	SA	SA	SA	A
Strong interpersonal skills	SA	A	SA	SA	A
Consensus builder	A	A	SA	SA	SA
Empowers others	SA	A	SA	SA	SA
Networker	A	A	SA	SA	A
Transformational	D	A	SA	SA	SA
Combines social talk with administrative talk	D	D	SA	SA	A
Uses affiliate language, such as “we,” “our”	SA	SA	SA	SA	SA
Participate	SA	SA	SA	SA	A
Inclusive	SA	SA	SA	SA	A
Nurturing	A	D	SA	SA	A
Democratic	A	A	SA	SA	A
Intuitive	SA	SA	SA	SA	SA
Flexible/adaptable	SA	A	SA	SA	A
Emotionally expressive	A	A	SA	SA	D
Receptive to new ideas/change	A	SA	SA	SA	SA
Alter to social environment	A	A	SA	SA	A
Responsive to needs of faculty/staff	SA	A	SA	SA	SA
Reflective	SA	A	SA	SA	SA

Relationship Between Leadership Behaviors of Monument High School Principal and the Alignment to the Four Factors of the SLT

The leadership behaviors of Faith and the four factors of the Synergistic Leadership Theory (SLT) were aligned in three areas; however, responses to the external forces descriptors indicated some discrepancy between participants. The organizational structures section and the leadership behaviors sections were the most aligned. It was apparent Faith's leadership styles and the organizational structures of the campus were clearly understood by all participants. The external forces responses showed some variance depending on the participant, but all participants mentioned a common theme related to high levels of parental involvement.

Collective Efficacy

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Goddard, Hoy & Hoy, 2000). The teacher participants from this campus indicated that Faith's leadership and her core values are evident to all who work with her. While the system of shared leadership may not always include everyone on campus, it does build leadership capacity and professional growth for those involved.

Alignment Summary

The Synergistic Leadership Theory utilized a tetrahedron model to demonstrate the four factors and the six interaction points (Irby, et al., 2002). Figure 3 is a representation of the balance of the four factors of the SLT at Monument High School.

The curved line in the image is slightly distorted to represent the minor discrepancies in responses related to the external forces section of the Synergistic Leadership Theory.

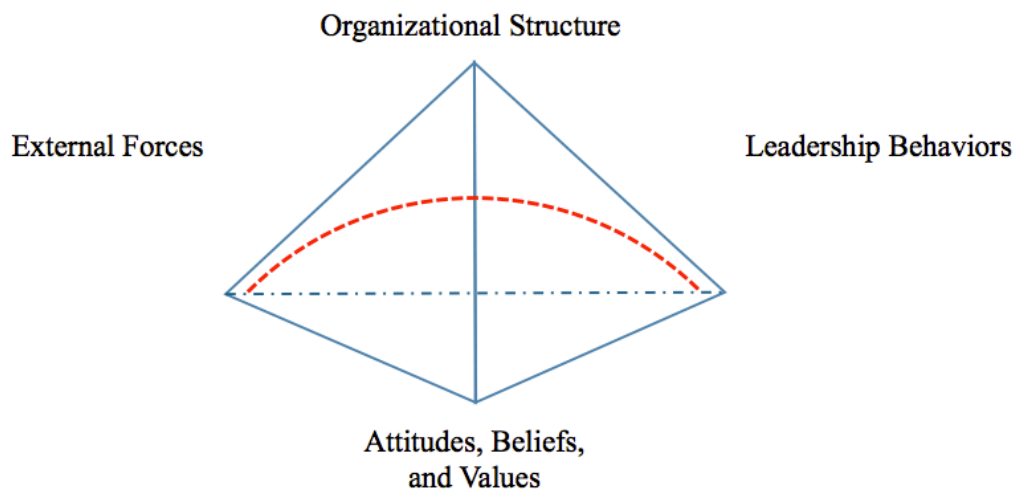


Figure 3. Misalignment of Four Factors at Monument High School ³

Faith’s personal beliefs were evident throughout her decision-making and the core values she implemented at Monument High School. These core values aligned her leadership style with decisions made on the campus and provided a fair and consistent approach for all. Faith founded a high performing campus and has effectively balanced expectations of the parents and community within state and district parameters. The general alignment of the SLT at Monument High School should provide many years of

³ Adapted with permission from “The Synergistic Leadership Theory” by Irby, B., et al. (2002). *Journal of Educational Administration*, 40, 304-322. Copyright 2002 by Beverly J. Irby, et al.

continued success for this principal and her campus. Faith should continue to design systems of shared leadership at Monument High School to ensure teachers have an opportunity to play an active role in campus decision-making processes.

Reflexive Voice

As a current female high school principal, I practiced reflexivity when analyzing data collected during this case study. My personal thoughts and reflections are included below to express my feelings on responses from the participants at Monument High School. *During the case study at Monument High School, I had to take extra precaution to ensure that my biases were not evident during data analysis because Monument High School was extremely similar to my current campus in demographics, student performance, and parental involvement. I respected Faith's leadership and how she centered all decisions on the campus tenets, or belief system. As the first principal of Monument High School, Faith had an opportunity to establish systems, customs, and traditions that defined the high school, and therefore, alignment of belief systems was highly evident at Monument High School. Faith talked about the importance of taking time to build relationships, specifically with parents, and how these relationships have benefitted her as a leader. I spent the first year of my principalship connecting with key parents and community members to develop relationships that would eventually get me through some difficult times as a leader. Without these relationships, I would not have had the social capital to call on key individuals for support and assistance.*

As a principal of a high performing campus, I completely understand the comments from Monument High School participants about the continued increase in

student enrollment and the establishment of new homes in their community based on their student performance data. While student scores should not influence the real estate market, this is a reality in many areas and principals should be prepared to address this issue with their community.

CHAPTER VII

CASE STUDY OF ORBIT HIGH SCHOOL

Introduction

Chapter VII is the final of four case studies of female high school principals in suburban settings. The first segment of the case study includes a demographic analysis of the school district and the individual high school. The second section of the case study includes descriptive data about the female high school principal, her direct supervisor, two teachers from her campus, and one parent of a student attending her campus. The third section of the case study comprises data from my four research questions including individual interviews with the principal, the principal's supervisor, two teachers, and a parent, as well as participants' responses from the Organizational Leadership Effectiveness Inventory (OLEI). The final section of the case study includes an examination of the leadership behaviors of female principals at suburban high schools and alignment to the Synergistic Leadership Theory (SLT).

Demographics of District and Campus

Compass ISD is a suburban public school district in northern Texas encompassing eight municipalities and multiple counties. Approximately 34,000 students attend school in Compass ISD and the district is classified as a suburban school district according to Texas Education Agency. According to the 2014-2015 Texas Academic Performance Report District Profile, the ethnic breakdown of the student population is as follows: 36% White, 24.9% Hispanic, 6.5 % Asian, 27.2% African American, 4.9% two or more races, .4% American Indian, and .1% Pacific Islander.

Approximately 10% of the students in Compass ISD are classified as English Language Learners and almost 40% of the students in Compass ISD are considered economically disadvantaged.

The district is comprised of 43 campuses including elementary, middle, and high schools as well as alternative educational learning centers. Students in grades Kindergarten through 4th attend one of the 23 elementary schools, while students in 5th and 6th grades attend one of the six intermediate campuses. Students in grades 7th – 8th attend middle school at one of the six campuses. There are five traditional high school campuses educating students in grades 9th – 12th and one high school for only 11th and 12th grade students. Finally, there is one disciplinary alternative education center and an alternative high school of choice focused on career and technical education.

Attendance rates in Compass ISD are above state and regional averages and the dropout rate in Compass ISD is significantly below the state average. According to the 2014-2015 Texas Academic Performance Report District Profile, approximately 93% of all students graduated in four years and 85% of these students graduated on the state Recommended High School Plan or Distinguished Achievement Plan.

Orbit High School opened in 2002 and is one of five comprehensive high schools in this school district. The 2014-2015 Texas Academic Performance Report for Orbit High School indicated that 2,020 students attended this campus. The ethnic distribution of students is as follows: 25.1% White; 24% Hispanic; 7.6% Asian; 39.3% African American; and 4% American Indian/Pacific Islander/Two or More Races. Orbit High

School is also considered a Title I campus due to the percentage of students receiving free or reduced lunch rates.

Participants in Orbit High School Case Study

The principal of Orbit High School, Vivienne, has been in her current position for a year and a half. She will complete her second year as the principal of Orbit High School at the conclusion of the 2015-2016 school year. This is her first position as a high school principal; however, she has previously served as a principal at the middle school level in Compass ISD.

Vivienne's direct supervisor respectfully declined to participate in this study; therefore, another supervisor from the district level was included in this study. Both the direct supervisor and Vivienne were in agreement that the person participating in this study would be able to speak directly to Vivienne's leadership. The supervisor in this study, Roger, originally hired Vivienne as a middle school principal and has worked with Vivienne in two school districts. He continues to work closely with Vivienne in his role as a district administrator in Compass ISD.

Two teachers from Orbit High School were selected to be participants in this case study. Jennifer has been a teacher for 25 years on multiple campuses and she noted that she has worked for many principals during her teaching career. Jennifer was a founding faculty member of Orbit High School when it opened fourteen years ago. The other teacher, Jacqueline, has worked at Orbit High School for two years, but this is her first year as a teacher. Previously, she served as an educational assistant on this campus and worked in the main office with Vivienne.

The parent participant, Denise, has one student currently attending Orbit High School; however, she has had two other students attend and graduate from Orbit High School. Denise also serves as a staff member at Orbit High School and works in the main office of the campus. She has been actively involved in the school community and has had the opportunity to work closely with Vivienne during her two years as the principal of Orbit High School.

Table 19 included the participants from the Orbit High School case study and lists the number of years in their current position. The number of years listed beside the parent name indicated the number of years the parent has been involved with the high school.

Table 19

Participants in the Orbit High School Case Study

Name	Position	Number of Years in Current Position
Vivienne	Principal	2
Roger	Supervisor	5
Jennifer	Teacher	25
Jacqueline	Teacher	2
Denise	Parent	7

Analysis of Data from Interviews and OLEI

This section of the case study will examine the four interview questions through the transcripts of participants' interviews and data collected from the inventory tool, the Organizational Leadership Effectiveness Inventory (OLEI). Conclusions from the data will be presented in Chapter VIII.

Research Question One: What Leadership Behaviors of the Female High School Participants in this Study are Related to the Collective Efficacy of their Teachers?

The first factor of the Synergistic Leadership Theory focuses on the behavioral practices of the leader. According to Irby et al. (2002), the behaviors demonstrated by leaders can fall on a continuum from "autocratic to nurturer" (p. 314) and are dependent on the experiences of that individual. Some leaders may come across as caring and nurturing, while other leaders may see these attributes as signs of weakness.

Jennifer described Vivienne as a leader who has initiative and knows how to delegate to individuals to get tasks completed. Jennifer also noted that Vivienne finds a method to get things done and works very hard in the process. Jennifer stated that this same work ethic was expected of all individuals on the campus.

She [Vivienne] is one of those that says, "Hey, you know, if we're going to be a recognized campus we need to figure out a way to do it. Let's do it." You know, and work really, really hard to do something like that.

While Jacqueline may only be completing her first year as a teacher, she worked at Orbit High School last year as a paraprofessional. Jacqueline described Vivienne's leadership as directive, but noted that while her style may be direct and to the point,

Vivienne is always supportive of her employees and maintains a focus on “family.” During the interview Jacqueline commented more than once about the supportive leadership of Vivienne, but also that Vivienne did not accept excuses if student learning was not occurring.

She’s very supportive. And she wants us to be the best. There’s a thing that she says, it’s “no excuses.” So she kind of pushes us to be our best. So if we’re at our best, then the kids ultimately will, you know, get the best education.

Vivienne’s supervisor, Roger, described her as a situational leader who understood when she needed to be more directive and also when she could be more collaborative in her leadership. Roger does not currently serve as her direct supervisor, but he has worked directly with Vivienne in their current school district and in one other district. Thus, he felt that he could adequately describe Vivienne’s leadership style. He stated that if Vivienne were working with a competent individual she would trust that they can complete the job with little guidance, however, if Vivienne is working with an inexperienced individual, she will offer guidance until the individual is comfortable working on their own. Roger described Vivienne as a nurturer and commented on how she works to build up her staff and administrative team and engages with stakeholders in her community.

I would say she has what I would call situational leadership styles. Her leadership style will typically will vary, depending on the situation and depending on the individual.

The parent from Orbit High School, Denise, had many descriptions of Vivienne’s leadership style including “involved, knowledgeable, innovative, open-minded, and interactive.” Denise appreciated that Vivienne held everyone accountable for their professional responsibilities and had the same high expectations for everyone on the campus, including the parents.

Vivienne described her leadership style as “participatory” and she stated that her focus was on building sustainable leadership capacity on her campus. She mentioned the organizational chart on her campus and how she uses this as a tool to empower her leadership team and allow her to focus on specific areas of the campus.

So in essence...it’s more participatory style of leadership to build sustainable leadership capacity within my building so that I can just focus on my big rocks, which are those things that really need my attention.

Organizational Leadership Effectiveness Inventory – Part I: Leadership Behaviors. Results of the OLEI showed overall alignment of the Vivienne’s leadership behaviors, or managerial style to the responses of the other participants. Of the 30 responses in this section, 73% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. One of the participants, the parent, did not answer two of the questions; therefore, I was not able to consider these responses. Five of the responses were not aligned and three of the dissenting responses came from the principal and two dissenting responses came from one of the teachers.

Responses from Orbit High School to the Management Behavior Section of

OLEI are listed in Table 20 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

The parent participant from Orbit High School did not score two of the responses so these are left blank in Table 20 on the following page. I did not include these blank responses when I discussed alignment of participants' responses.

Table 20*Orbit High School Responses to Management Behavior Section of OLEI*

Management Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Leads by example	SA	SA	SA	A	SA
Ability to “juggle”	SA	A	SA	A	SA
Communicator	SA	A	SA	D	SA
Lifelong learner	SA	SA	SA	A	A
High expectations of self and others	SA	SA	SA	A	A
Strong academic self-concept	SA	SA	SA	SA	SA
Motivational	A	SA	SA	D	A
Communicates vision	SA	SA	SA	A	A
“Can do” philosophy (resourceful)	SA	SA	SA	A	A
Persistent	A	SA	SA	A	SA
Shares Power	SA	SA	SA	A	A
Dependable	SA	SA	SA	A	SA
Efficient	SA	SA	SA	A	SA
Assertive	A	SA	SA	A	SA
Delegates	SA	SA	SA	SA	SA
Utilizes participatory management	SA	SA	SA	A	A
Decision maker	SA	SA	SA	SA	SA
Risk taker	SA	SA		A	A
Task oriented	D	A	SA	A	SA
Change agent	SA	SA		A	SA
Influencer	SA	SA	SA	A	SA
Analyzes situations	SA	SA	SA	A	SA
High energy	A	SA	SA	A	A
Achievement oriented	SA	A	SA	SA	A
Emotionally stable	SA	SA	SA	SA	A
Self sufficient	SA	SA	SA	SA	A
Effective time manager	SA	A	SA	SA	A
Organized	D	SA	SA	SA	A
Persuasive	D	SA	SA	A	A
Effective	SA	SA	SA	A	SA

Research Question Two: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and the Organizational Structure of their School Community?

The second component of the Synergistic Leadership Theory examines the organizational structure and its influence on leadership. The structure of the organization also impacts the leader's ability to perform his or her job duties effectively. Connecting the leadership style, or behaviors of a leader, to the structure within the organization where they work can prove to be beneficial to the climate of the organization, but it can also prove ineffective if the leadership behaviors and organizational structure do not align.

When asked about the organizational structure of the campus Jennifer described the administrative team's responsibilities and duties, such as appraising a specific department or managing lockers and textbooks. Jennifer also mentioned how Vivienne disseminated information to other teachers on campus through the utilization of department chairs.

Jacqueline described the hierarchy of the organizational chart and commented that their goal was to keep issues from rising to the principal's level. Jacqueline described how she would start with her department chair to help resolve an issue or answer a question, and if necessary she might approach one of the Assistant Principals or the Associate Principal, and finally, if the issue were still not resolved, Vivienne would make the final decision on any issue. Jacqueline commented that as a first year teacher

she preferred to handle issues at the lowest level possible and not bother Vivienne with minor issues.

Typically if we have an issue, of course we go to the AP, assistant principal, first. And they're pretty good at resolving any kind of issue that we may have. Whether it is with the students or what not, or concerns. And then Miss [Associate Principal], she's the one that's like over them and she helps resolve anything else. And then ultimately [Vivienne] would be the final decision-maker.

Jacqueline also described the organizational structure in her department. She stated that her department chair guides and mentors her as a first-year teacher. She stated she clearly understood the organizational structure of the campus as a first-year teacher.

Roger's response to the organizational structure question referenced Vivienne's collaborative nature. He described how Vivienne utilized her various leadership teams, such as her administrative and site-based teams, to communicate her goals and solicit feedback for improvement. He praised Vivienne's communication methods within her campus and with her feeder middle schools.

She [Vivienne] will meet collectively as well as individually with her department leaders. It's really a channel of communicating top-down and down-up. So, she uses those department leaders' meetings to flow information to department leaders.

When asked about the organizational structure of the campus, the parent, Denise, noted that Vivienne is the leader, in every sense of the word. The parent described the

administrative structure including Associate and Assistant Principals, counselors, department chairs, teachers, and support staff. However, she expanded on her comment about the efficiency of the current organizational structure and attributed this directly to Vivienne's leadership.

When she [Vivienne] got here, we got everything in writing... because I worked the front desk also. I'm a parent, also staff member. So with her, when she came in, she gave us a breakdown of who is responsible for what. Which is heaven-sent. So we can cut down the time when parents need this information or that information...they don't have to go through so many people. So we know exactly who to direct that person to. And it's wonderful.

Denise praised Vivienne for the clarity of roles and responsibilities for staff members and commented that this has helped parents understand whom they should contact about specific topics. Denise also serves an office staff member at Orbit High School and shared from an employee's perspective that the clearly defined roles and organizational structure made everyone's job easier.

Vivienne provided the most detail about the organizational structure on her campus and described the changes she has implemented to increase involvement of her staff members, build leadership capacity on her campus, and allow her to more effectively do her job. Vivienne described teacher leaders first and explained how she meets with her department chairs once a month to discuss items brought forth from the administrative team. The department chairs are responsible for disseminating this information to teachers in their departments. Vivienne also stated that her department

chairs include all content areas, not just the core subject areas. She specifically mentioned her AVID program, ROTC department, Special Education department, and a position focused on family and community engagement. Vivienne noted the importance of including these individuals in leadership conversations and decision-making. Vivienne stated that she refers to these individuals as her “campus leadership team” because they include more than just department chairs.

Vivienne also explained how she utilizes her site-based team to ensure a broader constituent population has a voice in campus decision-making. The site-based team includes community members, campus leaders, and administrative interns. This committee approves requests that come from the administrative and campus leadership teams. Vivienne described an example of how their current discipline matrix was developed and noted that the campus leadership team, administrative team, and site-based team were all involved in the process and provided input into the final product that was created.

Vivienne described how she is building leadership capacity not only with her teachers and administrative interns, but also within her current administrative team. She stated that before her arrival, her administrative team had not been given as much authority to make decisions and lead their respective departments. Vivienne described how she has created a structure where their involvement is necessary and expected and that she has given her administrators the autonomy to perform their duties and report back to her afterwards. Vivienne explained that the reorganization of her campus and the

inclusion of many individuals as part of her leadership team have allowed her to more effectively run her campus.

So what I did was, I split up and divided out all responsibilities between the AP's and so that way, if there was anything that escalated, then it would come to me. So they pretty much have their own little small buildings...within this campus. And it's just caused me to work more effectively and more efficiently. And I can actually put my time in the classroom and see actually what's going on in the classroom instead of just putting my hands in so many things.

Organizational Leadership Effectiveness Inventory – Part III:

Organizational Structure. Results of the OLEI showed misalignment of the organizational structure and the principal's leadership. Of the 25 responses in this section, only 44% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. There were 36% of the indicators that were not aligned and 20% of the responses were left blank; therefore, I was not able to consider these responses.

Responses from Orbit High School to the Organizational Structure Section of OLEI are listed in Table 21 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

Three participants did not score one or more of the responses so these are left blank in Table 21. I did not include these blank responses when I discussed alignment of participants' responses.

Table 21*Orbit High School Responses to Organizational Structure Section of OLEI*

Organizational Structure	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Utilizes system of rotating leadership	D	SA	SA	A	A
Recognizes ability or expertise	SA	SA	SA	A	A
Arrives at goals through consensual process	A	SA		A	A
Values/faculty staff as individual human beings	SA	SA	SA		A
Commitment to employee growth	SA	SA	SA	A	A
Power sharing	SA	A	SA	A	A
Promotes community and cooperation	A	SA	SA	A	A
Promotes nurturing and caring	SA	SA	SA	D	A
Promotes subordinate empowerment	A	SA	SA	D	A
Has clear norms and values	SA	SA	SA	SA	A
Encourages professional training	SA	SA	SA	SA	A
Has well-defined goals	SA	SA	SA	SA	A
Emphasis on professional growth for self/staff/faculty.	SA	SA	SA	A	A
Openness to change	D	SA	SA	A	A
Emphasis on collegiality	A	SA		A	A
Emphasis on character, ethics, and integrity	SA	SA	SA		A
Emphasis on programs for special students	D	SA	SA	A	A
Emphasis on innovation	D	SA	SA	A	A
Emphasis on reflective practice	D	SA	SA	A	A
Openness to diversity		SA	SA	A	A
Emphasis on professional growth for self/staff/faculty	SA	A	SA	A	A
Emphasis on innovation	SA	A	SA	A	A
Importance of programs for special students	SA	A	SA	A	A
Openness to change	A	D	SA	A	A
Openness to diversity	A	D	SA	A	A

Research Question Three: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and External Forces in their School Community?

The third factor of the Synergistic Leadership Theory that must be considered relates to external forces outside the organization that can impact, positively or negatively, the abilities of a leader. A leader must contend with their personal leadership behaviors and organizational structures, but cannot ignore the power of external forces in and on an organization. External forces are described by Irby et al. (2002) as “influencers...that embody a set of values, attitudes, and beliefs” (p. 315) and can relate to politics, religion, or geography as well as many other outside factors.

Jennifer is a founding faculty member of Orbit High School and described how the district has grown over the years, which has led to the need for new schools to continuously be built in their district. Jennifer commented that this growth has increased the student ethnic diversity in the district, but more specifically at Orbit High School. Jennifer explained that while Orbit High School was considered a Title I campus, there were also extremely affluent families in their attendance zone. She commented that this was an issue Vivienne had to manage on a daily basis. Jennifer described how positions, such as the Family and Community Engagement Coordinator, have been created to address these external issues. The family and community engagement position coordinated field trip and opportunities for students, such as college visits, FAFSA parent nights, and other parent programs that are only available at their high school campus. Jennifer also noted that some of the students of Orbit High School do not live in

the same city as many other students in the district. Students attending Orbit High School associated more with the name of their city of residence rather than their school district name. Jennifer explained that this was a unique challenge for their campus, particularly in trying to promote pride in the district name when these students rarely spent time in that town because their families live and work in another city.

Jacqueline admitted that as a first-year teacher she focused more on her classroom and her students and not external factors influencing the campus. She did comment on the large number of campuses in Compass ISD and explained that each campus had its own challenges. She admitted that she was not certain exactly what Vivienne dealt with on a daily basis, but she assumed it related to parental involvement and how to make decisions that appealed a diverse community.

When asked about external forces that impacted Vivienne's leadership, the supervisor, Roger, mentioned state requirements, district expectations, and issues directly related to city governments. Roger praised Vivienne for being what he referred to as "politically savvy" and understanding how her position is impacted by outside entities that may not be directly related to public education. He described the interconnectedness of the principal position to many other arenas inside and outside of education and stated that Vivienne understood the political terrain of her community and knew how to navigate it with ease.

She [Vivienne] is well aware of how things are interconnected... from a local school district to local municipalities to neighboring districts to outside organizations. She is very politically savvy. She's not a politician. But she is

savvy about how things operate...so; she focuses internally on her campus. But she's aware of the different stakeholders and the different things that may play into her role as a building principal.

The parent, Denise, responded to the question about external factors that impacted the leadership of Vivienne and noted that businesses, community organizations, and parental involvement were areas that impacted Vivienne's leadership. Denise praised Vivienne for how she has brought community members in to the school to see the great things occurring in classrooms. Denise also explained how Vivienne is active in the community and models this expectation for her students. Denise stated that community members have a better understanding of Orbit High School now and she attributed this to Vivienne's leadership.

[Compass ISD] is very active in the community, and we have a lot of businesses...organizations that want to support the school, by them seeing her [Vivienne] face and knowing her involvement in the community, I think it helps a lot...it just benefits everybody...let's get the students out so they can see the students working, they can see the students doing great things. And I think in a community when, especially the youth, doing something that really matters, and that counts...I think that draws the community into the school, that will support the school when the school is in need.

Finally, Vivienne's response regarding external factors incorporated many of the same comments from the other participants. Vivienne described the political nature of a principal's job and how she navigated through her community to ensure she met the

needs of her students, parents, and community members. She commented that one of her areas of focus was to build sustainable leadership on campus so she could be out in the community more often.

There's no way for me to be the politician and still deal with everything that is on campus. So I have to get out and go to absolutely everything, I have to sit in the middle with parents, I go to baseball, I go to soccer, I go everywhere. You know, so I have to be integrated into every part of this campus.

Vivienne also described how her campus was part of Compass ISD, but located in another city so parents and students identified with their city of residence rather than the name of the school district. She also described the impact of the Title I classification on her role as principal and the political nature associated with this.

I have a group of very wealthy parents. And then, but I'm 60% Title I. So the vocal minority controls your success on this campus...so for me, having to deal with two sets of parents has been somewhat challenging to just kind of find a happy medium so that I can satisfy everyone in my community. So in terms of the outside influences that impact your leadership, this job is very political, which is one of the reasons why I had to build sustainable leadership capacity.

Vivienne also explained the history behind the attendance boundaries in her district and that some families bought houses in the community thinking they would attend another high school, but after boundaries were redrawn their students now attend Orbit High School. Vivienne was very aware of the political nature of her position and shared an example of how she changed traffic patterns at her campus to keep students

safe and the community became upset with her decision and called the city in to conduct a traffic pattern study. The principal's decision was upheld, but this example demonstrated the power of community and parents on her campus. Vivienne described the internal struggle with her position because she understands the power of the community, but realizes that her ultimate purpose is to ensure students are successful.

It's one of those that takes getting used to because I got into this profession for the children...which is my definitive purpose...and that's not where my focus is. My focus is on my community, making sure my vocal minority is okay and not calling the city council or writing the mayor to make sure that I'm doing something the right way.

Organizational Leadership Effectiveness Inventory – Part II: External

Forces. Results of the OLEI demonstrated some alignment of the external forces present at this campus and the principal's leadership. Of the 17 responses in this section, 53% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. One of the teacher participants did not answer five questions in this section and the parent did not answer two questions; therefore, I was not able to consider these responses as complete. These blank responses accounted for 41% of the descriptors in this section.

Responses from Orbit High School to the External Forces Section of OLEI are listed in Table 22 and the scoring key is as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

The parent and a teacher did not score some of the responses so these are left blank in Table 22. I did not include these blank responses when I discussed alignment of participants' responses

Table 22

Orbit High School Responses to External Forces Section of OLEI

External Forces	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Emphasis on collegiality	SA	SA			A
Views teachers as leaders	SA	SA	SA	A	A
Emphasis on reflective practice	SA	SA	SA	A	A
Participative decision making	SA	SA	SA		A
Utilizes system of rotating leadership	D	SA	SA	A	A
Recognizes ability or expertise	A	SA	SA	A	A
Arrives at goals through consensual process	A	SA		A	A
Values faculty/staff as individual human beings	SA	SA	SA	A	A
Commitment to employee growth	SA	SA	SA		A
Power-sharing	A	A	SA	A	A
Promotes community and cooperation	SA	SA	SA		A
Promotes nurturing and caring	A	SA	SA		A
Promotes subordinate empowerment	A	SA	SA	A	A
Supports my philosophy	A	SA	SA	A	A
My leadership is affected by the expectations of the community	SA	SA	SA	A	A
The socio-economic levels in the community affect my leadership	SA	SA	SA	A	A
Language groups in the community impact my leadership	SA	SA		A	D

Research Question Four: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and their Personal Attitudes, Values, and Beliefs About their School Community?

The fourth factor of the Synergistic Leadership Theory relates to the personal attitudes, beliefs, and values of the individual leader. According to Irby et al. (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). Leaders are human, and therefore, prone to biases and beliefs prior to accepting a leadership position. Knowing and understanding the impact of a leader's beliefs, attitudes, and values can help them to determine if there is a connection between the leader and the organization.

Jennifer stated that she knew Vivienne on a personal level since they had children approximately the same ages. Jennifer also explained that the principal was always professional while performing her job duties and that even if the principal knew a staff member on a personal level you would never see any preferential treatment of that employee. Jennifer praised Vivienne for her ability to always remain professional and demonstrate respect towards all her employees.

Jacqueline commented on Vivienne's belief system and noted that her faith and spirituality drive all her decisions. Jacqueline stated that she shared these same beliefs and this increased the respect she had for her principal. Jacqueline shared some frustrations she experienced as a first year teacher and how Vivienne helped keep her focused on her purpose.

As a first year teacher...it can get overwhelming at times. And she [Vivienne] just reminds me of my purpose and it helps me to stay grounded...

Jacqueline went on to describe how she appreciated the leadership of Vivienne and knowing that Vivienne's values and beliefs did not change depending on the situation in which she was placed.

The supervisor, Roger, believed that the personal experiences of Vivienne influenced who she is as a leader today. He described her elementary and middle school experiences in an inner city school, her attendance at a magnet school during her own high school years, and finally her attendance at a historically Black university, and how each of these shaped her belief that "all means all." Roger praised Vivienne for being passionate about her role as an educational leader and for always advocating for all students.

I feel like all of her experiences have helped her to adopt a philosophy that all means all. She tries to make sure that she's meeting the needs of all of her students. She's an advocate. She's really a fighter for her kids.

Roger also commented about the importance of family in Vivienne's life and how this is reflected through her leadership. He stated that Vivienne has high expectations for her staff, but she also expects them not to neglect their family or their own individual health to meet these professional expectations.

When asked about Vivienne's personal values and beliefs and how these were seen through her actions, the parent, Denise, also mentioned Vivienne's religious belief system and how this guides her leadership.

She [Vivienne] is a woman after God's own heart. She doesn't try to hide that. She doesn't try to cover. But that being said, she doesn't force. She carries herself – she's proud...she's comfortable with who she is...she always smiles. Even when she's not having a not so good day...she smiles through it all.

Denise complimented the principal for always smiling and noted that this increased people's comfort level with the principal.

Finally, Vivienne reiterated the importance of staying true to her beliefs and remaining focused on students, always. She again mentioned the struggle with focusing most of her time on parents rather than students, but understood that as long as she continued to make decisions in the best interest of her students, she was fulfilling both her professional and personal duties.

I always focus on what's best for the kids. And so honestly, if it comes down to me making a decision for a kid or the parents, I'm making the decision for the kid and what best benefits the 95% on my campus and sometimes that gets me in trouble...but I have to stay true to my foundational beliefs because I believe this is my ministry and this is the reason why I'm here.

Organizational Leadership Effectiveness Inventory – Part IV: Attitudes, Beliefs, and Values. Results of the OLEI demonstrated overall alignment of the principal's interpersonal behaviors and her leadership. Of the 24 responses in this section, 58% of the responses were affirmatively aligned and respondents chose either Agree or Strongly Agree with these leadership descriptions. Six of the responses, or 25%, were left blank by the parent and one of the teachers, therefore, I was not able to consider these

responses as complete. Four responses, or 17%, were not aligned, however, the only dissenting responses came from the same individual, Jennifer. The responses of the other four participants exhibited alignment of Vivienne's personal attitudes, beliefs, and values with her leadership.

Responses from Orbit High School to the Interpersonal Behavior Section of OLEI are listed in Table 23 and the scoring key is as follows:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

The parent and a teacher did not score some of the responses so these are left blank in

Table 23. I did not include these blank responses when I discussed alignment of participants' responses.

Table 23*Orbit High School Responses to Interpersonal Behavior Section of OLEI*

Interpersonal Behavior	Principal	Supervisor	Parent	Teacher 1	Teacher 2
Cooperative	SA	SA	SA	A	SA
Empathetic	A	A	SA	D	A
People oriented	A	SA	A	A	A
Compassionate	A	SA	SA		A
Collegial	SA	SA	SA	A	A
Team player	SA	SA	SA		A
Strong interpersonal skills	SA	SA	SA	A	A
Consensus builder	A	SA	SA	A	A
Empowers others	SA	SA	SA	A	A
Networker	SA	A	SA	A	A
Transformational	SA	SA	SA	A	A
Combines social talk with administrative talk	SA	A	A	A	A
Uses affiliate language, such as “we,” “our”	SA	SA	SA	A	A
Participate	SA	SA	SA	D	A
Inclusive	SA	SA	SA	D	A
Nurturing	A	SA	SA	D	A
Democratic	SA	A	SA	A	A
Intuitive	SA	SA		A	A
Flexible/adaptable	SA	SA	SA		A
Emotionally expressive	D	A			A
Receptive to new ideas/change	SA	SA	SA	A	SA
Alter to social environment	SA	A	SA		A
Responsive to needs of faculty/staff	SA	SA	SA	A	SA
Reflective	SA	SA	SA	A	A

Relationship Between Leadership Behaviors of Orbit High School Principal and the Alignment to the Four Factors of the SLT

The leadership behaviors of Vivienne and the four factors of the Synergistic Leadership Theory were not as aligned at Orbit High School as in the other three case studies. The dissenting responses came from the same individual, Jennifer, while the other four participants' responses were closely aligned. The leadership behavior responses were the most aligned of the four areas. Unfortunately, it was more difficult to identify alignment areas due to the large number of blank responses in this data set.

Collective Efficacy

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Goddard, Hoy, & Hoy, 2000). The teacher participants from this campus indicated that Vivienne's approach has increased the leadership capacity on their campus and involved more individuals in decision-making processes. Although only in her second year as principal, teachers felt that Vivienne clearly understood the needs of the community and empowered teachers to do their jobs without being micromanaged.

Alignment Summary

The Synergistic Leadership Theory utilized a tetrahedron model to demonstrate the four factors and the six interaction points (Irby, et al., 2002). Figure 4 is a representation of the balance of the four factors of the SLT and what the model would look like if all factors were balanced. The following image, Figure 5, is a representation of the misalignment of the factors of the Synergistic Leadership Theory at Orbit High

School. Figure 5 was intentionally distorted to demonstrate the misalignment between Vivienne’s leadership style and the current organizational structure at Orbit High School. The distorted image also represents the misalignment between the external forces at Orbit High School and Vivienne’s response to these pressures.

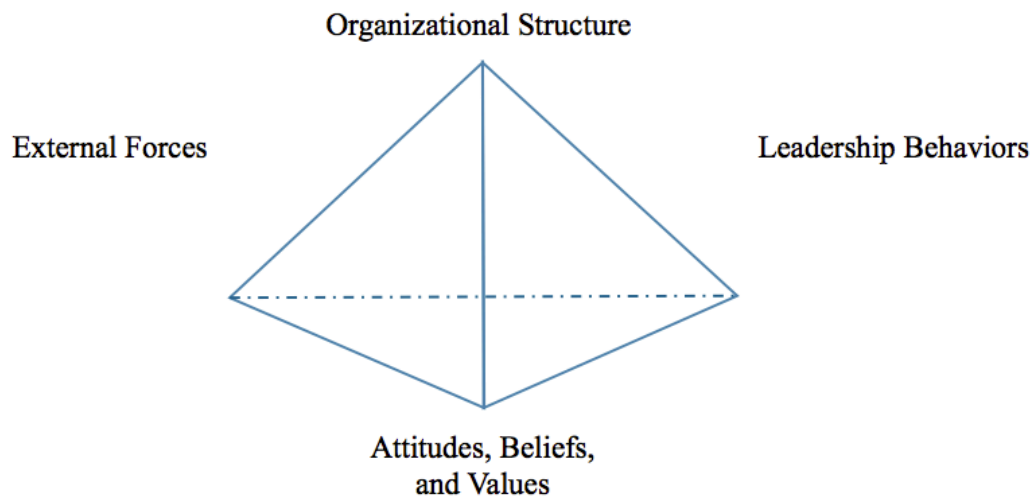


Figure 4. Alignment of Four Factors of the Synergistic Leadership Theory ⁴

⁴ Adapted with permission from “The Synergistic Leadership Theory” by Irby, B., et al. (2002). *Journal of Educational Administration*, 40, 304-322. Copyright 2002 by Beverly J. Irby, et al.

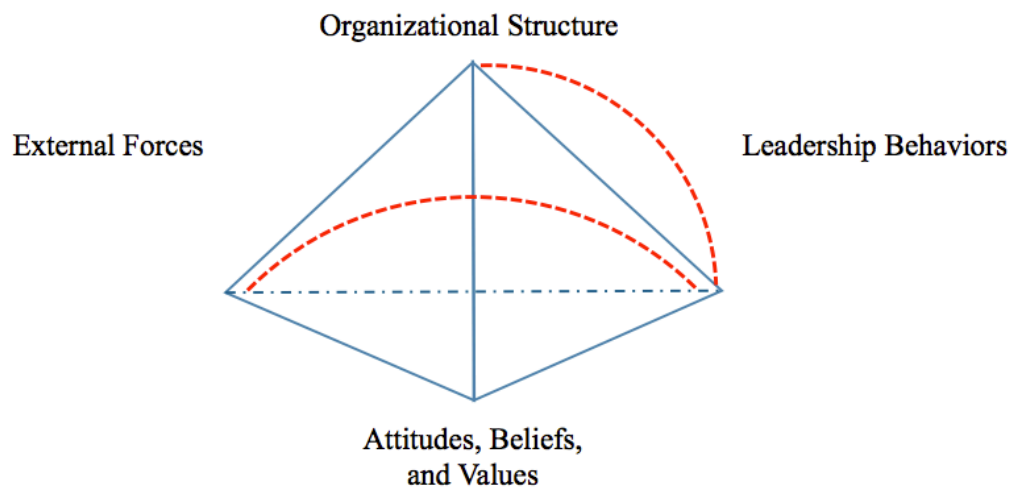


Figure 5. Misalignment of Four Factors at Orbit High School ⁵

Vivienne’s personal beliefs and focus on students were evident throughout her decision-making and she continued to find balance between meeting the needs of parents and community members, and establishing systems that supported the students on her campus. While she is only in her second year at this campus, Vivienne has created systems that will build sustainable leadership on the campus.

Reflexive Voice

As a current female high school principal, I practiced reflexivity when analyzing data collected during this case study. My personal thoughts and reflections are included

⁵ Adapted with permission from “The Synergistic Leadership Theory” by Irby, B., et al. (2002). *Journal of Educational Administration*, 40, 304-322. Copyright 2002 by Beverly J. Irby, et al.

below to express my feelings on responses from the participants at Orbit High School.

During the case study at Orbit High School, I reflected on the political nature of the principal's job and how I have seen this unexpected role negatively impact many campus leaders. As educators, we are not trained politicians, however, the job of the principal is highly political. Vivienne's example of her decision to reroute traffic patterns at her school to keep students safe was a perfect situation when community involvement was not necessary, but could not be avoided. As a principal, I am faced with situations daily that require me to honor and respect multiple opinions and ideas and manage to find a balance between these differing opinions. As long as I make decisions in the best interest of our students, I know I can sleep at night. Vivienne echoed this sentiment in her comments and stated that if she ever came to a point where she was making decisions for a small group of individuals rather than the larger group of students, then she would have to reconsider her role as a principal and an educator. I respected this comment immensely and will continue to reflect on Vivienne's words of wisdom as an educational practitioner.

CHAPTER VIII

CROSS-CASE ANALYSIS, SUMMARY, DISCUSSION, AND CONCLUSIONS

Introduction

In the preceding chapters, I presented four case studies and the analyses of data from these studies. In Chapter VIII, I provide a cross-case analysis and summary of these studies, discussion of the findings, implications for practitioners, and recommendations for further research. Knowing that only 37% of all suburban public high schools in the state of Texas are currently under the leadership of a female principal identified an area of personal interest and professional research for this case study. In this study I identified specific leadership behaviors exhibited by four female high school principals in four Texas suburban high schools; however, the study could be expanded to examine leadership behaviors of female principals at all levels of K-12 public schools.

In this chapter I present a cross-case analysis of findings from the four sites used in my multi-site case study. Four suburban high schools in the state of Texas currently under the leadership of a female principal were included in my study. I examined perspectives of each female high school principal, her direct supervisor, two teachers on her campus, and a parent of a student at the respective high school campus. In total, 20 participants from four suburban high school campuses under the leadership of a female principal completed the Organizational Leadership and Effectiveness Inventory (OLEI) (Irby et al., 2002) regarding the female high school principal of their respective campuses. The female high school principals completed the OLEI about their own leadership behaviors. Through this cross-case analysis I identified three themes of the

leadership behaviors of these four female high school principals that related to the collective efficacy of the teachers on their respective campus.

The four female principals in this study applied both their innate and learned leadership behaviors to assess the culture and climate of their respective school communities. For example, Angel discussed how she assimilated into a campus with rich traditions and customs and how she remained true to her beliefs that all students can succeed if given an opportunity, and that all people deserve to be treated fairly regardless of their position. Lily applied her learned leadership behaviors when she first arrived at Cavalier High School, however, she later returned to her innate leadership belief system when she realized she was a more effective principal when not trying to replicate another leader's style. These four principals applied leadership theories through their behaviors and focused on the collective efficacy of their teachers. Cosner (2009) found that collegial trust and collective efficacy could lead to increased citizenship, healthy school environments, and improvement of student achievement at the elementary level. This multi-site case study examined leadership behaviors of principals at the high school level to determine if the behaviors of the leader were related to the collective efficacy and collegial trust of teachers on a campus. In Chapter VIII I closely examined these leadership behaviors and provide an overview of the findings of these four case studies as well as implications for educational practitioners.

Cross-Case Analysis

After analyzing the responses on the Organizational Leadership Effectiveness Inventory (Irby et al., 2002) and the interviews of the 20 participants, I identified similar

themes related to the leadership behaviors of female high school principals and the collective efficacy of their teachers. In this study I utilized Bandura's (1986) definition of self-efficacy as "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). I identified commonalities between the four principals and their leadership behaviors related to the four factors of the Synergistic Leadership Theory.

Organizational Leadership Effectiveness Inventory – Part I: Leadership Behaviors

There were 30 descriptors in the management, or leadership, behaviors section of the Organizational Leadership Effectiveness Inventory (OLEI) (Irby et al., 2002). One descriptor, *decision-maker*, was scored by all 20 participants with a Strongly Agree response. This was the only descriptor from the entire OLEI that received Strongly Agree responses from all participants. It is evident from the data collected through the OLEI that the principals' ability to make decisions for her campus and her community was consistent across all four sites. Another descriptor, *achievement oriented*, was rated Strongly Agree by many of the participants and was an indication that while these principals have many duties and responsibilities, their focus must remain on the achievement of their students at all times.

Organizational Leadership Effectiveness Inventory – Part II: External Forces

There were 17 indicators in the external factors section of the OLEI and I was not able to identify any factors that were consistently scored as Strongly Agree by all participants. While these four campuses were all located in the same state, they were not in the same metropolitan area, therefore, community demographics and district

expectations varied with each location. Also, because the participants in my study all had varying roles in the school, their perspectives differed based upon the role they played. For example, the parent participant was aware of community pressures on the school and principal, but not as familiar with district expectations for instructional leadership. On the other hand, principals filtered some external pressures from their teachers so the teachers could maintain focus on their students. For example, Angel's teachers did not mention the external pressures from the realtors and homebuilders to raise student achievement scores; however, both Angel and her supervisor mentioned this as an external pressure of Central High School.

Organizational Leadership Effectiveness Inventory – Part III: Organizational Structure

There were 25 indicators in the organizational structure section of the OLEI. There was not one single indicator that was scored Strongly Agree by all 20 participants, however, *encourages professional training*, was rated highly by almost all of the participants. The principal's ability to distribute leadership on her campus provided a system in which the principal could encourage professional growth and training from her staff members. Lily established Professional Learning Communities (PLCs) on her campus and created time during the school day for teachers to work together on curricular and instructional practices. Vivienne empowered her administrative team to grow professionally through support, encouragement, and a reorganization of campus systems that evenly distributed roles and responsibilities.

Organizational Leadership Effectiveness Inventory – Part IV: Attitudes, Beliefs, and Values

There were 24 indicators in the interpersonal behavior section of the OLEI and one indicator, *uses affiliate language such as “we” and “our,”* was scored by almost every participant as Strongly Agree. The principals of these four campuses provided specific actions they have taken to include their faculty and community members in decision-making processes on the campus. Faith and her leadership team developed tenets, or core values, that guided their decision-making at Monument High School. Lily addressed shared leadership through her development of teacher leaders on campus as well as her inclusion of student voice in decision-making. These four principals remained focused on the success of their students and understood that not one individual, especially the principal, could take responsibility for students’ success.

Through this study I learned that while the expectations and challenges experienced by a female high school principal may vary depending on her school district, campus, and community, there were still common leadership behaviors demonstrated by all four principals that related to the collective efficacy of their teachers. In the review of literature I found that there is not one style of leadership that fits every situation and the same was evident throughout the four case studies as well. All four principals had unique factors to consider when leading their campuses including organizational structure, external factors, and their own attitudes and personal beliefs. While each individual principal approached leadership differently, they all had to maintain balance and alignment of the four factors of the SLT. Hersey, Blanchard and

Natemeyer (1979) found that leadership was dependent upon the level of the followers and that leader must adjust their style to meet the developmental needs of their followers. I found this to be true at Orbit High School as many of Vivienne's staff members had not previously been empowered to take on leadership roles. Vivienne strategically designed systems that encouraged, supported, and empowered her administrators as well as teacher leaders to take on leadership roles. On the other hand, Faith, built her campus on a system of tenets or beliefs that were accepted and understood by everyone at Monument High School. By establishing this belief system for her campus, Faith empowered her teachers and administrators to take on additional leadership.

Through my review of literature I also found that relational leadership can be an effective way to manage people since the supervisor strives to work collaboratively with their subordinates in an effort to acquire "balanced reciprocity" (Brower et al., 2000, p. 230). The presence of an interpersonal connection and mutual respect between the principal and her teachers allowed the principal to be a more effective leader. I found this to be true through my case study of Cavalier High School where Lily initially tried to replicate the leadership style of another principal and did not find immediate success as a leader. However, once Lily reflected on her leadership practices, listened to feedback from her teachers, and took the time to develop a relationship she was a more effective leader at Cavalier High School.

After analyzing the interview transcriptions and reviewing responses from the OLEI from all four sites, I identified three themes related to collective efficacy that were

consistently mentioned throughout the interviews. These themes were (a) a belief system that guided the principal's leadership; (b) evidence of a system of distributive leadership on the campus; and (c) collaboration by the principal. These themes are described in more detail in the discussion section of Chapter VIII.

Summary of the Study

In Chapters IV through VII, I provided results of data collected and analyzed during this multi-site case study. I presented the responses of the Organizational Leadership Effectiveness Inventory from each of the four campuses as well as responses from the participants collected during the interview. In Chapter VIII I presented a cross-case analysis of the four female high school principals and common themes identified as leadership behaviors that related to the four factors of the Synergistic Leadership Theory. In Chapter VIII I also provided an overview of the findings of these four case studies as well as implications for educational practitioners.

The purpose of this study was to identify specific behaviors, beliefs, and attitudes practiced by female principals of suburban public high schools in relation to the collective efficacy of their teachers. In the study I identified specific leadership behaviors and practices of four female principals at suburban high schools that related to collective efficacy of their teachers. Common leadership behaviors and themes identified through this case study were (a) a belief system that guided the principal's leadership; (b) evidence of a system of distributive leadership on the campus; and (c) collaboration by the principal. Throughout the case studies of these female high school principals I observed their specific leadership behaviors in relation to the other three factors

identified in the Synergistic Leadership Theory: organizational structure; external forces; and attitudes, beliefs, and values (Irby et al., 2002). I have identified specific behaviors, beliefs, and attitudes demonstrated by these campus principals that have contributed to collective efficacy of their teachers.

This was a multi-site case study that included at four public suburban high schools in the state of Texas, with each school in a different public school district. In the study I involved five individuals from each school for a total of 20 participants. Each of the individual case studies were comprised of the following participants: the female high school principal, her supervisor, one parent of a student attending the campus, and two teachers from the campus.

Participants from four suburban high school campuses under the leadership of a female principal completed the Organizational Leadership and Effectiveness Inventory (OLEI) (Irby et al., 2002) regarding the principal of their respective campuses. In addition, the female high school principals also completed the OLEI about their own leadership behaviors. The OLEI inventory tool was utilized because of its alignment with the Synergistic Leadership Theory developed by Irby et al. (2002). Responses from the OLEI were analyzed for alignment between participants on a single campus. These data were reported in Chapters IV, V, VI, and VII where I identified areas of alignment, areas where the perceptions of leadership were not aligned, and areas where I was unable to analyze the data because one or more participants did not respond to all indicators. Responses were reported as Strongly Agree, Agree, Disagree, or Strongly Disagree. Alignment was measured through responses of Strongly Agree and Agree, or Strongly

Disagree and Disagree. Responses with combinations of both Agree and Disagree responses were considered out of alignment.

Participants also took part in an interview with the researcher regarding their unique experiences with the female principal of their respective campus and her leadership style as it is demonstrated on campus. These interviews were conducted in person whenever possible, however, four participants were unable to meet in person; therefore, these interviews were conducted via phone instead. The participants were provided a copy of the interview questions and interviews were recorded and transcribed to ensure accuracy of data collection.

This case study included four research questions:

1. What leadership behaviors of the female high school participants in this study are related to the collective efficacy of their teachers?
2. What is the relationship between the leadership behaviors of the female high school principals in this study and the organizational structure of their school community?
3. What is the relationship between the leadership behaviors of the female high school principals in this study and external forces in their school community?
4. What is the relationship between the leadership behaviors of the female high school principals in this study and their personal attitudes, values, and beliefs about their school community?

These research questions were answered through completion of the OLEI and interviews with the researcher. The interviews were transcribed and analyzed in search of common

leadership behaviors exhibited by the four female principals that related to the collective efficacy of their teachers. The data were analyzed through a multi-step process including reading the transcriptions, taking notes in the margins for each participant, creating a list of identified topics, and clustering them by similar leadership behaviors and beliefs.

For this study, the data collected from the OLEI was tallied and the scores from each of the four high schools were entered onto separate spreadsheets. The OLEI consisted of 96 statements grouped into four parts and these four parts aligned to the four components of the Synergistic Leadership Theory. Participants were asked to score each of the 96 statements based on the extent to which they agreed with the statement. Participants responded to the 96 statements using a Likert scale with responses ranging from 1 to 4. Responses were as follows: 1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree. The responses from the five participants at each of the four high schools were included on a separate spreadsheet and their responses were analyzed for alignment. Responses of Strongly Disagree and Disagree were considered to be in alignment, while responses of Strongly Agree and Agree were also considered to be in alignment. Responses that included a combination of Strongly Disagree/Disagree and Strongly Agree/Agree were considered to be out of alignment. Responses that were left blank or responses where more than one response was indicated were not considered in the data analysis and were excluded when the findings were reported in Chapters VI through VIII.

The second step of the data analysis process related to the individual interviews conducted with each of the 20 participants. The interviews were analyzed following

eight steps for coding process identified by Tesch and presented in Creswell (2014). The interviews were transcribed through an outside source and returned to me within a week of conducting the interviews. Once I received the transcription, I sent it to the appropriate participant to review and provide clarification or corrections before data analysis began. When I began the data analysis, I read the transcriptions multiple times and took notes in the margin of each transcription. Next, I made a list of identified topics from the transcriptions that related to collective efficacy. I originally identified 46 descriptive words or phrases used by participants during their interview. Next, I clustered these 46 phrases by similar topics in an effort to align similar ideas and to reduce the number of different topics for ease of coding. Finally, the data were categorized using these descriptions (Creswell, 2014). Throughout the data analysis process, I practiced reflexivity to ensure the data were collected and analyzed through the lens of a neutral researcher.

Discussion of the Findings

Research Question One: What Leadership Behaviors of the Female High School Participants in this Study are Related to the Collective Efficacy of their Teachers?

I utilized Bandura's (1986) definition of self-efficacy as "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391) in this study. Through my review of literature, I found that the campus principal can influence the self-efficacy of teachers, which can indirectly impact student performance (Wahlstrom, Louis, Leithwood, and Anderson, 2010). The study by Wahlstrom and Louis (2008) found that the leadership of the principal could

impact the effectiveness of teacher practices and that specific leadership behaviors, such as shared leadership, were most effective in creating and maintaining teacher efficacy.

After analyzing the interview transcriptions and reviewing responses from the OLEI, I identified three themes related to collective efficacy that were consistently mentioned throughout the interviews. These themes were (a) a belief system that guided the principal's leadership; (b) evidence of a system of distributive leadership on the campus; and (c) collaboration by the principal. These themes are described in more detail in the following section.

Theme One: Belief System

Overall, the leadership behavior or action most often mentioned by participants relating to the principal's leadership and impacting teacher efficacy was that the principal was grounded in her belief system. For three of the principals, this belief was established in a formalized religious system, but for one principal, religion was not specifically mentioned. However, participants agreed that the fourth principal had a clear vision and remained true to her belief system. As noted in Chapter II, transformational leaders inspire more than compliance from their peers; they "raise the level of human conduct and ethical aspiration of the leader and led," (Burns, 1978, p. 20). While the word *transformational* was not specifically used to describe these four leaders, many of the participants commented that their principal was steadfast in her belief system and did not waiver from these beliefs regardless of the situation in which she was placed. Transformational leadership requires the leader to be grounded in their beliefs and values and apply these to everyday situations. The teachers, parents, and supervisors in

this case study appreciated knowing that the principal was grounded in her own belief system and would not waiver from her beliefs while leading the campus.

The participants also valued that the principal was not trying to replicate another leader's behaviors, but rather remained true to her own beliefs. For example, Belinda specifically noted that when Lily first arrived on the campus she tried to emulate another principal's behaviors with which she had previously worked. The teacher and Lily both commented that once Lily realized this leadership approach did not fit her personality and she made adjustments in how she approached situations, Lily has been much more comfortable and successful as a leader and her teachers have a higher level of respect for her. Angel noted that everything she does is based on her personal beliefs and values and these ideas guide both her personal and professional life. Angel also explained how remaining true to her belief system allowed her to easily assimilate into an established high school campus entrenched in history and traditions. Overall, these four principals had belief systems that guided their leadership. The consistency in leadership behaviors of the principal was most often mentioned as a behavior that related to teacher efficacy.

Theme Two: Distributive Leadership

The second theme commonly mentioned throughout the interviews was that all four principals established a form of distributive leadership on their campus. The act of sharing responsibility with not only other administrators, but with teachers on campus positively influenced perceptions of the principal's leadership behaviors at these four campuses. Teachers felt that their principal trusted them and treated them as professionals. This professional trust encouraged the teachers to work diligently with

their principal to meet campus goals and increase student performance. The teachers knew they had the support of their principal and while not all were personal friends of the principal outside of school, they respected her professionally and there was a positive working relationship between teachers and their respective principal. Relational leadership can be an effective way to manage people since the supervisor strives to work collaboratively with their subordinates in an effort to acquire “balanced reciprocity” (Brower et al., 2000, p. 230). At the epicenter of relational leadership is the idea that both parties must develop a relationship in order to effectively work, survive, and thrive together. The act of distributing leadership across a campus not only allowed these four female principals to more effectively perform their job duties, but it also helped to establish sustainable leadership systems on campus. Bethany commented on the organizational structure Angel established at Central High School. Bethany noted that Angel’s shared leadership style created a system where the other campus administrators now had an active role and a defined leadership position on the campus.

In the four case studies I noted specific actions taken by these four female principals to create organizational structures on their campus that not only distributed responsibilities, but also built sustainable leadership for the future. The components of situational leadership focused on the application of leadership styles based on the maturity of the followers (Hersey, Blanchard, & Natemeyer, 1979). The principals in this case study adapted the organizational structure of their campus to meet the unique needs of the campus. Faith divided her campus into pods where administrators worked with specific students and their families. Faith and Angel utilized their department

chairs and teacher leaders to streamline communication to all staff and community members. Lily described the organizational structure of her campus as an intentional design that shares leadership and distributes responsibility throughout the staff. Lily also created multiple committees on her campus that allowed for multiple perspectives and input, including the voice of her student body. The specific act of distributing leadership related to the collective efficacy of teachers in this study.

Theme Three: Collaboration

The third theme I found throughout the data analysis related to the collaboration demonstrated by the principal when working with her teachers. Participants specifically mentioned the high energy level of the principal in connection with increased collective efficacy among their faculty members. Building morale in the organization is achieved through the leader's own enthusiasm and excitement, which can improve the self-esteem and self-worth of others in the organization (Rosener, 1990). While all four campuses had evidence of distributed leadership, all four principals were still directly involved in campus planning and decision-making. However, rather than decisions being made solely by the principal or her administrative team, the organizational structures of the campus increased the number of individuals involved in decision-making and provided more opportunities for the principals to work directly with a larger population of teachers. In a study of female leaders, Rosener (1990) found that female leaders strived to create effective working environments by encouraging participation; sharing power and information; enhancing the self-worth of others; and energizing others. For example, Vivienne described her campus process for decision-making, which included review by

her site-based team, her campus leadership team, and her administrative team. Vivienne also described a recent process of redesigning their campus discipline matrix and how she empowered her administrative team to work with teachers to develop a rubric that everyone agreed upon. The four principals explained that by creating collaborative processes and distributive leadership models on their campuses, they considered themselves more effective and efficient leaders. Participants mentioned the energy, enthusiasm, and collaborative nature of these principals as a contributing factor to the collective efficacy of their specific teaching staff.

Research Question Two: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and the Organizational Structure of their School Community?

The four female principals in this case study were aware of their campus strengths and areas of improvement, and all four principals understood that the organizational structure of their campus must support their own leadership style if there was to be alignment between these two factors of the Synergistic Leadership Theory. After reviewing all responses from the OLEI related to organizational structure and leadership behaviors on these four campuses, I found two-thirds of the responses to be in alignment. One of the campuses had limited data in this section of the OLEI therefore; the results of this campus could differ if the participant had responded to every question.

These four campuses had an average of 2,100 students and 175 staff members each; therefore, it was imperative for the principal to establish organizational systems on campus. All four principals distributed leadership roles to their administrative teams,

department chairs, and other teacher leaders on campus. While each campus and each principal had their unique titles and roles for these committees, all four principals reiterated the importance of delegating and distributing leadership on a large high school campus.

Research Question Three: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and External Forces in their School Community?

The principals in this case study were all from suburban public high schools in the state of Texas, however, their community demographics and the external forces of their location varied. Two of the campuses were in central Texas, one campus was in north Texas, and one campus was in southeastern Texas. After reviewing all responses from the OLEI related to external factors and leadership behaviors on these four campuses, I found that approximately 60% of the responses were in alignment. Two of the campuses had limited data in this section of the OLEI due to a lack of responses by multiple participants. These alignment results could differ if the participants had responded to every question.

External forces described by the principals varied from the pressure of being the original high school in the district to being the newest high school in the district. Principals also addressed external forces related to high parental involvement and community desire for input into daily campus operations. The principals understood that their role as campus leaders extended beyond the doors of the school building. These principals were expected to navigate the political arena near their schools, work closely

with realtors selling homes in their community, and coordinate with a variety of municipalities included in their attendance zones. The expectation of supervisors was that the principals would address requests and complaints from external forces, ensure positive relationships were established and maintained between the school and the community, and continue to educate students to the highest level possible to meet state, district, and community expectations. While external forces varied depending on the campus, all four principals were required to address external factors specific to their campus through their leadership behaviors.

Research Question Four: What is the Relationship Between the Leadership Behaviors of the Female High School Principals in this Study and their Personal Attitudes, Values, and Beliefs About their School Community?

The attitudes, beliefs, and values of the leader play a key role in the effectiveness of the leader. Daresh (1991) noted that our beliefs could change as we acquire new knowledge, but our attitudes and values tend to remain constant for extended periods of time and that leaders must be aware of their belief system, attitudes, and values as not to deemphasize the contributions of others. According to Irby et al. (2002), a leader's "beliefs can change as new information is processed, while attitudes and values are more enduring" (p. 314). After reviewing all responses from the OLEI related to personal attitudes, values, and beliefs, and leadership behaviors on these four campuses, I found that almost 80% of the responses were in alignment.

In the information collected from the interviews, I found that the principals of these four campuses were successful in their position because they know who they are

personally and understand the vision for their campus, but they are also savvy enough in their decision making to know how to make decisions that benefit all people. These four women serve as principals of their campuses, but also have families of their own. The parents that participated in the study believed that because these principals have their own families, these women appreciate and understand the importance of the parental involvement in the school community. The level of trust was high from the parents because they knew the principal could empathize with parents on their respective campuses.

The principals also consistently applied their own belief system through their leadership actions. While three of the four principals specifically mentioned religious beliefs as a beacon that guided their leadership, the other principal also had a set of moral values and principles that guided her life. One of the principals, Angel, stated, “when you make decisions based on your belief system, you can fit into an organization because you do not change who you are and what you believe.”

Reflexive Voice

As I analyzed the findings from this multi site case study, I noticed similarities to my journey toward my first principal position and in my leadership style and behaviors. In my journey towards the principalship, I interviewed multiple times and was given positive feedback from all the interview committees; however, I was often told I just was not a “fit” for that particular campus and that they were moving forward with another candidate. As an aspiring principal this feedback was not only frustrating, but confusing as well. I wondered what a “fit” for a particular campus would look like and I desired

to learn more about hiring processes and procedures. As a doctoral student, I decided to follow my passion and conduct research on high school principals, female leadership, and finding a “fit” when searching for a campus leader.

The four principals in this case study each had their own approach to leadership, their personal belief systems, unique external factors of their school community, and organizational structures of their campus that they either created or inherited. Through data analysis I found that only one of the four campuses in this study was affirmatively aligned between all four factors of the Synergistic Leadership Theory, however, each of these four female principals could be considered successful as a campus principal. The areas of misalignment were apparent to the principals and as any good leader would do, the principals already had systems in place to remedy these concerns and restore balance to their high school campuses.

Understanding the Synergistic Leadership Theory and the importance of finding balance between the organization, the external forces, and the leader, is imperative for school districts to seek out and employ the most effective high school principals. While it was frustrating to be told I was not a “fit” for a particular campus, after some reflection, I now see the reason other principals were hired instead of me. I understand the need to find balance and harmony between the four factors of the SLT and how misalignment of these factors can prevent a campus from operating most effectively for their students.

While this case study looked specifically at high school female principals and filled a gap in the research, the findings from my study can be applied to other

leadership situations. The fact that only 37% of suburban high schools in Texas were under the leadership of a female principal prompted my interest in this study; however, while there may be female attributed approaches to leadership, these are not solely tied to a female leader. I would hope that my research and findings on female leadership would also be examined and utilized to ensure districts are employing the most effective principals for their campuses, regardless whether they are female or male.

Also, my research looked specifically at the collective efficacy of teachers and how female principals impacted this collective efficacy; however, there are other aspects of a principal's leadership that should be considered. I wanted to see how a principal's leadership could positively or negatively impact the efficacy of their teachers, but I understand that leadership alone does not impact efficacy. I understand cultural dynamics of a campus, community, and its educational professionals and in the future I would hope that the Synergistic Leadership Theory could be applied to campuses in an effort to find balance between cultural aspects impacting a campus.

The leadership lesson that I will take away from these four female high school principals and the participants from their campuses is that finding balance in any organization is the key to success. Whether this balance is applied to principal leadership on a campus, a superintendent's leadership with his/her school district, or a school board's leadership with their community, balance is crucial and should be regularly discussed, measured, and monitored. Areas of misalignment can slow down progress or prevent an organization from reaching goals and if the misalignment goes undetected the entire organization can suffer the consequences. As educators, it is our

duty to ensure our students receive the best educational opportunities available and we must maintain focus and balance for our students.

Implications for Practice

Almost three decades ago, Shakeshaft (1989) identified the need for additional research on the role of women in educational administration and perceptions of both males and females on the leadership qualities and potential for success for female educational leaders. In the twenty-first century, a theory was introduced that incorporated the feminine perspective and feminine attributed approaches to leadership including collaboration, empowerment, site-based decision-making, and group problem solving (Irby et al., 2002). This theory is known as the Synergistic Leadership Theory (Irby et al., 2002) and was utilized as the theoretical framework of my study. I identified specific leadership behaviors practiced by female high school principals in suburban settings and the relationship of these behaviors to the collective efficacy of their teachers. Cosner (2009) found that collegial trust and collective efficacy could lead to increased citizenship, healthy school environments, and improvement of student achievement at the elementary level. In this multi-site case study I examined leadership behaviors of principals at the high school level to see if the behaviors of the leader could influence the collective efficacy and collegial trust on a campus. In this section I have identified areas where educational practitioners could apply these results.

Common Leadership Behaviors

In my study I identified three common themes of leadership behaviors that related to specific behaviors and beliefs of female suburban high school principals that

influenced collective efficacy of their teachers. These themes were (a) a belief system that guided the principal's leadership; (b) evidence of a system of distributive leadership on the campus; and (c) collaboration by the principal. The themes I identified through my case study aligned with my findings from the review of literature in Chapter II.

In the review of literature, I discovered that transformational leadership required the leader to be grounded in their beliefs and values and apply these to everyday situations (Burns, 1978). Transformational leadership aligned closely with my first theme that each principal had a belief system that guided her leadership.

Transformational leadership, and a leader established in their own belief system, are necessary for effective leadership and should be considered by educational leaders and practitioners when staffing campuses.

Situational leadership required the leader to know their staff members individually, to serve as a facilitator with teachers in decision-making processes, and to apply leadership styles based on the maturity level of the followers (Hersey, Blanchard, & Natemeyer, 1979). The second theme in my findings related to evidence of a system of distributive leadership on the campus. Distributive leadership and the presence of a system of shared leadership on the campus indicated higher levels of teacher efficacy in my case study. Teachers in this case study valued having a voice in decision-making processes on their campus. Principals in this case study stated they were more effective as leaders when leadership roles were distributed across the campus. The findings from my case study and the alignment to Hersey, Blanchard, and Natemeyer's (1979) research

on situational leadership should be considered when principals aspire to increase collective efficacy of their teachers.

The third theme I identified through my analysis related to the collaboration of the campus principal. In Chapter II I found that interactive leaders work with their employees to validate their feelings and enhance the overall performance of the organization (Rosener, 1990). I corroborated Rosener's findings in my case study when teachers and staff members consistently noted the value and importance of a principal who worked alongside them to achieve campus and district goals. Principals, district leaders, and educational practitioners should take note of the findings from this case study and the alignment to educational literature and encourage replication of these leadership behaviors and beliefs. The themes that I identified from my research aligned closely with the Synergistic Leadership Theory, which incorporated feminine attributed approaches to leadership including collaboration, empowerment, site-based decision-making, and group problem solving (Irby et al., 2002).

Hiring Process

A comprehensive understanding of the external factors, as well as organizational and structural concerns at a suburban high school will be imperative for a female principal to increase the collective efficacy of her teachers. Rosener (1990) found that women strive to include others in the organization, collect feedback from stakeholders before making a decision, and maintain open lines of communication. It is recommended that the findings from this study and from the review of literature be taken into

consideration any time a female principal candidate is screened, interviewed, and hired for a principal position at a suburban high school setting in the state of Texas.

A paradigm shift for leadership occurred in the mid-twentieth century when Stogdill (1948) argued that leaders in one situation might not be leaders in another situation. These findings should be considered when districts and campuses are hiring campus leaders. While a principal may have the credentials to serve as a leader, they must be a fit for the campus in order to be successful and to increase teacher collective efficacy. Consideration for alignment of the four factors of the Synergistic Leadership Theory can help balance the principal's leadership style with the organizational structure and external forces present at the campus.

While this multi-site case study only examined four suburban female principals, the findings related to leadership behaviors and practices were consistent and should be considered in future personnel decision making. However, as also noted in the findings, it is imperative for the principal not to waiver in her decision-making, but rather remain true to her belief system. Culturally responsive instructional leaders understand their own cultural background and how their belief system contributes to their leadership (Gay, 2010). Culturally responsive leaders are also aware of their biases and limitations and should support themselves with individuals who compliment their strengths (Ladson-Billings, 2009). It is recommended that school districts review the findings from this case study and the alignment with the review of literature and include a screening tool as part of their hiring processes to ensure they select candidates who are steadfast in their belief system, understand the implications of their cultural background,

and who are a fit for the needs of the campus. Some districts currently use an interview-screening tool for candidates; however, these screeners are general and all-purpose and not specific to the needs of an individual campus. School districts should utilize an interview screening tool for suburban high school principals in which candidates are placed in situational leadership scenarios to determine if their approach to issues remains consistent or if it waivers drastically.

Application of the Synergistic Leadership Theory in School Districts

School districts should also consider the significance of the Synergistic Leadership Theory (SLT) and incorporate methods to identify areas of alignment and misalignment within their suburban high schools. One suggestion would be to utilize the Organizational Leadership Effectiveness Inventory (OLEI) with staff members, parents, and supervisors, as well as high school principals, to ascertain if alignment between the four factors of the SLT is present or not. Hernandez (2004) tested and confirmed the reliability of the Organizational Leadership Effectiveness Inventory (OLEI) (Irby et al., 2002) and found high levels of internal consistency with this tool. Holtkamp (2001) found that the OLEI could be used in conjunction with the SLT to identify strengths and weaknesses of an educational organization. District leaders could increase campus performance, teacher efficacy, or community involvement through alignment of leadership behaviors and practices on the campus based on results from the OLEI.

Recommendations for Further Research

In this multi-site case study I examined leadership behaviors of female principals in suburban settings and found specific behaviors exhibited by these principals that

related to the collective efficacy of their teachers. While this case study filled a void in the literature and applied the Synergistic Leadership Theory (SLT) to suburban high schools and female principals, it is recommended that additional research occur utilizing the SLT in alternate settings and with additional considerations.

Consideration of Male Principals

Though studies have been conducted where the Synergistic Leadership Theory was applied to a male principal in a rural setting (Manuel, 2010) and utilized to determine male and female principal perceptions of the Synergistic Leadership Theory (Justice, 2007), the SLT has not been applied to male suburban high school principals. It is recommended that this case study be extended to examine leadership behaviors of male principals in suburban settings to determine if male and female principals experience similar leadership challenges and opportunities. Because the Synergistic Leadership Theory (SLT) specifically includes the female's voice, this study focused primarily on female high school principals and did not include male principals. Only suburban public high schools were chosen for this case study in an effort to provide similar situations and experiences for comparison. While the SLT incorporated feminine attributed approaches to leadership including collaboration, empowerment, site-based decision-making, and group problem solving (Irby et al., 2002), these ideas could also apply to male leaders. The recommendation to study male leaders of suburban public school settings would determine if consistency between leadership behaviors can be seen among female and male principals in suburban settings.

Consideration of Cultural Responsiveness

Secondly, additional research should be conducted to examine leadership behaviors of principals through a culturally responsive lens. Gloria Ladson-Billings (2009) provided a widely accepted definition of culturally responsive teaching when she defined culturally responsive teaching as “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historic referents to convey knowledge, to impart skills, and to change attitudes” (p. 20). A culturally responsive leader appreciates individuals for who they are and what they contribute to the group or organization, and maintains an open mind and an accepting personality in an effort to create a safe and welcoming environment for everyone. Geneva Gay, also well known in this field, defined culturally relevant pedagogy as “the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounter more relevant to, and effective for them” (Gay, 2000, p. 31). Culturally responsive instructional leaders view diversity as an asset to the educational system and seek a variety of methodologies to ensure all students are successful. They respond to the needs of their students and the larger educational community instead of expecting students to adapt to the current system, which may or may not meet their educational needs.

Studies that apply the tenets of culturally responsive leadership in conjunction with the Synergistic Leadership Theory could help to identify specific leadership behaviors exhibited by principals that relate to the overall effectiveness of the principal and positively contribute to the collective efficacy of their teachers. This case study

utilized the SLT to examine teacher collective efficacy, but did not specifically focus on culturally responsive leadership. Therefore, it is recommended that additional research occur that uses the Synergistic Leadership Theory as a theoretical framework to examine cultural responsiveness on a campus.

Consideration of Other School Settings

Finally, the Synergistic Leadership Theory has been utilized as a theoretical framework for multiple dissertations and studies; however, this was the first time a researcher applied the SLT to female high school principals in suburban settings. Additional research should be conducted to see if the findings from this study regarding leadership behaviors of female high school suburban principals are consistent with leadership behaviors of female principals in suburban elementary and middle schools. Specific leadership behaviors of female high school principals in urban or rural settings should also be studied to determine if these leadership behaviors are consistent throughout a variety of campuses or if leadership behaviors are specific to an individual principal and location. Connecting the style of leadership, or behaviors of a leader, to the organizational structure can prove to be beneficial to the climate of the organization; however, it can also prove ineffective if the leadership behaviors and organizational structure do not align. Principals need to understand their role as the educational leader on their campus, but they also need to understand the political nature of their position as principal and work collaboratively to navigate through external forces that exist in their school community. Future researchers can validate the importance of ensuring alignment

between the principal and the four factors of the Synergistic Leadership Theory through additional studies.

Conclusion

The ability to combine and apply various leadership behaviors in response to systemic structures, external forces, and the leader's own personal attitudes and beliefs, separates effective principals from their peers. True leadership is prescriptive and requires insight and intuition of the leader to appropriately judge the dynamics of their school community and guide their followers toward their common vision. Effective principals possess the ability to use specific leadership behaviors, applying both innate and learned behaviors to effectively create, maintain, and sustain optimum learning and working environments for students and staff (Packard, 2009). According to Wahlstrom, Louis, Leithwood, and Anderson (2010), "leadership is second only to classroom instruction as an influence on student learning" (p. 6); therefore, it is essential to determine how effective leaders behave and facilitate their campuses to successfully navigate their school communities.

In this study, I identified specific behaviors and beliefs of female high school principals in suburban settings related to the collective efficacy of their teachers, and demonstrated the importance of alignment of leadership behaviors and systems in order to effectively lead a suburban high school campus. As the field of leadership advances and expands, there will continue to be a need to determine how high school principals, specifically females, apply their leadership behaviors in response to their unique situations at their respective campuses. As previously mentioned, "leadership is second

only to classroom instruction as an influence on student learning” (Wahlstrom et al., 2010, p. 6); therefore, in order to provide our students the greatest educational opportunities available, we must ensure the most effective principals are leading our schools.

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<http://content.apa.org/journals/amp/62/1/6/>

APPENDIX A

Tetrahedral Model of the Synergistic Leadership Theory

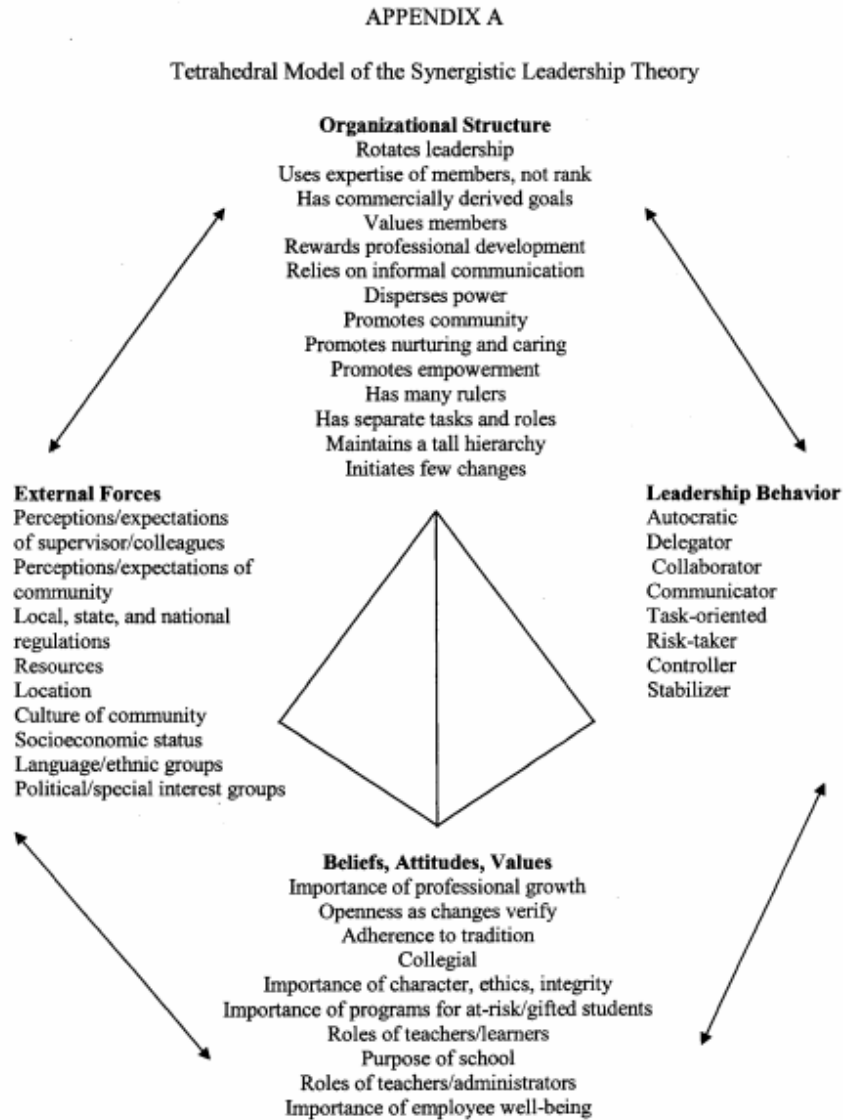
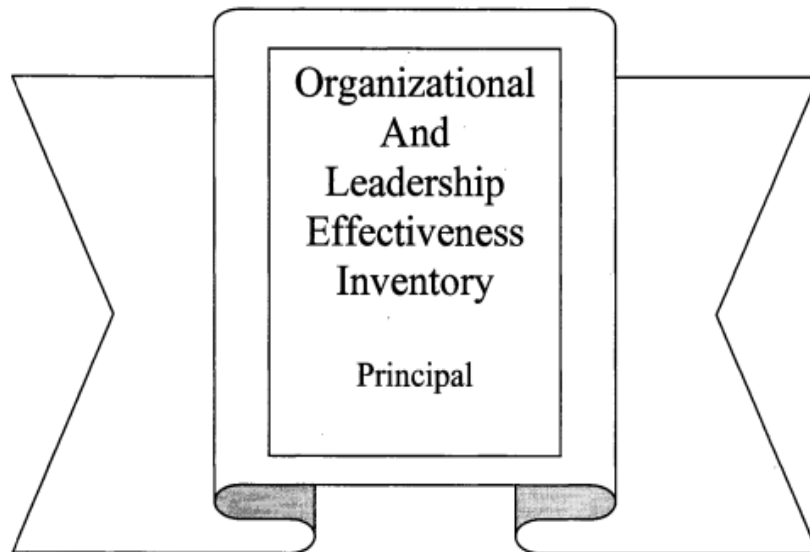


Figure A1. Tetrahedral Model of the Synergistic Leadership Theory by B. Irby, et al., 2002, *Journal of Educational Leadership*, 40(4), 304-322. Copyright 2002 by B. Irby, et al. Reprinted with permission.

APPENDIX B

Organizational Leadership and Effectiveness Inventory (OLEI) for Principal Participants

Organizational and Leadership Effectiveness Inventory (OLEI) for Principal Participants



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For permission to use this instrument, contact:

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Part I LEADERSHIP BEHAVIOR
Management Behavior

To what extent do you agree the following behaviors reflect the principal's leadership style.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

1.	Leads by example	1	2	3	4
2.	Ability to "juggle"	1	2	3	4
3.	Communicator	1	2	3	4
4.	Lifelong learner	1	2	3	4
5.	High expectations of self and others	1	2	3	4
6.	Strong academic self-concept	1	2	3	4
7.	Motivational	1	2	3	4
8.	Communicates vision	1	2	3	4
9.	"Can do" philosophy (resourceful)	1	2	3	4
10.	Persistent	1	2	3	4
11.	Shares Power	1	2	3	4
12.	Dependable	1	2	3	4
13.	Efficient	1	2	3	4
14.	Assertive	1	2	3	4
15.	Delegates	1	2	3	4
16.	Utilizes participatory management	1	2	3	4
17.	Decision maker	1	2	3	4
18.	Risk taker	1	2	3	4
19.	Task oriented	1	2	3	4
20.	Change agent	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

21.	Influencer	1	2	3	4
22.	Analyzes situations	1	2	3	4
23.	High energy	1	2	3	4
24.	Achievement oriented	1	2	3	4
25.	Emotionally stable	1	2	3	4
26.	Self sufficient	1	2	3	4
27.	Effective time manager	1	2	3	4
28.	Organized	1	2	3	4
29.	Persuasive	1	2	3	4
30.	Effective	1	2	3	4

Part I LEADERSHIP BEHAVIORS

Interpersonal Behavior

To what extent do you agree the following behaviors reflect the principal's leadership style.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

31.	Cooperative	1	2	3	4
32.	Empathetic	1	2	3	4
33.	People oriented	1	2	3	4
34.	Compassionate	1	2	3	4
35.	Collegial	1	2	3	4
36.	Team player	1	2	3	4
37.	Strong interpersonal skills	1	2	3	4
38.	Consensus builder	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

39.	Empowers others	1	2	3	4
40.	Networker	1	2	3	4
41.	Transformational	1	2	3	4
42.	Combines social talk with administrative talk	1	2	3	4
43.	Uses affiliate language, such as “we,” “our”	1	2	3	4
44.	Participate	1	2	3	4
45.	Inclusive	1	2	3	4
46.	Nurturing	1	2	3	4
47.	Democratic	1	2	3	4
48.	Intuitive	1	2	3	4
49.	Flexible/adaptable	1	2	3	4
50.	Emotionally expressive	1	2	3	4
51.	Receptive to new ideas/change	1	2	3	4
52.	Alter to social environment	1	2	3	4
53.	Responsive to needs of faculty/staff	1	2	3	4
54.	Reflective	1	2	3	4

Part II EXTERNAL FORCES

Respond to what extent you believe your school community (central office, parents, school board) agrees to the importance of the following.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

55.	Emphasis on collegiality	1	2	3	4
56.	Views teachers as leaders	1	2	3	4
57.	Emphasis on reflective practice	1	2	3	4
58.	Participative decision making	1	2	3	4
59.	Utilizes system of rotating leadership	1	2	3	4
60.	Recognizes ability or expertise	1	2	3	4
61.	Arrives at goals through consensual process	1	2	3	4
62.	Values faculty/staff as individual human beings	1	2	3	4
63.	Commitment to employee growth	1	2	3	4
64.	Power sharing	1	2	3	4
65.	Promotes community and cooperation	1	2	3	4
66.	Promotes nurturing and caring	1	2	3	4
67.	Promotes subordinate empowerment	1	2	3	4
68.	Supports my philosophy	1	2	3	4
69.	My leadership is affected by the expectations of the community.	1	2	3	4
70.	The socio-economic levels in the community affect my leadership.	1	2	3	4
71.	Language groups in the community impact my leadership.	1	2	3	4

Part III ORGANIZATIONAL STRUCTURE

Respond to what extent you agree the following characteristics apply to your campus.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

72.	Utilizes system of rotating leadership	1	2	3	4
73.	Recognizes ability or expertise	1	2	3	4
74.	Arrives at goals through consensual process	1	2	3	4
75.	Values/faculty staff as individual human beings	1	2	3	4
76.	Commitment to employee growth	1	2	3	4
77.	Power sharing	1	2	3	4
78.	Promotes community and cooperation	1	2	3	4
79.	Promotes nurturing and caring	1	2	3	4
80.	Promotes subordinate empowerment	1	2	3	4
81.	Has clear norms and values	1	2	3	4
82.	Encourages professional training	1	2	3	4
83.	Has well-defined goals	1	2	3	4
84.	Emphasis on professional growth for self/staff/faculty	1	2	3	4
85.	Openness to change	1	2	3	4
86.	Emphasis on collegiality	1	2	3	4
87.	Emphasis on character, ethics, and integrity	1	2	3	4
88.	Emphasis on programs for special students	1	2	3	4
89.	Emphasis on innovation	1	2	3	4
90.	Emphasis on reflective practice	1	2	3	4
91.	Openness to diversity	1	2	3	4

Respond to what extent you agree the following apply to your school community (central office, parents, school board)

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

92.	Emphasis on professional growth for self/staff/faculty	1	2	3	4
93.	Emphasis on innovation	1	2	3	4
94.	Importance of programs for special students	1	2	3	4
95.	Openness to change	1	2	3	4
96.	Openness to diversity	1	2	3	4

Part V DEMOGRAPHICS

Please check the information that applies to you.

Ethnicity:

- Anglo
- African-American
- Hispanic
- Asian/Pacific Islander
- Native American

Gender:

- Male
- Female

Years of experience in present position:

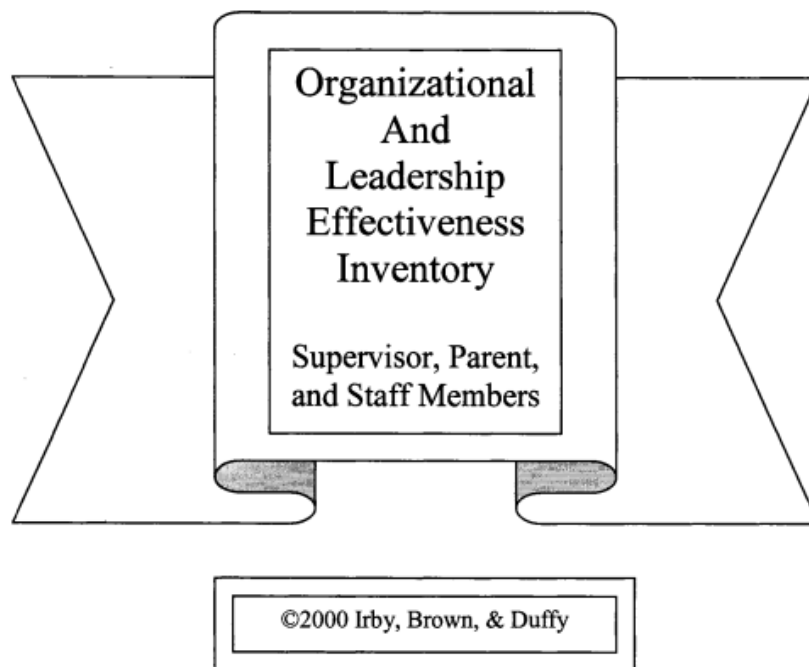
- 1-3
- 4-6
- 7-9
- 10-12
- 13-15
- 16-18 plus

Additional comments regarding organizational structure, external forces, attitudes, beliefs, and values, and leadership behaviors:

APPENDIX C

Organizational Leadership and Effectiveness Inventory (OLEI) for Supervisor, Parents, and Staff

Organizational and Leadership Effectiveness Inventory (OLEI) for other participants



For permission to use this instrument, contact:

Dr. Beverly Irby
Texas &M University
College Station, TX
Beverly.Irby@tamu.edu

Part I LEADERSHIP BEHAVIOR
Management Behavior

To what extent do you agree the following behaviors reflect the principal’s leadership style.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

1. Leads by example	1	2	3	4
2. Ability to “juggle”	1	2	3	4
3. Communicator	1	2	3	4
4. Lifelong learner	1	2	3	4
5. High expectations of self and others	1	2	3	4
6. Strong academic self-concept	1	2	3	4
7. Motivational	1	2	3	4
8. Strong academic self-concept	1	2	3	4
9. “Can do” philosophy (resourceful)	1	2	3	4
10. Persistent	1	2	3	4
11. Shares Power	1	2	3	4
12. Dependable	1	2	3	4
13. Efficient	1	2	3	4
14. Assertive	1	2	3	4
15. Delegates	1	2	3	4
16. Utilizes participatory management	1	2	3	4
17. Decision maker	1	2	3	4
18. Risk taker	1	2	3	4
19. Task oriented	1	2	3	4
20. Change agent	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

21. Influencer	1	2	3	4
22. Analyzes situations	1	2	3	4
23. High energy	1	2	3	4
24. Achievement oriented	1	2	3	4
25. Emotionally stable	1	2	3	4
26. Self sufficient	1	2	3	4
27. Effective time manager	1	2	3	4
28. Organized	1	2	3	4
29. Persuasive	1	2	3	4
30. Effective	1	2	3	4

Part I LEADERSHIP BEHAVIORS
Interpersonal Behavior

To what extent do you agree the following behaviors reflect the principal's leadership style.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

31. Cooperative	1	2	3	4
32. Empathetic	1	2	3	4
33. People oriented	1	2	3	4
34. Compassionate	1	2	3	4
35. Collegial	1	2	3	4
36. Team player	1	2	3	4
37. Strong interpersonal skills	1	2	3	4
38. Consensus builder	1	2	3	4
39. Empowers others	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

40. Networker	1	2	3	4
41. Transformational	1	2	3	4
42. Combines social talk with administrative talk	1	2	3	4
43. Uses affiliate language, such as “we,” “our”	1	2	3	4
44. Participate	1	2	3	4
45. Inclusive	1	2	3	4
46. Nurturing	1	2	3	4
47. Democratic	1	2	3	4
48. Intuitive	1	2	3	4
49. Flexible/adaptable	1	2	3	4
50. Emotionally expressive	1	2	3	4
51. Receptive to new ideas/change	1	2	3	4
52. Alter to social environment	1	2	3	4
53. Responsive to needs of faculty/staff	1	2	3	4
54. Reflective	1	2	3	4

Part II EXTERNAL FORCES

Respond to what extent you believe your school community (central office, parents, school board) agrees to the importance of the following.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

55. Emphasis on collegiality	1	2	3	4
56. Views teachers as leaders	1	2	3	4
57. Emphasis on reflective practice	1	2	3	4
58. Participative decision making	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

59. Utilizes system of rotating leadership	1	2	3	4
60. Recognizes ability or expertise	1	2	3	4
61. Arrives at goals through consensual process	1	2	3	4
62. Values faculty/staff as individual human beings	1	2	3	4
63. Commitment to employee growth	1	2	3	4
64. Power sharing	1	2	3	4
65. Promotes community and cooperation	1	2	3	4
66. Promotes nurturing and caring	1	2	3	4
67. Promotes subordinate empowerment	1	2	3	4
68. Supports my philosophy	1	2	3	4
69. My leadership is affected by the expectations of the community.	1	2	3	4
70. The socio-economic levels in the community affect my leadership.	1	2	3	4
71. Language groups in the community impact my leadership.	1	2	3	4

Part III ORGANIZATIONAL STRUCTURE

Respond to what extent you agree the following characteristics apply to your campus.

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

72. Utilizes system of rotating leadership	1	2	3	4
73. Recognizes ability or expertise	1	2	3	4
74. Arrives at goals through consensual process	1	2	3	4
75. Values/faculty staff as individual human beings	1	2	3	4
76. Commitment to employee growth	1	2	3	4
77. Power sharing	1	2	3	4

(1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

78. Promotes community and cooperation	1	2	3	4
79. Promotes nurturing and caring	1	2	3	4
80. Promotes subordinate empowerment	1	2	3	4
81. Has clear norms and values	1	2	3	4
82. Encourages professional training	1	2	3	4
83. Has well-defined goals	1	2	3	4
84. Emphasis on professional growth for self/staff/faculty	1	2	3	4
85. Openness to change	1	2	3	4
86. Emphasis on collegiality	1	2	3	4
87. Emphasis on character, ethics, and integrity	1	2	3	4
88. Emphasis on programs for special students	1	2	3	4
89. Emphasis on innovation	1	2	3	4
90. Emphasis on reflective practice	1	2	3	4
91. Openness to diversity	1	2	3	4

Respond to what extent you agree the following apply to your school community (central office, parents, school board)

92. Emphasis on professional growth for self/staff/faculty	1	2	3	4
93. Emphasis on innovation	1	2	3	4
94. Importance of programs for special students	1	2	3	4
95. Openness to change	1	2	3	4
96. Openness to diversity	1	2	3	4
97.				

Part V DEMOGRAPHICS

Please check the information that applies to you.

Ethnicity:

- Anglo
- Africa-American
- Hispanic
- Asian/Pacific Islander
- Native American

Gender:

- Male
- Female

Years of experience in present position:

- 1-3
- 4-6
- 7-9
- 10-12
- 13-15
- 16-18 plus

Additional comments regarding organizational structure, external forces, attitudes, beliefs, and values, and leadership behaviors:

APPENDIX D

Permission to Reprint the Tetrahedral Model for the Synergistic Leadership Theory

Laurelyn Arterbury
3936 Sapphire Loop
Round Rock, TX 78681

October 25, 2015

Dr. Beverly Irby
Texas A&M University
College Station, TX 77843
Email: Beverly.Irby@tamu.edu

Dear Dr. Irby,

This letter will confirm our recent conversations regarding my doctoral record of study at Texas A&M University titled "*Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of Their Teachers: A Case Study.*" I am requesting your permission to reprint and reproduce the "Tetrahedral Model for the Synergistic Leadership Theory" (Irby, et al, 2002).

The requested permission extends to any future revisions and edition of my record of study, including non-exclusive world rights in all languages, and to the prospective publication of my record of study by UMI. These rights will in no way restrict republication of the materials in any other form by you or by others authorized by you. Your approval of this letter will also confirm that you own the copyright to the above-described material.

If these arrangements meet with your approval, please sign the letter where indicated below and return to me in the envelope provided. Thank you in advance for your consideration of my request.

Sincerely,

Laurelyn Arterbury

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:



October 26, 2015

Dr. Beverly Irby

Date

APPENDIX E

Permission to Use the Organizational and Leadership Effectiveness Inventory

Laurelyn Arterbury
3936 Sapphire Loop
Round Rock, TX 78681

October 25, 2015

Dr. Beverly Irby
Texas A&M University
College Station, TX 77843
Email: Beverly.Irby@tamu.edu

Dear Dr. Irby,

This letter will confirm our recent conversations regarding my doctoral record of study at Texas A&M University titled "*Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of Their Teachers: A Case Study.*" I am requesting your permission to use and reproduce the "Organizational and Leadership Effectiveness Inventory (OLEI)" (Irby, et al, 2002).

I plan to use and distribute the Organizational and Leadership Effectiveness Inventory to the participants in my study.

The requested permission extends to any future revisions and edition of my record of study, including non-exclusive world rights in all languages, and to the prospective publication of my record of study by UMI. These rights will in no way restrict republication of the materials in any other form by you or by others authorized by you. Your approval of this letter will also confirm that you own the copyright to the above-described material.

If these arrangements meet with your approval, please sign the letter where indicated below and return to me in the envelope provided. Thank you in advance for your consideration of my request.

Sincerely,

Laurelyn Arterbury

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:



October 25, 2015

Dr. Beverly Irby

Date

APPENDIX F

Principal Interview Questions

1. Describe your current position and length of time in this position.
2. Describe your leadership behaviors and/or leadership style.
3. Describe the organizational structure of your campus and/or district.
4. Describe external factors that influence your leadership behaviors.
5. Describe how your personal attitudes, beliefs, and values about your campus influence your decision-making.
6. What actions have you taken to influence the collective efficacy of your teachers?

APPENDIX G

Supervisor Interview Questions

1. Describe the leadership behaviors and/or leadership style of the principal.
2. Describe the organizational structure of the campus and/or district.
3. Describe external factors that influence the leadership behaviors of the principal.
4. Describe how the principal's personal attitudes, beliefs, and values about their campus influence their decision-making.
5. What actions has the principal taken to influence the collective efficacy of their teachers?

APPENDIX H

Parent Interview Questions

1. Describe the leadership behaviors and/or leadership style of the principal.
2. Describe the organizational structure of the campus and/or district.
3. Describe external factors that influence the leadership behaviors of the principal.
4. Describe how the principal's personal attitudes, beliefs, and values about their campus influence their decision-making.
5. What actions has the principal taken to influence the collective efficacy of their teachers and/or influence parental involvement?

APPENDIX I

Teacher Interview Questions

1. Describe the leadership behaviors and/or leadership style of the principal.
2. Describe the organizational structure of the campus and/or district.
3. Describe external factors that influence the leadership behaviors of the principal.
4. Describe how the principal's personal attitudes, beliefs, and values about their campus influence their decision-making.
5. What actions has the principal taken to influence the collective efficacy of their teachers and/or influence parental involvement?

APPENDIX J

Study Information and Informed Consent for Principals

Project Title: The Synergistic Leadership Theory as it Applies to Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of their Teachers: A Case Study

You are invited to take part in a research study being conducted by Laurelyn Arterbury, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. These case studies of four female high school principals will observe the specific leadership behaviors of these four principals that have contributed to collective efficacy of their teachers.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you are a female principal of at least one year of a suburban public high school in the state of Texas. This case study will be related to your leadership behaviors; your personal attitudes, beliefs, and values about your campus; the organizational structure of your campus; and external factors that

influence your leadership. This case study will include perspectives about leadership behaviors from your viewpoint as the principal, as well as perceptions from two teachers at your campus, a parent of a student at your campus, and your supervisor. Therefore, should you agree to participate in this study, you will be asked to provide contact information for your supervisor, two teachers at your campus, and one parent of a student attending your school.

How Many People Will Be Asked To Be In This Study?

Currently, there are 81 suburban high schools in the state of Texas under the leadership of a female principal. Of these 81 high schools, 4 schools will be selected to participate in this study. A request to participate will be sent to the 81 high schools principals for their consideration. The first four high school principals to respond will be selected for this study.

Twenty total participants will be involved in the actual study. These 20 participants will represent four suburban high schools in the state of Texas. Each of the four schools will contribute five participants: one principal, two teachers, one parent, and one supervisor of the principal.

What Are the Alternatives to being in this study?

The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?

You will be asked to complete the Organizational Leadership Effectiveness Inventory (OLEI) about your own leadership style. After completing the inventory, you will be interviewed once by the researcher. Your participation in this study will last

approximately one to two hours and will include one visit to your campus. After consenting to participate in the study, you will return the signed consent form, electronically or via mail, to the researcher. The researcher will contact you promptly via phone or email to explain procedures for the completion of the OLEI and the scheduling of the interview.

The researcher will send the OLEI to you either electronically or through the mail. You will complete the OLEI and return electronically or via mail to the researcher.

After the OLEI has been returned, the researcher will contact you via email to schedule a time to meet for the interview. The appointment will be scheduled at your convenience and the researcher will travel to your location for the interview. The interview questions will be sent to you prior to the interview so you will have an opportunity to review the questions and ask the researcher for any clarification before the meeting.

The interview will last about one hour. During this visit the researcher will meet with you to conduct an interview regarding your leadership behaviors. The interviews will be recorded and transcribed and a copy of the transcription will be shared with you. You will be given an opportunity to review and correct any misinformation in the transcription prior to analysis by the researcher.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?

The interviews will be audio recorded and transcribed, and a copy of the transcription will be shared with each participant. Participants will be given an opportunity to review and correct any details listed in the transcription prior to data analysis by the researcher.

_____ I give my permission for an audio recording to be made of me during my participation in this research study.

_____ I do not give my permission for an audio recording to be made of me during my participation in this research study.

Language for Required recordings:

The researcher will make an audio recording during the study so that the interview can later be transcribed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

Are There Any Risks To Me?

The things that you will be doing during this study are no greater than risks than you would come across in everyday life. You will be completing an online inventory regarding the leadership behaviors of your principal and answering questions during an interview with the researcher. The researcher has tried to avoid risks; you may feel that some questions that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

Will There Be Any Costs To Me?

Aside from your time, there are no costs for taking part in the study. If you suffer any injury as a result of taking part in this research study, please understand that nothing

has been arranged to provide free treatment of the injury or any other type of payment. However, all needed facilities, emergency treatment and professional services will be available to you, just as they are to the community in general. You should report any injury to Dr. Beverly Irby at 979-862-2092. You will not give up any of your legal rights by signing this consent form.

Side effects (injury) can happen in any research study. These effects may not be your fault or the fault of the researcher involved. Known side effects have been described in the “Are there any risks to me?” section of this consent form. However, side effects that are not currently known may happen and require care. You do not give up any of your legal rights by signing this form.

Will I Be Paid To Be In This Study?

You will not be paid for being in this study.

Will Information From This Study Be Kept Private?

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Beverly Irby and Laurelyn Arterbury will have access to the records.

Information about you will be stored in locked file cabinet with Dr. Beverly Irby at Texas A&M University for five years after research study has concluded. Computer files will be protected with a password. This consent form will be filed securely in an official area. All data collected during this study will be destroyed after five years.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

You may contact the Principal Investigator, Dr. Beverly Irby, Professor and Chair, Educational Administration Programs to tell her about a concern or complaint about this research at 979-862-2092 or Beverly.Irby@tamu.edu.

For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on you.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions regarding the study if I determine necessary. A copy of this entire consent form will be given to me.

Participant's Signature

Date

Printed Name

Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Signature of Presenter

Date

Printed Name

Date

APPENDIX K

Study Information and Informed Consent for Supervisors

Project Title: The Synergistic Leadership Theory as it Applies to Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of their Teachers: A Case Study

You are invited to take part in a research study being conducted by Laurelyn Arterbury, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. These case studies of four female high school principals will observe the specific leadership behaviors of these four principals as described by their supervisors.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you are the supervisor of a female high school principal participating in this study. This case study will be related to your perception of the principal's leadership behaviors; your perception of the attitudes, beliefs, and values of the principal about the campus; your perception about the organizational structure of the campus; and your perception of external factors that

influence the principal's leadership. This case study will include perspectives about female principals' leadership behaviors from your viewpoint as the principal's supervisor, as well as perceptions from two teachers at the campus, a parent of a child attending this high school, and the principal's perceptions of their own leadership behaviors.

How Many People Will Be Asked To Be In This Study?

Currently, there are 81 suburban high schools in the state of Texas under the leadership of a female principal. Of these 81 high schools, 4 schools will be selected to participate in this study. A request to participate will be sent to the 81 high schools principals for their consideration. The first four high school principals to respond will be selected for this study. The principal will identify their supervisor to participate in this study.

Twenty total participants will be involved in the actual study. These 20 participants will represent four suburban high schools in the state of Texas. Each of the four schools will contribute five participants: one principal, two teachers, one parent, and one supervisor of the principal. Your opinion as the principal's supervisor is valuable to this study.

What Are the Alternatives to being in this study?

The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?

You will be asked to complete the Organizational Leadership Effectiveness Inventory (OLEI) about the leadership style of the principal you currently supervise.

After completing the inventory, you will be interviewed once by the researcher. Your participation in this study will last approximately one to two hours and will include one by the researcher to your location to conduct an interview.

After consenting to participate in the study, you will return the signed consent form, electronically or via mail, to the researcher. The researcher will contact you promptly via phone or email to explain procedures for the completion of the OLEI and the scheduling of the interview.

The researcher will send the OLEI to you either electronically or through the mail. You will complete the OLEI and return electronically or via mail to the researcher. After the OLEI has been returned, the researcher will contact you via email to schedule a time to meet for the interview. The appointment will be scheduled at your convenience and the researcher will travel to your location for the interview. The interview questions will be sent to you prior to the interview so you will have an opportunity to review the questions and ask the researcher for any clarification before the meeting.

The interview will last about one hour. During this visit the researcher will meet with you to conduct an interview regarding leadership behaviors of the principal you supervise. The interviews will be recorded and transcribed and a copy of the transcription will be shared with you. You will be given an opportunity to review and correct any misinformation in the transcription prior to analysis by the researcher.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?

The interviews will be audio recorded and transcribed, and a copy of the transcription will be shared with each participant. Participants will be given an opportunity to review and correct any details listed in the transcription prior to data analysis by the researcher.

_____ I give my permission for an audio recording to be made of me during my participation in this research study.

_____ I do not give my permission for an audio recording to be made of me during my participation in this research study.

Language for Required recordings:

The researcher will make an audio recording during the study so that the interview can later be transcribed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

Are There Any Risks To Me?

The things that you will be doing during this study are no greater than risks than you would come across in everyday life. You will be completing an online inventory regarding the leadership behaviors of your principal and answering questions during an interview with the researcher. The researcher has tried to avoid risks; you may feel that some questions that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

Will There Be Any Costs To Me?

Aside from your time, there are no costs for taking part in the study. If you suffer any injury as a result of taking part in this research study, please understand that nothing

has been arranged to provide free treatment of the injury or any other type of payment. However, all needed facilities, emergency treatment and professional services will be available to you, just as they are to the community in general. You should report any injury to Dr. Beverly Irby at 979-862-2092. You will not give up any of your legal rights by signing this consent form.

Side effects (injury) can happen in any research study. These effects may not be your fault or the fault of the researcher involved. Known side effects have been described in the “Are there any risks to me?” section of this consent form. However, side effects that are not currently known may happen and require care. You do not give up any of your legal rights by signing this form.

Will I Be Paid To Be In This Study?

You will not be paid for being in this study.

Will Information From This Study Be Kept Private?

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Beverly Irby and Laurelyn Arterbury will have access to the records.

Information about you will be stored in locked file cabinet with Dr. Beverly Irby at Texas A&M University for five years after research study has concluded. Computer files will be protected with a password. This consent form will be filed securely in an official area. All data collected during this study will be destroyed after five years.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

You may contact the Principal Investigator, Dr. Beverly Irby, Professor and Chair, Educational Administration Programs to tell her about a concern or complaint about this research at 979-862-2092 or Beverly.Irby@tamu.edu.

For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on you.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions regarding the study if I determine necessary. A copy of this entire consent form will be given to me.

Participant's Signature

Date

Printed Name

Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Signature of Presenter

Date

Printed Name

Date

APPENDIX L

Study Information and Informed Consent for Parents

Project Title: The Synergistic Leadership Theory as it Applies to Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of their Teachers: A Case Study

You are invited to take part in a research study being conducted by Laurelyn Arterbury, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. These case studies will observe the specific leadership behaviors of four principals as described by parents of students at the high school.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you are a parent of a child at a suburban public high school in the state of Texas under the leadership of a female principal. This case study will be related to your perception of the principal's leadership behaviors; your perception of the attitudes, beliefs, and values of the principal about the campus; your perception about the organizational structure of the campus; and your

perception of external factors that influence the principal's leadership. This case study will include perspectives about female principals' leadership behaviors from your viewpoint as the parent, as well as perceptions from two teachers at your child's campus, the supervisor of the principal of your child's school, and the principal's perceptions of their own leadership behaviors.

How Many People Will Be Asked To Be In This Study?

Currently, there are 81 suburban high schools in the state of Texas under the leadership of a female principal. Of these 81 high schools, 4 schools will be selected to participate in this study. A request to participate will be sent to the 81 high schools principals for their consideration. The first four high school principals to respond will be selected for this study. The principal will identify a parent from their campus to participate in this study.

Twenty total participants will be involved in the actual study. These 20 participants will represent four suburban high schools in the state of Texas. Each of the four schools will contribute five participants: one principal, two teachers, one parent, and one supervisor of the principal. Your opinion as a parent is valuable to this study.

What Are the Alternatives to being in this study?

The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?

You will be asked to complete the Organizational Leadership Effectiveness Inventory (OLEI) about the leadership style of the principal of your child's high school. After completing the inventory, you will be interviewed once by the researcher. Your

participation in this study will last approximately one to two hours and will include one by the researcher to your location to conduct an interview.

After consenting to participate in the study, you will return the signed consent form, electronically or via mail, to the researcher. The researcher will contact you promptly via phone or email to explain procedures for the completion of the OLEI and the scheduling of the interview.

The researcher will send the OLEI to you either electronically or through the mail. You will complete the OLEI and return electronically or via mail to the researcher. After the OLEI has been returned, the researcher will contact you via email to schedule a time to meet for the interview. The appointment will be scheduled at your convenience and the researcher will travel to your location for the interview. The interview questions will be sent to you prior to the interview so you will have an opportunity to review the questions and ask the researcher for any clarification before the meeting.

The interview will last about one hour. During this visit the researcher will meet with you to conduct an interview regarding leadership behaviors of the principal of your child's high school. The interviews will be recorded and transcribed and a copy of the transcription will be shared with you. You will be given an opportunity to review and correct any misinformation in the transcription prior to analysis by the researcher.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?

The interviews will be audio recorded and transcribed, and a copy of the transcription will be shared with each participant. Participants will be given an opportunity to review and correct any details listed in the transcription prior to data analysis by the researcher.

_____ I give my permission for an audio recording to be made of me during my participation in this research study.

_____ I do not give my permission for an audio recording to be made of me during my participation in this research study.

Language for Required recordings:

The researcher will make an audio recording during the study so that the interview can later be transcribed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

Are There Any Risks To Me?

The things that you will be doing during this study are no greater than risks than you would come across in everyday life. You will be completing an online inventory regarding the leadership behaviors of your principal and answering questions during an interview with the researcher. The researcher has tried to avoid risks; you may feel that some questions that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

Will There Be Any Costs To Me?

Aside from your time, there are no costs for taking part in the study.

If you suffer any injury as a result of taking part in this research study, please understand that nothing has been arranged to provide free treatment of the injury or any other type of payment. However, all needed facilities, emergency treatment and professional services will be available to you, just as they are to the community in general. You should report any injury to Dr. Beverly Irby at 979-862-2092. You will not give up any of your legal rights by signing this consent form.

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Will I Be Paid To Be In This Study?

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Will Information From This Study Be Kept Private?

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Beverly Irby and Laurelyn Arterbury will have access to the records.

Information about you will be stored in locked file cabinet with Dr. Beverly Irby at Texas A&M University for five years after research study has concluded. Computer files will be protected with a password. This consent form will be filed securely in an official area. All data collected during this study will be destroyed after five years.

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What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on you.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions regarding the study if I determine necessary. A copy of this entire consent form will be given to me.

Participant's Signature

Date

Printed Name

Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Signature of Presenter

Date

Printed Name

Date

APPENDIX M

Study Information and Informed Consent for Teachers

Project Title: The Synergistic Leadership Theory as it Applies to Leadership Behaviors of Female Principals at Suburban High Schools and the Collective Efficacy of their Teachers: A Case Study

You are invited to take part in a research study being conducted by Laurelyn Arterbury, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to identify specific leadership behaviors of four female principals at suburban high schools that are related to collective efficacy of their teachers. These case studies will observe the specific leadership behaviors of four principals as described by teachers at the high school.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you are a teacher at a suburban public high school in the state of Texas under the leadership of a female principal. This case study will be related to your perception of the principal's leadership behaviors; your perception of the attitudes, beliefs, and values of the principal about the campus; your perception about the organizational structure of the campus; and your perception of

external factors that influence the principal's leadership. This case study will include perspectives about female principals' leadership behaviors from your viewpoint as a teacher under the leadership of this female principal, as well as perceptions from a parent of a student attending the campus where you teach, the supervisor of your principal, and the principal's perceptions of their own leadership behaviors.

How Many People Will Be Asked To Be In This Study?

Currently, there are 81 suburban high schools in the state of Texas under the leadership of a female principal. Of these 81 high schools, 4 schools will be selected to participate in this study. A request to participate will be sent to the 81 high schools principals for their consideration. The first four high school principals to respond will be selected for this study. The principal will identify two teachers from their campus to participate in this study.

Twenty total participants will be involved in the actual study. These 20 participants will represent four suburban high schools in the state of Texas. Each of the four schools will contribute five participants: one principal, two teachers, one parent, and one supervisor of the principal. Your opinion as a teacher is valuable to this study.

What Are the Alternatives to being in this study?

The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?

You will be asked to complete the Organizational Leadership Effectiveness Inventory (OLEI) about the leadership style of the principal at the high school where you work. After completing the inventory, you will be interviewed once by the researcher.

Your participation in this study will last approximately one to two hours and will include one by the researcher to your location to conduct an interview.

After consenting to participate in the study, you will return the signed consent form, electronically or via mail, to the researcher. The researcher will contact you promptly via phone or email to explain procedures for the completion of the OLEI and the scheduling of the interview. The researcher will send the OLEI to you either electronically or through the mail. You will complete the OLEI and return electronically or via mail to the researcher.

After the OLEI has been returned, the researcher will contact you via email to schedule a time to meet for the interview. The appointment will be scheduled at your convenience and the researcher will travel to your location for the interview. The interview questions will be sent to you prior to the interview so you will have an opportunity to review the questions and ask the researcher for any clarification before the meeting.

The interview will last about one hour. During this visit the researcher will meet with you to conduct an interview regarding leadership behaviors of the principal of the high school where you work. The interviews will be recorded and transcribed and a copy of the transcription will be shared with you. You will be given an opportunity to review and correct any misinformation in the transcription prior to analysis by the researcher.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?

The interviews will be audio recorded and transcribed, and a copy of the transcription will be shared with each participant. Participants will be given an opportunity to review and correct any details listed in the transcription prior to data analysis by the researcher.

_____ I give my permission for an audio recording to be made of me during my participation in this research study.

_____ I do not give my permission for an audio recording to be made of me during my participation in this research study.

Language for Required recordings:

The researcher will make an audio recording during the study so that the interview can later be transcribed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

Are There Any Risks To Me?

The things that you will be doing during this study are no greater than risks than you would come across in everyday life. You will be completing an online inventory regarding the leadership behaviors of your principal and answering questions during an interview with the researcher. The researcher has tried to avoid risks; you may feel that some questions that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

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STATEMENT OF CONSENT

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Participant's Signature

Date

Printed Name

Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Signature of Presenter

Date

Printed Name

Date