

A CASE STUDY OF THE LEADERSHIP STYLES A HIGHLY EFFECTIVE PRINCIPAL
EMPLOYED TO CULTIVATE TEACHER COLLECTIVE EFFICACY

A Record of Study

by

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ABSTRACT

Have you ever wondered how to maintain and foster teacher collective efficacy despite the increasing federal and state accountability demands? This case study identifies key transformational leadership characteristics to build positive, healthy relationships with staff members to create an organization of teacher collective efficacy. A principal was selected to be observed and interviewed by means of identifying how the principal continues success of an origination despite accountability demands. The case study aimed to answer the following research questions: (1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles? and (2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty? Teacher collective efficacy has the highest effect size on student accountability than any other factor in education. Leadership styles of transformational, transactional, and instructional are deemed as the three leadership styles in having the greatest impact on school reform. Research of one elementary principal and six teachers and the display of leadership characteristics that foster teacher collective efficacy through the cultivation of relationships is investigated and identified. Interviews, observations, and prolonged engagement of these characteristics were investigated and triangulated as a way to develop a principal profile. Transformational leadership was the main style in creating relationships that fostered teacher collective efficacy. This principal profile will assist district leaders in the selection of future principals and aid current principals as a way of self-reflection in reforming their campus towards fostering teacher collective efficacy.

DEDICATION

This piece of work is dedicated to my creator, God. The one who gave me the unveiling strength, perseverance, endurance, and focus to complete this journey. Without His steadfast promises, this would not have been accomplished.

Next, is the steadfast love and encouragement from my family. My mom and dad have always been my chief support system. I lost my mom during this journey, so in this accomplishment, I finished for her. My dad stood by my side encouraging along the way and provided as an outlet, day or night. Thank you for always fighting the fight with me throughout life.

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I love you all!

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CHAPTER I

INTRODUCTION

The Context

Instead of looking in the mirror and only seeing what is behind you, look through a window at the world full of opportunities. Don't pull down the shade, look closely and see your reflection in those hope-infusing opportunities. Redirect what is needed to something better, continually growing and reaching your goals. Wisely choose your path, the journey is about who you travel with by your side. For me, leadership has been the opportunity to shine and support people in achieving their greatness. Capitalizing on the moments of discomfort and growing through self-reflection. Educators can learn from the not so good leaders and the great leaders. However, it takes a great leader to transform an organization and build capacity within all stakeholders to achieve the best learning environment for students. It is through leadership that greatness occurs for students. Building capacity and self-efficacy are crucial to the health of the organization.

Throughout history we can identify leadership within our society and educational systems. Leadership is not clearly defined as one simple statement nor is it easily duplicated. With the increase in accountability for student achievement, leadership becomes ever more in the spotlight and has transformed overtime. Leadership studies have been linked to building teacher collective efficacy within organizations which links to student achievement.

The building principal is the key factor within a school to exhibit leadership and utilize various styles to foster a healthy organizational climate. It is the role of the principal to be self-reflective in evaluating systems and structures within the organization to better the learning environment by establishing a shared belief system, common language, and common purpose for positive impact on student achievement. The principal is the lead motivator at the middle of the organization. When these crucial components are evident, the leadership of the principal correlates to establishing teacher collective efficacy.

Collective efficacy is not a new concept of research, and it is anchored in observable, behavioral change. With developing leadership skills as the catalyst for teacher collective efficacy within an educational organization, it is critical in identifying specific behaviors that exhibit certain leadership styles attributed to collective efficacy.

In addition, this concept directly connects to student achievement and meeting the ever increasing federal and state accountability systems (Donohoo et al., 2018; Hattie & Zierer, 2018). Therefore, the potential findings of this study with identifying leadership styles and the reciprocal relationships with teacher collective efficacy could influence student learning from a leadership approach and connecting the leadership styles that transform impact on the connections between principals and teachers.

National Context

There are more variables and pieces to the puzzle of teacher behavioral change as well as the organizational culture of a school that associates to student achievement than that mandated by legislation. Albert Bandura (1977), was the first to develop an understanding which included self-efficacy in the development of the Social Cognitive Theory. Bandura introduced the concept of self-efficacy perceptions which are when a person holds the capacity to execute and take value in the action to produce given goals and attainments (Goddard, R. D., Hoy, W. K., & Hoy, A. W., 2004). Research centered around this topic has been analyzed for years since, which has led to more researchers focusing on collective efficacy of a group of people with a common goal.

Effective leadership must be examined to determine which styles and skills are necessary in creating systems and structures for teacher and student growth within a healthy organization in order to create a shared belief system.

Therefore, the successful implementation and effectiveness of standards is based on the leadership of the principal. In 2001, the U.S. Department of Education stepped foot into our classrooms across the nation demanding specific levels of student achievement and school

accountability by enforcing standards and consequences upon failure to reach these standards with No Child Left Behind Act (NCLB) (Rammer, 2007). A few of the many consequences in not reaching standards are the removal of the school principal, school programming, and monitoring school supports and resources (Mosoge, Challens, & Xaba, 2018; Rammer, 2007). Failure of schools is often deemed as ineffective management by the school principal (Mosoge et al., 2018) of which the removal of the principal is a consequence for not meeting federal standards thus it becomes even more crucial for district level leaders in identifying leadership skills and attributes of principals that build healthy organizational environments that foster student and teacher growth.

Moreover, instructional alignment becomes even more crucial to the success of student achievement. In achieving such alignment in the classrooms, organizations must create systems and structures for teacher professional development as well as alignment between standards, planning, and instruction (Baez-Hernandez, 2019). This alignment is fostered through effective leadership from the principal when they have the ability to motivate teachers, have the qualities or traits to be stable and resilient, be efficient and intelligent, utilize various leadership styles, and are able to establish an environment of excellent culture for learning and growing (Golamally & Ahmad, 2014; Urick, 2016). These characteristics are crucial to the success of the school.

Within NCLB and Race to the Top legislations, principals are required to improve student achievement by implementing mandated strategies that are not always research based and teacher evaluation systems where there is not a universal agreement that these evaluation systems are effective in improving practice in the classroom (Dufour & Mattos, 2013). Faulty teacher evaluation systems and mandates do not equate to the growth and success of teachers within our classrooms across America. Merit pay for teachers based on student achievement is another strategy that was suggested in these legislations. According to research conducted through The National Center for Education and the Economy as well as The American

Educational Research Association, there is no research evidence that supports this strategy, merit pay, as being effective on student achievement (Dufour & Mattos, 2013). Therefore, merit pay can be ruled out as an indicator of fostering collective efficacy.

The Department of Education and the National Opinion Research Center and The Educational Testing Service developed a National Education Longitudinal Study in 1988. This study surveyed the same set of students in 1988, 1990, and 1992. Researchers identified that three important characteristics of effective schools are as followed: 1) establishment of an achievement focused school culture, 2) the ability of the principal to hire and fire teachers, and 3) high teacher morale (Rammer, 2007). Principals should have the autonomy to select highly qualified teachers who are skilled with the attributes to grow student learning. Researchers suggest that effective schools have effective leadership where the principal creates environments of collaboration to enhance teacher collective efficacy, teacher motivation in knowing how to improve student learning, and principals have the time and experience to assist with improving teacher's professional practice in the classroom (Dufour & Mattos, 2013; Mosoge, Challens, & Xaba, 2018; Rammer, 2007).

As noted by Dufour and Mattos (2013), "the most powerful strategy for improving both teaching and learning, however, is not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC)" (p.37). Improving student learning is more than mandates and standardized achievements. Principals must embody the leadership skills and attributes to foster teacher collective efficacy through supportive and collaborative professional learning communities.

The Every Student Succeeds Act (2015) eliminated many requirements of NCLB; however, it remains another federal legislation that enforces standardized assessments for attaining student achievement through standard based instruction for accountability through the state (Baez-Hernandez, 2019; Goolamally & Ahmad, 2014; White et al., 2017). Once more, this legislation does not apply researched based strategies as earlier legislations and leaves room

for misalignment between federal standards, state standards and standardized assessments (Baez-Hernandez, 2019).

As pressure for student achievement increases across our nation by federal and state legislations, the importance of campus level leadership is ever most vital to the success of the organization. With each turning page of legislation our classrooms, teachers and students alike, are directly impacted. Researchers have increased awareness within the educational realm that campus principals are the key to success of the organization by creating environments for collaboration, curriculum alignment, teacher collective efficacy, and professional development. Principal leadership styles and attributes are the deciding factor that such environments are established for student achievement meeting national and state standards. Thus, identifying the leadership styles and attributes that are most impactful on teacher collective efficacy are critical in understanding for the growth of the organization at large.

Personal Context

As a student, my educational journey was not one of support and encouragement by my teachers or administrators. I was the one who fell in between the gaps and was merely a number on a sheet of paper. I struggled in school of which carried over to college. The learning environment and culture was never set up for success. I entered college not knowing what I wanted to do with myself nor what path I wanted to follow. While working towards my Bachelor's degree, it was not until I took a semester sabbatical from college and began working full time, that I had a light bulb moment in discovering my passion for education and instilling hope within children. I began to use my energy of disappointment within my educational journey to fuel the passion of creating a better learning environment and culture for all children regardless of their backgrounds and societal experiences. At that moment, I realized I could have a greater impact on an educational organization as a principal leader than as a teacher leader in the classroom. Upon graduating from the University of Houston with my Bachelor's degree, I started my career as a junior high science teacher. I taught sixth, seventh, and eighth grade science at two

different junior highs in Katy ISD. As a new teacher, I had several team members that took me under their wing to guide me through the ropes of teaching. As a teacher, I saw great planning and curriculum alignment that became the foundation of my pedagogical knowledge of teaching. It was true, what you learn during college courses did not prepare the knowledge base for the classroom. Several years into teaching, I became an instructional coach of which I made it my goal to support teachers in their practice to have a positive impact on student learning. While I was an instructional coach, I graduated with my Master's degree from the University of Houston with a Master's of Science in educational mid-management. With the new lens of an instructional coach, I was able to see not every teacher taught, planned, and aligned standards the way my teaching partner and I did. In addition, the motivation to improve and grow was unfounded, and the culture of the school was extremely mundane. I was shocked. How could the principal and leadership allow this in classrooms? How was a negative organizational culture good for kids? This experience began to fuel my passion even more. I believe that the mindset of teachers and administrators have a remarkable bearing on student achievement. Within an organization, these mindsets can at times deter stakeholders from the common purpose and vision of the school system.

The state of shock I encountered as an instructional coach opened my eyes with the desire to become a principal. This desire partnered with my passion allowed me to start applying for assistant principal jobs. I became an assistant principal in 2010 at a Title 1 elementary school in Katy ISD. This new challenge stretched my thinking and leadership skills to the extreme. After serving as an assistant principal for nearly six years I took the position of principal in 2016 at the same elementary school I was an assistant principal. Now as a principal, I realized it was my opportunity to be the one who created the environment, structures and systems for teacher collective efficacy, collaboration, professional learning communities, common language, shared vision, and motivation that allows teachers to grow in their practice in being the best version of themselves for kids.

The educational moto that is my driving force in practice is simple: 'Every Student, Every Teacher, Every Day.' I believe that every child can grow in their learning and every teacher can grow in their practice. As a leader, this is my true north behind decision making. Creating the best culture and educational learning environment for students is the core of our work. As a principal, I have learned that teacher collective efficacy within an organization is the most influential factor that has the greatest impact on student achievement. This type of efficacy and culture can only be built under an effective principal leader who uses their skills and attributes to empower teachers, implement structures and systems for collaboration and professional development. It is through effective principal leadership that teacher collective efficacy is fostered. These beliefs and my personal experiences during my educational journey served as the guide in pursuing this study that will research leadership styles and attributes that have a positive effect on creating teacher collective efficacy within an organization.

Researcher's Leadership Experiences

Throughout my career, I have worked under and with some amazing leaders and ineffective leaders. I think that learning from an effective leader is crucial, but more can be learned from ineffective leaders. My belief of leadership is one that is a gravitational force in uniting teachers' beliefs, skills, and passions to build the climate of a school to meet the common purpose, vision, and mission for the organization to achieve high student growth. The principal is the motivational core by which teacher collective efficacy is fostered. I view teacher collective efficacy as the combined efforts of all teachers sharing a common purpose for all students regardless of student background or label, having a common language. When a shared vision is defined and carried out effectively, student achievement is positively impacted. In addition, teacher collective efficacy has an impact on professional learning communities which can improve student achievement with guidance from campus leadership on common efforts, teacher confidence, curriculum alignment, collaboration, and systemic approaches.

Being the leader of an organization, I became fully aware that public education is under the microscopic lens of those who have perhaps never stepped foot on a public-school campus since they were a child. As well as how we are subject to the political decisions people make governing our daily practice. I often refer to this as “red tape” or “hoop jumping” that we are forced to comply. In knowing this influence on the functional operation of an organization, it becomes ever more crucial that educators are aware how it impacts learning. An organization is only as strong as its weakest teacher. As a principal, I make it my intention to comply with federal and state standards and do it in such a manner that has the least negative impact on students and teachers. I try to filter mandates and not allow them to get to the teacher’s plate. Teaching is a difficult career; however, it is also one of the most rewarding. Within education the lives that are at the core of school improvement are students. Action research is the connecting force between research-based structures/strategies and practical implementation. There have been several studies completed that have shown a positive correlation to teacher practice and student achievement. This form of research creates a collaborative systemic model that has a solution-based focus to an organizational problem. Thus, this became my pursuit as a principal to make the problem of connecting teacher collective efficacy to student achievement, through action-based research, as my leadership responsibility in motivating teachers and fostering an organization that creates the best learning environment for students. In identifying the most effective leadership styles and attributes in this case study will not only assist my self-reflection as a leader but additionally create a principal profile for other leaders to foster teacher collective efficacy.

Researcher’s Journey to the Problem

The elementary school's mission where I am a principal, is to provide all students a positive environment that educates students in every area enabling them to reach their fullest potential and attain the highest level of accomplishment.

Reform or transformation is a constant norm of any organization based on past, current, and future practices. Schools are unlike any other organization in that, they too, should continually be looking for ways to improve systems for student learning. As educators, we must reflect if our current organizational structures and systems are meeting the needs of our students as well as preparing them to be successful in our global society. This must start with self-reflection on our current practices.

Instead of a one-size fits all model, the educational system should be more aligned with the model of creating designer cupcakes instead of a factory model. Each designer cupcake is individually and uniquely planned by hand. Our students are like these designer cupcakes where instruction should be tailored to meet their individual needs. Often times educational systems are behind the curve and have not adjusted to meet the diverse needs of the ever-changing society and skills needed in the workforce. Educators must take a look at how students are learning, how the curriculum is being taught, and how learning is measured. Understanding how the brain works is a good approach to identifying best strategies and structures for student learning. Reform is needed in our nation's schools today. There is much debate in how this change needs to occur. One thing is common between all arguments, student learning and growth must improve. Our organizations must adapt to teaching the whole child and preparing them with skills to be successful in our drastically changing world.

Hence, the goal of being a principal is to build an organization that knows students on an intimate level so that instruction can be independently calculated for growth. In addition, as a campus leader, professional development for teachers must be focused on personalized growth. This type of learning and behavioral transformation only occurs when trust and motivation are present. The organization must then be guided by the principal in creating a safe environment for teachers to explore and have a risk-free environment to implement the best learning strategies and structures for the campus culture.

During my first four years of principalship, the organization incurred pivotal changes. With the growth of the city of Katy, newer campuses were established to provide relief of enrollment at campuses throughout the district. In fact, my first principalship was at the seventh elementary school built in Katy ISD, and there are now currently 42 elementary schools in Katy ISD. The district is rapidly increasing each year, from 25,000 to 85,000 in less than 20 years. Since the opening of neighboring schools, enrollment declined and has been steadily declining since. This is largely due to the permanency of residency in the community. Families that moved in have stayed and are aging in their family homes causing the enrollment of the elementary school to decline as well. In addition, the dynamics of the community have changed. There has also been an increase in the number of students of rent homes and apartment complexes that attend the school. Since the establishment of rent homes and apartment complexes, the mobility rate has increased. These evolving dynamics have forced the staff to reevaluate and adapt with its current demographics to best serve the students of the campus. In order to best serve the students, families, and community members, staff members take part in getting to know the demographics and how they can best meet the needs of their school families.

Since the change in demographics, the elementary school was identified as a Title 1 campus and is now in its fifth year. The identification as a Title 1 campus stems from the fact that 56.7% of students are at risk and 49.8% are economically disadvantaged. The experience of being a Title 1 campus has allowed utilization of Title 1 funds to provide more equitable educational opportunities. In addition, the school has an ESL program for the 13.9% of English as a Second Language students. This program allows for ESL teachers that are specialized and trained in ESL strategies and best practices to meet the needs of ESL students. Title III funds are also provided to allow for additional tutorials of ESL students. Another growing program within the school is that of Special Education students. There are currently 19.5% of students who meet eligibility criteria for special education services. This program encompasses two life skills units, an ECSE program, and ICS/Resource students. The campus currently has seven

special education teachers and ten paraprofessionals in order to accurately and appropriately meet the educational and social/emotional needs of the students. The campus serves students in Pre-K through fifth grade. One abnormal factor of the school population is the number of homeless and foster care students of which it educates in comparison with campuses within the district. The majority of students served by the staff within the elementary are Hispanic. Given the diversity of the campus, the staff must be proactive and well versed on best practices in order to meet the changing needs of the students.

After serving this changing community and being the principal for five years of a Title 1 school, I have a better understanding of the leadership problem within organizations in fostering positive teacher collective efficacy through effective principal leadership styles, skills, and attributes. I experienced the need to generate a culture that focuses on the individual needs of students and teachers to best construct a learning environment that is best for all students by focusing on my leadership style and skills. This experience and passion are what drove my desire to researching and performing a case study of how an effective elementary school principal employed her leadership skills to cultivating high teacher collective efficacy. An effective organization is as effective as the leadership by the principal. This knowledge has informed my search for relevant literature and influenced the design and artifacts to support the identification of effective leadership styles and attributes that lead to positive teacher collective efficacy.

Situational Context

A suburb to the west of Houston, Texas is the ever-growing Katy ISD. Katy ISD has been operating for over 100 years and currently maintains 42 elementary schools, 16 junior high schools, and 10 high schools. The current enrollment for Katy ISD is 80,949 students. Katy ISD's superintendent and board members oversee the financial legal governance of each campus (which includes \$896 million in expenditures), ensures that staff members are provided with quality professional development, and facilitates leadership opportunities for the leaders of

each campus. In addition, the district holds a parent roundtable every month to encourage parent participation in the decisions made for the district. Each of these components play a large role in the structure and organization of such a large district (Katy ISD Public Dashboard, 2019).

The Title 1 elementary school as mentioned above is a part of Katy ISD and was established in August of 1981. Upon the death of the first principal, the community proposed to the school board that the school be renamed after her legacy. Since 1981, the dynamics of the school and surrounding communities that feed into the campus have gradually changed to form the school it is today. The elementary became a Title 1 campus in 2015. Its current population consists of at-risk (56.7%), economically disadvantaged (49.8%), limited English proficient (14.3%), English as a second language (13.9%), and special education (19.5%) students. The ethnicity breakdown of the campus is 41% Hispanic, 11% African American, 37% White, 3% Asian, and 6% two or more races (Katy ISD Public Dashboard, 2019). The mobility rate has increased to 15% over the past five years. In addition, it has the highest percentage of homeless students and foster care students within the district.

The current enrollment is 667, although the school's capacity is 1,000. With the growth of the city of Katy, newer campuses have been established to provide relief of enrollment at campuses throughout the district. The district is rapidly increasing in enrollment each year; however, since the opening of neighboring schools, enrollment at the elementary school has declined steadily. This is largely due to the permanency of residency in the community. Families that moved in have stayed and are aging in their family homes, causing the enrollment of the elementary school to decline as well. In addition, the dynamics of the community have changed. Since the establishment of rent homes and apartment complexes, the mobility rate has increased to 15.4%. These evolving dynamics have forced the campus to reevaluate and adapt with its current demographics to best serve the students of the campus.

Within the 39 years of establishment the school has only had six principals leaving a legacy of loyalty and commitment to the community. With the legacy of effective principal leadership, it is ever more evident that with the changing demographics that the style of leadership that fosters and empowers teachers in providing a healthy learning environment for all learners is crucial to the continued success of the organization. Hence, the importance of this case study in identifying and articulating a principal profile in building key leadership styles and attributes that foster teacher collective efficacy for student achievement.

The Problem

Prior to starting school, at-risk students have several factors that are contributors to hindering their learning, such as school readiness, language development, social-emotional stability, violence within the home and community, parental knowledge of school, and lower economic factors. Many of these factors are out of the realm of control of educators interacting with at-risk students. However, educators can influence the organizational capacity and stability of the atmosphere that students learn. In order for teachers to feel motivated in a risk-free environment, desire to grow in their practice, collaborate with other teachers, and have a collective efficacy, the principal must establish the culture through effective leadership. Identifying principal leadership attributes and styles that build a shared belief system, common language, and teacher collective efficacy as well as implementing these styles becomes the challenge with systemic reform. Principals must be reflective in their practice and be vulnerable to analyze their impact on the organization in order to ensure the most effective leadership styles are among their realm of knowledge. This is crucial to the organization functioning at the highest degree of teacher collective efficacy.

Relevant History

Early history honored leaders who were born into the name right of being a ruler and was of a distinctive lineage. This title was given merely by the belief that a person was more entitled merely by their name and family. Authority figures were titled a leader as followers gave

power to these people due to the power they held and not the positive influence they had on humankind. Over time this shifted to more of a democracy approach, where people choose their leaders of which instilled more accountability to the people. Throughout time much research and examination has been placed on the term leadership in developing theories, traits, behaviors, values, and vision.

Power, motivation, influence, and effectiveness is nothing new when it comes to successful leaders. Leadership has been analyzed for years in all realms of society around the world in hopes of inspiring humanity. Everything from world leaders, sport coaches, athletes, local government leaders, entertainment, entrepreneurs, business leaders, inventors, scientist, theologians, philosophers, military leadership, human rights activist, religious leaders, and educational leaders. Perhaps the most crucial characteristic of any successful leader is the ability to influence and motivate people to better themselves and those around them through behavioral change.

The term leadership has been attempted to be defined by many throughout the years. It is not easy to define nor as simple as one statement. Leadership encompasses many factors, characteristics of a person, guidance, impact, and is situational. There are several different styles and attributes to leadership that influence people towards a common goal. The impact of reform and the overhaul of behaviors, guiding people towards the betterment of an organization and attainment of a common vision is foundational within leadership. As leaders influence people in transforming to align to the common goal of the organization, the principal must understand that this reform is a human behavioral change.

Behavioral psychologist, Albert Bandura, is best known for his social learning theory. Through the development of his theory, Bandura (1977), founded that behavioral changes occur when a stimulus affects a person's state of influence in that the effect will yield a desired outcome or an outcome that is undesirable as perceived by the persons' cognitive perceptions. A person's self-efficacy is persuaded by these perceived conclusions. When the stimulus

produces positive perceptions of self-efficacy a person is more likely to exhibit behavioral change (Bandura, 1977). Therefore, behavioral change occurs based on a person's perceptions of their self-efficacy when related to an activity or situation. Self-efficacy is established through efficacy expectations of performance-based accomplishments, positive and successful experiences, verbal feedback, and emotional stimuli (Bandura, 1977). Thus, this theory can be applied to all areas of psychological understanding of human behavior within the educational realm. Building from self-efficacy to collective efficacy is when more than one person has a shared vision and belief system to accomplish a common goal together.

Within an educational organization, it is the mission of the principal to comprehend this social learning theory and how to implement the factors in fostering teacher collective efficacy. The effectiveness of the principal is clearly evident upon measuring the organizational health of the environment. The role of the principal has morphed over time. In the early years of education, a principal was seen as the manager of the school and many principals were older white men who had not attended courses designed towards leadership. As societal changes have occurred around our nation and world, this role of principal has also changed. In understanding behavioral change and leadership theories, one can connect the two in developing a leadership style that is most influential in positively impacting educational reform through teacher collective efficacy.

Self-efficacy examines how a person perceives their worth and value. Collective efficacy builds on Bandura's (1977) Social Cognitive Theory in how a group creates a shared belief system for the common good of the organization. In connecting the historical understanding of collective efficacy and leadership within education, a campus principal is charged with the task of choosing leadership styles that are motivational and empowering for teacher behavioral change. Through this implementation, a shared vision and common language is established on a campus in achieving common goals for student growth. Thus, the importance of identifying the employed styles of an effective principal with high teacher collective efficacy for the betterment

of the educational system. Drawing on Bandura's theory this case study aims to identify the display of behavioral leadership characteristics of an elementary principal who has high teacher collective efficacy at her school.

Significance of Problem

As educators work within our schools to impact the lives of students, they are faced with the daily challenges that all students bring to the environment, especially at-risk students. When at-risk students start school, they are underprepared and come from realms of life that are embodied with fear, violence, and where education is not a priority. It is within these Title 1 schools where the instructional and social-emotional influence of the teachers is the most crucial for learning. It then comes into question, how can the culture, systems, and structures within these schools' best accommodate the learning for all students, including at-risk students?

This type of research is not new to the educational world; however, if truly examined within our schools, it would be found that not all schools operate with a common vision, shared belief system, and common language for students. First, it must be understood the number one impact on student learning is teacher collective efficacy. According to the research conducted by Visible Learning, teacher collective efficacy has a greater impact on learning with an effect size of 1.57 to show that this is three times more predictive on student achievement than socioeconomic status (Donohoo, Hattie, & Eells, 2018). This is powerful in understanding teacher impact. Conversely, if teachers perceive that their influence cannot impact student achievement in the development of a shared vision and belief system, the culture will be negatively impacted. This is where the influence of the school leader, the principal, is the most crucial to the organization.

The principal is the key to building environments, systems, and structures that positively influence teacher collective efficacy. In addition, it is crucial that the principal establish working environments that are conducive for collaborative conversations, risk-free cultures, motivate teachers, and high-trust structures so that teacher collective efficacy may be built. Therefore,

principals struggle with being reflective and vulnerable in nature to receive authentic feedback from teachers, students, and parents regarding the leadership styles they exhibit. This entails behavioral modifications and transformation within the principal in identifying the effectiveness of their leadership style on the culture of the organization. The pressures of performance in place at the federal and state levels often sway principals in such a way that negatively impacts the organization. The challenge becomes when leaders balance these pressures and continue to choose leadership behavioral attributes that positively influence teacher behaviors in developing a positive culture for student learning.

Furthermore, district leaders must be equipped with a profile of a principal that embodies the leadership styles and attributes to lead an organization in such a way that teacher collective efficacy will be established. The deciding factor of selecting the best principal candidate for schools is charged to the superintendent in identifying the qualities of a principal to positively influence the culture of an organization (Rammer, 2007). Finally, the struggle becomes in knowing how leadership influences teacher collective efficacy and selecting the best principal candidate for the job.

I took on this study to better identify specific behaviors that illustrate effective leadership styles and attributes that are crucial to the profile of a principal. This action-based research will address these problems through the support of research identified in the literature to create a principal profile of leadership styles that best build teacher collective efficacy that positively correlates to student achievement.

Research Questions

The purpose of this study was to investigate the leadership styles and attributes of effective principals within positive teacher collective efficacy organizations. In understanding how these qualities best build cultures with healthy environments, systems, and structures for all students, I sought to answer the following research questions:

(1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?

(2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

Important Terms

Instructional Leadership- Consist “of three goals: (1) defining the school's mission, (2) managing the instructional program, and (3) promoting a positive school learning climate [and is] collaboration among teachers, creating opportunities for professional growth, and the development of professional learning communities” that correlate to student achievement (Shatzer, Caldarella, Hallam, & Brown, 2014, p. 446-447).

Leadership- “Requires taking responsibility for setting objectives, ensuring harmony and solidarity, administering the organization based on shared values, creating opportunities, modeling practices, and supervising” (Cansoy, & Parlar, 2018, p. 551).

Professional Learning Communities- Learning environment in which principals implement for teaching and learning that creates “the collaborative culture and collective responsibility” for all staff (DuFour, & Mattos, 2013, p. 37).

Teacher Collective Efficacy- “Collective teacher efficacy refers to teachers' perceptions that their efforts at school can have a positive influence on student achievement” (Cansoy, & Parlar, 2018, p. 550).

Transactional Leadership- Leadership that is the “simple exchange relationship with followers, including the practices of contingent reward and management by exception-active” (Shatzer, Caldarella, Hallam, & Brown, 2014, p. 447).

Transformational Leadership- Leaders are able to “identify and articulate a school vision, motivate others through example, support a culture of intellectual stimulation, and provide

support and development to individual staff members [and there are] four different practices are addressed in transformational leadership theory: (1) inspirational motivation, (2) individualized consideration, (3) idealized influence (charisma), and (4) intellectual stimulation” (Shatzer, Caldarella, Hallam, & Brown, 2014, p. 447).

Significant Stakeholders

There are two invaluable key stakeholders within this study. The first of which are principals of organizations. Building principals are the foundation of influence on the culture of a school as well as the one to implement systems and structures. Principals are the visionary of the organization of which is crucial to creating a shared belief system, common language, and structures for teachers. The leadership style of the principal is what is either beneficial or hindering to the organization. The second key stakeholders are the teachers. Teachers are the people who have the direct contact with students on a daily basis. Their instructional design and delivery are what impacts student learning. The symbiotic relationship between principal and teacher within the organization is what generates teacher collective efficacy. Within this action research study, the perceptions of both teacher and principal will assist in understanding the data of how leadership styles transform teacher collective efficacy in a positive manner.

Other stakeholders include district leaders and students. District leaders encompass the Superintendent, leaders within the Department of Teaching and Learning, leaders within the School Improvement and Accountability Department, and leaders within the department of School Leadership such as the Deputy Superintendent and Assistant Superintendents. District leaders’ knowledge and experiences will support the principal in developing, designing, and implementing systems and structures that would be best for their campus for teaching and learning. The Superintendent, Deputy Superintendent, and Assistant Superintendents are responsible for selecting site-based principals. This knowledge and selection process are critical to the campus in placing the most appropriate principal and their leadership skills to guide and build healthy organizations. Consequently, these leaders would benefit from deeper

understanding of the types of leadership styles and attributes found in this action-based study to improve campus leadership and district effectiveness towards building teacher collective efficacy. Lastly, students are stakeholders within this study. Teacher collective efficacy has a direct correlation to the success of students in their learning and ability to grow. Therefore, the outcomes and findings of this study could influence student achievement.

Concluding Thoughts

School reform is a challenging process for humans as it entails self-reflection and behavioral change. Just as the seasons, humans have the ability to change as long as the benefits outweigh the downfalls and are seen as productive. This potential is often overlooked by many principals due to the current pressures of legislation and student accountability. The core meaning of education is to always be a learner and keeping up with the ever-changing world to transform outcomes. Teachers are forced to be flexible with varied visions and align their beliefs with the principal's to best support student learning.

In this action research study, I will observe principal leadership styles that have the ability to effectively foster positive teacher collective efficacy to identify key attributes. Observing these practices will provide insight into systems and structures that are best in developing avenues for collaboration, instructional design, shared belief systems, and professional development. Varied leadership styles will be observed. Teachers and principals will be interviewed to unveil their perceptions. In Chapter two, I will look into the literature as means to developing awareness for teacher collective efficacy and various leadership styles. Chapter three will entail the methodology that will be used flowing into Chapter four of analysis and results. Chapter five will provide conclusions to the findings.

CHAPTER II

LITERATURE REVIEW

Introduction

Federal and state legislations place high demands and pressure for student achievement within American schools today. These high expectations of student performance continue to rise despite the diverse backgrounds of our students sitting in our classrooms across our nation. In facing this topic in education, the effectiveness of principal leadership to foster teacher collective efficacy which in turn is correlated to student performance comes too light. Student achievement is directly impacted by teacher quality to provide the most successful learning environment and instructional delivery for students. Teacher quality is dependent on the culture of the organization which is fostered through principal leadership. The challenge becomes in defining the key characteristics and leadership abilities of the principal to build teacher collective efficacy that has a positive impact on student achievement. Identifying such leadership styles and key attributes that sustain high performing teams and high teacher collective efficacy that have a positive impact the organization, is crucial to educational reform and building a culture of greatness for student learning. Through my ROS, I will conduct a case study to investigate the key principal leadership styles of a highly effective principal that fosters teacher collective efficacy and the relationships connecting the principal and teachers as attaining collective efficacy.

Through this literature review, I will discuss the historical and recent research including leadership styles and teacher collective efficacy that impact student achievement. Bandura's (1977) Social Cognitive Theory is examined to provide understanding to the framework through which human behavioral change has a positive impact on the belief system of an organization through motivation, positive feedback, physiological states of teachers, and successful experiences. Understanding how behavioral change occurs, which is identified by the Social Cognitive Theory, principals should capitalize on this knowledge to transform organizational

systems and structures to build teacher collective efficacy. Instituting the key components of how teacher collective efficacy is built, the research identifies ways that principal leadership can foster such an environment.

Foundational components to building teacher collective efficacy is mentioned as supported within research. Research identifying the key attributes of three leadership styles that influence teacher collective efficacy and how this efficacy is established through leadership is the primary focus of this literature review. I then take a historical look into building understanding of principal leadership and the transformation of change through the implementation of federal and state legislation as a means to developing the chronological change of such principal leadership styles within our nation's schools. Three main leadership styles, transactional, transformational, and instructional, and skills are examined to articulate the key characteristics that principals exhibit within organizations that have high teacher collective efficacy. The chapter ends with identifying the top two leadership styles, transformational and instructional, that exhibit the needed skills to build a principal profile that is conducive of establishing teacher collective efficacy.

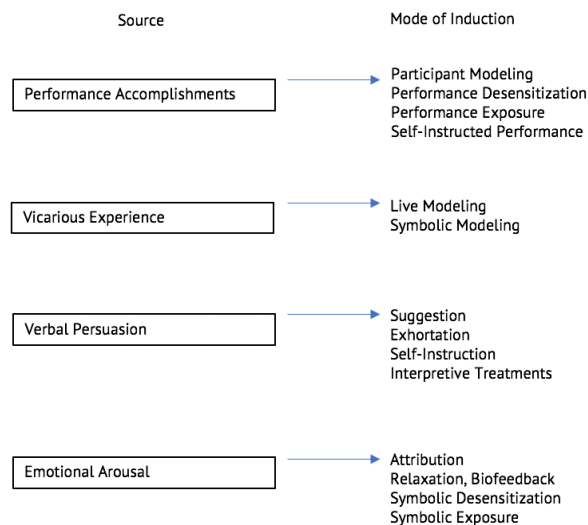
Social Cognitive Theory

In the 1970s, the psychologist Albert Bandura from Stanford University, unveiled an intriguing work dynamic between individuals that built confidence and overall commitment to success of an organization. Bandura (1977) named this pattern of human behavior, collective efficacy, which in turn lead to his Social Cognitive Theory in 1977. Bandura's theory provides a framework that explains the correlation between teachers' self-efficacy with cognitive processes that lead to acquisition and teacher concern with organizational outcomes as well as when people see themselves as efficacious are more willing to take risks, solve problems, be more involved and more committed to their organization and behavioral pattern changes (Bandura, 1977; Dou, Devos, & Valcke, 2016). This framework provides the foundational process for leaders to escort teachers towards behavioral change. Meticulous use of this framework, as a

guide, is what will assist principals in cultivating a collective efficacy for the good of the organization versus teacher self-efficacy. The collection of all teachers, sharing a common belief system and language, is what build the collective voice. Teacher collective efficacy then becomes the central target as a powerful way to motivate and evoke reform within an organization. It is through these actions, risk taking, and perceptions that various instructional activities improve student achievement as a collective voice with a shared belief system. However, we must first have an understanding of what promotes teacher collective efficacy and the factors that contribute to building the internal functioning of efficacious humans within one organization. Bandura (1977) states in his Social Cognitive Theory that behavioral change occurs when the stimulus is reinforced by positive reinforcement that is consistent over time, thus, teachers learn the desired behaviors and adjust to meet the expectations. Figure 1 showcases Bandura's (1977) analysis of human operation developed a conceptual framework for understanding how behavior changes based on various modes of treatment.

Figure 2.1

Efficacy Expectations



Therefore, leaders must motivate, reinforce efforts which are linked to successful experiences, colleague experiences, verbal feedback, and physiological states that focus on the factors of collective efficacy and where there is such a relationship a successful organization is built (Bandura, 1977; Abedini, Bagheri, Sadighi, & Yarmohammadi, 2018; Liu & Hallinger, 2018; Ramazan & Hanifi, 2018; Sebastian, Allensworth, & Huang, 2016).

Hence, collective efficacy relates to the effort exhibited by the group and beliefs shared by group members that positively impact student academic performance (Bandura, 1977; Abedini et al., 2018; Liu & Hallinger, 2018; Ramazan & Hanifi, 2018; Sebastian et al., 2016). This interaction, collective efficacy, is crucial to the functionality of the school environment and how teachers have a shared vision and belief system that shapes the opportunities within the system of expectations for students and teachers alike.

Teacher Collective Efficacy

Collective efficacy is thought to be the shared belief system and common vision of success within an organization. Collective efficacy is defined as being the perceptions of teachers that their efforts, as a whole, create a shared belief system that will have a positive effect on students and is where this efficacy uses the teaching staff or school as its unit for student attainment (Abedini et al., 2018; Bandura, 1977; Donohoo, Hattie, & Eells, 2018; Fancera, 2016; Mosoge, Challens, & Xaba, 2018). Robust collective efficacy influences how teachers value collaboration, classroom management, instructional programming, and how they view high levels of student expectations (Hattie, 2016). Further researchers have identified collective efficacy as the leading factor of influence having a powerful impact on student achievement with a 1.57 effect size over all other influencing factors (Donohoo et al., 2018; Hattie & Zierer, 2018). The perceived collective efficacy impacts the judgement of how teachers approach goal attainment and the actions needed to achieve student achievement (Goddard, R.D. et al., 2004). Guiding and influencing teacher collective efficacy comes at the cost of how

the principal uses their leadership style that establishes the structure and environment for this type of work as well as the transformation of behavior.

Leaders who develop a strong vision, collaborative environment, common voice, and positive school atmosphere enhance the collective efficacy of the organization. Student and school performance are dependent on the quality of principal leadership of which such behaviors from the principal, regarding improving instruction, are observed in schools with high levels of efficacy and a shared belief system in their collective efficacy related to student learning (Ramazan & Hanifi, 2018; Thompson, 2017). This type of leadership enhances and influences the effectiveness of others with directional attainment through the development of a common language, vision, and mission that leads to the accomplishment of school objectives, goals, and improvement of quality learning through improved teacher collaboration and shared decision making. Researchers state that the style of principal leadership has a direct correlation on the performance within a school and using approaches that are strategic in enhancing teacher reflection, promoting professional growth, and structures for student improvement of which all leads to job satisfaction (Mosoge et al., 2018; Thompson, 2017). Identifying the most effective and influential style of leadership that has the greatest impact on teacher collective efficacy is crucial to the success of developing the organization and such leadership must be shared.

In understanding how collective efficacy is impacted by leadership we must acknowledge how principal leadership has morphed overtime and how this role is viewed within the educational realm. There is not a clear definition of leadership; however, it is how one views the role of a leader to get a precise definition. Leadership is viewed as the process of persuasion, influencing and inspiring, in how an individual or team induces a group to achieve the objectives held by the leader and shared by the leader to his or her followers' (Thompson, 2017; White, Cooper, & Anwaruddin, 2017). During the 20th century the principal role was viewed as being the boss and the majority of principals were white males with little experience

or education in instructional leadership, thus leading to more ambiguity in the definition of leadership (Goolamally & Ahmad, 2014; Mombourquette, 2013; Thompson, 2017). The Great Depression began to lead to the change in view of the principal due to the economic struggles and societal issues began to emerge within schools which impacted how the principal must interact with the school community and within the school. In the 1980s, there was a rise in accountability placed on schools through legislation (Goolamally & Ahmad, 2014; Mombourquette, 2013). It is worth noting how policy making by legislation impedes on school leadership. Since *No Child Left Behind (NCLB)* there has been a perceived top-down approach that has transformed school leaders into heavy-handed managers whose primary focus was the success of student accountability (Goolamally & Ahmad, 2014; White et al., 2017). NCLB placed structures on schools to have a standards-based alignment focus and academic gains for students. In 2015, *Every Student Succeeds Act (ESSA)*, reduced some of the demands of NCLB; however, continued to place the necessary alignment of content standards that must be aligned and formulated by the states (Baez-Hernandez, 2019; Goolamally & Ahmad, 2014; White et al., 2017). With these increasing demands placed on schools by the federal and state governments the rise of instructional and school leadership became ever most important (Baez-Hernandez, 2019; Goolamally & Ahmad, 2014; White et al., 2017). Although some researchers view this legislation as the primary need for educational reform, the challenge to meet the high standards became in empowering leaders with various leadership styles within the realm of what is needed to move an organization forward towards such standards.

The rise and fall of a school is dependent on the leadership of the principal. The selection of the right principal and identifying key attributes within a principal's leadership style are foundational to this rise or fall of a school (Baez-Hernandez, 2019; Cansoy & Parlar, 2018; Goolamally & Ahmad, 2014; Wirawan, Tamar, & Bellani, 2019). It is crucial that the principal is of strong emotional intelligence and develops a sound foundation and culture of an organizational environment so that learning, professional development, teacher collective efficacy, and student

attainment occur (Baez-Hernandez, 2019; Cansoy & Parlar, 2018; Golamally & Ahmad, 2014; Wirawan, Tamar, & Bellani, 2019). Principal related factors and their perceptions of autonomy as well as teacher perceptions are key attributes playing into the role of emotional intelligence needed in leadership that regulate decision making, aspects of human emotions and cognitive functioning of effective leadership styles and the selection of principals with these attributes must be a high priority within our educational system (Dou et al., 2016; Rammer, 2007; Wirawan et al., 2019). The emotional intelligence of a leader gives the abilities to motivate and foster teacher collective efficacy. While key attributes of principals have been identified as means to foster teacher collective efficacy, the style of such leaders becomes further into question as identifying and selecting the best fit principal for an organization.

Leadership Styles and Skills

Researchers have stated that transactional, transformational, and instructional leadership styles are of the three styles that have the most impact on organizational reform that influence collective efficacy and teachers' commitment to the organization (Shatzer, Caldarella, Hallam, & Brown, 2014; Urick, 2016). Shatzer et al. (2014) discusses the following principal behaviors as having a direct impact on teacher behavior:

- Meet with teachers to discuss students' needs
- Discuss performance results with teachers and students
- Limit possible interruptions on classroom instruction
- Encourage teachers to use classroom time effectively
- Recognize students who exhibit academic excellence or improvement
- Provide clear expectations and appropriate rewards for teachers
- Provide recognition at assemblies, office visits, and in communications to parents. (p. 455)

Taking a deeper look of the impact of various leadership styles and how they influence teacher collective efficacy resulting in positive student achievement is needed in the selection of a principal for an organization.

Transactional leadership is one in which the principal acts as the manager of the school in hiring and supervising staff, the budget of the school, maintaining safety and facilities of the school, attending district meetings, and the day to day functioning of the school by management expectations (Avolio & Bass, 2002; Urick, 2016). This style of leadership is centered around the business mindset of the school and is found outside the realm of education. This type of leader tends to use a reward system, contingent reward, as a means of motivation to staff and viewed as being too far removed from student progress (Avolio & Bass, 2002; Urick, 2016) and does not embrace the instructional core of education. Contingent rewards are deemed as reasonably effective with promising rewards as a motivator; however, it is less effective than transformational leadership (Avolio & Bass, 2002). Therefore, taking a deeper look into transformational leadership is required in developing a full scope of knowledge.

Transformational leadership focuses on the growth and redesigning of the organization moving forward. These principals effectively communicate the mission and vision of the school, the focus towards goals, provide professional development for staff, have a relationship with the community, and they are innovative outside of the box thinkers towards educational reform of which some researchers indicate that transformational leadership reports evidence in greater student achievement (Fancera, 2016; Shatzer et al., 2014; Urick, 2016). Avolio and Bass (2002) state that the four components of transformational leadership is comprised of the following: 1) idealize leadership, 2) inspirational motivation, 3) intellectual stimulation, and 4) individualized consideration (p. 2-3). Idealized leadership is one in which the leader becomes a role model and their followers desire to emulate them in demonstrating high ethical standards and moral conduct (Avolio & Bass, 2002). Inspirational motivation and intellectual stimulation are where the leader behaves in such a way that motivates and inspires others through innovation and

creative thinking (Avolio & Bass, 2002). Individualized consideration occurs when the leader has firsthand knowledge of their followers and mentors them in growing in their practice through encouragement and development opportunities (Avolio & Bass, 2002). Transformational leadership is also found in other realms outside of education and is also known as an influencer; however, this type of leadership lacks the instructional mindset needed for reaching the high instructional standards set in place by legislation. Instructional leadership is where the principal focuses on the instructional core of the learning process.

Instructional leadership also focuses on the school climate and culture, teacher attitudes as well as job satisfaction and commitment, all of which are attributed to student learning and school improvement (Al-Mahdy, Emam, & Hallinger, 2018). The instructional leadership style has the greatest impact on student outcomes and student gains due to supporting teachers instructionally through collaboration with standards and curriculum, instructional strategies, and assessments towards student achievement (Fancera, 2016; Gurley, Anast-May, O'Neal, & Dozier, 2016; Shatzer et al., 2014; Urick, 2016). Derived from the researchers (Fancera, 2016; Gurley, Anast-May, O'Neal, & Dozier, 2016; Shatzer et al., 2014; Urick, 2016) results, transformational and instructional leadership styles are the two most influential leadership styles on student achievement and teacher collective efficacy. Based on literature the identified key attributes to foster teacher collective efficacy is found in both forms of leadership as a more distributive leadership style developing a shared leadership within the organization. The table below summarizes the key characteristics of the three leadership styles based on literature:

Table 2.1

Leadership Style Characteristics

Leadership Style	Characteristics
Transactional	<ul style="list-style-type: none"> • Hiring Manager • Supervising Staff • Budget Manager • Safety

- Facilities Management
- District Meetings
- Functioning of the School

Transformational

- Mission and Vision
- Goal Focused
- Professional Development
- Visionary and Influencer
- Relationships
- Innovative
- Motivator

Instructional

- Instructional Focus and Collaboration
- Standards and Curriculum
- Climate and Culture of the School
- Teacher Attitudes
- Job Satisfaction
- Teacher Commitment
- Motivator

Leadership skills and characteristics that foster a shared vision, motivate teachers, have an instructional focus, and build a collective efficacy in the functionality of an organization are at the core of student success. It is fundamental for a leader to display a full range of leadership models to best guide an organization (Avolio & Bass, 2002). When a shared belief and value system as well as a common language are nurtured, there will be a positive impact. As referenced in Figure 2.1, the Social Cognitive Theory (Bandura, 1977) identifies verbal percussion, vicarious experiences, and emotional behavior as the means to motivate staff towards efficacy (Bandura, 1977; Fancera, 2016; Rammer, 2007). The ability of the leader to motivate staff is a precursor to developing collective efficacy. Ways to motivate through verbal percussion are specific feedback and praise about teacher performance, celebrating school academic success, and praise towards other academic progress. When a principal promotes and showcases teachers' abilities and success this can be a means of providing vicarious experiences for other lower performing teachers. The emotional intelligence of the principal and creating a healthy school environment are avenues to establishing positive emotional behavior within the school (Fancera, 2016). Problems that are correlated to negative student

achievement are the lack of principal leadership capacity, teacher capacity, lack of organizational alignment, leaders being able to implement collaborative structure and systems, and the lack of job embedded professional development (Fancera, 2016). All of which can have either a positive or negative effect on student achievement. Through this literature review, I render that leadership capacity in being able to understand how organizations function and a healthy rumbling to foster a shared vision in a productive manner, is a skill that principals must have to successfully build an organization as well as understanding the social and emotional wellbeing of teachers and students as being crucial skills that principals must encompass. Therefore, it is reasonable to deduce from the literature that a hybrid leadership approach between instructional leadership and transformational leadership through the means of the Social Cognitive Theory (Bandura, 1977) are the leadership styles to distributive shared leadership within the organization creating a healthy positive learning environment that teacher collective efficacy is fostered.

Effective shared leadership is built upon the competency and capacity of the principal. Principal self-efficacy which leads to their self-perceptions assist to build credibility within the organization. Characteristics that build credibility for the principal are being able to be a forward looking person, honesty and consistency with decision making, inspirational to staff, being able to motivate (transformation leader) as well as having competence with their abilities to lead and develop the school mission and shared vision, instructional programs that attribute to student success (instructional leader), and the building of a healthy school environment (Donohoo et al., 2018; Goolamally & Ahmad, 2014; Gurley et al., 2016). Once credibility is established the principal must create a shared vision and actions towards accomplishing common goals, establishing a common language among the staff, a culture of collective responsibility, and create systems for attainment, thus resulting in a shared instructional leadership style (Dufour & Mattos, 2013; Shatzer et al., 2014). An environmental structure that lends itself to the establishment of shared leadership is professional learning communities (PLCs), which provide

the structures and systems that allow teacher collaboration, job embedded professional development, shared decision making, cooperative communication, job satisfaction, support between colleagues and administration all of which lends itself to fostering teacher collective efficacy (Abedini et al., 2018; Brown, Gibbs, & Reid, 2018; Dufour & Mattos, 2013; Thompson, 2017). When these structures are not present teachers function from a place of isolation and students suffer instead of making data-driven decisions of which is a root problem leading to teacher capacity in making the best instructional decisions and growing in their practice. Another root problem is the principal understanding of how to build intrinsic motivation within teachers, implementing professional learning communities, and how to foster collective efficacy within an organization that can be sustained over time. Teachers must feel psychological empowerment within an environment that facilitates autonomy where the principal articulates a shared vision of learning, establishes challenging and attainable goals, clarifies standards of teacher and student performance, fosters and coaches' teachers toward success (Dash & Vohra, 2017; Liu & Hallinger, 2018). Additional research will inform practitioners on leadership characteristics needed that positively impact teacher collective efficacy as well as the action-based implementation within an organization. Therefore, teacher collective efficacy is influenced by the leadership characteristics of the principal and the ability to lead an organization.

Understanding teacher collective efficacy and the details of this collective efficacy must be established. When collective efficacy is present shared decision making, shared values and a common language is created which leads to student achievement. Collective efficacy is based on human behavior patterns that stem from feeling successful, teacher confidence within their teaching field and content field (Abedini et al., 2018; Bandura, 1977; Donohoo et al., 2018;). PLCs allow for the principal to put structures in place that foster teacher growth, professional development, and collaboration. In doing this, it demises the fear that can be derived from not knowing learning curriculum content that negatively impacts teacher perceptions. The ability to collaborate with colleagues in an educational environment fosters shared responsibility that

leads to teacher growth and accountability, it empowers teachers to address difficult situations and have the emotional intelligence to cope with such difficulty (Abedini et al., 2018; Bandura, 1977). The focus must then turn to how principals establish such a culture within a school that creates this collective efficacy for the positive goal of student achievement.

Conclusion

Researchers have suggested that principals play the key role in the rise and fall of schools. Successful principals breed successful schools and the most important role of district leadership and superintendents is to consciously select principals that exhibit key attributes to build teacher collective efficacy (Rammer, 2007). Through this literature review, I identified some key attributes of principals within a shared instructional leadership style and transformational leadership style that are crucial to the development of a positive healthy environment that builds teacher collective efficacy (Donohoo et al., 2018; Goolamally & Ahmad, 2014; Gurley et al., 2016). “Empirical evidence increasingly suggests that leadership which motivates, supports, and sustains the professional learning of teachers has a knock-on effect on teaching quality, student learning, and school improvement” (Liu & Hallinger, 2018, p. 502). Bandura’s (1977) Social Cognitive Theory provides the framework for understanding behavioral change through motivation and creating a shared belief system for an organization through collective efficacy (Bandura, 1977; Abedini et al., 2018; Liu & Hallinger, 2018; Ramazan & Hanifi, 2018; Sebastian et al., 2016). Professional learning communities provide the structure to building a healthy school environment as one of which fosters teacher collaboration, systems and structures that create a common language, common goals, emotional motivation, and shared decision making. Collective efficacy relates to the effort exhibited by the group and beliefs shared by group members that positively impact student academic performance (Bandura, 1977; Abedini et al., 2018; Liu & Hallinger, 2018; Ramazan & Hanifi, 2018; Sebastian et al., 2016). Success of student growth must be acknowledged and communicated by the principal as well as teacher success as part of building collective efficacy according to

Bandura's Social Cognitive Theory. In turn, when teacher collective efficacy is established by the principal student attainment is successful. Teacher collective efficacy is the top influencing factor on student achievement with a 1.57 effect size (Donohoo, et al., 2018; Hattie & Zierer, 2018). Thus, it is warranted further review and research into school environments of high teacher collective efficacy and the principal leadership styles with key attributes that foster such efficacy. During my internship I explored how these leadership skills were used, are evident within the culture of the organization, and applied in the educational field.

To summarize, principal leadership styles have a direct correlation on fostering teacher collective efficacy within the organization that impacts student achievement. Through my ROS, I have applied this understanding and the research findings to develop a principal profile that would be founded to support the selection process of principals to schools with lower social-economic status and low collective efficacy. With this profile, principal selection and identification will be founded on the key attributes and a shared instructional leadership style that is most impactful on student learning by way of fostering teacher collective efficacy for district leadership. It is still unclear how highly effective principals know when and how to use their skills in such a manner to build teacher collective efficacy. It is also unclear how to precisely build a shared belief system within this efficacy as well as developing a principal profile that would support the selection of principals. Additional questions and further insight are needed to identify if there is a difference of leadership implementation within affluent schools versus low-economic schools in developing teacher collective efficacy. Hence, my ROS case study explored how these leadership skills were applied within an elementary school that executed high teacher collective efficacy along with the development of a principal profile.

CHAPTER III

SOLUTION AND METHODS

Introduction

The purpose of this case study is to investigate three leadership styles identified within a highly effective principal as well as the relationship connections among the principal and a diversity of teachers. With heightened accountability standards ever more prevalent in our schools across the state, there becomes the acknowledged awareness that a principal's leadership skills are correlated to the success of an organization. Adopting the identification of key characteristics and benefits of transactional, transformational, and instructional leadership styles mentioned in the aforementioned literature review, I will investigate how these are exhibited and utilized in an elementary school to foster teacher collective efficacy.

As stated in research, instructional leaders show a higher gain in student achievement than that of transactional or transformational, yet transformational leaders have the skills of uniformity organizational structure and conceptual frameworks to reform schools (Shatzer et al., 2014). Such skills, when applied, to foster self-efficacy within teachers, human capacity is grown in building a stronger desire to overcome obstacles in the face of failure and innovative teaching for desired results (Goddard et al., 2004). Hence, keeping in mind the Social Cognitive Theory and how behavioral change occurs with experience, social persuasion, and feedback a principal has the ability to use their leadership styles to positively impact teacher collective efficacy through relationship transformation (Bandura, 1977; Goddard et al., 2004). The purpose of conducting this case study is to target information-rich sources regarding the phenomenon over a short period of time to answer the focused research questions with in-depth inquiries to better inform a principal profile (Bhattacharya, 2017). This case study will unveil the display and employment of three leadership styles as well as the relationship connections of one elementary principal and six teachers.

Proposed Solution

The proposed solution is to identify characteristics and attributes of transactional, transformational, and instructional leadership styles that best foster teacher collective efficacy within an organization as well as the connections of relationships between the principal and teachers. Principal leadership requires a person to take responsibility for clearly articulating objectives, fostering harmony between staff members, creating shared values and beliefs, modeling best practices, opportunities for professional growth, and supervising the overall function of the organization (Cansoy & Parlar, 2018). Although, the role of the principal has morphed overtime, a constant remains in how the principal influences adult behavior to attain organizational goals. Cansoy and Parlar (2018) note that principal behaviors that are empirical to the success of an organization and quality of education are as follows:

Creating a vision for learning and implementing activities toward practice; developing a school culture and curriculum to improve student learning and enabling the development of the school staff; reviewing administrative and operational processes, forming an environment where authority is shared, and providing the resources to create a positive learning environment; collaborating with different stakeholders in the school and establishing productive relationships with them; acting in accordance with ethical conventions to ensure the academic and social achievement of every student; and putting forth a new set of leadership strategies by perceiving the social, political, economic, legal, and cultural variables in the social structure as a whole. (p. 552)

Therefore, when strong relationships are developed between the principal and teacher the influence of establishing norms are reflected in a shared vision and belief system as well as the behaviors of teachers.

Through this association, a principal profile was created to support district leaders in selecting principals for schools. In this study, teacher and principal perceptions of attributes and characteristics found in the three leadership styles that positively influence teacher collective

efficacy in building a common vision and shared belief system within an organization will be identified through interviews and observations. These leadership styles and attributes will then be applied in developing a principal profile to advocate for the selection of principals. This profile can also be used as a self-reflection tool for current principals in fostering and developing skills to build high teacher collective efficacy within their current school. When a principal possesses the key attributes of an effective leader teacher collective efficacy will be generated within a campus

Selection of the case study principal and six teachers occurred prior to the establishment of research and interview questions were created based on the literature review and the investigation was guided by the research questions. Observations measured the effectiveness of implementation based on the data collected. Data was analyzed to identify leadership styles and leadership characteristics that are most effective. Interpretation of the data assisted the creation of a principal profile.

Study Participants

The study context used purposeful sampling with the selection of one elementary school located in a fast-growing suburb school district. The participants will be the school principal and six teachers. This school was selected based on the establishment and well-known positive school culture within the district in order to identify how the principal establishes this culture. As the investigator I sought out to understand how the principal employs leadership styles within the school; therefore, the principal and teachers had to have knowledge of how leadership impacts a school. The aforementioned literature review identified that the right principal who encompasses key leadership attributes are foundational to this rise or fall of a school (Baez-Hernandez, 2019; Cansoy & Parlar, 2018; Golamally & Ahmad, 2014; Wirawan, Tamar, & Bellani, 2019). Hence, working within the school district myself, I had firsthand knowledge of how the selected school's culture is perceived among elementary principals and the rise of the school. The following criteria in selecting the school were considered: 1) the principal has been

in place longer than five years, 2) the culture of the school is deemed as positive and collaborative, 3) overall standardized scores are well within the meets and masters range according to state accountability, and 4) the principal has a wealth of knowledge regarding leadership skills and styles. This case study principal has served in education for 25 years, 13 years as a principal, and 18 years at the school in this case study.

The selection of the six teachers was conducted in collaboration with the principal in considering teachers that would provide an in-depth and detailed information regarding the phenomenon under investigation. Some of the teachers had been at the school since the opening of the school to newer teachers to education. In order to the give the investigator an inside glimpse of teacher participation and a diversity of teaching staff, these six teachers were not chosen based on their level of support for the principal but yet their level of educational experience to best offset any bias. The following criteria in the recruitment of teachers was regarded: 1) must be a teacher for two years or longer, 2) have knowledge and perceptions regarding the impact of leadership on an organization, 3) teachers from various teaching positions, 4) diverse generational footprints between the teachers, and 5) six teachers with differing ethnicities. This purposeful selection of teachers will assist in identifying which leadership styles and key attributes the principal possesses in fostering a high efficacy culture.

Table 3.1

Participant Demographic Profile

Position/Grade Level	Gender	Ethnicity	Years in Education	Generational Footprint
Teacher 1: Second Grade	Female	African American	30	Generation X
Teacher 2: First Grade	Female	White	11	Generation X
Teacher 3: Art Teacher	Female	White	16	Generation X

Teacher 4: Grade Science	Fifth	Male	Hispanic	8	Generation X
Teacher 5: Grade Math/Science	Third	Female	Hispanic	2	Millennial
Teacher 6: Education Teacher	Special	Female	White	29	Generation X
Principal		Female	White	25	Baby Boomer

The demographics of the six teachers identified for the purpose of this study will be based on number of years taught, gender, teaching positions, generational footprint, and ethnicity. This variation in demographics will present the significance in how they view their school principal's leadership behavior.

Proposed Research

A qualitative case study approach will be used in this study to analyze and gain insight into the current realities of a school principal and teachers within a highly effective elementary school. Creswell (2014) states that the approach for using qualitative research is a way for exploring and understanding meaning of individuals or groups within the participant's setting of which addresses a problem (p. 4). Understanding the worldview and approach used within this study is worth noting as part of the study. I approached this study from the constructivist world view which is often times combined with interpretivism. This worldview allowed me to seek understanding of the world in which the participants live and work as well as recognizing that my own background and the participants backgrounds shape interpretation (Creswell, 2014). I sought out to establish meaning of leadership styles influencing teacher collective efficacy through the viewpoints of the participants and their behaviors during observations.

Each research methodology has their unique identifiable components in conducting research. Creswell (2014) identifies qualitative research as containing the following characteristics: research within the participants natural setting, researcher as key instrument,

multiple sources of data, inductive and deductive data analysis, participants' meanings, emergent design, reflexivity, and holistic account. Therefore, my role as investigator will be to keep in mind backgrounds of the participants and myself as well as any biases that may occur, how demographics shape the interpretation during the study, values of the participants, and culture of the school. Thus, I spent a considerable amount of time within the natural setting gathering information to investigate the behaviors of a small group of teachers and principal to further gain insight, processes, and interactions of the case study.

Through this qualitative case study, the following research questions are sought to be answered:

- (1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
- (2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

Summary of Data Collection and Analysis Procedures

Prior to beginning the research, the investigator collected consent forms from all participants. Once these were obtained participant interviews were scheduled and conducted. According to Creswell (2014), data collection in case study research draws from four basic types of gathering information: 1) qualitative observations, 2) qualitative interviews which are visual and audio recorded, and 3) qualitative artifacts such as meeting agendas and handouts (p. 190). All six teachers and the principal were interviewed via Zoom prior to any observations and time on campus by the investigator. Interviews took place from January 13, 2021 to January 17, 2021 and each interview lasted from one to two hours length of time. In gathering data for this case study, I used audio recorded interviews with the principal and six selected teachers. The interviews were guided by open-ended questions using interview protocols to elicit views and opinions from the participants (Creswell, 2014). Participants were not provided the interview

protocol prior to the interview with the intention of obtaining authentic responses and not planned out responses. These interviews were semi-structured and recorded. The following interview protocols were used during the face-to-face interviews with the participants via Zoom:

Table 3.2

Teacher Interview Protocol

No.	Interview Question	Purpose	Research Question
1	How would you characterize your working relationship with your principal? How does this relationship impact your work performance?	This is a grand tour question to get a general feel in how the participants identify with the principal.	RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?
2	Do you know how satisfied your principal is with what you do? How do you know?	The researcher will use this question to get an overall understanding of teacher perceptions in how the principal views their job performance and self-efficacy. (If this information is not forthcoming, the following question will be asked "What specific actions has your principal done to specifically show you know how satisfied they are with your work?")	RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?
3	How well does your principal recognize your potential? What do feel you your principal does to recognize your potential?	Researcher seeks to identify ways the principal acknowledges teacher potential and job performance.	RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?
4	How satisfied do you feel in your job and quality of work?	The researcher will be able to use this question to understand the teacher's self-efficacy as related to transformational leadership.	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of

	How does this satisfaction impact your performance?		transformational, transactional, and instructional leadership styles?
5	Do you feel your principal creates an atmosphere of caring and trust? If yes, why? If no, why?	<p>Researcher seeks to find out individual stories of success. (If this information is not forthcoming, I will use the prompt, "Please give me specific examples of why you feel this way?")</p> <p>The researcher will also use this question to identify transformational leadership skills of the principal.</p>	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
6	Does your principal clearly define standards for instructional practices and expectations? If yes, how? If no, why not?	The researcher will ask this question to understand how the principal uses instructional competencies for leadership. (If this information is not forthcoming, I will use the prompt, "Do you think your principal is an instructional leader? If so, what actions of your principal are evident? If not, what actions of your principal are not clear?")	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
7	Do you feel you clearly know the expectations of instructional performance and implementation?	<p>The researcher seeks to find out how well the teacher knows instructional importance and abilities. This question addresses instructional leadership.</p> <p>The follow up questions will be, "What are the instructional expectations? How did you learn these expectations?"</p>	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
8	<p>How does your principal model instructional expectations?</p> <p>What role does your principal take in guiding instructional practice?</p>	The researcher will ask this question to identify instructional skills of the principal.	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?

9	<p>How does your principal clearly articulate what is expected to be received when performance goals are achieved?</p> <p>What actions does your principal take to show she is pleased with this achievement?</p>	<p>The researcher will ask this question to identify transactional skills of the principal.</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?</p>
10	<p>Overall, how do you feel the organizational health of your school is functioning?</p> <p>What are the strengths of your principal?</p>	<p>This question allows the participant to add on if he/she has forgotten to share earlier.</p> <p>It also signals to the participant that the interview is coming to an end and allows the researcher another opportunity to probe the participant further.</p>	<p>RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?</p>

Table 3.3

Principal Interview Protocol

No.	Interview Question	Purpose	Research Question
1	<p>How do you feel your leadership impacts the overall function of the school?</p> <p>What are some examples of this impact?</p>	<p>This is a grand tour question to get a general feel of the participant's perspective of the organization.</p>	<p>RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?</p>
2	<p>Looking at this chart of leadership characteristics, what type of leadership style do you feel you have employed most often? Why?</p>	<p>The researcher will use this question to understand the principal's perception and knowledge of leadership styles.</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and</p>

			instructional leadership styles?
3	<p>How do you consider your decisions effect the moral of the campus? How do the consequences of your decisions impact teachers?</p>	<p>Researcher will use this question to identify transformational leadership skills.</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?</p>
4	<p>Do you feel you help others identify their strengths and potential?</p> <p>What actions do you take to inspire others to grow in their practice?</p>	<p>Researcher will use this question to identify transformational leadership skills.</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?</p>
5	<p>How do you communicate the vision and goals of the organization?</p> <p>What actions do you take when teachers are not within alignment with the goals of the organization?</p>	<p>The researcher will use this question to identify transactional leadership skills as well as cross leadership skills.</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?</p>
6	<p>How do you communicate with your staff regarding their job performance?</p> <p>How do you show your satisfaction with staff performance?</p>	<p>Researcher will use this question to understand how the principal acknowledges staff and their collective efficacy. (If this information is not forthcoming, I will use the prompt, "What is the importance of sharing job performance with your staff in building teacher collective efficacy?")</p>	<p>RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?</p>

7	Do you think you clearly define standards for instructional practices and expectations? If yes, how? If no, why not?	Researcher will use this question to identify instructional leadership skills of the principal.	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
8	How do you model instructional expectations? How do you guide instructional expectations?	Researcher will use this question to identify instructional leadership skills of the principal.	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
9	How do you clearly articulate what is expected to be received when performance goals are achieved? What actions do you take when performance goals are not achieved?	The researcher will use this question to understand the leadership styles employed by the principal. If this information is not forthcoming, I will use the following prompt "Which leadership styles do you feel are most effective in building teacher collective efficacy?")	RQ 1: How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
10	Overall, what do how do you feel the organizational health of your school is functioning? What do you feel are your greatest strengths as a leader?	This question allows the participant to add on if he/she has forgotten to share earlier. It also signals to the participant that the interview is coming to an end and allows the researcher another opportunity to probe the participant further.	RQ 2: What are the relationships between the principal's identified leadership styles and a diverse teaching faculty?

The benefit of recording the interviewed participants allowed the investigator to observe nonverbal cues, emotional tones of voice, and the ability to replay the interview for further reflection. In addition to being recorded, the investigator took handwritten notes in an

observation journal. This process allowed the investigator to attend in more detail to what the participant was saying and make comments that arose during the interview that would be of potential interest to the interpretation of findings.

Prolonged engagement within the culture of the school allowed the investigator to be involved in such a way that was accepted by the participants and accepted within the culture of the school. Lincoln and Guba (1985) identify the need for prolonged engagement as an activity to minimize prior formulations, distortions, and values of the investigator as well as allowing the investigator a way of building trust (p. 302-303). Persistent observations occurred over the course of a school semester, starting in January 2021 and ending in April 2021. Through these unobtrusive observations, the participants were observed in multiple environments. Observations occurred during staff meetings, campus leadership meetings, faculty meetings, team leader meetings, classroom implementation of teaching, implementation of campus procedures and protocols, principal shadow days, district level leadership meetings, participant interviews as well as principal and teacher interactions.

Interactions observed between principal and staff were both formal and informal in nature. An investigator observation journal was utilized to capture verbal and non-verbal interactions and behavioral cues between participants within the natural environment. These observations took place at bi-monthly at a minimum. Data collection was recorded using investigator notes as well as audio recordings of the interviews and an investigator's observation journal. The table below displays the data collection source and timeframes:

Table 3.4

Case Study Data Methods and Dates of Collection

Method	Date of Collection
Teacher 3 Interview	January 13, 2021
Teacher 5 Interview	January 13, 2021
Teacher 6 Interview	January 15, 2021

Teacher 4 Interview	January 16, 2021
Teacher 1 Interview	January 17, 2021
Teacher 2 Interview	January 17, 2021
Principal Interview	January 20, 2021
Leadership Meeting Observation	January 11, 2021
Team Leader Meeting Observation	January 14, 2021
Faculty Meeting Observation	January 28, 2021
Principal Shadow Day	February 10, 2021
Teacher Classroom Observations	February 11, 2021
Teacher Classroom Observations	March 11, 2021
Teacher Classroom Observations	March 11, 2021
Principal Shadow Day	March 11, 2021
Leadership Meeting Observation	March 22, 2021
District Leadership Meeting Observation	March 30, 2021
District Principal Meeting Observations	Weekly

Once observations were conducted and interviews were held, triangulation was utilized as a means of cross-referencing the collection data by way of deducing the intention of leadership styles mentioned in interviews and those attributes observed during shadowing of the principal. In triangulating data, the investigator was able to improve the probability that the findings and interpretations were credible by having different sources confirm the same information (Lincoln & Guba, 1985). Therefore, investigator conducted interviews with teachers and the principal are triangulated with observations from meetings, classrooms, campus, and shadow experiences.

Analysis of the data breakdown gathered information into segments of understanding and identifying key attributes found within the principal's behavior and actions as related to transformational, transactional, and instructional leadership styles identified within literature. Relationships between the principal and teachers was observed throughout the prolonged engagement of observations. Data will be triangulated to cross check the data and

interpretations (Guba & Lincoln, 1982). Findings from interviews will inform the degree of teacher collective efficacy within the elementary campus by comparing the understanding from literature. Furthermore, these findings will support the creation of a principal profile in selecting principal's with skills and attributes to foster high teacher collective efficacy schools.

Trustworthiness

Creswell (2014) identifies that validity is a strength of performing qualitative research due to the nature of findings being accurate from the standpoint of the participant and researcher experiences within the natural environment (p. 201). As the investigator, I will use multiple strategies to enhance the accuracy of the findings and transferability of findings for potential leaders (Lincoln & Guba, 1990). Themes emerged from the data was triangulated to build consensus on the perspectives of the participants. To build credibility, I conducted a member check by reporting the interpretation and findings of data back to the participants to see if they feel the findings are accurate, reality of the study, and if they have any further comments for the study (Guba & Lincoln, 1982; Lincoln & Guba, 1985; Korstjens & Moser, 2018). In addition, triangulation of findings and interpretations occurred through the activities of prolonged engagement and persistent observations by spending a considerable amount of time in the natural environment of the participants to gain knowledge, understanding, values, behaviors, social relationships, characteristics, and to ensure my experiences with the participants in their school culture (Guba & Lincoln, 1982; Lincoln & Guba, 1985; Korstjens & Moser, 2018). These activities support the establishment of trustworthiness within this case study.

Researcher Positionality

This study presents researcher subjectivity in the area of knowledge and understanding leadership styles. I am an elementary principal within the same district as the identified school in the case study. This is my 15th year in education and fifth year as an elementary school principal. I am a white female with a generational footprint considered as Xennial. My position presents bias as the researcher in my self-reflection of principal leadership impacting

organizational culture. I have read an uncountable amount of leadership books, blogs, and articles as well as attended many leadership trainings to better my own practice. Although my epistemology regarding leadership is one of transformational and instructional guiding the campus in which I work to success, I fully understand the campus in which this case study entails has a unique chemistry and culture different than the school I lead. In acknowledging any subjectivity and assumptions within interview and observation analysis, I will proceed with the mindset of objectivity to understanding the style of leadership, culture, teacher diversity, and functionality of the selected elementary school.

In addition, building trustworthiness within the study is another crucial aspect to consider. My approach will be consistent, and I am fully aware of my self-consciousness regarding my views and positions and how these may impact the case study (Lincoln & Guba, 1990). I will document procedures taken within the research with interview protocols, cross reference transcripts of the audio recorded interviews, and ensure the coding process is consistent in the development of themes. Confirmability will be established through the practice of reflexivity to uncover my underlying epistemology in formulating the case study (Guba & Lincoln, 1982). By nature, I am self-reflective and utilized this reflexivity to disclose any epistemology influences within interpretation of the data.

Closing Thoughts

In closing, this qualitative case study aims to answer the following research questions:

- (1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
- (2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

The narrative presentation of findings tells the story of how the principal displays characteristics of the three identified leadership styles as well as relationships the principal builds in creating

teacher collective efficacy. Investigating perceptions from the participants will present the accuracy of what occurs within the school in creating a highly effective organization. The outcome of these findings will assist in developing a principal profile.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter will report the analysis of data and findings of the principal case study conducted at the identified elementary school with high teacher collective efficacy in a fast-growing suburb school district near Houston, Texas. The analysis and findings will be discussed, as well as the presentation of data in identifying how principal characteristics of transactional, transformational, and instructional leadership styles are displayed to cultivate relationships that foster teacher collective efficacy. These three leadership styles have been founded in literature to transform organizations as well as promote teacher collective efficacy. Identifying the utilization of attributes from these leadership styles may prove promising to the development of a principal profile and to principals at the campus level.

Throughout my prolonged engagement in the school, the culture, environment, teacher efficacy, and leadership characteristics of the principal were relevant in the actions and functions of people within the school as an organization. The elementary school was named after an educator who gave service to education for 42 years. This legacy of dedication continues to be ingrained throughout the time of the school's existence. The atmosphere of the school is one that prides itself on warmth and family. Choosing staff that exhibit a passion for making students feel valued and encouraged are of utmost importance.

Presentation of Data

The purpose of this case study research was to discover the effectiveness of characteristics ingrained within transformational, transactional, and instructional leadership styles along with the relationship connections between the principal and teachers in fostering teacher collective efficacy. The following research questions were utilized as the guiding direction to investigate the three leadership styles and relationships that generate teacher collective efficacy:

(1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?

(2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

During the analysis of the data there were two main claims supported by evidence in the findings that answered the research questions. In reference to research question one, the first claim is that transformational leadership is ever present and has a profound impact on fostering teacher collective efficacy. Some of the characteristic data displayed supported transactional leadership skills and a lesser amount of data supported instructional leadership in this particular case study principal. The second claim is in reference to research question two, in that transformational leadership effectiveness of the principal allowed her to build relationships and communicate her mission, vision, and goals. She is able to articulate the educational work and achieve success due to the healthy, positive relationships she fosters with staff, students, and parents.

Based on the research and analysis of data with intention of answering the research questions, Bandura's (1977) efficacy expectations in Figure 2.1 must be understood as a means of behavioral change. When a principal maximizes their leadership styles as influencing teacher efficacy, they must have knowledge of performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal (Bandura, 1977). These efficacy expectations are the key to influencing behavior over time. In influencing these behaviors, the case study principal used her transformational leadership style, more than transactional and instructional, to attain teacher collective efficacy. Table 2.1 was referenced when analyzing data from observations and interviews to determine the leadership style being observed and discussed during interviews. In Table 4.1 the leadership characteristics that were observed by the investigator

and discussed during interviews as agents for efficacy by the case study principal are highlighted below:

Table 4.1

Leadership Style Characteristics Highlighted During Data Collection

Leadership Style	Characteristics
Transactional	<ul style="list-style-type: none"> • Hiring Manager • Supervising Staff • Budget Manager • Safety • Facilities Management • District Meetings • Functioning of the School
Transformational	<ul style="list-style-type: none"> • Mission and Vision • Goal Focused • Professional Development • Visionary • Relationships • Innovative • Influencer • Motivator
Instructional	<ul style="list-style-type: none"> • Instructional Focus and Collaboration • Standards and Curriculum • Climate and Culture of the School • Teacher Attitudes • Job Satisfaction • Teacher Commitment • Motivator

In the following, I present my findings organized by two claims related to each research question.

Claim One in Reference to Research Question One

Transformational leadership characteristics were displayed as the main leadership style of the case study principal that emerged from all interviews and observations in having the greatest impact on fostering teacher collective efficacy. Transformational leadership characteristics were the strength of the principal in building relationships with staff, parents, and

kids to achieve the mission and vision of the campus. Although the other two leadership styles, transactional and instructional, were noted and observed these characteristics were not displayed by the principal as much as transformational in fostering teacher collective efficacy.

Transformational Leadership

The analysis of data yielded in relation to research question one uncovered a display of key characteristics found in Table 4.1. The principal's key transformational leadership characteristics displayed were her exhibiting a focus on the mission and vision of the school, being goal focused for success, the communication of expressing an importance in professional development, being a visionary, motivating staff, and the unparalleled importance of building relationships. In analyzing the display of these characteristics and the cross over display of transactional and instructional leadership, the data below provides as evidence from interviews and investigator observations. The primary style of transformational leadership characteristics displayed are presented first below as showcasing the importance of this style.

Teacher one notes that the principal develops an environment of caring and trust. She notes that the principal motivates her and influences her job performance through the actions of noticing her efforts by writing notes, providing feedback as needed based on the principal's observations throughout the workday, and because of the principal's reactions and responses towards people. The principal partnered teacher one with strong mentors within the building to assist in developing her teaching skills as well as in time allowing her to mentor other new teachers on campus. Over time, the principal acknowledged her potential and made her a team leader to aid her in her personal leadership growth thus impacting the campus at large. During the interview teacher one stated:

I feel so comfortable with her that I feel like I can just go and talk to her, I can talk to her about situations that are happening in my personal life and situations that are happening in teacher life.

In regard to professional development, teacher one communicates that one of the principal's strengths is to support teachers in their growth. The principal will provide professional development throughout the school year with the whole staff as well as send teachers to specific trainings to come back and train the staff at large. This is done as a way of supporting students and having a vision for the development of the campus.

The relationship described by teacher two is unique and all consuming. She describes her relationship with the principal as boss and friend. This is due to the caring and trustful actions the principal exhibits through transformational leadership characteristics. The school principal is influential throughout the building by way of being a positive motivator through the use of text messages, handwritten notes, verbal feedback, and interactions. Teacher two states that it is "non-stop checking on me by text messages, phone calls, and emails." Additionally, this teacher mentions that the principal is a motivator and influencer of which are a display of transformational characteristics found in Table 4.1. She continues to say the principal is always encouraging teachers or even pushing teachers to get outside of their comfort box in wanting them to grow and learn more. This is done through professional development and feedback on job performance. The transformational characteristics of mission and vision of the principal are communicated and additionally seen by the actions of the principal keeping everything in line for kids. Teacher two identifies that the principal's goals are very clear and evident, even by her actions and performance with kids and other staff members.

During the interview with teacher four, he made it very clear how the elementary school principal is his boss but more than that and as if she were a friend. That he feels the principal goes to bat for teachers through offering professional development, having a true open-door policy for all staff members, is a visionary, and knows anything discussed with the principal is confidential. When talking with teacher four he said several times that he was a "walking commercial" for the school. He has worked at other campuses prior to this one and now could

not be in a better place. He was quick to share that this was due to the principal and how she influences and motivates the staff which are key characteristics of transformational leadership.

Although teacher five is within the early stages of her career, she comments on how the principal's actions and words make her feel cared for and how the principal wants all staff to be their best mentally, physically, and emotionally. She states:

I have been very surprised at how hands on and involved she is because I've heard stories from other teacher friends that say they are kind of scared of their principal and they are very intimidating, but I feel my principal is very easy to work with and welcoming.

This teacher gave an example of how one day while at work she had a sore throat, and the principal went and made her a cup of hot tea and brought it to her. This simple action made the teacher aware of how the elementary principal cared about her health. She goes on to talk about how the principal's vision, involvement, and influence are on campus by discussing how the principal will call teachers into her office to discuss work performance. She says it is always good and the principal will comment on how she noticed what she is doing, how much she appreciates our hard work, and when she speaks to a parent about a kid or teacher. This level of feedback motivates teachers to want to perform and meet the goals of the campus as evidence of displayed transformational characteristics. Within these conversations the principals also utilizes feedback and constructive criticism in how teachers can grow in their practice. In regard to professional development and the growth of the school, often times the principal will capitalize on teacher strengths. Teacher five makes comment on this matter by stating how her principal has asked her to go to a training for her and come back to the campus and give other teachers a rundown of what was learned. When discussing the vision as well as the goal orientated principal, teacher five states that her principal will say how she wants things done in order for the school to function as a unit and is open to suggestions if it is something opposite from her thinking.

At the beginning of the interview with teacher six, she started by stating, “this is the best leadership ever and leadership makes all the difference.” This teacher has been in education for 29 years and notes that she has never been more influenced and motivated. The elementary principal capitalizes on her strengths by encouraging her to take leadership roles on campus and be on many campus-based committees. In addition, the principal values her opinion by including her on goals and vision of the school. Teacher six feels based on the experiences she has worked with the principal on, the relationship and trust have been established. She also notes that professional development is frequent on campus and that if a teacher asks to go to a training, they are expected to come back to campus and give a presentation to the entire staff.

The interview with the principal was conducted after all teacher interviews. When the case study principal was asked what kind of leader she perceived herself to be she simply stated, “we can do it leader. We can do it leader; in the hard times we can do it.” She is a relationship builder and makes sure teachers have a voice and have a say and buy-in to the organization which is characteristic of transformational leadership. The case study principal is the seed planter with the staff. She states she has mini conversations to start planting seeds, which has proven to have a powerful impact on the implementation of systems and structures. The elementary principal notes that she will have other principal colleagues ask her how she makes her teachers do things on campus of which she responds by saying “I’m not making them do anything, they get the call and take off.” This is due to her strength of transformational leadership skills in building credibility with the staff. When specifically asked which of the three styles of leadership, transformational, transactional, or instructional, she employs with her staff the following was stated:

You really have to be all three styles of leadership. The majority of the time I’m transformational, but you cannot stay in that mode all the time to get there, you know you can have a vision as a principal but then you got to put the details in, and you have

to do that managerial stuff in order to get there. Then you also have to be an instructional leader to lead teachers. We move in out and use each one when needed. This statement by the principal aligns with the data collected in the principal mainly displaying transformational characteristics with cross over connecting characteristics between transactional and instructional leadership characteristics. When asked about vision and purpose in the principal role, the elementary principal noted that you are continually talking about vision anytime possible and as a leader she is trying to create the best school for all those within the building. The principal also mentioned that if a staff member does not follow suit to the vision of the campus that she will have a one-on-one conversation with that staff member of which highlights her strength of transformational characteristics on the campus.

All teacher participants mentioned how they observe the principal handling issues and watch how things are ran as sign of the principal following through with her expectations and vision as the principal exhibiting and displaying characteristics of transformational leadership. That the principal is goal-focused, and it is seen in her job performance and vision for the campus in how she encourages professional development for growth of the campus, builds relationships with all staff members, and motivates teachers to do their best job possible. The principal knows everyone by name, stays positive, and has real conversations with people. Her heart is a servant leader heart.

Transactional Leadership

The second leadership style characteristics investigated in this case study was transactional. Although, these key cross over characteristics are highlighted in Table 4.1, they were observed less than that of transformational key characteristics. The main characteristics of transactional leadership noted and observed by the case study principal was that of being a hiring manager, supervising staff, attending meetings of more specifically district meetings, and the overall function of the school.

During all teacher interviews, they noted how the principal is fully aware of the innerworkings of classrooms, what is occurring with parents, and with kids. Throughout the organization there are systems established to support the function of the school and facility. That she will talk with staff in a supervisor role and make suggestions when needed, thus highlighting her ability to supervise staff. Several teacher participants discussed the staff and community newsletters as a means of communication in a systemic format. They think and feel these newsletters are an effective function of the school through the dissemination of information, highlighting teacher accomplishments, and calendar of events. They also mentioned the various types of meetings conducted on campus and the dissemination of information that ensures all know the functioning of the school. There are also various committees within the school that focus on the goals and vision of the organization. Based on all interviews there was some cross-characteristics between transactional and transformational leadership that were noted by each teacher referencing the principal and how she leads.

A characteristic of the transactional leadership style is being a hiring manager. Teacher one started at the elementary school as a student teacher and was hired on as a teacher based on the principal's knowledge of her skills and potential. This teacher has not worked on any other campus due to the fact that her growth has been nurtured by the principal. In fact, she states "I'm not moving schools while she is the principal, maybe if she retires, but not until then." Teacher one makes reference to this transactional style throughout the course of the interview. She notes the principal is frequently in classrooms supervising staff with informal and formal walkthroughs as well as providing feedback to teachers. This teacher rates the overall health of the organization as a ten and as "top notch" by reviewing the functioning of the school. The statement was made that the great leadership of the principal is observed throughout the school by the mission and vision being communicated by a filtering down approach through assistant principals, instructional coaches, and team leaders to teachers so that what is needed to know is known and what needs to happen, happens. The function of the school was also referred to

the front office staff and how they set the tone for all those who enter the building. In addition, to how the front office staff follows campus procedures and protocols. It was mentioned that substitutes are willing to return to the campus based on their experiences.

In regard to hiring and staffing, the principal capitalizes on the best candidates possible which displays transactional leadership. Teacher two describes her unique journey in becoming a teacher. This teacher started out as a parent and volunteer at the elementary school, then was hired on staff to work in the front office for several years, and then encouraged by the school principal to become a teacher, of which this is her 11th year in education. Teacher two makes note that the overall function of the school is important to the principal and she was able to observe this when she worked in the front office. While working in the front office teacher two observed how the school principal interacted with parents and community members. Parent and community members are crucial to the overall function of the school. This teacher states that she has observed the principal talking with parents in ARD meetings of how excellent teachers are at the school, on the phone with parents, at community events, and the interactions with parents in person. She also stated how the effectiveness of newsletters used by the principal contribute to the overall functioning of the school. Teacher two gave the health of the organization a score of a ten. The data from the interview with teacher three aligned with those of teacher one and two. The main piece of data that stood out as different was when she stressed the importance of feeling safe which was created by the principal through transactional leadership skills.

Much like teacher two, teacher four was a former parent of the school prior to becoming a teacher. In fact, he stated he was working at another school in the same district but saw the principal's parent interactions, observed the culture of the school, and success of the school of which made him wanted to transfer and work for this case study principal. He said, "if they were faking it, they were really good but now working here, everything is real." This is another example how the principal hires staff and finds staff dedicated to the school community and

culture as a display of transactional characteristics. Conducting the interview with teacher four he had an unique outtake of information. This teacher stated that he feels the principal identifies people and their talents. He has been asked several times to make videos for the school and has been assigned special projects for the school to support in promoting all the great things occurring on campus. What stood out in the interview with teacher five was when she said, the principal will say “if you have a concern, please come to me first.” This statement highlights the supervisor role the principal takes in the organization. This statement was followed up with how confidential the principal is with conversations with staff members.

Teacher six mentions in her interview that the principal has an understanding and knowledge of the school functioning both inside the building and outside the building in the community. That the principal will post items on social media as a way to tell a positive story about teachers and kids, so the community knows what is occurring at school. Also, that the principal is aware of staff duties and ensures all duties and assignments are being met. The utilization of resources, both human resources and monetary resources, are used for the betterment of the organization. A means of using human resources is when the principal connects expert teachers as mentors for new or struggling teachers, as a way for professional growth through display of transactional leadership skills.

During the principal interview she was asked about her transactional leadership characteristics of which she had an awareness of community support, awareness of the building, organizational function, systems and structures that impact the entire organization. We talked about the various committees and functions of decision making as a principal. She describes transactional leadership as more of the details and innerworkings of the systems. These are all characteristics of transactional leadership characteristics.

Instructional Leadership

Instructional leadership characteristics was the third style investigated in this case study of which had the least number of characteristics observed. The key display of instructional

characteristics was that of the principal establishing the climate and culture of the school as well as teacher attitudes and teacher job satisfaction. All of the teacher participants noted that the instructional focus for the school year, standards, and curriculum are all communicated at the beginning of the school year during the back-to-school professional development week. In addition, these expectations are communicated during T-TESS goals conferences with teachers and teams. Teacher formal and informal observations occur throughout the entirety of the school year. Moreover, the principal provides specific feedback to each teacher in how they can grow, improve, and of the great things she saw instructionally during her observations by way of post-conferences, handwritten notes, and verbal communication.

Teacher one has a high job satisfaction based on how the principal approaches her and makes her feel confident in her work performance. This in turn ignites her passion for work. The unique relationship teacher two has with the principal is a driving force towards her job satisfaction which is a characteristic of instructional leadership. She states:

when you have that type of relationship with a person who is your leader, you feel that you want to do the best job, not because you know that is what to do personally, but you want to do your best job for that person as well because you know how hard they work and believe in you and the things you can do so you want them to be proud.

Then she proceeded by stating she knows how satisfied her principal is with her based on the notes she writes, text messages she sends, and the feedback she receives. Teacher two mentions that the principal models instructional practices in faculty meetings, interactions with kids, and by sharing her personal professional development endeavors and growth.

Through the interview with teacher three, it is added to the data that the principal models instructional practices and is very clear in her direction. Teacher three states, "she is clear and concise with communication, sits in on team meetings, helps write performance goals, is available for questions if we do not understand something, and she follows up." Teacher four

unveiled a few new topics of instructional leadership taken by the principal when discussing the school newsletter. He states:

that there is a weekly newsletter that goes out to the teachers and she always recognizes different people on the little things she catches people doing around the campus. In this newsletter she puts a section of best practices, videos, and discussion groups.

In asking the question regarding the instructional leadership characteristic of job satisfaction, teacher six states “this is the most satisfied I have ever been in my 29 years of teaching, even though it is hard work.” She proceeded to talk about how instructional expectations are made clear and as a special education teacher the principal expects individualized education plans (IEPs) to be aligned and driven by the curriculum. That instructional expectations and goals are made clear and teachers are held accountable. In addition, the principal will send voice messages, emails, text, and have face to face conversations of things she has noticed and provides instructional feedback. Teacher six concludes the interview questions about instructional leadership by discussing how the principal will conduct read-alouds in classrooms to students as teachers observe, go on announcements, models expectations at faculty meetings, and models interactions with kids in classroom and thru the building.

All teacher participants stated how they feel the culture of the school is one of family. This cross-over characteristic of leadership between transformational and instructional made teachers feel cared for and appreciated, even with the communication of high standards and expectations. They also stated how the instructional focus of the school is made clear and followed throughout the course of the school year. All participants ranked themselves as a nine or ten in feeling job satisfaction.

The interview responses from the principal aligned with those of the teachers in relation to instructional leadership characteristics. This display of characteristics is seen in instructional

goals and expectations being communicated at the beginning of the school year and followed through with appraisals, goals meetings, and classroom walkthroughs. Although instructional leadership characteristics are present, the elementary principal states that “instructional leadership is my weakest, so I surround myself with smart people who can step up and capture the talent within the campus” which spans across to transactional characteristics in hiring staff. She continues to explain how she does present instructional strategies as well as setting high expectations in regard to the instructional day. She strongly believes in professional development and shares with the staff how she is growing and learning with attending trainings and the types of books she is reading. This is an example of cross over characteristics of transformational leadership. However, the principal says she does this to show that she is a learner, too.

Investigator Fieldnotes of Observations to Support to Claim #1

As the investigator, I conducted many hours of prolonged engagement within the culture of the school. In an effort to triangulate the data, I kept an observation journal of notes on both verbal and non-verbal cues. The principal displays characteristics across the data, but she was mainly observed in displaying transformational characteristics. To best communicate these results, the table below refers to the fieldnotes in relation to all three leadership styles observed during various observation opportunities of both teacher and principal participants.

Table 4.2

Investigator Fieldnotes Regarding Claim #1

Observation Activity	Transformational Leadership Style	Transactional Leadership Style	Instructional Leadership Style
Campus Leadership Meetings	<ul style="list-style-type: none"> • Pink flamingo Mondays were discussed- this is a culture building activity • Team Leader Meeting agenda and CAT meeting agenda 	<ul style="list-style-type: none"> • Each of these meetings stayed on schedule and had an agenda • Format of the meeting was uniform each time starting with a 	<ul style="list-style-type: none"> • State testing was discussed • School celebrations of learning were discussed

	<p>were discussed for feedback and collaboration</p> <ul style="list-style-type: none"> Principal was positive in any redirection needed with tone of voice and a relaxed body language 	<p>calendar review of the campus, administrators, and campus events</p> <ul style="list-style-type: none"> Google Document was used so all could view and edit as needed Discussed COVID-19 protocol changes as needed Function of the school was discussed such as with substitutes, kids, social emotional learning, and updates from each campus leader member Safety updates were reviewed by assistant principal to entire leadership team 	<ul style="list-style-type: none"> T-TESS progress was reviewed with assistant principals District and campus retention procedures were discussed Student progress was discussed as well as parents needs Social-emotional learning of students was discussed and needs of students Wait time was modeled for others to answer Discussion with instructional coaches regarding teachers was held and the principal responded with, "thank you for letting me know."
District Leadership Meetings	<ul style="list-style-type: none"> This leadership style was difficult to observe given the format of the district meetings on Zoom; however, the principal collaborates with other principals within the district 	<ul style="list-style-type: none"> Principal participated in safety discussion with the vision of what is best for the campus 	<ul style="list-style-type: none"> Principal was engaged in the discussions regarding instructional updates and asked questions as needed for clarification
Team Leader Meetings	<ul style="list-style-type: none"> Principal started the meeting greeting all staff members and gave purpose of the meeting 	<ul style="list-style-type: none"> Each of these meetings stayed on schedule and had an agenda 	<ul style="list-style-type: none"> Modeled how to conduct herself with others and address concerns

	<ul style="list-style-type: none"> • Discussion of the campus and things taking place was held • Teachers provided feedback and collaboration as needed 	<ul style="list-style-type: none"> • Discussed procedural changes 	<ul style="list-style-type: none"> • Expectations were reviewed
Faculty Meetings	<ul style="list-style-type: none"> • Principal started the meeting greeting all staff members and gave purpose of the meeting • Principal turned over the meeting to the counselor • Principal participated and was engaged in the meeting along with all staff • Teachers asked a lot of questions and the principal answered them with respect and a positive tone of voice • Principal ended the meeting by saying to all teachers, "I'm so proud of your teaching skills and rocking Voxer skills." 	<ul style="list-style-type: none"> • Principal provided the entire staff with information from her district meeting • Each of these meetings stayed on schedule and had an agenda 	<ul style="list-style-type: none"> • Teachers were engaged and taking notes • ESL teacher talked with the whole staff about accommodations for kids
Classroom Observations	<ul style="list-style-type: none"> • Positive relationships with kids were observed through verbal interactions and non-verbal interactions • Kids were giving positive praise to each other throughout the lesson when appropriate 	<ul style="list-style-type: none"> • Teachers had district posters on the walls in classrooms for COVID-19 protocols • Implementation of Kola Cash which is a campus behavior token economy system 	<ul style="list-style-type: none"> • Campus instructional expectations were followed. For example: classroom libraries, workshop approach to instruction, math instruction, social-emotional learning, morning circle time,

- Co-teaching was observed in one of the classrooms what was highly effective in teaching all kids
- Teacher leadership with paraprofessionals was observed in a respectful and encouraging manner
- Students were supported in their learning as teachers are supported in their learning

- Fire Drill implementation was observed

- calendar time, the use of instructional resources, anchor charts, turn and talk instructional strategy, and student behavior systems
- Instructional transitions were observed with a seamless approach

Principal Shadow

- Each time I entered the building I was greeted with a warm welcome and smile
- Authentic and open communication with all staff members
- Observed principal calling various parents to check on them and give a status updated regarding their student(s). She asked each parent, "what can we do for you right now?"
- Observed the principal walking the building checking on teachers, engaging in conversations
- Inspirational quotes are posted around the building

- Campus check-in procedures were followed through each time I entered the building
- Observed meeting with secretary to ensure awareness and alignment of calendar and events
 - COVID-19 protocols were observed
- Acknowledged and discussed building maintenance and facilities
- Talked with the diagnostician about working one more year before retirement
- Discussion about budget with the financial clerk

- Teacher brag board was seen in the main hallway of the school
- Observed the principal conducting classroom walkthroughs and interaction with students
- Talked with assistant principal about expectations with substitutes
- Observed the principal interacting with students in the hallways

- Had a conference with a teacher who was inquiring about a master's program and included me in the discussion. She listed character traits of a strong leader to the teacher wanting to grow in her leadership
- Observation of conference with the art teacher about the PBIS program and motivating the teacher to think outside of the box. She told the teacher, "let's talk about good ideas for teachers and kids."
- Saw Paper Plate awards given to teachers- this is positive culture item that was discussed in teacher participant interviews
- Front office staff was running errands to get items for staff appreciation
- Discussion with the front office staff notifying them of procedural changes
- Observed the building clean, organized, and well kept
- Met with PTA president about changes in COVID-19 protocols

Claim Two in Reference to Research Question Two

This research question sought to identify the connection of relationships between the principal and teachers as well as how these relationships fostered teacher collective efficacy.

Research question two is as follows:

- (2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

Through the case study principal's actions of employing transformational leadership characteristics, the principal was able to build relationships and communicate her mission, vision, and goals within the school. Her follow through on task, communication skills, clearly articulated expectations, in how she motivates her staff, and knowledge of leadership was successfully achieved due to the healthy, positive relationships she fosters with staff in building teacher collective efficacy. Analysis of the following data showcases all participant's outlook and responses in reference to claim two.

There was demographic diversity between all teacher participants, ranging from number of years in education, to content field, gender, and generational footprint. Despite the diversity, all teacher participants fully and positively highlight the principal's strength with building relationships and fostering teacher collective efficacy. In analyzing the data, there was cross-reference to building relationships within the three leadership styles in fostering teacher collective efficacy; however, transformational leadership characteristics were more predominant in constructing relationships with teachers. The data below provides as evidence in the establishment of the relationships that created teacher collective efficacy at the elementary school.

Each teacher participant expressed the gratitude in how the principal communicates and provides feedback. They gave several examples of how this looks on campus in the forms of text messages, emails, voice memos, handwritten notes, acknowledgement in the campus newsletter, and personal conversations. Each told me about the collective sense of trust and feeling cared for by the principal that is across the campus. They talked about opportunities in growth through experiences the principal had provided each of them and the feedback provided after being observed. All six teachers had at least one intimate story to tell me of how the principal connected to them personally and professionally. Through these connections they each felt the principal respected them and wanted what was best for them as people and in their career.

In the data analysis, it was clear the connection between transformational leadership style utilization impacting relationship fostering by the principal. The teachers want to perform well for the principal and the organization due to the leadership attributes of the principal. The way she motivates, encourages, inspires, and supports all teachers leaves teachers with the notion of a high level of job satisfaction and commitment to teaching. The vision and goals of the campus are achieved through the collective approach of all teachers. All teacher participants share the same beliefs and effort regarding student achievement and organizational success, thus creating a collective efficacy, which is fostered by the principal's leadership characteristics and ability to generate relationships.

Overall, the principal recognizes the importance of fostering a healthy environment for teachers and staff. Data from the principal interview captured the thoughts of the case study principal on building culture within the school. She says the culture is crucial and even as a young principal she was always cognizant of this aspect in education. In the statement below the principal gives insight to why she makes every effort in building relationships with her staff:

If you don't have a healthy culture in your school, then you don't have anything. I don't care how talented people are as educators, because if you have negative underlying currents everywhere, and I'm not saying we don't have a few here and there, because we have 120 people in the building and 1200 kids and about 3000 plus parents, you are going to have stuff; but you have to focus on building a healthy and positive culture and climate. I know relationships are super important and they are at the foundation. Relationships are like a survival mode like sleep, water, and food. Relationships are just imperative, and if you don't have those on your campus, positive ones that is, you can't be effective for kids.

The elementary principal is known for the relationships she builds with people, both inside and outside of the building. She believes people are doing the best that they can and as a principal you have to understand their personal lives as well as professional. At times, she says she feels

like a mother to staff members and that people have tough stuff going on in their lives, so as a leader, she has to be understanding and flexible in working with them so that when they are at work, they can be their best self.

In addition, to knowing how important relationships are with staff members, it is for the betterment of the organization. It was noted that sometimes you have to have difficult conversations but when you have taken the time to foster relationships you have stock when you have to make decisions that people may not fully agree. Through this you foster a collective efficacy with teachers.

In regard to claim two, the principal notes that relationships of trust are built with communication. The connections you establish with people is through effective communication and follow through on task. While discussing the topic of communication the principal acknowledges her various forms of communication that were also described by all teachers. She says, “if I get accused of anything, I want it to be over communicating, not under communicating.” Over the course of the interview, it was stated that leaders must have authentic and purposeful communication because people can tell if you are being fake and people must feel valued. In discussing communication, this was in reference to all systems and structures that create the healthy environment. The principal attributes her abilities of building relationships and communication as the chief factors in fostering relationships for teacher collective efficacy.

Investigators Fieldnotes of Observations in Relation to Claim #2

The data table below provides as evidence in how the transformational leader empowers her skills in attaining a collective mission. Observational data was collected through various formats as a means of capturing relationships and how these relationships are built between the case study principal and teachers. To best communicate observed verbal and non-verbal cues, Table 4.3 showcases examples and observations as evidence in supporting claim two.

Table 4.3

Investigator Fieldnotes Regarding Claim #2

Observation Activity	Relationships Observation in Relations to Teacher Collective Efficacy
Campus Leadership Meetings	<ul style="list-style-type: none"> • The principal was observed guiding the meeting with a respectful tone in her voice and body language • When redirection was needed it was done so in a way that was positive and supportive • Communication was clear and articulate in explaining the ‘why’ behind decision and systems • Leadership team members were respectful of each other talking and responsive in decision making • Wait time was utilized to give time for others to think and collaborate in the meeting • The principal’s non-verbal body language was more relaxed in these meetings than any other meeting observed
District Leadership Meetings	<ul style="list-style-type: none"> • The principal was engaged in all district meetings • Taking notes as needed • Asked questions with other principal colleagues • Asked questions to district leaders as appropriately needed for clarification • Participated when the opportunity arose
Team Leader Meetings	<ul style="list-style-type: none"> • The principal started out leading the meetings • Input was valued and noted • Communication was clear and precise to ensure her vision was delivered accurately
Faculty Meetings	<ul style="list-style-type: none"> • The principal was leading the meeting • Principal addressed staff members by name and with respect • At the end of the meetings, she would tell the staff how proud of them she was, and she sees all of their hard work • The principal motivated staff

- All communication was positive and supportive

Classroom Observations

- Teachers were engaged in their teaching and positive in addressing students
- When redirection was needed, teachers used various strategies to maintain relationships
- Teachers were interactive and supportive with all kids as well as other staff members in the classroom
- Teachers reinforced campus behavioral token economy system and goals
- Teachers were inspiring their students and motivating them to do their best in learning and be kind to others

Principal Shadow

- Upon entering the building, I was addressed with a warm welcoming smile
- Office staff followed procedures and all protocols set in place
- When the principal conducted walkthroughs, the interaction with kids and staff was positive and supportive. Body language was open and warm
- Parent communication was receptive of feedback and the principal took notes as she talked with each parent.
- The principal communication with parents showed the principal caring about the needs of the family and kids
- During a teacher conference the principal moved from behind her desk and sat in a chair while the teacher sat on a couch in her office. Warm and caring atmosphere. Asked the teacher “what other questions she could answer” and told her “thank you for sharing.”
- Principal showed support for a teacher wanting to take on more responsibilities on campus and grow in her leadership abilities
- Principal addressed students and staff by name
- When the principal spoke with the front office, she gave them the updates of COVID-19 protocols and asked for feedback and how they were feeling about the changes. At the end of the office meeting, she asked “what can I do for you?”
- Communication was open and authentic- shared feelings and thoughts

Implication of COVID-19 on the Research Data

This research was conducted during the pandemic of COVID-19. These were unprecedented times and one of fear, wavering protocol changes, and unknown events. Interviewing all participants and conducting my campus observations, these changes and adjustments to the campus were discussed and seen throughout the building. In analyzing the data from the interviews and observation time on campus, it was unveiled by all teachers and observed around the building how COVID-19 has impacted the leadership of the principal and the organization. During interviews, teachers talked about how the pandemic has impacted the campus and how this current school year is much different than every year prior. They have noticed and seen a decreased display of instructional and transactional leadership from the principal during the pandemic. Teacher participants provided examples of how the principal normally models instructional strategies at faculty meetings and in classrooms in a normal school year. However, due to the protocols of the pandemic these instructional characteristics were not displayed as much as they observed every year prior to the pandemic. Each teacher clearly wanted to make note of this change; however, each teacher continued to embrace the leadership of the principal, regardless of the adjustment in leadership. The principal interview also discussed the leadership change to be more transactional in style versus her normal leadership style of transformational. The principal stated that “due to the COVID-19 pandemic, I feel I have to be more managerial than I have ever had to be in my thirteen years of principalship.” In addition, she states that COVID-19 has been a huge barrier, thus making communication imperative. However, despite working in the organization impacted by the pandemic, teachers continued to feel led, safe, and motivated to do their best for kids and the campus each day. Even though this thought of change in leadership as noted by the principal, transformational leadership characteristics prevailed throughout teacher participant interviews, principal interview, and observations. Therefore, although the effects of COVID-19 are noted, it

has not changed to overall outcome of how effective the principal characteristics are and her abilities in building and maintaining relationships with the staff.

Results and the Context

Upon conducting interviews, my initial observation was that all participants seemed eager to be a part of the research and were well receptive of the time of participation within the research. All participants spoke highly of their principal. The interesting observation is that body language and tone of voice of all participants matched this eagerness, support for their principal, and culture of the school. There were no observed variations during the interviews. While conducting my observations, the same held true. Therefore, there was zero resistance to the study, in fact full acceptance and involvement by the participants.

The context of this research impacted the results in the manner of aligning to the cruciality of leadership and the principal's ability to build relationships. Teacher collective efficacy is not a new topic to be study; however, to see it in action correlating to the context is evident in the results of the research. Fostering teacher collective efficacy is formulated on teacher behavioral change and adaptation. Throughout the development of this collective efficacy, student achievement is achieved due to the behavioral teacher efficacy expectations in Figure 2.1 being met. Through these findings, my personal context of leadership is greatly impacted. I have seen the importance of getting to know staff members and their personal lives as well as the importance of follow through on incentives. It was observed that all things matter to people, no matter how big or small they may seem. It was important to the participants to feel the caring environment and support from their principal, which in turn made them want to perform and work hard.

In relation to the ever increasing state and federal accountability systems, this elementary school is highly effective. The context of this research focuses on the importance of displayed principal leadership characteristics fostering teacher collective efficacy. In this context, the research supported the successful implementation and effectiveness of standards,

expectations, and relationships building school culture on the leadership of the principal. The elementary school principal is self-reflective by nature and continually analyzes systems and structures within the school. She utilizes self-reflection skills to improve her leadership skills which impact the growth and success of all staff members. This principal understands the importance of teacher collective efficacy and how it impacts the campus at large. Embedded within the context, teacher collective efficacy is the number one factor leading to student achievement, therefore, crucial to establishing within a campus. This research was useful in observing and experiencing how leadership styles are utilized in building relationships that foster teacher collective efficacy.

Further research will be needed in how to duplicate this success and communicate to other principals as well as investigating how this principal achieved effective collective efficacy throughout her career. Understanding the implementation overtime of the systems and structures that build healthy relationships within the organization. The additional research will allow deeper understanding in how the process occurred overtime in achieving teacher collective efficacy. This extension in research would allow other principals to comprehend the importance of leadership and self-reflection influencing a campus at large by building teacher collective efficacy. Additional research in the identification of leadership styles and principal characteristics would support district leaders in the hiring of principals for district campuses.

Summary

In summary, this research was successful in the identification of the primary display of leadership characteristics that fostered teacher collective efficacy through the cultivation of relationships in the action-based research of a case study principal. The two claims in response to the research questions are supported throughout the presentation of the data. The significance of problem in this study is reinforced through the research in knowing how teacher collective efficacy impacts student achievement. Several themes were cross-referenced through all data collection methods and analysis. This all starts with the leadership style of the principal

and the ability of the principal to impact teacher behavioral change. The primary leadership style of this principal was transformational; however, all three styles are utilized when appropriate. It was through this primary leadership style of transformational leadership that allowed the principal to build relationships with a diversity of teachers. Hence, the establishment of a shared vision and belief system as well as the development of a positive culture are crucial to a healthy school environment of which starts with the principal.

CHAPTER V

SUMMARY OF FINDINGS, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CLOSING THOUGHTS

Summary of Findings

The results found in chapter four support the research questions and context of how leadership impacts teacher collective efficacy through building relationships. Provided below are my findings for the research questions in the study:

- (1) How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?
- (2) What are the relationships between the principal's identified leadership styles and the perceived teacher collective efficacy of a diverse group of teaching faculty?

Characteristics from all three forms of leadership styles were discussed during interviews and observed by the investigator. In analyzing the data, it was founded that there was a primary style of transformational leadership with a crossover of traits from transactional and instructional which often times overlapped during interactions which are embedded throughout the organization. Although, the principal exhibited transformational style of leadership more often than the other two styles, all were present. Display of principal leadership characteristics were ever current in all actions, words, and functionality of the organization which overflowed into teacher performance and school culture.

The principal was cognizant of her interactions with staff members, parents, and students at all times. This awareness allowed her to plant seeds of expectations in how the organization was to function. By doing this, the vision and goals of the campus are established and adhered to by all staff members. Thus, allowing for the establishment of a common vision, shared belief system, and shared goals for all. The ability of the principal to influence behavioral

change through the use of Bandura's (1977) Social Cognitive Theory efficacy expectations created an environment for collective teacher efficacy.

Transformational leadership style appeared to have the greatest impact on teacher collective efficacy within this organization through the use of explicit communication and building relationships. The principal was able to influence the staff to work for the mission and vision of the campus in attaining success for student achievement. Transformational leadership skills coupled with instructional leadership skills allowed the principal to foster a shared vision, motivate teachers, model instructional expectations, and build a collective efficacy among staff while using transactional leadership skills in the functionality of the organization through the establishment of systems and structures. The case study principal was intentional when using the three types of leadership styles with her knowledge of desired outcomes she was seeking with all stakeholders.

Relational impact between the principal and staff were crucial factors in the attainment of teacher collective efficacy on the campus. It was derived from the data that perhaps the most important skill or character trait of the effective case study principal was her ability to establish and maintain healthy positive relationships. This is one of her strengths that was infused in all she did and how she leads the campus. Positive relationships build credibility, trust, and an environment for teachers to function to their fullest potential.

Overall, it must be stated that effective leadership hangs on the effectiveness and competency of the building principal. Self-reflective by practice and emotional intelligence of the principal were key attributes in the selection of which leadership style was paramount for the organization in any give situation and/or when to apply the preferred type of leadership in systems and structures for a desired outcome. The success of the campus is correlated to the success of leadership employed by the case study principal.

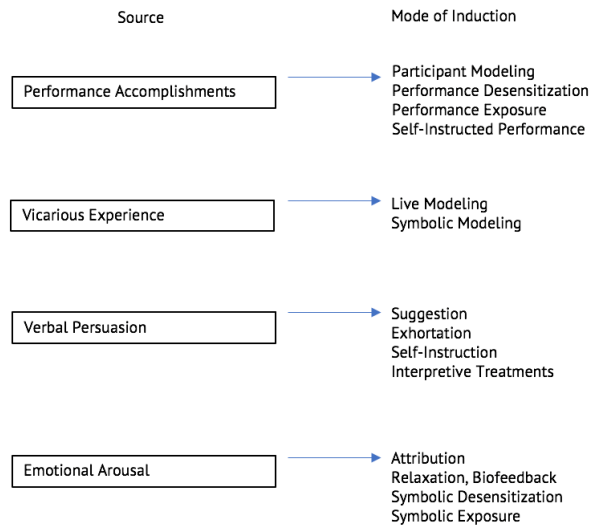
Discussion of Results in Relation to Literature

Within this next section, I will discuss how the findings from the case study relate to the literature review conducted in preparation for the investigation. In the literature review several researchers stated that transactional, transformational, and instructional leadership styles were found to have the most impact on organizational reform that influence collective efficacy and teacher commitment (Shatzer, Caldarella, Hallam, & Brown, 2014; Urick, 2016). There were several identified leadership characteristics founded in the literature that were attributed to fostering collective efficacy. The building principal in this case study met the behavioral expectations as identified by Shatzer et al. (2014) in impacting teacher behavior through the actions of meeting with teachers to discuss student needs, discussion of performance results, protecting classroom instruction from interruptions, recognition of student performance, communicating clear expectations, rewarding teachers, and providing recognition for staff as well as communication with parents. These actions were both observed and noted in the investigator's journal as well as mentioned during teacher interviews. Thus, indicating when findings in research, which were found in literature, are applied within an organization reform and transformation of a school will occur through diligence and effectiveness of applied leadership.

In these findings, it must be shown how Bandura's (1977) Social Cognitive Theory efficacy expectations were addressed. Bandura's (1977) efficacy expectations can be found in Figure 2.1 as framework of the theory in understanding how behavioral change occurs.

Figure 2.1

Efficacy Expectations



First, the highly effective principal acknowledged performance accomplishments through the use of her leadership by the actions of walkthroughs, handwritten notes, acknowledgement in the campus newsletter, modeling instructional and vision expectations, and professional development. She not only encouraged growth and work performance through professional development for teachers but also shared how she was growing professionally and always a learner. The case study principal provided vicarious experiences through modeling expectations and sending teachers to professional development. When teachers attended professional development, the expectation was that teachers would come back to campus and share their learning with the entire staff. Next, verbal persuasion was utilized frequently by the principal. She constantly provided feedback, met with teachers and teams, articulated her goals, vision and expectations with the entire staff. The last of efficacy expectations is emotional arousal. This expectation was met by the principal through her relationship building skills. Teachers feel cared for and trust is established. The case study principal taps into the efficacy expectation of emotional arousal through teacher appreciation items, treats and rewards, acknowledgement, brag boards, paper plate awards, and several other avenues that touch the hearts of staff members creating an emotion of being taken care of and supported.

In the literature review it was deduced that a hybrid leadership approach through the means of the Social Cognitive Theory (Bandura, 1977) with transformational and instructional leadership styles, a healthy organization is created that fosters teacher collective efficacy. The research findings through this case study supported the aforementioned literature review in relation to fostering teacher collective efficacy through principal leadership and behavioral change.

Discussion of Personal Lessons Learned

This case study had great implication on my personal leadership. As an elementary school principal, I found this topic of study very insightful to my personal style of leadership and how it impacts the campus in which I lead. Being able to observe a highly effective principal in action allowed me to see leadership through the lens of a learner. In addition, talking with teachers on the campus before and during the study, I was able to take my knowledge of leadership and weigh it against what I learned and observed.

I was able to see the huge effects of relationship building and how this skill impacts teacher efficacy. The cognizant efforts of the case study principal were so deliberate in how they affect the overall functioning of the school that I was able to be reflective in my own personal efforts of building relationships with staff members. Moreover, being able to clearly articulate and constantly communicate the vision of the school supports the cause of establishing a shared vision and belief system for the betterment of student achievement. It is true that the success of a campus is dependent on the success of the principal as well as the rise or fall of a school sits on the shoulders of the principal.

Studying and learning about these three types of leadership styles informed my practice in how and when to use the skills in leading the campus in which I work. Through applying the characteristics found in transformational, instructional, and transactional leadership a campus is able to attain a positive culture with high teacher collective efficacy. Observing this case study

principal forced me to become more self-reflective in my own practice as a way of analyzing the functioning of the campus.

I learned that in order to become a great leader, I must always put people first through building relationships. Building this capacity with people at a school will allow decision making and implementation of systems to be done in such a manner of trust and confidence. It quickly became obvious that people will follow when they trust your judgement and understand the 'why' behind a decision, regardless if they agree or disagree. As I mentioned in my personal context, I have worked with several types of leaders, of which some were good, and others were not so good. It was through these experiences that I know that I have the personal drive to be the best leader I can be for the success of teachers and kids. Thus, I learned it is vital to an organization that credibility is established, a shared vision is created, a common language is united, professional development and growth are valued, instructional expectations are clearly communicated, and support between colleagues and administration are fostered. All of which creates an environment for job satisfaction and teacher collective efficacy.

Implications for Educational Leaders

The findings in this study lead to various avenues for future research and investigation. The positive impact of leadership on teacher collective efficacy was observed and noted by all participants, which connects with the understanding of the importance of leadership stated in the context of this study. Thus, creating a sense of urgency in principals in growing in their personal leadership styles in the field of education. It is crucial for principals to be reflective in their practice, solicit feedback from teachers, analyze systems within the organization, and understand Bandura's (1977) efficacy expectations by way of behavioral change. Various leadership styles live in our educational system; however, the transformational leader with instructional skills makes the greatest impact on student achievement over time. Instructional leadership has the greatest impact on academics; however, transformational leadership has the

greatest impact on the overall efficacy of teachers. This is consistent with the information provided in the aforementioned context of study.

Moreover, further research will be needed in how to best educate principals on the importance of leadership characteristics and how they can best analyze their personal leadership style for the educational change. Informing the practice of principals is crucial to the success of an organization. In addition, how to best duplicate the skills and attributes of principals who are highly effective with fostering teacher collective efficacy. This level of understanding, in order to duplicate, would be achieved if further research was conducted to investigate how the principal implemented systems overtime to reach the level of highly effective teacher collective efficacy. This principal has been established on her campus for several years which has allowed her to capitalize on time in building relationships with staff members. Additional research in discovering her process of implementation and how her leadership has impacted the campus overtime is crucial to understanding so that it can be duplicated at other schools. Additional research for district level administrators in building a principal pipeline within their district to establish a culture and expectations for a skill set needed for effective principals is another realm for investigation.

Recommendations

It is recommended that district level leaders develop a principal profile and principal pipeline for campus-based leaders under the predictive power of success for the organization when hiring principals. Campus leaders must have self-reflection abilities in acknowledge their leadership styles and how it impacts teacher collective efficacy. Through the development of these skills, professional development and growth is needed for principals. Just as principals encourage and expect teachers to grow in their practice, they must be willing to put in the work as well and not grow stale.

School leaders who are interested in the development of teacher collective efficacy must first cultivate their own leadership skills. This practice of growth will occur with time and focused

efforts. Principals can employ professional development by means of book studies, getting connected to a personal learning network, attend trainings, collaborate with other effective principals, and gain knowledge of how behavioral change occurs.

Closing Thoughts

The results of this study exceeded the expectations of the investigator. Although, the effects of the COVID-19 pandemic impacted the leadership skills of the elementary school principal, the teacher capacity and investment far superseded the effects of the pandemic. The level of teacher collective efficacy was fostered, nurtured, and established before the impact of COVID-19, thus continuing the organization to function with trust and effectiveness by way of systems and structures. The leadership style of transformational was the primary style implemented by the principal; however, the styles of transactional and instructional were also present. I do believe that there would have been an increase of instructional characteristics displayed had not the impact of COVID-19 been present during the observation period of time. Based on the teacher interview data, instructional characteristics are normally present more than they are during this pandemic school year. However, the combination of the three styles have allowed the organization to flourish in building teacher collective efficacy through relationships between the principal and teachers for the betterment of student achievement.

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APPENDIX A

DIVISION OF RESEARCH



NOT HUMAN RESEARCH DETERMINATION

February 10, 2020

Type of Review:	Initial Review Submission Form
Title:	PRINCIPAL LEADERSHIP CHARACTERISTICS INFLUENCING TEACHER COLLECTIVE EFFICACY
Investigator:	Mary Margaret Capraro
IRB ID:	IRB2020-0123
Reference Number:	105741
Funding:	
Documents Received:	IRB Application (Human Research) - (Version 1.0)

Dear Mary Margaret Capraro:

The Institution determined that the proposed activity is not research involving human subjects as defined by DHHS and FDA regulations. Data gathering efforts are intended only for the student's record of study.

Further IRB review and approval by this organization is not required because this is not human research. This determination applies only to the activities described in this IRB submission and does not apply should any changes be made. If changes are made you must immediately contact the IRB about whether these activities are research involving humans in which the organization is engaged. You will also be required to submit a new request to the IRB for a determination.

Please be aware that receiving a 'Not Human Research Determination' is not the same as IRB review and approval of the activity. IRB consent forms or templates for the activities described in the determination are not to be used and references to TAMU IRB approval must be removed from study documents.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration

750 Agronomy Road, Suite 2701

1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176
<http://rcb.tamu.edu>

APPENDIX B
PRINCIPAL PROFILE

Transformational Leadership



Instructional Leadership



Transactional Leadership



<p><i>Principal models personal responsibility and a relentless focus on improving student outcomes</i></p>	<p><i>Principal is responsible for ensuring every student receives high-quality instruction</i></p>	<p><i>Principal is responsible for implementing systems that align with the school's vision and mission</i></p>
<p>Demonstrates the ability to effectively build positive and healthy relationships</p>	<p>Demonstrates ability to collaborate with leadership team to strengthen the implementation of and alignment with curriculum</p>	<p>Establishes a system for recruiting and retaining high quality teachers and staff</p>
<p>Knowledgeable in the change process and inspires a climate conducive to continuous improvement; Goal focused</p>	<p>Demonstrates ability to effectively monitor and evaluate</p>	<p>Encourages systematic feedback with and among teachers and staff</p>
<p>Demonstrates sensitivity to others: is empathetic, gracious, positive, trustworthy</p>	<p>Provides leadership and guidance regarding effective classroom practices</p>	<p>Efficiently manages resources to maximizes outcomes for all students</p>
<p>Holds self, staff, and students accountable for achieving high standards aligned to the mission and vision</p>	<p>Demonstrates ability to effectively monitor and evaluate curriculum delivery</p>	<p>Is firm, fair, consistent</p>
<p>Effective and efficient communicator and can motivate staff for continual improvement; Articulates the campus vision and mission</p>	<p>Works from a systems perspective to address and make progress towards closing gaps in achievement</p>	<p>Understands and demonstrates the functioning of the school</p>
<p>Demonstrates flexibility/ability to adapt to change; Influencer and innovative</p>	<p>Demonstrates ability to strengthen the implementation of and alignment with curriculum and standards</p>	<p>Works from a systems perspective to connect and align campus systems to improve student achievement</p>

School Culture



Principal is responsible for establishing and implementing a share vision and culture of high expectations for all staff and students

Promotes collaborative leadership and decision making in ways that foster career development

Demonstrates commitment, drive, and holds high expectations for student achievement

Creates a welcoming atmosphere for parents and promotes involvement

Promotes social and emotional wellness for students and faculty

Recognizes, rewards, and celebrates faculty and student accomplishment

**District leaders evaluate the characteristics identified in the principal profile when searching for campus principals*

**While interviewing principal candidates highlight/mark which characteristics are embedded within the responses*

**Match principal characteristics to school needs to build teacher collective efficacy*

**Transformational leadership characteristics with cross over characteristics from instructional and transactional leadership foster teacher collective efficacy*

**COVID-19 may impact responses from candidates*

Teacher collective efficacy has the greatest impact on student achievement and school reform. The rise or fall of a school is dependent on the principal.