A LEADERSHIP FRAMEWORK TO RAISE TEACHER ENGAGEMENT

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The purpose of this study was to determine which principal leadership behaviors are associated with higher levels of teacher engagement. The conceptual framework guiding this study was based on the behaviors associated with four specific leadership styles: transformational, shared, instructional, and transactional. This study used descriptive and inferential statistics to identify teacher perceptions of prominent leadership behaviors of each campus principal. Data related to teacher perceptions of their principal’s leadership behaviors was gathered through use of a Qualtrics online survey. The distributed survey was adapted from three published surveys: MultiFactor Leadership Questionnaire (MLQ), Principal Instructional Management Rating Scale (PIMRS) and Shared Leadership Questionnaire (SLQ). Engagement scores were identified through use of the district’s annual Gallup Q12 Engagement Survey. The sample for this study was identified from 2,000 teachers working at one of 38 campuses in the district. The number of teachers who participated in the survey regarding their campus was 540, and 20 of the 38 campuses had a minimum of 10 participants. Upon identification of leadership behaviors, a campus profile was developed to compare their campus engagement scores to answer the research questions. Based upon each campus profile, trends were identified to determine high yield leadership behaviors for raising teacher engagement. Participants reported the most prominent leadership behavior as their leader’s sharing leadership by establishing at least one informal leader on each team with the highest mean (M = 4.54). Transformational leadership behaviors accounted for three of the highest mean scores regarding principal behaviors, with one of the top five behaviors representing instructional leadership style. Four of

the five principal behaviors with the lowest overall mean were associated with transactional leadership, with one of the lowest means representing instructional leadership.

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CHAPTER 1

INTRODUCTION

The expectations placed upon the public-school system have continued to rise during the 21st century. The evolution of technology, the workforce, and the political climate have created more demand and expectation on the public-school system than at any previous time in history. Through a multitude of reform efforts in both the 20th and 21st centuries, public education continues to be at the top of the list for legislators to attempt to control through new policies. With each of these reform movements comes a list of expectations and mandates that are pushed down to the local school systems. These mandates are designed to help public schools create a greater focus on the preparation of students for college and career. Such attempts to reform public schools generated a variety of unfunded mandates and greater legislative expectations on school systems, yet the achievement gap remains (Wexler, 2019). Despite these legislative attempts at reform, public-school systems remain focused on the most effective strategies to close the achievement gap.

School improvement must come from within the schools and school systems (Superville, 2021). Despite the many attempts to legislate better public schools, real reform occurs through the skills and strategies of district and campus leaders. District administrators and principals serve as leaders and change agents, possessing and applying differing styles of leadership in the district and at the campus level. Legislative reform efforts do not change the day-to-day actions in a district, on a campus, or in a classroom.

The Gallup Organization (2021) indicated a positive relationship between high teacher engagement and increased student achievement. Teacher and principal engagement have been found to be responsible for 34% of the effectiveness of the school (Atcioğlu & Köse, 2018).

Gordon (2006) defines engagement as a teacher's willingness to be involved, enthusiastic, and committed to the outcomes of the organization. The engagement of teachers is dependent upon their willingness to exert effort each day towards the agreed upon school goals.

Gordon (2006) found that talented leaders have the ability to raise teacher engagement. To raise achievement outcomes for all learners and close the achievement gap, district leaders must develop and promote a coherent leadership framework that establishes clear expectations regarding principal leadership behaviors. A leadership framework must clearly articulate the behaviors consistent with the most effective leadership styles that are used to establish campus cultures and systems that promote high levels of teacher engagement, to ensure increased student achievement.

Statement of the Problem

Gallup (2013) reported a relationship between principals considered talented and their campus engagement scores. This research summarized principal talent into seven categories demonstrated by talented principals: goals and expectations, teacher support, teacher growth, student focus, recognizing success, positive outlook, and parent engagement. Identification of the specific behaviors demonstrated by talented leaders has the potential to increase campus engagement.

School leaders are expected to balance the social and emotional needs of students and staff while ensuring high levels of student achievement on standardized tests in increasingly hostile environments that are influenced by political positions. Resolving the inequities in our current school system will require the engagement of school leaders and teachers. The district for this research was a fast-growth district, comprised of over 40 campuses. The problem of practice

leading to this study was that preferred leadership behaviors across the studied district were not clearly defined by the organization. This poses a problem because school leaders do not receive specific guidance about high yield leadership behaviors that lead to teacher engagement.

In the fall of 2021, the district distributed the Q12 survey, a survey that measures teacher engagement, to all employees. On this survey, only 45% of employees reported being engaged in their work. According to Gordon (2006), principal leadership is the primary indicator in a teacher's level of engagement. This research found a strong correlation between engaged employees and organizational outcomes. In the school setting, this research found a correlation between teacher engagement and improved student achievement. It is imperative that a campus administrator seek to determine how best to raise teacher engagement.

According to the Gallup Organization (2021), exceptional workplaces report that 73% of their employees are engaged. The district seeks to increase employee engagement from the previously reported 45%, thus there was a need for a study that examined the impact of the leadership styles in this district on teacher engagement. As a result of this study, a leadership framework can be created to provide specific expectations for campus principal leadership behaviors. The leadership framework should be designed to assist campus principals in creating exceptional workplaces.

Conceptual Framework

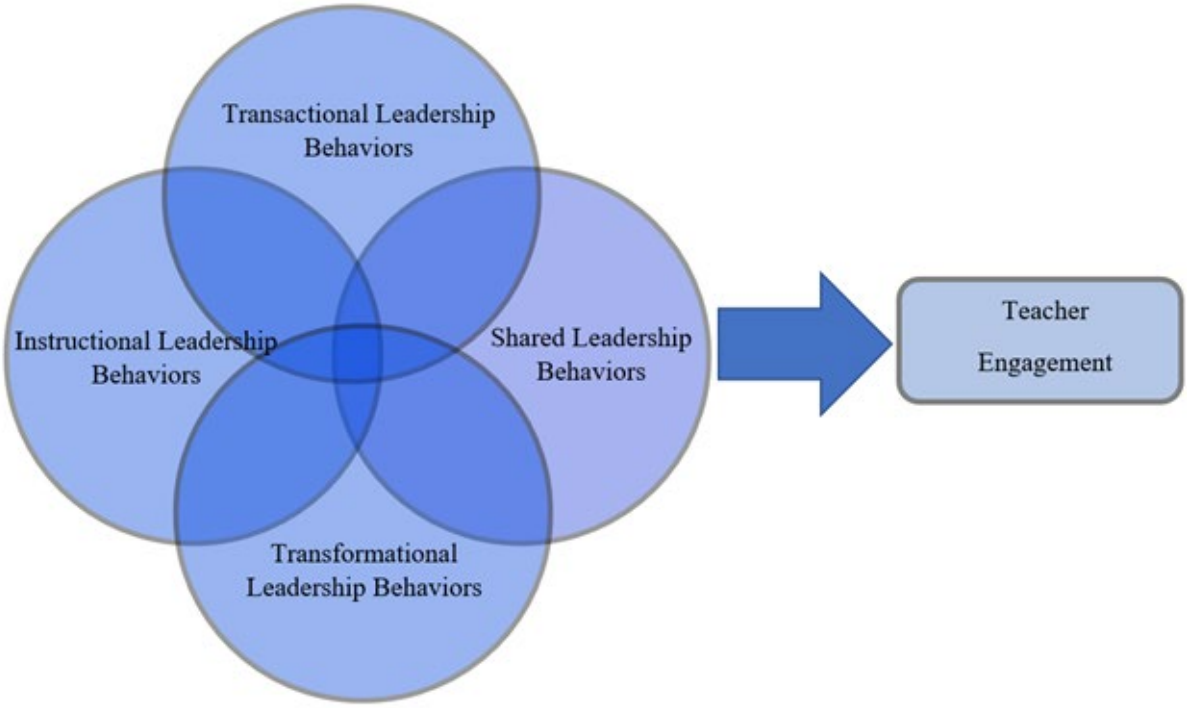
Past annual Texas Principal Evaluation and Support System (TPESS) evaluations of principals in this district provided some evidence that principals' leadership styles can be described as transactional, transformation, instructional, and shared. These leadership styles are both inherent with principals upon their hiring or are a result of professional learning provided in

the district. Each of these leadership styles is comprised of specific characteristics that are grounded in the current literature. The conceptual framework designed to guide this study is based on the behaviors associated with each of the four leadership styles and the impact on teacher engagement (Figure 1). To identify the specific behaviors associated with each leadership style, the current literature on each style is examined and reported in Chapter 2.

Following the explication of each leadership style through the literature review and a review of teacher perceptions of principal leadership behaviors, I analyzed which behaviors associated with the four styles were most aligned with the principals who had the highest teacher engagement scores.

Figure 1

Conceptual Framework



Purpose of the Study

The purpose of this study was to determine which predominant principal leadership behaviors in the studied district were associated with higher levels of teacher engagement. As a result of this research, specific leadership behaviors were identified to develop a leader framework to promote high yield leadership behaviors for all principals in the district.

This study was designed to analyze each campus principal's leadership behaviors and how each principal's most prevalent behaviors align with either a higher or lower overall campus teacher engagement score. The leadership behaviors analyzed were aligned with four leadership styles, transactional, transformational, instructional, and shared. The leadership behaviors analyzed in this study were used to define the predominant leadership styles of each principal.

If specific leadership behaviors can be articulated as having a more positive relationship with teacher engagement, thus improving student achievement, the district will be able to develop a specific leader framework with clear behavior expectations for campus principals.

Research Questions

A quantitative methodology is proposed to determine if a relationship exists between leadership behaviors and teacher engagement. Descriptive and inferential statistics will be utilized to analyze and report the data.

1. In the studied district, what are the prominent leadership behaviors of campus principals?
2. What are the high yield leadership behaviors associated with high teacher engagement in the district?

Significance of the Study

As a result of this study, the district in this study may be able to create a leadership framework that defines specific leadership behaviors and expectations for campus principals to increase teacher engagement, thus increasing student achievement. The framework may provide guidance for district leaders to support principal hiring and leadership development of campus principals.

As a public education system, the studied district continues to seek ways to improve the work environment for teachers and achievement outcomes for students. Even before the recent global pandemic, school systems faced increasing challenges in retaining high quality teachers. The teacher poll completed during the spring of 2022 by the Charles Butt Foundation (2022) found only 55% of Texas teachers feel valued by school administrators. This is down 13% since the same poll conducted in 2020. The Gallup organization (2021) has shown that across businesses, public school systems, and governmental organizations, employees do not leave a job or position, but rather employees leave their boss or supervisor. In the public-school setting, this equates to the campus principal being the most significant influence on teacher engagement and retention.

Leadership behaviors influence teacher engagement. The findings of this study will provide specific guidance for district leaders to apply in training of current and future campus principals. The development of a leader framework will also enable district leadership to have clear expectations for future principal selection. Although not specifically the focus of this study, results may provide additional guidance to districts for strategies to influence greater teacher retention through improved school culture and increased teacher engagement.

Delimitations

Factors outside of the researcher's control could have an impact on data collection or the validity of research results. This study was conducted throughout the fall semester of a specific school year. Thus, based on the length of time of employment for a teacher or the demands of that time of school year, teacher responses could be influenced. It is reasonable that teacher responses could be a result of concerns regarding their confidentiality, which could result in fear of repercussions from their supervisor.

Assumptions

As in any study, there are assumptions associated with this quantitative study. It was assumed that all teachers responded honestly and to the best of their knowledge regarding specific leadership behaviors of their campus principal. Another assumption was that teachers had enough experience with their campus principal to knowledgeably complete the survey regarding their principal's leadership style. I also assumed that the survey results would reveal a predominant set of leadership behaviors for each campus where questionnaires were completed.

Definitions of Terms

The following terms are defined as they are pertinent to or are used in this study.

The Gallup Q12. This 12-item survey is administered within an organization to determine the level of engagement of employees (Gallup, 2021).

High Yield Leadership Behaviors. Leadership behaviors that are found to engage employees towards high-performance and motivate them towards high engagement.

Leadership. A process/state/structure of influence based on cultural values and conscience, social intelligence, independent of the position authority, exercised by an individual or more on others aiming at transforming the vision into an efficient reality (Goleman, 2020).

Leadership Framework. A leadership framework articulates clear and specific behaviors for campus administrators. It provides a guide for principal coaching, supervision and hiring.

Leadership Style. A leadership style is defined by the methods and behaviors an individual possesses and applies when leading others. Styles are distinguishable based upon behaviors demonstrated by the leader to manage, motivate, inspire, and strategize.

Multifactor Leadership Questionnaire (MLQ). This survey provides a series of questions for respondents to identify specific leadership styles of identified leaders (Avolio & Bass, 2004).

Principal Instructional Management Rating Scale (PIMRS). This survey provides 50 questions designed to align with 10 instructional leadership job functions (Hallinger, 2010).

Prominent Leadership Behaviors. Leadership behaviors demonstrated by principal(s) that are considered noticeable or conspicuous.

Shared Leadership Measure. This survey is a 20-item measure to help teams assess their overall level of shared leadership. Items span four domains of shared leadership consisting of collaboration, vision, delegation, and culture (Brussow, 2013).

Texas Principal Evaluation and Support System (TPESS). TPESS is the Texas evaluation tools utilized for campus principals. It is based upon 21 specific leadership responsibilities and 66 associated practices that demonstrate a statistically significant link between principal leadership and student achievement. It is based upon effective school–level leadership research (Marzano et al., 2006).

Organization of the Study

This dissertation is organized into five chapters. Chapter 1 provides a background about the current demands in public education and the value of principal leadership in creating high levels of teacher engagement, so a school system produces high levels of achievement for all students. This chapter includes the problem of practice addressed by this study, the conceptual framework designed to guide the study, and the four leadership styles that are prevalent in the district. Included is the purpose of the study, the research methodology, and research questions. The study delimitations, assumptions, and definitions of specific terms are provided. Chapter 2 provides a review of the most relevant research regarding the four leadership styles in the district, the meaning and significance of teacher engagement, and what the role of the principal is in improving teacher engagement. Chapter 3 provides a thorough description of the methodology, including the specific details regarding the participants, the sampling of such participants, and details about how data will be acquired and analyzed. Chapter 4 provides an analysis of the findings. Chapter 5 includes a summary of the study, a discussion of the findings and the conclusions from this research. Implications of the findings are discussed, along with considerations for future implementation of a leadership framework for the studied district. In addition, recommendations are suggested for future related or confirmative research.

Summary

Ensuring high levels of student achievement is the primary purpose of the public-school system. Identifying the most critical elements for accomplishing high student achievement requires sorting out a multitude of approaches in the current world of education. The classroom teacher is identified as having the greatest influence on student achievement within their

population of students (Marzano et al., 2006). However, a teacher can only influence the learning outcomes for the students they serve. To ensure high levels of student achievement for all students, a campus must have a leader who establishes a campus environment conducive to adults and students engaging and collaborating to ensure learning for all. This research was designed to determine if specific leadership behaviors lead to increased teacher engagement. A result of this study, a leadership framework, may be designed with specific expectations and structures for campus principals to ensure high levels of teacher engagement to result in increased student achievement for all students.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Over the past three decades, there have been multiple reform efforts in the United States that sought to improve education for all students. The public pressure to ensure America's schools are competitive in the global market has created tremendous demands on public educators. The publication of *A Nation at Risk* (US Department of Education, 1983) laid the foundation for the presidents that followed to stamp their legacy with the latest legislation that would improve student achievement across the country. Beginning with the original Elementary and Secondary Education Act (ESEA) of 1965, the United States government has attempted to ensure equitable educational opportunities for all children (Haller et al., 2015). This act was written to facilitate equitable funding from the federal government to states so that all children could access a quality education. As originally written, the act was to require a reauthorization every three to five years. Between the years of 1968 and 1988, ESEA had multiple iterations (Klein, 2021). These modifications primarily focused on services for schools serving students that were poor. Under the leadership of President George H. W. Bush, in 1989, school accountability took the forefront. In 1994, President Clinton's administration called for the development of state standards with aligned assessments. In 2001, Congress reauthorized ESEA with the new title of No Child Left Behind (NCLB). NCLB created a nationwide high stakes accountability system. Each of the reform efforts are all legislative attempts to resolve the inequitable education across the United States.

With each of these reform movements came a list of expectations and mandates that were pushed down to the local school systems. Each reform effort sought to close the achievement gap and produce high achieving students who exit the public school system ready for college and

career. Reform efforts such as these attempt to provide a specific recipe for school improvement, although decades after some of these efforts, the achievement gap is still prevalent (Wexler, 2019). After multiple reform efforts, the quest remains as to how to improve learning for all students and eliminate the achievement gap that continues to exist in schools.

Through these multiple reform efforts, the role of principal has evolved, yet these reforms have failed to place any explicit focus on principal development (Haller et al., 2015). The principal role has transitioned from that of traditional manager to instructional leader, while maintaining an engaging and positive school culture has remained a steady expectation. For a campus to be successful requires a leader who is highly trained and capable of demonstrating a variety of leadership behaviors.

To capture the super-hero model of effective school leadership, policymakers across the country have sought to legislate effective teaching and learning for aspiring administrators. The education, training, and coaching of administrators is one opportunity to ensure that campus principals are thoroughly prepared for the responsibility that comes with the position of principal. According to Adams and Copland (2007), although it is inconceivable that policy alone makes effective leaders, criteria for licensing should encompass instructional leadership and an organizational focus. Stated another way, organizational focus is the leader's ability to develop a positive school culture and climate and use this influence to achieve teacher job satisfaction and productive outcomes (Liu et al., 2020). Through education, training, and coaching, a campus principal must be thoroughly prepared to understand and apply effective leadership behaviors.

In Texas, the Texas Principal Evaluation and Support System (TPESS) was developed as a result of the State of Texas 82nd Legislature. During this session, the Texas Principal

Evaluation Steering Committee was formed. This committee reviewed current literature on best leadership behaviors leading to improved student achievement. This review of literature included the meta-analysis completed by Marzano et al. (2006) which resulted in the 21-leadership responsibilities for school leaders. In 2012, the Texas Education Agency (TEA) formed a principal advisory committee that collaborated with the steering committee to apply these 21-leadership responsibilities to a new training and evaluation model for Texas principals (TEA, 2014). According to Texas Association of School Boards (TASB, 2014) the newly developed TPESS was the first tool designed to support and evaluate campus leadership systemically in the state.

Leadership is critical for motivating all stakeholders in a school community. The responsibilities of leaders are numerous, including managing resources, creating a positive culture, mastering pedagogy and curriculum, establishing a mission and vision, and ensuring success for adults and students. It is through a review of the four leadership styles prevalent in the TPESS model, that a more defined leadership framework can be developed.

This review of literature first explores four leadership styles prevalent within schools and included within TPESS. The styles to be researched are transactional, transformational, instructional, and shared. As part of this research, the specific behaviors that are associated with each style are identified. The conceptual framework for this study is designed to first depict the behaviors associated with each of the four leadership styles. Each specific leadership behavior was analyzed to determine the correlation with teacher engagement.

There is a strong relationship among principals' leadership style, the culture they create on campus, and student performance (Atasoy, 2020). Therefore, it is apparent that real change

must come from within our schools, through implementation of change efforts and strategies led by the campus principal (Superville, 2021).

This critical review of related literature is divided into three sections. The first section explicates the four specific principal leadership styles prevalent in the district. The second section explores the definition and concept of teacher engagement and the role engagement plays in student achievement. The final section examines the principal's responsibility and role in establishing high levels of teacher engagement.

There is increasing pressure and expectation placed on public schools to provide graduates who are ready for college, career, and life post high school. To accomplish this increasing demand, public school systems are faced with more obstacles and challenges each year. Research has shown that legislative reform is not adequate to provide the improved outcomes demanded of public schools. We must look within the schools for change. A reliable education within the public-school setting is critical, yet it will not happen without effective leadership (Hughes, 2021).

Leadership Styles

The leadership styles considered in this review are transactional, transformational, instructional, and shared. Transactional and transformational leadership present vastly different ends of the spectrum of leadership. Transactional leaders offer praise, recognition, or support in exchange for something such as performance or outcomes. Transformational leaders are focused on motivating and inspiring to lead to change. The leader may embrace a style of directive, participating, selling, or delegating, depending upon the follower and the situation. Instructional leaders serve as a resource provider, instructional resource, communicator, and visible presence.

To be effective and encompass these responsibilities, a campus-based leader must have the ability to share leadership responsibilities with a team to accomplish the collective purpose of the school.

Principals are called upon to motivate students, inspire teachers, gather and provide resources, and ensure compliance with administrative directives (Adams & Copland, 2007). Effective school principals can raise student achievement between two and seven months of learning within one year (Branch et al., 2013). The responsibility placed on the school principal to ensure that all students are learning and to close the achievement gap is tremendous. The expectation that principals check all the boxes for characteristics of effective leaders and managers comes with an ever-growing burden on one individual at each campus.

Transactional Leadership

Transactional leadership can be stated as systems where members engage with leaders strictly through clearly defined procedures, guidelines, and rules. Such leaders see the position as exchanging positive performance reviews with completion of required tasks, focused on organizational efficiency through provision of extrinsic rewards (McCleskey, 2014). In organizations that operate under transactional leadership systems, the leader is considered the center of the organization who provides limited freedom for creativity and action (Gultom & Situmorang, 2018). Transactional leaders' top priority is commitment to their processes, rules, and procedures, rather than a commitment to the people within the organization (Al Khajeh, 2018).

Bass and Avolio (1994) break transactional leadership into three clearly defined styles: management by exception–passive, management by exception–active, and constructive

transactional. Management by exception–passive is best described as leaders who communicate expectations and performance outcomes yet wait for problems to arise before intervening. Managers by exception–active are characterized as leaders who are constantly engaged in the work and behavior of followers. This leadership style has a tendency to develop followers that are unwilling to take risks or initiative. The third style of constructive transactional is defined as one that sets goals, monitors performance, and provides tangible rewards or support when earned.

In 2006, Bass and Riggio provided two variations of transactional leaders, contingent reward and management by exception. A leader who applies the contingent reward style secures the participation of followers by providing a guarantee of rewards offered only in exchange for accomplishing the task. In this leadership style, a leader clearly articulates what a follower can expect as a reward upon achievement of the goal. Transactional leaders engaging in management by exception are characterized through use of short term relationships with followers. This type of transactional leadership is based upon temporary demands and often creates resentment between leader and follower (McCleskey, 2014).

Transactional leaders are focused on their vision and the development of rules, policies, and guidelines with which members of the organization must comply. Transactional leadership does not allow for the behavior or expectation of mutual trust among leaders and members of the organization. Burns (1978) defined transactional leaders as those who will cater to followers' immediate self interest in exchange for accomplishing the task. Furthermore, transactional leaders are not characterized by their willingness to engage with followers in an on-going pursuit of a higher purpose.

Transformational Leadership

Bass (1985) states transformational leadership is the favored style of leadership because it is assumed to produce above normal results. The style of transformational leadership can be defined as one best describes the ability of a leader to capture the willing following of teacher and staff members by charismatic style and visionary skills (Li, 2020). Transformational leaders capitalize on connecting with followers' beliefs and values and in return instilling great motivation and engagement from those who follow. Transformational leadership has evolved to include these seven specific characteristics: (a) building school vision and establishing school goals, (b) providing intellectual stimulation, (c) offering individual support, (d) modeling best practices and organizational values, (e) demonstrating high performance expectations, (f) establishing a positive school culture, and (g) developing structures to engage stakeholders in school decisions (Leithwood et al., 2006). This is articulated in a more simplified definition referred to as the four "I"s: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Bass, 1985).

Bass defines a leader who provides idealized influence as one who "gives personalized attention to members who seem neglected" (Bass, 1990, p. 218). Intellectual stimulation is defined as allowing "followers to think of old problems in new ways" (Bass, 1990, p. 218). "Communication of high-performance expectations" is the definition of inspirational motivation (Bass, 1990, p. 218). Idealized influence is the leader's ability to guide followers through their personal achievements and character.

Transformational leaders have most recently been defined by four core leadership practices: setting direction, developing people, redesigning the organization, and improving the instructional program (Leithwood & Sun, 2012). Setting direction is best defined as establishing

a vision and getting the buy-in of the larger organization. Developing people is accomplished by modeling values and beliefs while coaching members of the organization to become leaders. Redesigning the organization is centered on a leader's focus on creating a culture that engages stakeholders. Improving the instructional program consists of hiring effective teachers, monitoring the teaching and learning, and serving as a buffer protecting the school from unnecessary distractions.

Transformational leaders have the ability to draw in and connect with their followers. In schools where a transformational leader is effective at establishing trust and rapport with followers and stakeholders, they are better able to establish community and guide the organization to obtainment of their mutually agreed upon vision (Munir & Aboidullah, 2018). An instructional leader may have the greatest impact on achievement, yet if such a leader does not connect with members of the school community, the instructional expertise may have less influence on student and teacher performance. Effective transformational leaders create and define a clear and compelling purpose and vision for followers.

Instructional Leadership

Hallinger and Murphy (1985) define instructional leadership as "school leadership intended to influence school and classroom teaching and learning processes with the goal of improving learning for all students." This definition was emerging in the 1980 to mid-1990s, yet instructional leadership lost momentum as a leadership style as transformational leadership began surface. It was not until the accountability era in the 1990s that instructional leadership once again became a topic of educational research (Leithwood, 2001).

In the mid-2000s, instructional leadership began to gain momentum once again as a highly effective leadership style. It was at this time it was reframed as the principal as learning leader. Principal as learning leader facilitated the engagement of multiple levels of leaders in a school. Principals as learning leaders focusing on building the commitment and capacity of teachers. Robinson et al. (2008) completed a meta-analysis of the research on instructional leadership. As a result of this meta-analysis, the principal's involvement in teacher professional learning was identified as the most significant behavior of an instructional leader

The role of campus principal is of great importance to the change process in education (Luyten & Bazo, 2019). The campus principal is expected to serve many different purposes; however, it is the role of instructional leadership which has risen to the forefront with the expectation that the principal possesses instructional expertise to support and offer constructive feedback to teachers regarding their instruction (Wahlstrom & Louis, 2008).

A meta-analysis completed between 1978 and 2006 found that although transformational leadership is defined as a more dynamic role, it is the instructional leadership style that has the greatest impact on student achievement. The effect of instructional leadership was three to four times greater on student achievement than transformational leadership (Robinson et al., 2008). Meyer et al. (2020) wrote that principals who demonstrate strong instructional leadership and staff development engagement develop teachers who have high levels of collaboration. Schools led by such leaders are also schools that demonstrate high levels of teacher collective efficacy (Meyer et al., 2020). Teachers on these campuses state a greater willingness to engage in instructional conversations with campus leaders and utilize this professional dialog to reflect on their practices, both individually and collectively.

Hattie (2015) defined effective instructional leaders as those who place a priority on learning and the impact that teachers have on student learning. Instructional leaders are those who focus on developing teachers' instructional knowledge and skills, establish time for teacher collaboration, and utilize actionable feedback with teachers (Brinson & Steiner, 2007). Participation in these key actions increases teacher efficacy. Collective teacher efficacy was found to have the single highest effect size on student achievement than any other factor. According to Hattie (2009), an average instructional influence has an effect size of 0.40, whereas collective teacher efficacy has an effect size of 1.57. Ensuring campus principals are high quality instructional leaders who can support the development of collective teacher efficacy is a necessity.

Exemplary teachers seek the meaningful feedback that an instructional leader can provide, yet high quality teachers who engage in their work without receiving quality feedback develop resentment towards the leader (Ritter & Barnett, 2016). It is through this instructional leadership that effective teachers develop greater capacity for leading and teaching others, generate collective teacher efficacy, and develop trust with the principal. As the member of the school community with the second greatest influence on student achievement, the campus principal must demonstrate instructional leadership skills. Houchens et al. (2017) found it is through coaching and collaboration with other principals where instructional leadership skills are most effectively developed.

In the article, "Principal Leadership and Student Achievement," Andrews and Soder (1987) reported their research among schools to compare student performance and principal leadership. Principals were evaluated in four areas: resource provider, instructional leader, communicator, and visible presence. As a result of this research, six styles or characteristics

prevalent for raising student achievement were identified. The six defined characteristics were instructional leadership, shared leadership, supportive school culture, teacher collaboration, teacher job satisfaction, and teacher self-efficacy. A separate study by Liu et al. (2020) found that the effects of both instructional leadership and shared leadership had the greatest significance in teacher job satisfaction and teacher self-efficacy. Additionally, the researchers suggested that to maximize the effects of these two forms of leadership, one should engage in developing a supportive school culture and teacher collaboration.

Stronge et al. (2008) defined instructional leaders as those demonstrating the following behaviors: building and sustaining a shared vision, sharing leadership, leading a learning community, gathering data, and monitoring curriculum and instruction. The specific vision for instructional leaders is based upon specific learning goals. The greater school community engages in the development of the goals and then actively participates in achieving the goals. Leading a learning community is defined as the principal's ability to design professional learning opportunities for teachers. Instructional leaders utilize data to guide instructional decisions and monitor classroom for effective instructional practices.

Shared Leadership

Articulating the specific expectations for effective campus–based leadership has proven to create an extensive list of behaviors, responsibilities, and characteristics that one individual is expected to possess. One individual is highly unlikely to demonstrate strengths in every aspect of the skills needed to successfully lead a campus that consistently raises student achievement and seeks to close the achievement gap. A trend emerged in the literature to transition into a development of leaders who collaborate with a larger team to become agents of change rather

than singular leaders who possess all the necessary behaviors and skills. To navigate a more comprehensive approach to leadership, one must consider the differing concepts of leadership from the top or leadership from the bottom.

The concept of shared leadership begins to emerge as a combination of differing approaches of leading from the top versus leading from the bottom. Navigating the line between the burden of accountability felt by the campus leader and effectively engaging teachers as leaders can make this style of leadership challenging and risky, although by empowering teachers and other school-based personnel to lead, sustainable progress and growth become the reality (King & Stevenson, 2017). The possibilities for authentic change in schools are grounded in use and application of shared leadership and accommodate the extensive list of expected behaviors, skills, and responsibilities for leaders. Schools where teachers identify highest levels of motivation also indicate high participation levels in shared leadership and students performing in the highest 20% (Leithwood & Mascall, 2008).

The most common themes of shared leadership encompass a campus leader and staff who have a shared vision, lead collaboratively with character and integrity, and seek to help others find their leadership voice and use it to raise student achievement. The most pervasive theme of shared leadership is that in which the leader facilitates the engagement of all members of the staff to take ownership for student learning (Cherkowski & Brown, 2013). This style of leadership is often referred to using a variety of terms, such as democratic leadership, collaborative leadership, or coherent leadership (DeFlaminis et al., 2016). This model of leadership can be operationalized into four themes: teacher leadership in instructional improvement, development of a broad school leadership capacity, a school culture that is collaborative, and high levels of student engagement.

In a study completed by Eilers and Camacho (2007), application of these shared leadership practices demonstrated greater gain in student achievement than at any time in the previous 6 years, in addition to generating a significant rise in perceptions of collaborative leaders. In a similar qualitative study investigating application of data driven decision making (DDDM) to raise student achievement, it was found that effective implementation of shared leadership capacity was one of three critical necessities to enable campus educators to effectively use data to guide their instructional decision making (Ezzani, 2015). Ezzani found that district and campus leaders engaged actively in professional development alongside teachers and that these leaders ensured campus teachers were empowered to train and support their colleagues.

According to Wahlstrom and Louis (2008), the Wallace Foundation funded a similar study regarding the effects of leadership on learning. Researchers took a sampling of teacher survey results to analyze the characteristics of leadership and the effect on instruction and student achievement. Through their quantitative study, the authors found that three types of instructional practices: standard contemporary practice, focused instruction, and flexible grouping practices, were the most effective in raising student achievement. When comparing these three factors to the structures that were most common among teachers applying them, the teachers working at schools that utilized shared leadership and had established a professional community were found to apply these practices routinely in their daily instruction.

A principal must be able to decipher which style of leadership will be most effective for increasing teacher talent and engagement to ensure all students achieve at high levels. Leadership style has a strong correlation to the success or failure of an organization (Al Khajeh, 2018). Through the lens of Bandura's (2001) social cognitive theory, behavior change among groups is achievable through defined expectations, expecting self-efficacy, and providing for observational

learning opportunities. The social cognitive theory is dependent upon the belief that an individual has control over their situation and the ability to perform as expected. A school leader that engages staff in the concepts of the social cognitive theory shares leadership by empowering teachers to take ownership of the circumstances and facilitate growth to improve any given situation.

A principal must possess a multitude of behaviors, skills, and talents. High student achievement is dependent upon effective school leadership. The expectations for high levels of student achievement cannot be the sole responsibility of the individuals with organizational authority, primarily the principal. To facilitate the growth in student achievement necessary to close the achievement gap, a leader must be able to share their leadership among all members of the school community. It is through sharing leadership that all members of a school take ownership for student learning (Cherkowski & Brown, 2013). Cherkowski and Brown found that for principals to conduct this level of sharing leadership, they must possess the skills and willingness to guide teachers through development of their own leadership voice.

Engagement

The engagement of campus administrators and teachers influences the education provided within their organization. Engagement can be defined as the positive state of mind an individual has regarding a particular event or situation (Atcioğlu & Köse, 2018). Yorgun et al. (2009) defined engagement as the physical presence of energy in the workplace and belief in the organization. According to Hodges (2021), the Gallup Organization found engaged teachers to be loyal and committed to their employer. Decades of both quantitative and qualitative research determined what influences have the greatest impact on employee engagement in the job place (Gordon,

2006). Gallup (2021) defined the following 12 statements as having the greatest influence on workplace engagement as part of the Q12 survey:

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had the opportunities to learn and grow. (p. 29)

After decades of research, results from the engagement survey show a strong correlation between engaged employees and organizational outcomes that are related to high levels of success and achievement (Gordon, 2006). Engaged teachers report having valuable relationships with their principal who cares and coaches them while offering recognition and support to remain engaged and growing throughout their career. Effective leaders demonstrate the ability to inspire and influence others, providing motivation for their continued engagement in their workplace (Ch et al., 2017).

Engaged employees are found to work harder than expected, contribute to the success of students and the organization, and trust their knowledge and skills to make a difference within

the school system (Esen, 2011). Atcioğlu and Köse (2018) found a positive, medium–level statistically significant correlation between teacher engagement and school effectiveness. During their study, teacher and administrator engagement was found to be responsible for 34% of the effectiveness of the school. Gordon (2006) previously found that success in the classroom is directly related to how the campus principal creates a culture promoting teacher engagement.

Principal leadership has been found to be the primary indicator in a teacher's level of engagement in their school (Gordon, 2006). As research indicates a correlation between teacher engagement and improved student achievement, a campus administrator must seek to determine how best to raise teacher engagement. According to a Gallup (2013) report, less than 31% of teachers would identify themselves as engaged in their teaching role.

Teacher Engagement

If almost 70% of teachers report not being engaged in their work, then students are suffering from this disengagement at an alarming rate (Gallup, 2021). According the 2021 Gallup report, 31% of teachers identified themselves as engaged, leaving 56% reporting they were not engaged, while an alarming 13% were actively disengaged. The terms *engaged*, *not engaged*, and *actively disengaged* are applied through the work of the Gallup Organization (2021) across all organizations, not only educational institutions. Gallup defined the terms as follows:

> *Engaged*: teachers are involved in, enthusiastic about, and committed to their work, and they know the scope of their jobs and constantly look for new and better ways to achieve outcomes.
>
> *Not Engaged*: teachers may be satisfied with their jobs, but they are not emotionally connected to their workplaces and are unlikely to devote much discretionary effort to their work.

> *Actively Disengaged*: teachers are dissatisfied with their workplace and likely to be spreading negativity to their coworkers. (p. 26)

The levels of engagement are based upon the 12-question survey developed by the Gallup organization. The Gallup organization found that teachers in public schools rank the lowest, across all surveyed occupations, as to whether their opinion at work matters.

In the 2021 Gallup poll, 37% of teachers reported being disengaged and leaving the profession because of their principal (Gallup, 2021). Principals who capitalize on engaging their staff by empowering them to have a voice and share the role of leadership find teachers to work harder, be more committed to the work, and accept accountability. It is through the principal's use of influence to intentionally engage teachers that principals have an indirect link to improved student achievement (Wahlstrom et al., 2010).

Engagement and Student Achievement

School principals may have only an indirect effect on student achievement, but it is through intentional leadership that this indirect influence is maximized. It is through their ability to influence the working conditions and motivations of teachers that principals can have the greatest influence (Wahlstrom et al., 2010). Through a 2010 project conducted for The Wallace Foundation, it was found that student achievement is most greatly impacted by campus principals who share leadership and provide a positive school culture and productive working environment. Interestingly, The Wallace Foundation study articulated that a leader's emotional skills, specifically their ability to develop trusting relationships by demonstrating ethical behavior, and by being caring and competent, have a strong correlation with improved student outcomes. The

Gallup Organization has proven through years of research that teachers who are not engaged in their work do not prepare students for the workforce (Gallup, 2021).

Gordon (2006) communicated the significance of valuing teacher effectiveness, combined with teacher engagement, as the most important factor that leads to student achievement. He stated, "Identifying and leveraging the underutilized talent of students and teachers should be the first consideration in improving outcomes for students" (p. 9). Through years of research with the Gallup Organization, Gordon found repeatedly that it is by allowing teachers to focus on what they do best each day, their engagement rises, thereby improving student achievement. Simply focusing on teacher pedagogy or changes in instructional practice will not raise student performance. Engaged teachers will invest in the collaboration, commitment, and work necessary to collectively improve their efficacy.

The Principal's Role in Engagement

As the leader at the campus, the principal has the most influence on teacher job satisfaction (Cubay, 2020). For the participants in the 2020 study conducted by Cubay, it was found that through the act of principal leadership, teachers were encouraged and motivated to be highly efficient and effective in their work. Ezeuwa (2005) stated that the act of principal leadership is simply the ability to influence others to work toward goal obtainment willingly and enthusiastically. It is through the leadership behaviors modeled by the campus principal that the organizational commitment of teachers and staff is enhanced (Akan et al., 2014).

As found by Kalkan et al. (2020), the strongest culture and engagement impact on teachers was a relationship of cooperation and trust with their school administrator. The principal has the responsibility to manage the engagement of teachers through their leadership.

Leadership demonstrated by the campus administrator is an important factor in establishing and growing the culture of the school (Akan et al., 2014). In fact, as research reveals, leadership, school culture, and organizational image are closely related (Kalkan et al., 2020). Leadership has proven to be the most basic tool for influencing a staff to be willing and able to strive toward attainment of school goals (Cubay, 2020). Teachers' perspective on school culture is often in direct correlation to their relationship with the principal. School leaders that demonstrate caring behaviors are considered more aligned with effective leadership traits (Louis et al., 2016).

The roles and responsibilities for a campus principal are numerous and complex. The engagement of teachers is of vital importance, yet there are no specific rules to guide the specific behaviors and traits a principal must possess to facilitate high engagement. Teacher engagement can be reflective of the school culture, which is often multifaceted. School cultures are often derived from the unwritten and unspoken rules prevalent among teachers and stakeholders in a building. It is the responsibility of the campus principal to define their campus culture through engaging the choice, voice, reflection, and open dialogue with stakeholders (Johnson et al., 2017). Recognizing the important role campus administrators play in student performance and facilitating high levels of achievement for all students, campus leaders must seek to develop strong school cultures and high levels of teacher engagement.

Summary

It is clear in current research that there is great demand in the responsibilities of a campus principal. With rising achievement expectations for students in public schools, principals must demonstrate effective leadership. Effective leadership can be defined by many different theories.

Through this review of literature, the four leadership styles prevalent in principal evaluation, transactional, transformational, instructional, and shared, were examined. The literature review reveals some cross-over between and among each of the styles.

Transactional leadership consists of leaders' behaviors in organizations demonstrated through strict rules, guidelines, and policies, often generated in a top-down format. Transactional leaders typically engage subordinates through compliance with rules to achieve goals, and subsequently provide some form of reward for the engagement of the followers (McCleskey, 2014). The other end of the leadership spectrum is shared leadership (DeFlaminis et al., 2016). In a study conducted by Cherkowski and Brown (2013), they found the strongest characteristic of shared leadership to be the act of distribution of leadership responsibilities among followers. This distribution of leadership facilitates the active engagement of all members of the school community to ensure obtainment of the campus goals.

The leadership styles of transformational and instructional are grounded in the specific actions the defined leader engages in routinely. Leaders who are characterized as either instructional or transformational have similar characteristics, but do not necessarily achieve the goals of the organizations through sharing the role of leadership. This style is best captured by the four "I"s of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Bass, 1985). Instructional leaders have the necessary skills to design professional learning, coach teachers, and use data to monitor learning for all. Each of the four reviewed styles of leadership can be utilized to characterize leaders in public schools. What is essential is that whichever style is predominant for a campus principal, that style is applied consistently and routinely to create a positive and engaged campus culture.

Considering the current research regarding student achievement in schools, high teacher engagement equates to increased student achievement. Creating a campus culture and climate that creates high levels of teacher engagement is a necessity. A positive school culture allows teachers to engage collaboratively with the principal to ensure students learn. Schools cannot achieve high levels of learning for all students in their community without the effective engagement of the teachers.

The current study is designed to add to the literature by measuring a possible relationship between a highly engaged instructional staff and the style of leadership. Chapter 3 provides the methodology proposed to determine if a relationship exists between each of the four leadership styles and teacher engagement. Through analysis of the Multi-factor Leadership Questionnaire, principals will be categorized into one of the four district predominant leadership styles. Each leadership style will be analyzed as a separate independent variable as compared to the overall campus engagement score.

CHAPTER 3

METHODOLOGY

The purpose of this study was to determine the relationship between the leadership behaviors of the campus principal and the associated campus teacher engagement score. The emphasis for this study was to research and gain deeper understanding of the differing behaviors associated with four different leadership styles as perceived by teachers, and how each behavior influences campus engagement. The following questions were researched.

1. In the studied district, what are the prominent leadership behaviors of campus principals?
2. What are the high yield leadership behaviors associated with high teacher engagement in the district?

The research design outlines the specific process followed throughout this study. Details are provided regarding the population and sample studied. The processes of data collection and analysis are defined, followed by a summary of how this process will guide the development of a leadership framework for the studied district.

Research Design

For the study, a quantitative methodology was used to determine what leadership behaviors, associated with the four leadership styles, are prominent for each campus principal. After identification of prominent leadership behaviors for each principal, each separate behavior was analyzed to determine a correlation with the campus engagement score. A quantitative methodology was proposed to objectively determine the relationship of the variables identified to create the leader framework.

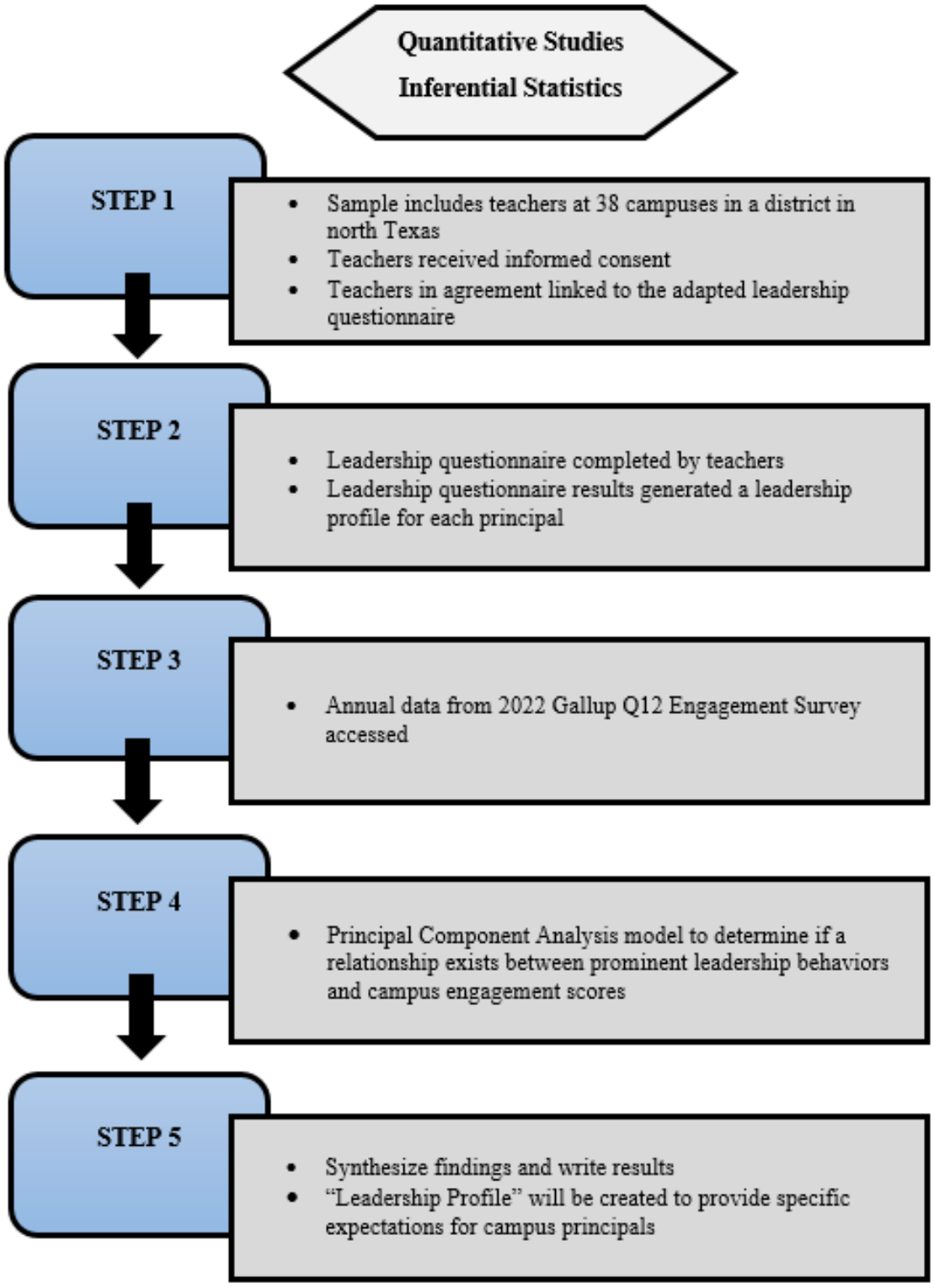
The primary data analysis used in this study was descriptive statistics and a principal component analysis (PCA). In a PCA, the data was first standardized through identification of *z* scores. Step 2 determined multi-collinearity among the multiple independent variables. By completing this step, high correlation among different independent variables facilitated a reduction of variables that resulted in the same phenomenon. The process resulted in determination of the principal components to be measured as independent variables and the correlation to the dependent variable of engagement score. The goal was to determine which of the principal components (leadership behaviors) have the greatest effect on campus engagement score. One benefit of using this research design is that it provides information about the strength of a relationship between the variables (Ary et al., 2019).

To conduct this research, two questionnaire tools were utilized. Questionnaire tools are beneficial when seeking to represent the perspective of a larger population through surveying a smaller sample (Creswell & Guetterman, 2021). An adapted leadership questionnaire was used to determine which of the behaviors associated with each of the four leadership styles was prominent for each campus leader. The campus engagement score was provided as the dependent variable. Data from the district's 2022 Gallup Q12 Engagement Survey was collected. Each campus had a unique campus engagement score based upon the collective results of all campus teachers surveyed. The campus engagement score was provided from each campus's overall Q12 engagement score.

Figure 2 depicts the steps for conducting this quantitative study to illustrate the order and process utilized to collect, analyze, and synthesize data for this study.

Figure 2

Research Design



Ethical Assurances

There is an ethical responsibility to ensure that the research conducted in this study did not create stress or harm to the recruited participants. To ensure the well-being of all participants, I competed training and complied with all expectations as defined by the internal review board (IRB).

Ethical Standards

It was imperative to assure the confidentiality and safety of all participants in this study. In July 2021, I completed all requirements for the Collaborative Institutional Training Initiative (CITI). Completion of this serves as evidence of awareness and understanding of all ethical considerations for protection of human subjects participating in this study. To maintain high ethical standards, all participants were provided an informed consent form that included an overview of the study prior to agreeing to complete the Adapted Leadership Questionnaire. As part of the informed consent, all participants were assured of confidentiality and informed that no identifiable data would be collected during the online survey. The results of the Adapted Leadership Questionnaire completed by all participating teachers was maintained in an electronic file through completion of the study. The Gallup Q12 Engagement data are publicly available for all campuses in the identified district.

Researcher Positionality

As a member of the participating district, I recognize that I bring prior knowledge to this study. To eliminate any potential bias in this study, I utilized quantitative methods to provide objectivity and eliminate preconceived ideas. Participants were recruited through electronic

correspondence and informed about the research design prior to submitting informed consent to participate. The participants will have access to the findings of the research upon completion to further communicate transparency in this process. As part of the recruitment process, participants received notification that all questionnaire submissions would be confidential, and data collected would not be specific to any one individual. As a member of the studied district, participant confidentiality is critical. All questionnaire data analyzed was aggregated to the campus level to determine a campus leadership style. The archived data utilized for engagement scores is public data that are accessible for all campuses. Both data points represented aggregated campus level data, not individual specific data.

Population and Sample

The setting for this study was a school district in the north Texas region considered fast-growth and spans over 180 square miles and 14 communities. The school district had four vertical feeder zones to maintain a connected community in each of the unique regions of the district.

Context of the Site

The studied district served over 30,000 students at the time of the study with approximately 40% of the student population meeting eligibility for free or reduced lunch. The studied district was a majority/minority district, serving less than 40% White students and greater than 30% Hispanic students. The selected north Texas district had 38 campuses serving prekindergarten through 12th grade and three alternative campuses. The district was considered a fast-growth suburban district. At the time of this study, the district had 25 elementary schools,

serving approximately 15,500 students in grades prekindergarten through fifth. There were 13 secondary campuses serving approximately 16,500 students. Campus leaders at the 38 campuses had experience as principal ranging from 0–20 years.

Population

The population to which the findings of this study may generalize was approximately 2,000 public school teachers in the north Texas district. The 2,000 teachers served 25 elementary schools, eight middle schools, and five high schools. The principals at the 38 campuses had as few as 0 years of leadership experience. Teachers at all 38 schools complete the Gallup Q12 survey annually.

Sample

The sample for this study was identified from the 2,000 teachers working at any of these 38 campuses. The specific participants in this study were limited to the teachers that agreed to participate from the 2,000 teachers on any one of the 38 campuses. Teachers at the 38 campuses received an email to invite them to participate in the study. The teachers were certified classroom teachers in grades prekindergarten through 12th grade. The data sought for this research was that of teacher perceptions of principal leadership behaviors; therefore, questionnaire data was not collected from the campus principals or assistant principals.

Instrumentation

To conduct this research, one questionnaire was administered to participants. To gain insight into the selected teachers' perceptions of their campus principal's leadership behaviors,

an adaptation of three published surveys was administered to all participants. The surveys adapted were the MultiFactor Leadership Questionnaire (MLQ), Principal Instructional Management Rating Scale (PIMRS), and Shared Leadership Questionnaire (SLQ).

The MLQ is an objective measure designed using a Likert scale for participants to identify behaviors or characteristics that best describe their campus principal. The MLQ is published by Mind Garden Incorporation and designed by Avolio and Bass (2004). The MLQ is comprised of 45 Likert-style questions rated on a five-point scale, ranging from *not at all* to *frequently, if not always*. As designed, the MLQ measures leadership behaviors from one end of the leadership spectrum, laissez-faire, to transactional and what is considered a more effective style of transformational leadership. For the purposes of this study, the questions specific to transactional and transformational leadership behaviors were utilized. The following are questions selected from the survey:

1. My leader provides me with assistance in exchange for my efforts. (Transactional)
2. My leader talks about their most important values and beliefs. (Transformational)

The PIMRS is a widely used survey initially developed by Dr. Phillip Hallinger in 1984 and revised a number of times since then. The survey is designed to measure perceptions of behaviors related to instructional leadership. It consists of 50 questions rating perceptions or principal job-related behaviors, broken into 10 categories. The 10 categories are: Frame School Goals, Communicate School Goals, Supervise and Evaluate the Instruction, Coordinate the Curriculum, Monitor Student Progress, Protect Instructional Time, Maintain High Visibility, Provide Incentives for Teachers, Promote Professional Learning, and Provide Incentives for Learning. Of the provided 50 questions, the questions selected for the questionnaire in this research were those most closely aligned with the instructional leadership behaviors identified on

the Texas Principal Evaluation and Support System (TPESS). Respondents completing the PIMRS respond on a Likert scale, with possible responses ranging from *almost always*, to *almost never*. A sample of the selected questions are as follows:

1. My principal conducts regular informal observations in my classroom.
2. My principal ensures professional development activities are aligned with campus goals.

The SLQ designed at the Kansas State Center for Research on Learning is a 20-item questionnaire to measure overall perceptions of shared leadership (Brussow, 2013). The survey is based on four domains of shared leadership: Collaboration, Vision, Delegation, and Culture. Responses are provided on a five-point Likert Scale, with scores ranging from a *strongly agree*, to *strongly disagree*. The questions selected for this research align with the domain of collaboration and delegation. The domain of vision and culture questions were not selected to maintain clear delineation between transformational leadership behaviors and shared leadership behaviors as measured on the questionnaire. Sample questions are as follows:

1. My principal regularly collaborates with my grade level/content area team to achieve goals.
2. My principal trusts multiple members of our school teams (grade/content) with information and decision-making authority.

Each of the surveys consists of a minimum of 20 questions. To ensure reliability of the collected data, the questionnaire adapted for this research selected five questions for each unique leadership style. The questionnaire allowed for responses on a Likert Scale ranging from 1 to 5. The response options were 1, strongly disagree, 2, disagree, 3, neutral, 4 agree, and 5 strongly

agree. The questionnaire presented a total of 20 questions in random order, so that behaviors related to specific styles were evenly spread throughout the form.

At the conclusion of this adapted questionnaire, participants were asked two questions to gather demographic data for possible additional analysis. Participants were asked:

1. How many years have you been teaching?
2. At what campus are you currently teaching?

The second data point was accessed through publicly available data. The district administers the Gallup Q12 annually. The Q12 is comprised of 12 questions designed to measure employee engagement in their workplace. Two sample questions follow:

1. I know what is expected of me at work.
2. At work, I have the opportunity to do what I do best every day.

Each of the questions was answered on a Likert scale, with response options ranging from *never* to *always*. This questionnaire is designed to measure employee engagement in any workplace environment. The development of the Gallup Q12 began in the 1950s and has experienced multiple iterations over the past 50 years (Harter et al., 2009). The validity and reliability of the Q12 has been investigated through meta-analysis as recently as 2009. Harter et al. conducted the most recent meta-analysis by distributing the Q12 to 681,799 employees across 125 different organizations. It was through this meta-analysis that Harter et al. once again confirmed there is a clear correlation between the overall workplace engagement level and the organization's outcomes. Among the 125 different organizations participating in this meta-analysis, six of them were school districts.

The Gallup Q12 survey is routinely distributed each fall to all staff in the identified district. Archived data from the routine distribution of the Q12 was acquired for the 2022 school

year, to determine the overall levels of engagement for teachers at each of the identified campuses.

Data Collection Procedures

Data collection for this study was initiated through an email to recruit teachers willing to complete the adapted Leadership Behavior Survey (Appendix A). Recruited teachers were those who were assigned as a professional teacher at the 38 selected campuses in the studied district. Upon receipt of the recruitment email, teachers who opted in to participate were provided an informed consent linked in the recruitment email. Recruited teachers opening the link in the email had the opportunity to submit the informed consent and then were directed to an electronic adapted leadership questionnaire to complete regarding their perceptions of the leadership behavior and styles of their principal. The questionnaire should have been completed in one setting, requiring no more than 10 minutes per participant. At the conclusion of the questionnaire, teachers were asked to complete demographic data to allow additional data analysis. Teachers were asked the number of years they had been teaching, the number of years teaching at the current campus, and the name of the campus at which they were currently teaching. All data submitted from this questionnaire was collected electronically through Qualtrics™.

In November, the selected district administered the annual distribution of the Gallup Q12 Engagement Survey for all staff. Teachers answered the 12, Q12 questions electronically provided through a link from the district. The results of the campus Q12 overall engagement scores were provided by Gallup to the district and were publicly available from the district.

Both the leadership questionnaire and the Gallup Q12 were collected confidentially. The data was gathered and stored electronically prior to statistical analysis.

Two additional data points of principal years of principal leadership in the studied district and campus Title I status provided for further analysis of prominent leadership behaviors and engagement scores. The data for principal leadership in the district was collected from district human resource records. Title I and non-Title I status data was gathered through data collected by the Texas Education Agency.

Data Analysis Strategies

The results of the Leadership Questionnaire were analyzed to develop a profile for each principal. The profile for each of the 38 principals was developed based upon the prominent style indicated upon compilation of the teacher questionnaires. Each principal style was defined by the style most highly aligned on the questionnaire when results of all campus teachers were compiled.

Inferential statistics were utilized to explore the research question regarding the relationship between campus principal leadership behaviors and campus engagement. Descriptive statistics and a PCA were utilized to determine which specific leadership style was most closely aligned with higher campus engagement.

For each of the 38 campuses, a PCA was conducted to analyze each of the leadership behaviors. Through use of the PCA, behaviors that indicated like relationships to the campus engagement were consolidated to provide a reduction in data points. After conducting the PCA for each campus, a profile was defined for each campus principal. The profile defined the five behaviors most closely related to the campus engagement score.

Each campus principal profile as compared to the campus engagement was illustrated in a graph. The five most prominent leadership behaviors were represented as separate bars with engagement score represented as a header. Presenting each principal profile in a graph allowed for further analysis to determine the high yield leadership behaviors.

The principal profile graphs were divided into two groups based upon principal service years in the studied district for further analysis. The experience graphs were analyzed according to principals serving as principal fewer than 3 years in the district as compared to those serving greater than 3 years in the district. This analysis provided insight into the prominent leadership behaviors of less experienced principals as compared to those with more years' experience. Analysis of how principal experience is related to campus engagement was also conducted.

An additional layer of analysis was conducted by comparing the principal profile graphs of campuses that were identified as Title I campuses and non-Title I campuses. Similar to experience, analysis was to first identify similarities or differences among prominent leadership behaviors of Title I principals as compared to non-Title I principals. Campus engagement scores were analyzed for principals in both Title I and non-Title I groups.

Through use of the years' experience variable, the data were analyzed by each campus to determine if prominent leadership behaviors differed among teachers in each differing experience indicator. A profile for each experience indicator was created for each campus to support analysis across each experience indicator across all 38 campuses.

Limitations

This research was conducted throughout the fall semester of a specific school year, thus based on the length of time of employment for a teacher or the demands of that time of the

school year, teacher responses could have been influenced. Teachers could have recently transitioned to a campus and could have had limited interactions with the campus principal at the time of the two questionnaires. Teachers' limited understanding of specific behaviors of a principal and how such behaviors relate to a leadership style could influence responses. It is reasonable that teacher responses could be a result of concerns regarding their anonymity, which could result in fear of repercussions from their supervisor. As in any opportunity to rate the behaviors of a position one does not hold, a teacher perspective is limited to only their opinion of the leader behavior.

Summary

The success of the campus principal is critical for the engagement of teachers and the achievement of students. This quantitative study was designed to determine which leadership behaviors have the greatest effect on campus engagement score. Chapter 3 provides the methodological approach that was applied to this research. Through use of the two questionnaires, the Adapted Leadership Questionnaire and the Gallup Q12, descriptive and inferential statistics were utilized to determine if there is a relationship between the campus principal's leadership style and teacher engagement. The data gathered and analyzed through this research is provided in Chapter 4. This study may support training for future campus administrators to develop highly engaged teachers who impact high achieving students across all campuses.

CHAPTER 4

PRESENTATION OF FINDINGS

The purpose of this study was to identify which campus principal leadership behaviors were related to the highest levels of teacher engagement. According to Gordon (2006), principal leadership is the primary indicator in a teacher's level of engagement. The Gallup Organization (2021), identified exceptional workplaces as those that report 73% of their employees are engaged. During the fall of 2022, the district in this study had 50% of their employees engaged according to the Gallup Q12. The employee engagement increased by 5% from 45% during the fall of 2021.

For each campus, both descriptive statistics and a principal component analysis were conducted to identify each campus principal's specific leadership behaviors and overall prominent leadership style, as reported by their teachers. After the prominent leadership behaviors were identified for each campus, these behaviors were compared to the respective campus engagement score.

This chapter answers the research questions:

1. In the studied district, what are the prominent leadership behaviors of campus principals?
2. What are the high yield leadership behaviors associated with high teacher engagement in the district?

The results of this study are organized through presentation of the data by each research question. The initial findings identify the prominent leadership behaviors as reported by all 540 teachers that participated in the survey. The leadership behaviors are also presented based upon each unique style and further disaggregated based upon teacher years of experience. Research

Question 2 findings are illustrated with a profile that represents each campus engagement and prominent leadership behaviors. Prominent leadership behaviors in each campus profile are identified as the five behaviors with the highest mean. The campus profiles are then placed in quartiles based upon engagement scores. The top and bottom quartile profiles are presented to identify trends in prominent leadership behaviors. Distinguishing similarities and differences between the campuses with the highest and lowest engagement scores allows for comparison between the behaviors identified as prominent. This will facilitate further analysis in how leadership behaviors differ between the campuses with the highest engagement.

Findings

Survey data was distributed to 38 campuses, with 36 of those having at least one participant complete the survey. Data were captured for each of these 36 participating campuses regarding Title 1 status and principal experience. Sixty one percent of the participating campuses were Title I campuses. Fifteen of the 36 campuses were led by principals with less than three years' experience. In answering RQ2, a campus profile is provided that illustrates prominent leadership behaviors and campus engagement score. This demographic data regarding campus Title I and principal experience may provide insight into engagement. Table 1 is provided as an overview of participation and the demographic data for each of the 36 participating campuses.

Prominent Leadership Behaviors

RQ1: In the studied district, what are the prominent leadership behaviors of campus principals?

Table 1

Summary of Survey Participation, Principal Experience, and Campus Title I Status

Campus name	Number of participants	Principal experience	Title I status
Campus 1	3	3+	Title I
Campus 2	14	<3	Non-Title
Campus 3	16	3+	Title I
Campus 4	42	3+	Title I
Campus 5	8	3+	Title I
Campus 6	6	3+	Title I
Campus 7	20	<3	Title I
Campus 8	4	<3	Title I
Campus 9	13	3+	Title I
Campus 10	13	3+	Non-Title
Campus 11	5	<3	Non-Title
Campus 12	7	3+	Title I
Campus 13	20	<3	Title I
Campus 14	6	<3	Title I
Campus 15	5	3+	Title I
Campus 16	98	3+	Non-Title
Campus 17	14	3+	Title I
Campus 18	10	<3	Title I
Campus 19	45	3+	Non-Title
Campus 20	8	<3	Non-Title
Campus 21	18	3+	Title I
Campus 22	2	<3	Title I
Campus 23	2	3+	Title I
Campus 24	30	<3	Non-Title
Campus 25	17	3+	Title I
Campus 26	10	3+	Title I
Campus 27	10	<3	Title I
Campus 28	6	<3	Non-Title
Campus 29	5	3+	Non-Title
Campus 30	10	<3	Non-Title
Campus 31	8	<3	Non-Title
Campus 32	10	3+	Non-Title
Campus 33	18	<3	Non-Title
Campus 34	8	3+	Title I
Campus 35	6	3+	Non-Title
Campus 36	15	3+	Title I

The first research question was designed to gain an overall understanding of the prominent leadership behaviors campus principals demonstrate as perceived by teachers currently on the campus. The data collected from all 540 participants was utilized to answer RQ1. Additional analysis was conducted to further determine if prominent leadership behaviors differed based upon teachers in different stages of their career. The findings are provided in two different ways. First, all teacher data was analyzed by contrasting the top and bottom quartile behaviors as indicated by the mean score of each question. Following this analysis, the findings were further disaggregated by behaviors within each leadership style. Within each style each unique behavior was compared across teachers in different experience bands.

Which Leadership Styles Are Prominent

The online survey was designed to determine which specific leadership behaviors, associated with four differing leadership styles, were prominent in the district. The 20-question survey inquired about behaviors related to transformational, instructional, shared, and transactional leadership styles. There were 540 total participants who responded to all 20 questions on the survey. RQ1 was designed to determine which principal behaviors were prominent in the district, therefore, all 540 teacher responses were utilized. Descriptive statistics were utilized to identify the prominent leadership behaviors reported by all teachers. Once the mean score was found for each question, the questions were placed in quartiles for analysis. In order to compare the most prominent behaviors to the least prominent, the top and bottom quartiles were analyzed.

The leadership behavior with the highest mean score ($M = 4.54$; $SD = 0.89$) was Q16, *"I can identify at least one teacher on my team who acts as an informal leader."* This question is

associated with the shared leadership style. The other four questions making up the top quartile of responses represent behaviors aligned with transformational and instructional leadership. Transformational style represents three of the top five behaviors in this quartile. This data point indicates the style of transformational leadership is the most prominent style. The questions specific to the behaviors of transformational leadership were questions about establishing and communicating a campus mission, vision, and purpose. The instructional leadership behavior in the top quartile is a leader's behavior to routinely use staff meetings to focus on campus goals. The standard deviation for behaviors in the top quartile ranged from 0.89 to 1.05, indicating greater agreement among participants in the top three questions. The questions representing mean scores in the top quartile are displayed in Table 2.

Table 2

Summary of Descriptive Statistics for Top Quartile Behaviors

Question	*N*	Mean	Standard Deviation	Leadership style
Q16	540	4.54	0.89	Shared
Q18	540	4.53	0.91	Transformational
Q17	540	4.46	0.95	Instructional
Q5	540	4.43	1.04	Transformational
Q14	540	4.34	1.05	Transformational

Leadership Styles Not Prominent

The lowest mean score ($M = 2.72$) was Q3, "*My principal keeps track of all mistakes."* This question aligns with the transactional leadership style. Four of the five questions represented in the bottom quartile describe transactional leadership behaviors. The behaviors associated with this style describe the principal as routinely focusing on failures and mistakes.

The one behavior in the bottom quartile that aligns with instructional leadership was Q7, "*My principal conducts informal observations in classrooms on a regular basis."* Analyzing the behaviors in the bottom quartile suggests overall, the leaders in the district do not demonstrate transactional style leadership. The questions representing the bottom quartile of mean scores are displayed in Table 3.

Table 3

Summary of Descriptive Statistics for Bottom Quartile Behaviors

Question	*N*	Mean	Standard Deviation	Leadership style
Q13	540	3.84	1.21	Transactional
Q7	540	3.40	1.32	Instructional
Q6	540	2.77	1.36	Transactional
Q15	540	2.76	1.37	Transactional
Q3	540	2.72	1.23	Transactional

Comparing the top and bottom quartiles of responses provides evidence that principals in the studied district are most commonly demonstrating transformational leadership behaviors. There is also strong agreement that they use both shared and instructional behaviors by engaging informal leaders and maintaining a focus on campus goals. Conversely, principals are less focused on transactional behaviors such as focusing on mistakes and failures. There was one instructional leadership behavior found in the bottom quartile. Based upon these results, teachers do not perceive their principal to use informal observations of their classrooms routinely. Teachers may feel validated and appreciated through their principal investing time to visit their classrooms. This is a specific leadership behavior the studied district may wish to seek to improve upon.

Perceptions Based Upon Experience

Demographic information was collected for all teachers who agreed to participate in the online survey regarding principal leadership behaviors to discern the context behind survey responses. Each teacher provided information related to number of years they have been teaching. The demographic results revealed that 75.93% had been teaching between 6 and 30 years, with a very small percentage having taught more than 30 years. Table 4 provides a summary of participants' teaching experience in years.

Table 4

Summary of Survey Participant Years of Teaching Experience

Total years teaching	Number of survey participants	Participation percentage
0–5 Years	102	18.91%
6–15 Years	206	38.10%
16–30 Years	204	37.84%
30+ Years	28	5.15%

Teacher experience was considered as it relates to each leadership behavior survey question. The following data details how principal leadership behavior is perceived based on experience. Tables 5–8 are grouped by leadership style and are presented in order of the questions asked on the survey. Each behavior is provided with both the mean and standard deviation for each experience band. Behaviors associated with the leadership style of transformational represent three of the top five mean score behaviors. Questions associated with this style are listed Table 5.

Table 5

Summary of Descriptive Statistics Transformational Style, Questions by Experience Band

Question	0–5 years		6–15 years		16–30 years		30+ years	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Q5, Talks enthusiastically goals	4.20	(1.36)	4.41	(1.13)	4.45	(1.16)	4.28	(1.11)
Q11, Values and beliefs	4.31	(0.99)	4.34	(0.92)	4.07	(1.28)	3.76	(1.25)
Q14, Sense of purpose	4.14	(1.36)	4.32	(1.07)	4.17	(1.18)	4.14	(1.25)
Q18, Sense of mission	4.69	(0.65)	4.52	(0.97)	4.41	(0.93)	4.39	(1.21)
Q19, Articulates compelling vision	4.31	(1.15)	4.34	(0.92)	4.24	(1.07)	4.14	(1.07)

There is little distinction for the five questions regarding transformational leadership between years of experience groups. The only notable difference in the 30+ experience group is two unique instances. The 30+ participant group scored Q11 regarding their principal's talking about values and beliefs lower than any other group ($M = 3.76$). This is the only mean score within the transformational style that is scored below a 4.0, indicating less agreement among participants. Interestingly, although this group scored Q18 regarding a collective sense of mission as a mean 4.39, the 30+ group has much greater variance ($SD = 1.21$). This suggests that perhaps teachers with the most experience are less connected to the discussions regarding these transformational behaviors. Perhaps teachers towards the end of their career participate less in these campus discussions.

Questions associated with instructional style behaviors are shown in Table 6. Questions specific to the two instructional leadership behaviors—using data to guide professional learning and limiting instructional interruptions—vary among teacher experience groups. Interestingly, responses to Q8 regarding alignment of professional learning and goals is highest, ($M = 4.28$) with the lowest variance ($SD = 0.98$) among the least experienced teacher group, 0–5 years, but teachers in the 30+ experience range score this lowest ($M = 3.93$) with a $SD = 1.28$. Perhaps this

suggests teachers newer to the profession are being more heavily guided in their professional learning than those with the most experience. There is an interesting opposite effect in Q10, relating to limiting interruptions to instructional time. Teachers in the 0–5 years' experience group with a mean of 3.86 (*SD* = 1.28) report more interruptions by their principal, while the 30+ group believe they are less interrupted (*M* = 4.03). Perhaps campus leaders come more frequently into classrooms of new teachers leading to this variance. The responses to Q7, conducts informal observations, are the lowest mean scores across all experience groups in the instructional leadership style. The mean scores for Q7 range from a low mean of 3.38 to a high of 3.72. This data indicates that although informal classroom observations is a critical behavior for instructional leadership, this behavior is not prominent in the district.

Table 6

Summary of Descriptive Statistics Instructional Style, Questions by Experience Band

Question	0–5 years		6–15 years		16–30 years		30+ years	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Q1, Uses data for school goals	4.21(1.24)		3.97(1.47)		3.76(1.63)		3.14(1.87)	
Q7, Conducts informal observation	3.72(1.34)		3.48(1.35)		3.55(1.30)		3.38(1.37	
Q8, Ensures PD aligns with goals	4.28(0.98)		4.03(1.38)		4.03(1.16)		3.93(1.28)	
Q10, Limits interruptions	3.86(1.28)		3.76(1.13)		3.79(1.24)		4.03(1.22)	
Q17, Discusses goals at staff mtgs.	4.52(0.93)		4.38(0.96)		4.55(0.81)		4.26(1.32)	

In the summary for shared style behaviors, shown in Table 7, Q16 regarding informal leaders on their team was the question with the highest mean (*M* = 4.54) overall. When analyzing this question across participant experience groups, there is little difference between groups. This suggests campus leaders are commonly relying on informal leaders on each team. Additionally, it is interesting that Q2, Q9, and Q12 all indicate greater agreement among the middle two

experience groups, 6–15 years and 16–30 years. This might suggest that teachers in the least and greatest experience groups perceive that their principal does not include them in decision making and sharing leadership in general, whereas the middle experience groups are more actively engaged in the daily decision making and guidance of the campus.

Table 7

Summary of Descriptive Statistics Shared Style, Questions by Experience Band

Question	0–5 years		6–15 years		16–30 years		30+ years	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Q2, Teachers in decision making	3.79	(1.24)	4.10	(1.24)	4.00	(1.36)	3.86	(1.33)
Q4, Multiple people trusted	4.00	(1.11)	3.79	(1.21)	3.72	(1.31)	3.97	(1.19)
Q9, Collaborates regularly	3.93	(1.17)	4.31	(1.26)	4.17	(1.18)	3.93	(1.41)
Q12, Delegates control	4.10	(1.06)	4.14	(1.33)	4.41	(0.89)	3.93	(1.14)
Q16, Informal leader on team	4.59	(0.81)	4.28	(1.17)	4.52	(0.81)	4.39	(1.18)

Transactional style behaviors represented four of the lowest five mean scores and are represented in Table 8. Questions within the transactional leadership style tend to differ among experience bands in a few ways. Teachers with the least experience, 0–5 years, tend to believe that their principal pays more attention to failures than any of the other groups ($M = 3.07$). This data point makes me question how less experienced teachers can be developed without it feeling like a focus on failures. This groups also agrees that their principal provides materials and resources ($M = 3.76$) compared to those with more experience ($M = 4.24$). This group likely has greater needs in acquiring resources and materials since they are newer to the profession.

Reflecting on the questions as separated by experience bands, it is evident that teachers at the earliest years of experience see their principals as collaborative around mission, vision, and purpose. Transformational leadership behaviors can serve to help engage the least experienced

teachers. This same group reports that there is more focus on their failures than other groups. This data point suggests that principals need to understand how to support and grow less experienced teachers without focusing on failures. If this group feels the lowest agreement on having the resources needed, coupled with feelings of less success, this could contribute to the change of career that teachers consider in the first 5 years.

Table 8

Summary of Descriptive Statistics Transactional Style, Questions by Experience Band

Question	0–5 years		6–15 years		16–30 years		30+ years	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Q3, Keeps track of mistakes	2.79(1.13)		2.72(1.20)		2.62(0.96)		3.03(1.00)	
Q6, Attention to failures	3.07(1.28)		2.83(1.42)		2.59(1.27)		2.52(1.22)	
Q13, Assistance in exchange	3.69(1.34)		3.76(1.25)		3.48(1.22)		3.83(1.29	
Q15, Full attention on mistakes	2.69(1.15)		2.83(1.31)		2.76(1.10)		2.86(1.17)	
Q20, Ensures materials	3.76(1.38)		3.86(1.28)		4.24(1.04)		4.07(1.20)	

What This Means

Results obtained from the online survey reveal the prominent leadership behaviors are those associated with transformational leadership. Question 18, *"My principal emphasizes the importance of having a collective sense of mission*," Question 5, *"My principal talks enthusiastically about what needs to be accomplished*," and Question 14, *"My principal specifies the importance of having a strong sense of purpose*," are the three behaviors most strongly agreed upon in the transformational leadership style. Three of the five behaviors in the top quartile are transformational. The remaining two behaviors in the top quartile represent a combination of shared and instructional leadership behaviors. Participants strongly agree with Question 16, *"In addition to the principal, I can identify at least one teacher on my team who*

acts as an informal leader." This behavior is one of shared leadership. The final principal behavior in the top quartile means is Question 17, *"My principal discusses the school's academic goals with teachers at faculty meetings."* This behavior represents instructional leadership style.

The results of this research indicate the prominent leadership behaviors to be primarily transformational style, coupled with one shared and one instructional style behavior. These prominent leadership behaviors define principals as sharing leadership to focus on the mission, vision, purpose, and the goals of the school.

How Leadership Contributes to Engagement

RQ2: What are the high yield leadership behaviors associated with high teacher engagement in the district?

The findings for RQ2 are presented as figures representing each of the participating campuses meeting the participation threshold. The analysis was conducted by sorting each campus profile into quartiles based upon campus overall engagement score. Once the quartiles were defined, trends emerged. To supplement the analysis, the demographic data points of campus Title I status and principal experience were considered for any possible relationship.

How Engaged Are Employees

During the fall of 2022, the studied district surveyed all employees about their engagement through use of the Gallup Q12 Engagement Survey. Engagement scores for the district increased from a grand mean of 3.94 during the fall of 2021, to a 4.07. During the fall of 2021, 45% of employees were engaged and 12% were actively disengaged. When surveyed in

the fall of 2022, overall engagement increased to 50% of employees engaged and actively disengaged dropped to 11%. The biggest change in engagement is captured within the category of 'not engaged,' which decreased from 43% to 39%. The reduction in both not engaged and actively disengaged indicates employees are growing in engagement. To continue to increase teacher engagement, guidance on specific behaviors that lead to higher engagement on campuses is necessary. During the fall of 2021, teachers were not surveyed about their perceptions of their leaders' specific behaviors. Had leader behaviors been surveyed during 2021, it would be useful in guiding the district to know if leader behavior changes contribute to the increase in engagement.

Engagement and Leadership

The following section provides analysis of campus engagement as compared to the prominent leadership styles at each campus. Campuses with a minimum of 10 survey participants are included in this analysis. Of the 38 surveyed campuses, 20 campuses met the criteria for inclusion. For each of the 20 eligible campuses, both descriptive statistics and inferential statistics were conducted to analyze each of the leadership behaviors. Before a principal components' analysis (PCA) was conducted, descriptive statistics were generated to determine questions with the highest to lowest mean for each campus. When responses demonstrated minimum variability, these questions did not contribute to the principal components analysis. Through use of the PCA, questions with greater variability were clustered together to define prominent behaviors. After analyzing the descriptive statistics and conducting the PCA for each campus, a profile was developed for each campus principal. The profile illustrates the five behaviors that define the principal's leadership behaviors. The PCA analysis was utilized to

determine if additional themes could be identified among campuses with similar engagement scores.

A campus profile was developed for each of the eligible 20 campuses that met the participation floor. These profiles were sorted into quadrants based upon engagement score. Each profile illustrates the top five behaviors, based upon mean score, for the campus. The data collected for RQ2 was analyzed to determine the most prominent behaviors by campus according to the mean of each survey question. Once the highest engagement campuses were identified, further analysis was conducted by contrasting the top quartile campus profiles with those in the bottom quartile based upon engagement. The five most prominent leadership behaviors are represented as separate bars with the engagement score reflected at the top of each figure. Each figure represents a unique campus profile for each eligible campus. Each bar of a prominent behavior is displayed as a color associated with the associated leadership style. Behaviors that are transformational style are yellow, instructional style behaviors are blue, shared style behaviors are green, and transactional style behaviors are red. Representing each principal profile in a figure allows for further analysis to determine if the identified leadership behaviors at each campus consistently influence higher engagement. By analyzing the behaviors and engagement at each campus, high yield leadership behaviors may be defined for the studied district. The campus profiles by quadrant along with the descriptive statistics generated to determine questions with the highest to lowest mean for each campus can be found in Appendix C.

Top Quartile Engagement Campuses

The data collected for RQ2 is to determine what, if any, prominent leadership behaviors are common across schools with high engagement. To categorize engagement from high to low,

the 20 campuses were divided into quadrants based upon the mean engagement reported at each campus.

Five schools are represented in the top quartile of campuses based upon engagement. Engagement scores in the top quartile range from a high of 4.58 to a low of 4.34. Two campuses share the highest engagement score of 4.58. Figures 3 through 7 represent the top quartile engagement campuses. Each bar is representative of a specific question mean, with color representing the associated leadership style. The color representation is as follows: yellow is transformational leadership style, green is shared leadership style, blue is instructional leadership style, and red is transactional leadership style. Each Figure 3 through 7, represents the descriptive statistics used to define prominent leadership behaviors of each campus. In circumstances where there was more variability in responses, a PCA was utilized to provide further analysis between campuses.

Campuses in the top quartile had a total of 120 participants completing the leadership behavior survey. Each of the five campuses represented in Figures 3 through 7 show the five prominent behaviors of the campus leader as identified by teachers on the campus. Five prominent behaviors across five campuses provides 25 total behaviors. Campuses scoring in this top quartile of engagement have a total of 15 behaviors of the 25 that represent transformational leadership. Shared and instructional leadership styles represent 9 of the 25 behaviors, with only one of the top behaviors representing transactional leadership.

Figure 3

Campus 2

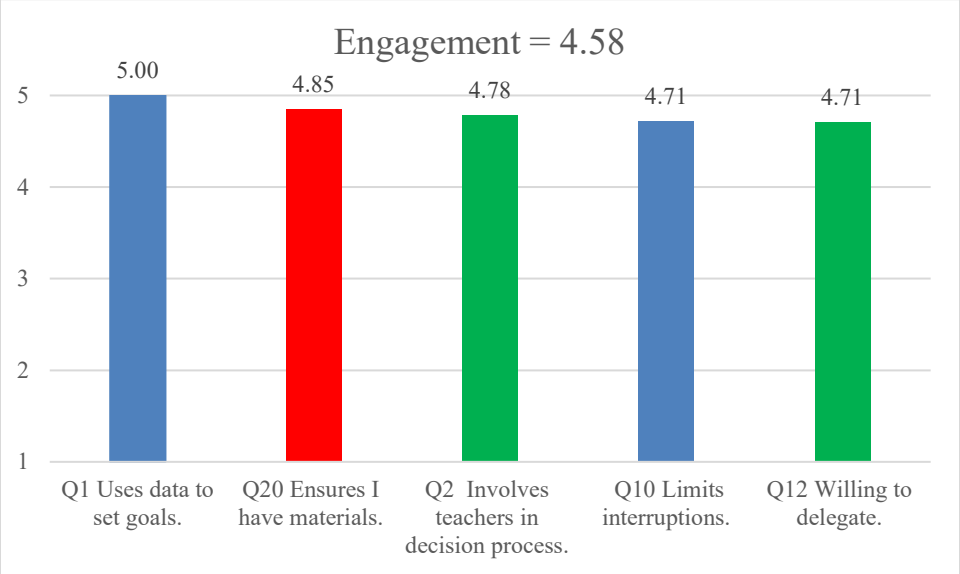


Figure 4

Campus 19

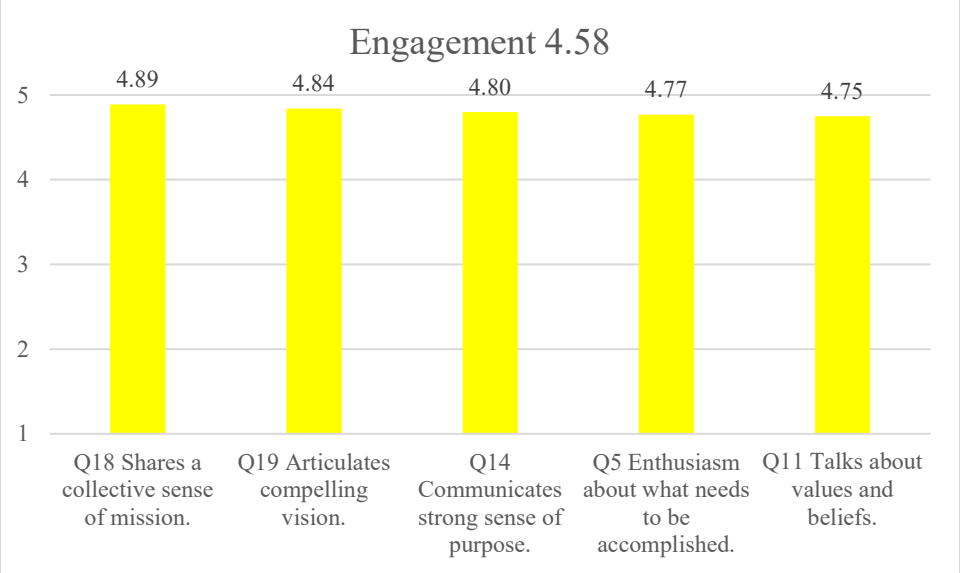


Figure 5

Campus 10

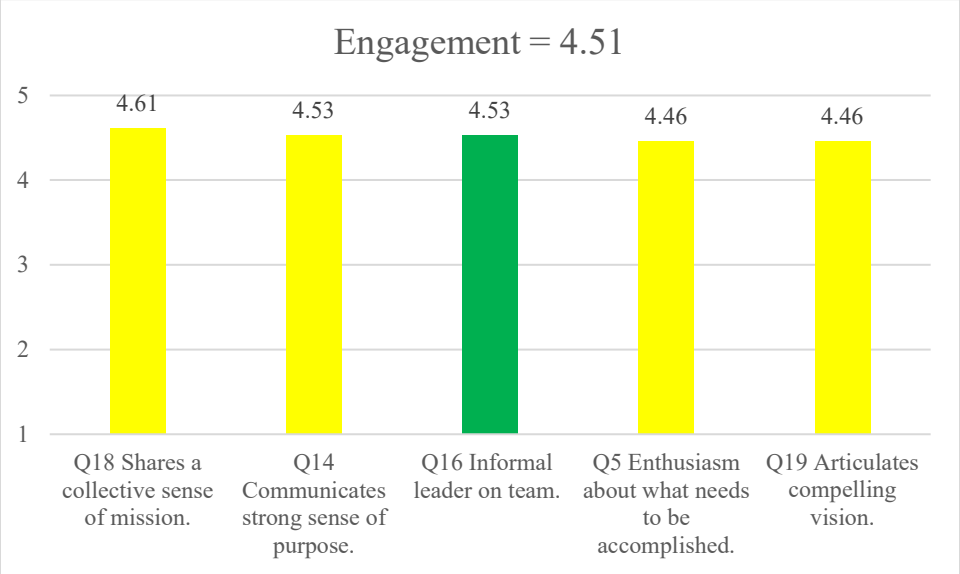


Figure 6

Campus 21

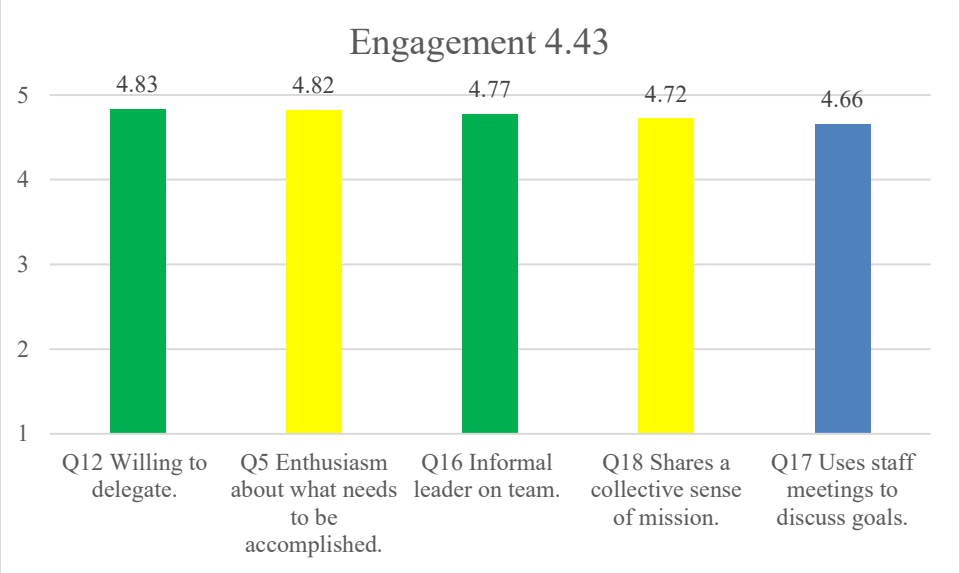
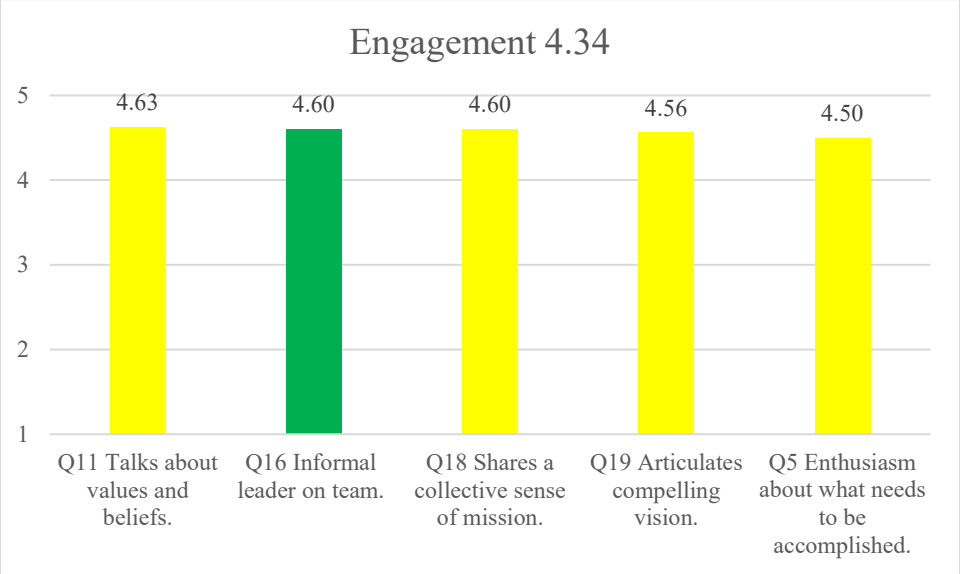


Figure 7

Campus 24



One of the top five engagement campuses is a Title I campus. Two of the campus leaders in the top quartile have less than 3 years principal experience. All five top quartile campuses are elementary campuses. Campus 2 appears to be an outlier in review of the data. It is the only campus in the top quartile that has one behavior associated with transactional leadership and none aligned to transformational leadership. The principal of this campus is a first year principal who is frequently engaged with staff in data analysis. The participant responses for this campus scored Q1, *"My principal uses data on student performance when developing the school's academic goals"* as a 5.0, with 0.0 variance in the responses. It is interesting that the engagement is the highest, yet there is less agreement about this principal's demonstration of transformational leadership behaviors.

Four of the five top quartile campuses strongly agree with Q18, *"My principal emphasizes the importance of having a collective sense of mission,"* and Q5, *"My principal talks*

enthusiastically about what needs to be accomplished." Three of these four campuses have 50%–75% of the participants answering this question as strongly agree on both questions, indicating this is a highly agreed upon strong indicator of a behavior of their principal. The mean scores for these two questions range from a high of 4.89 to 4.60 for Q18, and high of 4.82 to 4.46 for Q5.

The PCA was used to provide further insight into responses that had greater variability in their ratings. Five of the five top quartile campuses had a PC1 indicating alignment between the campus principal using data and collaboration with the staff in order to set campus goals. Survey questions related to the behaviors of data usage, collaborating, and campus goal setting all had a similar positive relationship. As responses to one behavior increased, responses on the other two behaviors did as well. This indicates that all five campus principals are seen as collaborating with data to establish and focus on campus goals.

Bottom Quartile Engagement Campuses

RQ 2 was designed to analyze prominent leadership behaviors of campuses with high engagement. However, analysis of all campuses led me to look more deeply at the prominent leadership behaviors of principals with campuses scoring in the bottom quartile of engagement. Five campuses comprise the bottom quartile with an engagement score ranging from 3.85–3.71. Figures 8 through 12 represent the bottom quartile engagement campuses. Just as in the top quartile, each bar is representative of a specific question mean, with color representing the associated leadership style. The color representation is consistent with the styles in the top quartile. Again, a PCA was conducted to provide further analysis when responses had greater variability.

Figure 8

Campus 16

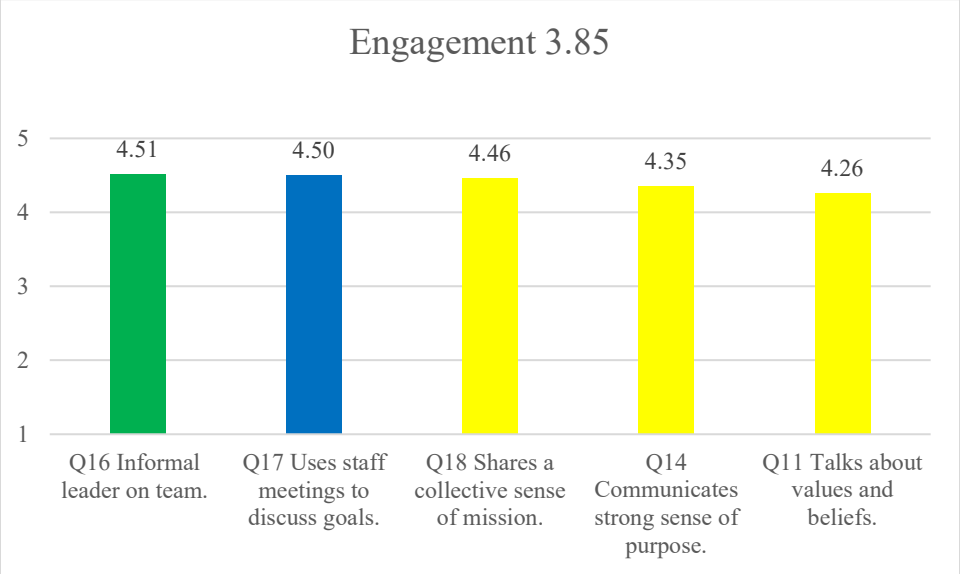


Figure 9

Campus 7

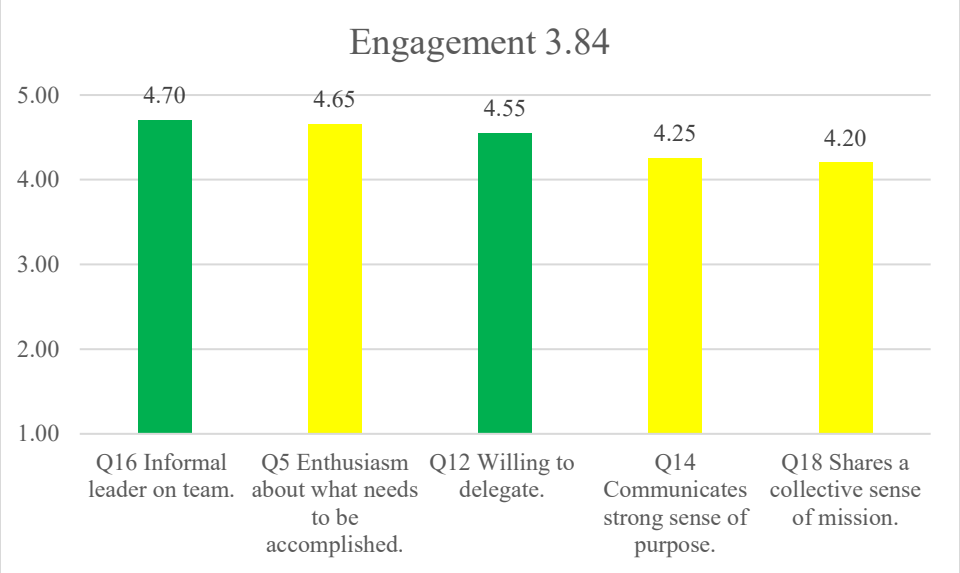


Figure 10

Campus 26

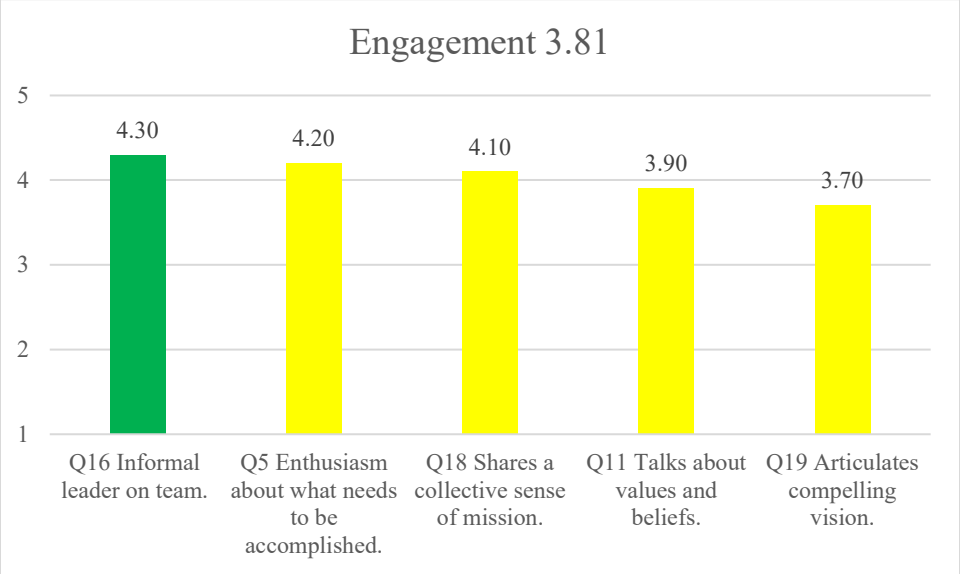


Figure 11

Campus 9

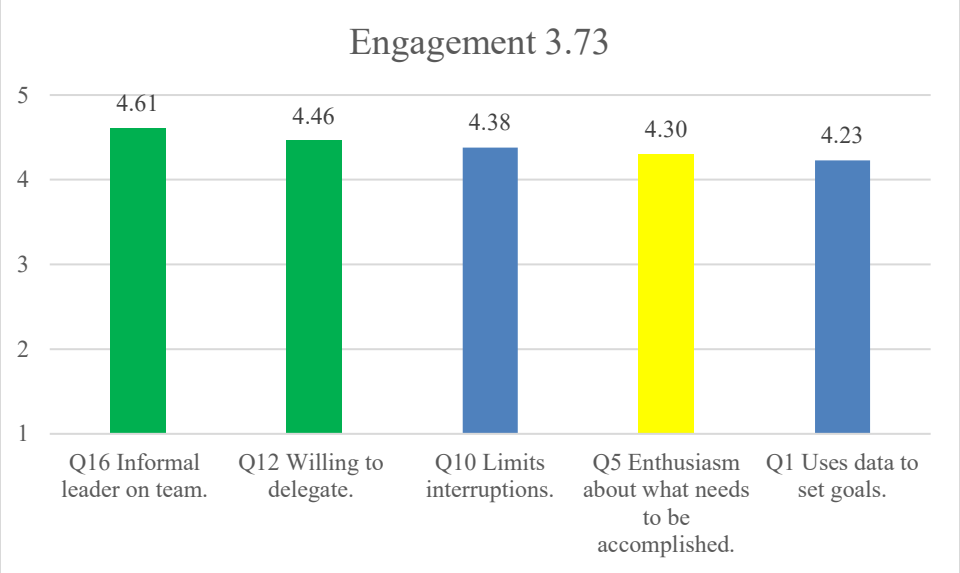
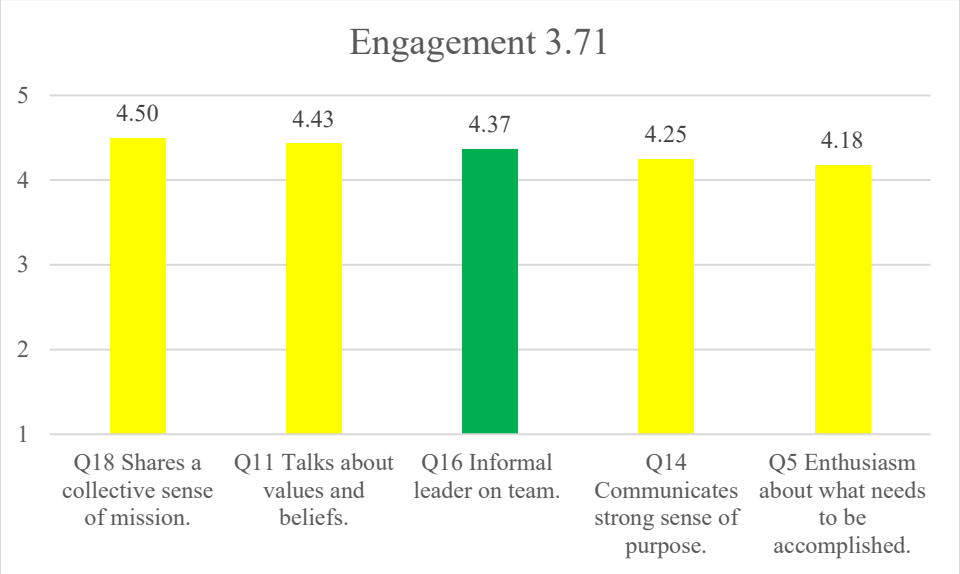


Figure 12

Campus 3



Data from the campuses scoring in the bottom quartile of engagement is representative of 156 total participants across all five campuses. Four of the campuses in this quartile are Title I campuses. One of the campus leaders in this group has less than 3 years' experience. All five campuses in this quartile are secondary campuses, with three of the five being high schools.

When looking at the top five leader behaviors for each of these five campuses, 15 of the 25 prominent behaviors represent behaviors categorized as transformational leadership. Shared and instructional leadership provide the remaining 10 behaviors, with the majority of those behavior describing behaviors of the shared leadership style. Campuses in this quartile do not represent any transactional leadership style behaviors.

Results provide some similarity with campuses in the top quartile, by having Q5 as a highest mean behavior, *"My principal talks enthusiastically about what needs to be accomplished."* Three of the campuses in this quartile also have a top mean for Q18, *"My*

principal emphasizes the importance of having a collective sense of mission." Among this group of campuses, the mean scores for these two questions range from a high of 4.65 to 4.18 for Q5, and high of 4.5 to 4.1 for Q18. As compared to campuses scoring in the top quartile engagement, campuses in the bottom quartile agree with this at a 0.3 lower response mean.

Further analysis was conducted through use of the PCA. The five campuses making up this quartile of engagement scores, PC1 was most strongly associated with the questions describing the principal's behavior as those that are collaborative around establishing a campus mission, vision, and values. The difference between PC1 for campuses in the top and bottom quartile is related to the principal's use of data to set goals. Campuses in the top quartile have responses that increase for questions about collaboration and data usage for campus goals; whereas the campuses in this quartile have question response increase around collaborating on mission, vision, and values, but not related to data or goal setting.

What Does This Mean

When analyzing the differences between campuses in the highest quartile engagement to those in the lowest quartile, there is little difference between which leadership behaviors are found to have the highest mean. At first observation, it is troubling that there is no simple distinguishable difference in prominent leadership behaviors between campuses in the top and bottom engagement quartile. In both the highest and lowest quartiles, participants perceive their leaders most prominent behaviors to be primarily those behaviors associated with transformational leadership. Similarly, in both quartiles, participants score behaviors associated with transactional leadership style the lowest, indicating these behaviors do not describe their principal. Leaders in the district are most highly perceived to be enthusiastic in establishing a

mission, vision, and purpose for their campus. These behaviors are coupled with collaboration and using staff meetings to focus on campus goals, demonstrating strengths in shared and instructional leadership styles as well.

To determine how leadership behavior may influence engagement requires looking beyond the mean leadership behavior scores for each campus. Two data points guide this deeper analysis, looking into the standard deviation of responses between campuses and comparison of the PC1 across the top and bottom quartiles. Campuses in the top quartile trend towards less variability among the responses, with standard deviations less than 1.0, and in rare case, standard deviation of 0.0. In contrast, campuses scoring in the bottom quartile reflect greater variability among responses, predominantly at or greater than 1.0. This data point suggests that campuses scoring high in engagement tend to have all participants in agreement about the behaviors their principal demonstrates as a leader. Participants on these campuses score transformational, shared, and instructional behaviors as agree and strongly agree more commonly. Campuses with lower engagement may have some participants informed and aware of the principal's transformational, shared, and instructional leadership behaviors; however, the higher standard deviations suggest that there is less agreement on these campuses about these behaviors. It would be beneficial for the studied district to provide specific support for campus leaders in how to generate greater engagement of all employees. The data would suggest their behaviors are perceived as less reliable when examined from the perspective of all participants.

Additionally, analysis of the PC1 indicates one major difference between high engagement campus leader behaviors and lower engagement campus leader behaviors. This data point indicates high engagement campuses collaborate around data to set campus goals, whereas low engagement campuses collaborate around mission, vision, and values without similar

connection to data and goals. This concept is interesting as a possible indication of what Rick DuFour refers to as the "cubs' fan" style of leadership (DuFour & Dufour, 2009). These leaders enjoy the game, hope the students are successful, but are not strategic and intentional about ensuring that all students are learning. These campus leaders may benefit from specific support in how to use and analyze student performance data to set and monitor campus goals.

The finding show that Title I status was not the most significant factor to distinguish between high and low engagement. One of the campuses in the top quartile was a Title I campus, and one of the campuses in the bottom quartile was not a Title I campus. Additionally, campuses in both the higher and lower engagement quartile are led by principals in both experience groups. These data points suggest Title I status and principal experience are not primary factors for high engagement.

There was found to be a distinct difference in engagement scores based upon campus level. All five campuses scoring the highest engagement are elementary schools, whereas all five scoring in the bottom quartile are secondary campuses. The studied district has four comprehensive high schools, and one high school of choice. Three of the bottom quartile campuses were high schools, with the remaining two high schools reporting in the third quartile. In fact, in the top two quartiles of engagement scores, only one secondary campus is reported. High school campuses have much larger staff populations, which may suggest the ability of one leader to effectively engage all members is challenging. It would benefit the district to focus on developing more shared leadership expectations for larger campuses to better engage all staff members.

One additional point of interest from this study is specific to Q7, *"My principal conducts informal observations in classrooms on a regular basis."* This specific leader behavior scored in

the bottom overall mean scores based upon all 540 total participant response. Among the 20 campuses considered in analysis for RQ2, only four had Q7 above the bottom mean scores in their responses. None of these four campuses were in either the top or bottom quartile of engagement. Although this response does not appear specific to answer the research question regarding leader behaviors and engagement, it must be noted because it was prevalent across campuses. The studied district reports that ongoing training is provided to promote informal observation as an essential leadership behavior for supporting student learning. Previous and current professional learning is invested in providing tools, resources, and expectations for implementation of this behavior. It is intriguing that considering these efforts from district leadership, participants perceive this as a behavior that rarely describes their leader.

Summary

The purpose of this quantitative study was two part: (a) to identify the most prominent leadership behaviors that teachers perceive are demonstrated by their campus principal in the studied district; and (b) to analyze those behaviors by campus as compared to their campus engagement score. Analysis of these data points will facilitate the studied district in developing a leadership framework to support the growth and development of current and future principals. Once prominent leadership behaviors were identified and analyzed by campus, the behaviors define what, if any, high-yield leadership behaviors generate higher campus engagement scores. During this analysis, specific leadership behavior trends were observed to compare to campus engagement. This chapter includes a discussion of these findings.

Chapter 5 includes a summary of the study, including the purpose of the study, research questions, and an overview of the methodology. A discussion of the findings is also contained in

the chapter. Finally, Chapter 5 ends with implications for practice, a proposed leadership framework for the studied district, recommendations for future research, reflections, and a conclusion of the study.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter contains a summary of the quantitative study of a large North Texas public school district's perceptions of campus leadership behaviors, how the specific behaviors align with four different leadership styles, and the influence of these behaviors on teacher engagement. The summary includes an overview of the study, including a review of the problem statement, the purpose of the study, research questions, and methodology. A discussion of the findings is included within this chapter along with a review of implications and recommendations for possible future research. The chapter concludes with researcher reflections.

Overview of the Study

Gallup (2013) reports a relationship between principals considered talented and their campus engagement scores. This study serves to inform district leaders about which, if any, of the four specific leadership styles and associated behaviors lead to higher teacher engagement scores. The leadership styles and associated behaviors are articulated within the Texas Principal Evaluation and Support System (TPESS) evaluations of principals in this district. Based upon review of previous evaluations, principals' leadership styles can be described as transactional, transformation, instructional, and shared.

As a result of this research, specific leadership behaviors were identified to propose as essential for the development of a leadership framework that will promote high yield leadership behaviors for all principals in the district. The findings of both campus engagement scores and principal leadership behaviors are reported as those behaviors perceived by teachers on each campus.

Review of Methodology

In order to examine teachers' perceptions of their campus leaders' behaviors and compare to campus engagement scores, a quantitative methodology was utilized. Engagement scores were identified through use of the district's annual Gallup Q12 Engagement Survey distributed in October. Data related to teacher perceptions of their principal's leadership behaviors was gathered through use of a Qualtrics online survey. The distributed survey was adapted from three published surveys: MultiFactor Leadership Questionnaire (MLQ), Principal Instructional Management Rating Scale (PIMRS), and Shared Leadership Questionnaire (SLQ). The survey was composed of 20 questions regarding participants' perception of differing leadership behaviors associated with each style. Two additional questions were included on the survey to gather teacher campus assignment and their total years' experience.

The survey data gathered was utilized to develop a unique profile for each campus principal with a minimum of 10 participants in the survey. Each campus profile was displayed as a figure indicating the top five mean leadership behaviors as perceived by teachers on the campus. Included in this profile was the campus engagement score. In order to provide further analysis, a principal component analysis was conducted for each campus.

Discussion

RQ1: In the studied district, what are the prominent leadership behaviors of campus principals?

Prominent Leadership Behaviors

The findings from the quantitative data indicate a clear set of behaviors that teachers perceive as descriptive of their campus principal. The leadership behavior with the highest mean

score ($M = 4.54$) was Q16, *"I can identify at least one teacher on my team who acts as an informal leader."* This question is associated on the survey with the leadership style of Shared Leadership. The top quartile of responses represents behaviors aligned with transformational, instructional, and shared leadership, with transformational representing three of the top five behaviors in this quartile. Behaviors specific to the style of transformational leadership are establishing and communicating a campus mission, vision, and purpose. The instructional leadership behavior in the top quartile is a leader's behavior to routinely use staff meetings to focus on campus goals. The standard deviation for behaviors in the top quartile ranged from 0.89 to 1.05, indicating greater agreement among participants in the top three questions.

When each question was further analyzed based upon participants' years of experience, distinct differences emerged. Teachers with less experience, 0–5 years, reported higher agreement with a focus on their failures and less availability of materials and resources. It is encouraging that teachers in the 0–5 year experience band also find their campus principal as collaborating about mission, vision, and purpose at higher rates than their more experienced colleagues. Teachers in the 30+ experience group reflected less agreement about these transformational behaviors

The single most evident result from the participant perception data, is the bottom quartile mean for Q7 which questions a principal's use of routine informal walkthroughs. The studied district reports that this specific behavior has been highly promoted and expected in the studied district. Teachers may feel greater appreciation and validation by a principal making classroom visits a priority. Teachers across all experience bands agreed that this behavior does not describe their principal. This is a simple behavior that should become a greater expectation for principals

in this district. This behavior will be included in the development of a future leadership framework.

Leadership Behaviors and Engagement

RQ2: What are the high yield leadership behaviors associated with high teacher engagement in the district?

The results of this study indicate that there is little difference between which leadership behaviors and styles are found at campuses with either high or low engagement. In both the highest and lowest quartiles, participants perceive their leaders most prominent behaviors to be associated with transformational leadership. Similarly, in both quartiles, participants do not describe their leader as transactional. Leaders in the studied district are perceived to be enthusiastic in establishing a mission, vision, and purpose for their campus. These results also suggest that collaboration and use of staff meetings to focus on campus goals are common principal behaviors at all levels of engagement.

After further analysis using the principal component analysis (PCA), it became evident that campuses in the top quartile show less variability among the responses, with standard deviations less than 1.0. In contrast, campuses scoring in the bottom quartile reflect greater variability among responses, predominantly at or greater than 1.0. This data point suggests that there is high agreement among teachers in top quartile schools about their leader's style. The higher variation in responses for campuses in the bottom quartile of engagement indicates that there is less agreement on these campuses about these behaviors. The findings suggest that the district could support campuses in the lower engagement quartile by helping them learn how to better share leadership responsibilities to ensure the leadership behaviors are prevalent across

larger campuses. Specific support to develop shared leadership systems may help larger campuses ensure all teachers are knowledgeable about the campus mission, vision, and purpose. Inclusion of shared leadership behaviors will be embedded in the leadership framework.

One significant finding to determine differences between high engagement campus leader behaviors and lower engagement campus leader behaviors is that high engagement campuses collaborate around data to set campus goals, whereas low engagement campuses collaborate around mission, vision, and values without similar connection to data and goals. The district may consider providing more structured support and training for campus leaders on how to use campus data to develop and monitor goals. Use of data for setting and monitoring campuses goals is a specific behavior that should be included in the leadership framework.

There was found to be a distinct difference in engagement scores based upon campus level. Elementary campuses make up all five campuses in the top quartile, and secondary campuses make up all five campuses in the bottom quartile. Specifically, three of the five in the bottom quartile are high schools. As stated previously, the district should consider developing support and training for leaders of the larger campuses to guide them in effective strategies to distribute leadership among teachers. When considering how this would be included in a leadership framework, the specific behavior would involve intentional selection of leaders among the teachers, perhaps development of an instructional leadership team that extends beyond formal leaders. This behavior could be beneficial at all levels, but specifically must be applied in secondary campuses. Perhaps this is already a structure being used effectively in elementary campuses which supports the higher engagement. As part of the leadership framework development, a specific collaborative leadership team should be an expectation.

One additional point of interest from this study is specific to Q7, *"My principal conducts informal observations in classrooms on a regular basis."* This specific leader behavior scored in the bottom overall mean scores based upon all 540 total participant response. Among the 20 campuses considered in analysis for RQ2, only four had Q7 above the bottom mean scores in their responses. None of these four campuses were in either the top or bottom quartile of engagement. Although this response does not appear specific to answer the research question regarding leader behaviors and engagement, it must be noted because it was prevalent across campuses. The studied district considers informal observation as an essential leadership behavior for supporting student learning. Previous and current professional learning is invested in providing tools, resources, and expectations for implementation of this behavior. It is intriguing that in light of these efforts from district leadership, participants perceive this as a behavior that rarely describes their leader. Use of informal observations to support instruction should be included in the leadership framework.

Implications for Action

Based upon these findings, the district may wish to consider developing a leadership framework that provides specific guidance on how to effectively distribute leadership so that all staff members at each campus are engaged in the transformational and instructional leadership work of collaborating on a mission, vision, values, and goals to ensure high levels of engagement.

The development of a leadership framework will serve the district best by defining specific structures and expectations for campus principals. Based upon this research, I would most certainly prioritize the inclusion of transformational leadership style behaviors such as

collaborating on the campus mission, vision, and values. The principal should enthusiastically communicate the mission, vision, and values routinely to guide the application of instructional leadership behaviors such as use of data for setting campus goals and designing professional learning. It is equally as essential that both the transformational and instructional behaviors be routinely implemented through a collaborative process.

In addition to a foundation built upon transformational leadership behaviors, the leadership framework should establish expectations and training to guide principals in developing a collaborative leadership team. Once the team is established, this team should lead the campus in utilizing data to establish and monitor campus goals. Transformational behaviors are the foundation for highly engaged campuses; however, just having these foundational structures is not adequate. These structures must be used with purpose to keep teachers and other stakeholders collaboratively focused on the use of data to establish the goals. Finally, this team, in collaboration with the principal, should develop structures to routinely use informal observations to support instruction and learning.

Recommendations for Further Research

This section contains recommendations for further study and research. This study found a distinct difference between elementary and secondary schools' engagement scores. A topic for future study may be to further investigate these differences. It would be helpful to know if elementary teachers currently feel more engaged because they already have structures in place that share leadership among teachers, or if this is more feasible for the campus principal to do solely because of the size of campus. Are the current structures what enable them to feel more involved as a whole group, which led to less variation in their responses?

The data related to participant experience as disaggregated by question also makes me curious about teacher retention strategies. Teachers in the first 5 years' experience band reported more agreement than other experience groups that their principals focus on failures, and less agreement that they have the resources and materials needed. The field of teaching is experiencing the loss of teachers in this experience band at increasing rates (Podolsky et al., 2016). Additional research could be conducted on the differences in teachers' perceptions of principal behaviors based solely on their years' experience. If trends can be identified regarding what principal behaviors translate to the beginning teachers feeling most supported, perhaps this could promote greater teacher retention.

As a final consideration for future research, the district may wish to study the difference between the current resources invested in instructional style leadership behaviors and the lack of evidence these behaviors are most prominent. Significant time, resources, and expectations are currently invested in training principals to become effective instructional leaders; however, this behavior represents only one of the prominent behaviors. Additionally, the specific behavior of use of informal classroom observations was in the bottom quartile of behaviors.

Researcher Reflections

My decision to study different leadership styles and their associated behaviors, and how that influences campus engagement, has evolved from my years of observation of how effective campuses are based upon the leadership of the campus principal. Marzano et al. (2006) have determined that the primary indicator of success of a classroom is the teacher; but the overall performance of a campus is dependent upon the principal. A teacher can only influence the

students in their classroom; whereas it is the leadership of the campus that is responsible for ensuring the learning for all students.

As I reviewed the participant responses, I found myself consistently questioning what we could do as district leaders to ensure all teachers feel valued, appreciated, and engaged. The work of public-school educators is purpose-driven. I believe individuals enter this field to ensure children have the opportunity to achieve their dreams. As campus and district leaders, we need to do everything possible to support and engage teachers as they do the hard work of teaching our children every day.

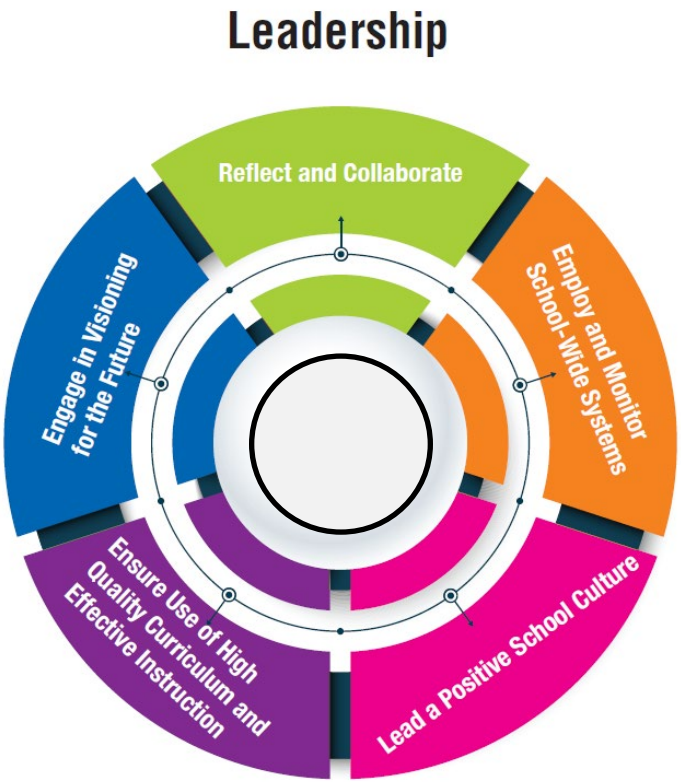
Figure 13 represents the initial stages of a leader profile in the studied district. As a result of the findings from this study, a more comprehensive leader framework should be developed to support the high-yield leadership behaviors that have been gleaned from this study.

Based upon the findings from this study, I recommend the addition of the following behaviors and expectations within the strands. A specific expectation for campus principals should be to establish an effective, collaborative leadership team. The results of this study identify this behavior can improve engagement. This collaborative team would share leadership that will influence multiple strands of the leader profile. The team could serve as informal leaders among teachers, guide others in using data to set goals, and use staff meetings to present the data and maintain a focus on the campus goals. The systems necessary for these structures would be defined in the strand of employing and monitoring school-wide systems. While using data in staff meetings may be the result of a new system, it also facilitates visioning for the future and establishing the school wide culture. Finally, this collaborative leadership team can participate with the campus principal in use of informal observations to ensure and monitor high quality instruction. The results of this study illustrate that most high yield leadership behaviors

are a combination of transformational, instructional, and shared leadership. Campus principals must be expected to develop and utilize high functioning collaborative teams to ensure all teachers are engaged.

Figure 13

Leader Profile in Studied District



Conclusion

There is a strong relationship among principals' leadership style, the culture they create on campus, and student performance (Atasoy, 2020). It is the responsibility of district leaders to not only recruit and retain high quality campus leaders, but to ensure they receive the ongoing professional development needed to ensure they continue to learn and grow in ways to increase

staff engagement and student achievement. A reliable education within the public-school setting is critical, yet it will not happen without effective leadership (Hughes, 2021). The studied district will benefit from the development of a leadership framework based upon these findings.

APPENDIX A

LEADERSHIP BEHAVIORS' SURVEY

Leadership Behaviors' Survey

Intended Audience: Any certified teacher currently employed full time in XXX ISD.

Purpose: This 20-item questionnaire helps to assess overall leadership styles based upon behaviors demonstrated by the campus principal.

Instructions: Completion of the below questionnaire should take no longer than 10 minutes. When completing the questionnaire, select one item for each question. Responses range from 5, strongly agree, 4, agree, 3 neutral, 2 disagree, and 1 strongly disagree. At the conclusion of the survey, there will be two questions regarding your teaching experience.	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1. My principal uses data on student performance when developing the school's academic goals.	1	2	3	4	5
2. When major decisions must be made, my principal involves teachers in the decision process in a meaningful way.	1	2	3	4	5
3. My principal keeps track of all mistakes.	1	2	3	4	5
4. Multiple people are trusted with information and decision-making for every activity our school undertakes.	1	2	3	4	5
5. My principal talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
6. My principal directs my attention toward failure to meet standards.	1	2	3	4	5
7. My principal conducts informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	1	2	3	4	5
8. My principal ensures that in-service activities attended by staff are consistent with the school's instructional goals.	1	2	3	4	5
9. My principal collaborates regularly with teachers to achieve goals.	1	2	3	4	5
10. My principal limits interruptions of instructional time by announcements, administrative tasks, and extra/co-curricular activities.	1	2	3	4	5
11. My principal talks about their most important values and beliefs.	1	2	3	4	5
12. My principal is willing to delegate some control to informal leaders.	1	2	3	4	5
13. My principal provides me with assistance in exchange for my efforts.	1	2	3	4	5
14. My principal specifies the importance of having a strong sense of purpose.	1	2	3	4	5
15. My principal concentrates his/her full attention on dealing with mistakes, complaints, and failures.	1	2	3	4	5
16. In addition to the principal, I can identify at least one teacher on my team who acts as an informal leader.	1	2	3	4	5
17. My principal discusses the school's academic goals with teachers at faculty meetings.	1	2	3	4	5
18. My principal emphasizes the importance of having a collective sense of mission.	1	2	3	4	5
19. My principal articulates a compelling vision of the future.	1	2	3	4	5
20. My principal is effective in ensuring I have the materials I need to do my job.	1	2	3	4	5
21. Counting this school year, how many total years have you been teaching?	0-4	5-9	10-19	20-24	25+
22. Please select the campus at which you are currently teaching.					

Question aligned with Leadership Style	Leadership Style
1. My principal uses data on student performance when developing the school's academic goals.	Instructional
2. When major decisions must be made, my principal involves teachers in the decision process in a meaningful way.	Shared
3. My principal keeps track of all mistakes.	Transactional
4. Multiple people are trusted with information and decision-making for every activity our school undertakes.	Shared
5. My principal talks enthusiastically about what needs to be accomplished.	Transformational
6. My principal directs my attention toward failure to meet standards.	Transactional
7. My principal conducts informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	Instructional
8. My principals ensures that in-service activities attended by staff are consistent with the school's instructional goals.	Instructional
9. My principal collaborates regularly with teachers to achieve goals.	Shared
10. My principal limits interruptions of instructional time by announcements, administrative tasks, and extra/co-curricular activities.	Instructional
11. My principal talks about their most important values and beliefs.	Transformational
12. My principal is willing to delegate some control to informal leaders.	Shared
13. My principal provides me with assistance in exchange for my efforts.	Transactional
14. My principal specifies the importance of having a strong sense of purpose.	Transformational
15. My principal concentrates his/her full attention on dealing with mistakes, complaints, and failures.	Transactional
16. In addition to the principal, I can identify at least one teacher on my team who acts as an informal leader.	Shared
17. My principal discusses the school's academic goals with teachers at faculty meetings.	Instructional
18. My principal emphasizes the importance of having a collective sense of mission.	Transformational
19. My principal articulates compelling vision of the future.	Transformational
20. My principal is effective in ensuring I have the materials I need to do my job.	Transactional
21. Counting this school year, how many total years have you been teaching?	
22. Please select the campus at which you are currently teaching.	

APPENDIX B

DATA SOURCES AND VARIABLES CONSIDERED IN STUDY

Data Sources and Variables Considered in Study

Data set	Variable	RQ	Purpose
Teacher Questionnaire	Prominent Leadership Behaviors of each campus principal	RQ1	Responses provided will lead to development of principal profile for each of the 38 campuses studied.
Campus Q2 Engagement Survey	Campus Engagement Score	RQ2	Engagement scores will be analyzed in relationship to the prominent leadership behaviors of each principal profile.
Human Resource Records	Principal Years in District	RQ1, RQ2	Analysis of years in the district will enable analysis of perceived behaviors of leaders in the district for fewer than 3 years as compared to more than 3 years.
TAPR	Title I; Non-Title I	RQ1, RQ2	Comparison between Title I and non-Title I campuses will facilitate analysis of trends in both prominent leadership behaviors and campus engagement scores between the two sets of campus profiles.
Teacher Questionnaire	Years teaching experience	RQ1, RQ2	Year's teaching will be considered within each campus data set to enable analysis of trends between more/less experienced teachers.

APPENDIX C

CAMPUS PROFILES BY QUADRANT

Top Quartile Engagement Campuses

Figure C.1

Campus 2

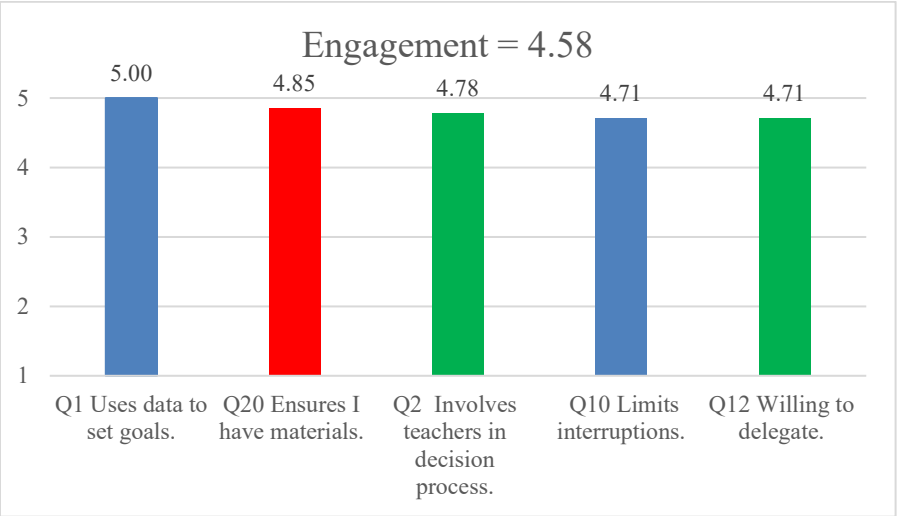


Table C.1

Campus 2

Question	*N*	Mean	StDev
Q1	14	5.000	0.000
Q20	14	4.857	0.363
Q2	14	4.786	0.426
Q10	14	4.714	0.825
Q12	14	4.714	0.611
Q4	14	4.643	0.497
Q9	14	4.643	0.497
Q16	14	4.643	1.082
Q17	14	4.643	0.633
Q19	14	4.643	0.633
Q5	14	4.571	0.646
Q14	14	4.500	0.855
Q8	14	4.429	0.938
Q13	14	4.357	0.842
Q18	14	4.357	0.842
Q11	14	4.143	1.027
Q7	14	3.571	1.089
Q15	14	2.429	1.399
Q3	14	2.357	1.393
Q6	14	2.143	1.512

Figure C.2

Campus 19

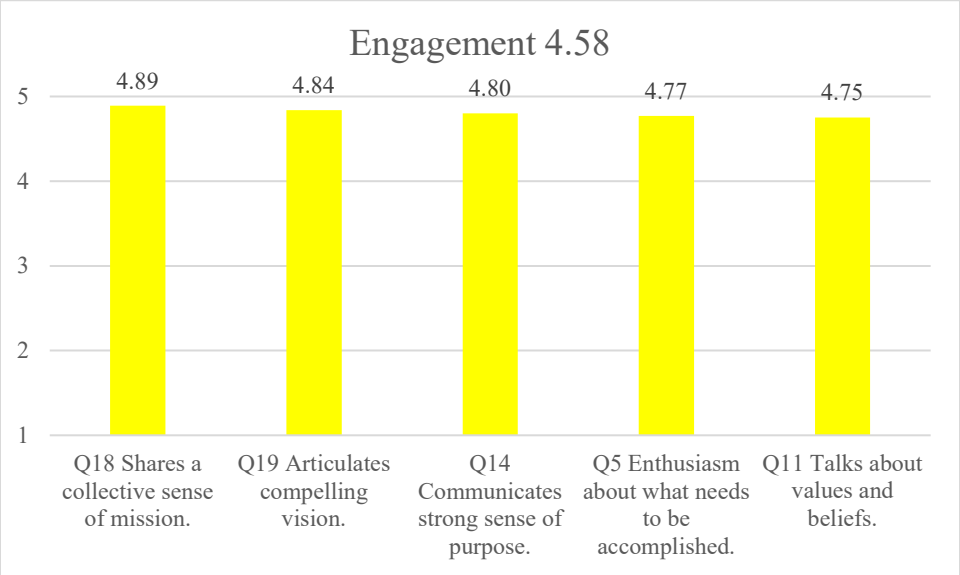


Table C.2

Campus 19

Question	*N*	Mean	StDev
Q18	45	4.889	0.611
Q19	45	4.844	0.638
Q14	45	4.800	0.661
Q5	45	4.778	0.850
Q11	45	4.756	0.712
Q9	45	4.711	0.727
Q8	45	4.689	0.874
Q10	45	4.689	0.900
Q20	45	4.689	0.793
Q16	45	4.667	0.640
Q17	45	4.644	0.802
Q2	45	4.467	1.100
Q12	45	4.422	0.988
Q1	45	4.111	1.682
Q4	45	4.022	0.988
Q7	45	3.978	1.033
Q13	45	3.933	1.116
Q15	45	2.111	1.385
Q6	45	2.089	1.258
Q3	45	2.067	1.031

Figure C.3

Campus 10

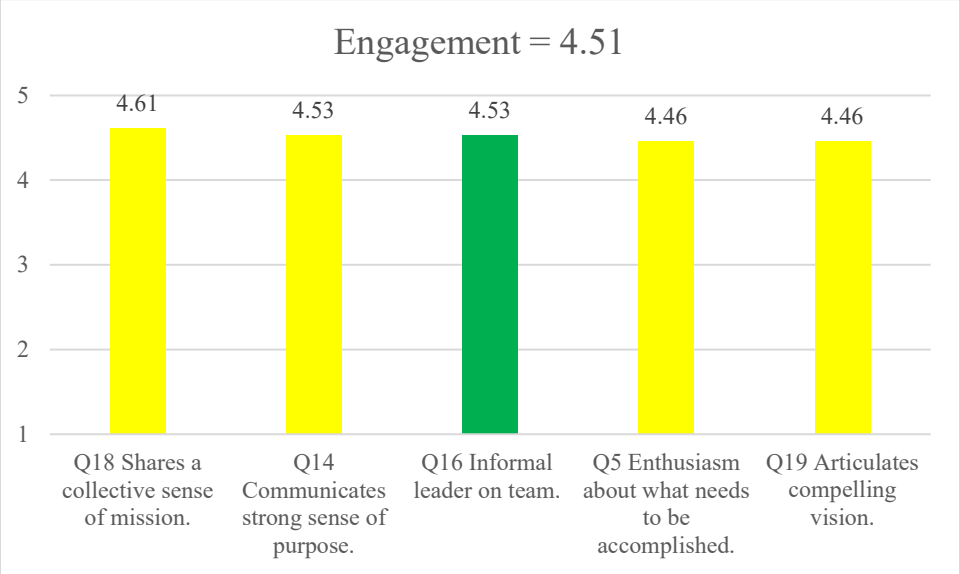


Table C.3

Campus 10

Question	*N*	Mean	StDev
Q18	13	4.615	1.121
Q14	13	4.538	1.198
Q16	13	4.538	1.127
Q5	13	4.462	1.127
Q19	13	4.462	1.127
Q20	13	4.462	1.198
Q9	13	4.308	1.182
Q11	13	4.308	1.182
Q17	13	4.308	1.109
Q13	13	4.231	1.235
Q1	13	4.154	1.519
Q10	13	4.154	1.281
Q2	13	4.154	1.068
Q8	13	4.154	1.144
Q4	13	4.000	1.155
Q12	13	3.923	1.188
Q7	13	3.846	1.281
Q15	13	2.769	1.589
Q3	13	2.692	1.377
Q6	13	2.000	1.354

Figure C.4

Campus 21

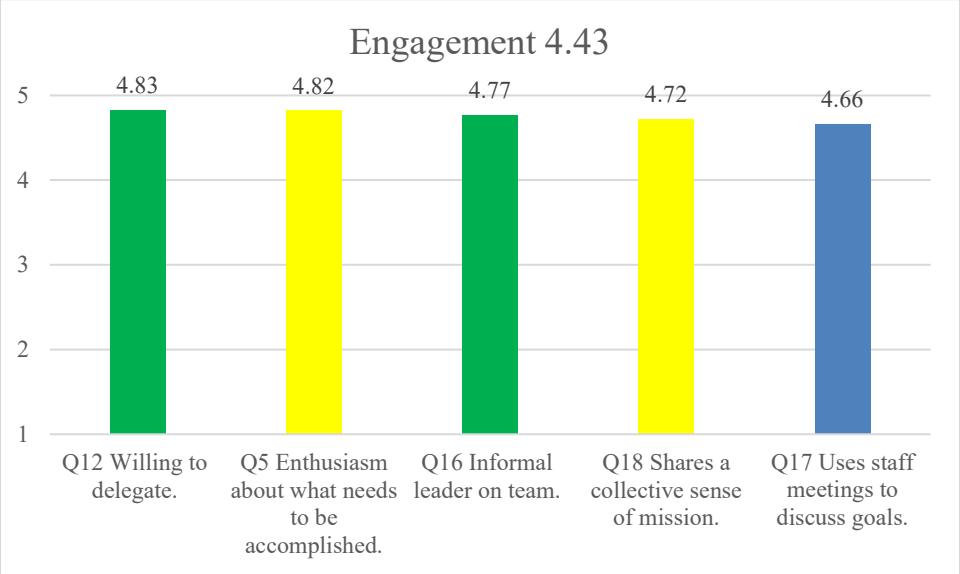


Table C.4

Campus 21

Question	*N*	Mean	StDev
Q12	18	4.833	0.384
Q5	17	4.824	0.393
Q16	18	4.778	0.428
Q18	18	4.722	0.461
Q17	18	4.667	0.594
Q1	18	4.611	0.979
Q4	18	4.611	0.778
Q9	18	4.611	0.608
Q11	18	4.611	0.778
Q20	18	4.556	0.856
Q2	18	4.500	0.786
Q10	18	4.500	0.857
Q19	18	4.444	0.784
Q14	18	4.278	0.669
Q8	18	4.222	1.263
Q13	18	4.056	1.162
Q7	18	3.667	1.237
Q15	18	2.167	1.295
Q3	18	2.000	1.138
Q6	18	1.833	1.200

Figure C.5

Campus 24

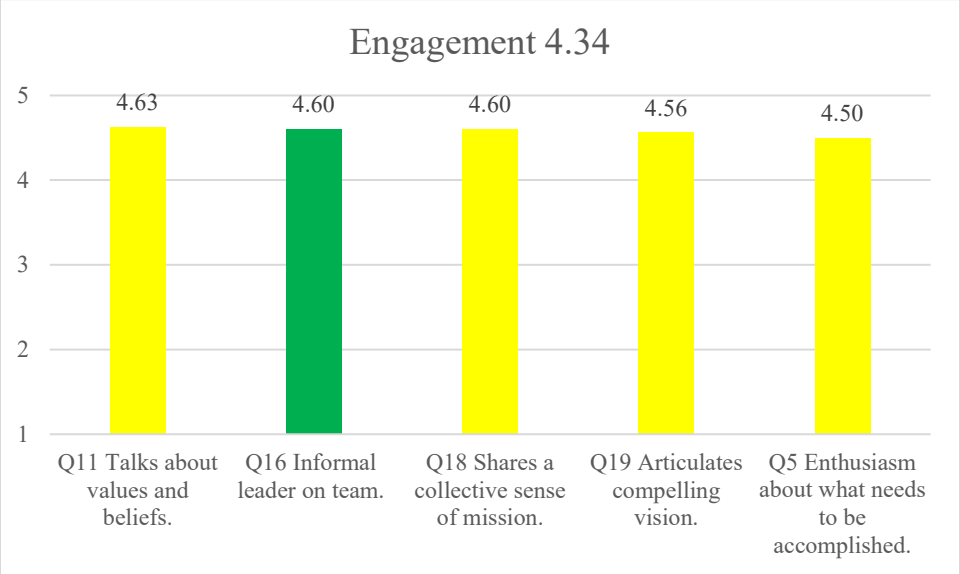


Table C.5

Campus 24

Question	*N*	Mean	StDev
Q11	30	4.633	0.718
Q16	30	4.600	0.855
Q18	30	4.600	0.894
Q19	30	4.567	0.728
Q5	30	4.500	1.106
Q14	30	4.500	0.938
Q12	30	4.467	0.860
Q8	30	4.433	1.104
Q9	30	4.400	1.102
Q17	30	4.367	1.066
Q20	30	4.367	0.999
Q13	30	4.300	0.915
Q10	30	4.267	1.230
Q4	30	4.200	1.126
Q2	30	4.167	1.085
Q7	30	3.900	1.062
Q1	30	3.867	1.717
Q15	30	3.000	1.438
Q3	30	2.800	1.349
Q6	30	2.667	1.373

Second Quartile Engagement Campuses

Figure C.6

Campus 30

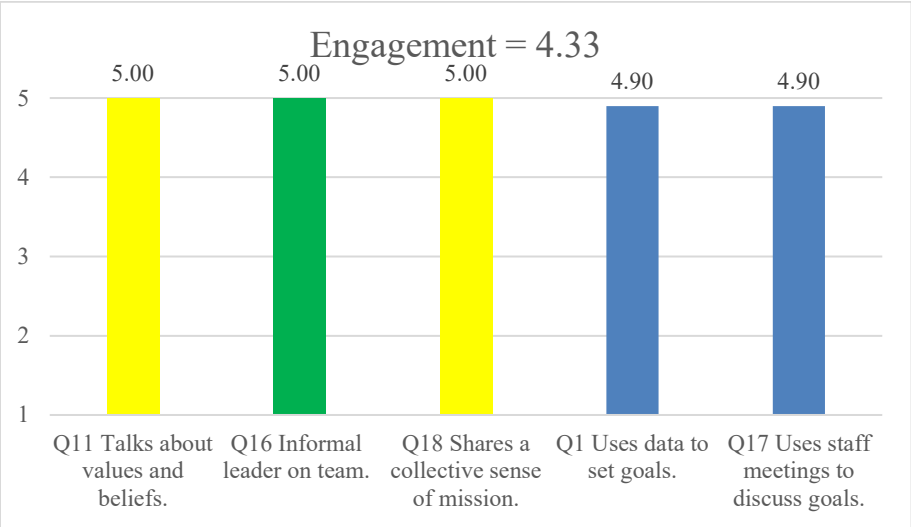


Table C.6

Campus 30

Question	*N*	Mean	StDev
Q11	10	5.000	0.000
Q16	10	5.000	0.000
Q18	10	5.000	0.000
Q1	10	4.900	0.316
Q17	10	4.900	0.316
Q19	10	4.900	0.316
Q14	10	4.800	0.422
Q4	10	4.700	0.483
Q5	10	4.700	0.483
Q7	10	4.700	0.483
Q8	10	4.600	0.966
Q12	10	4.600	0.516
Q2	10	4.400	0.699
Q9	10	4.300	1.059
Q20	10	4.300	1.494
Q10	10	4.200	1.229
Q13	10	4.200	1.135
Q6	10	3.600	0.966
Q3	10	2.900	1.287
Q15	10	2.800	1.398

Figure C.7

Campus 33

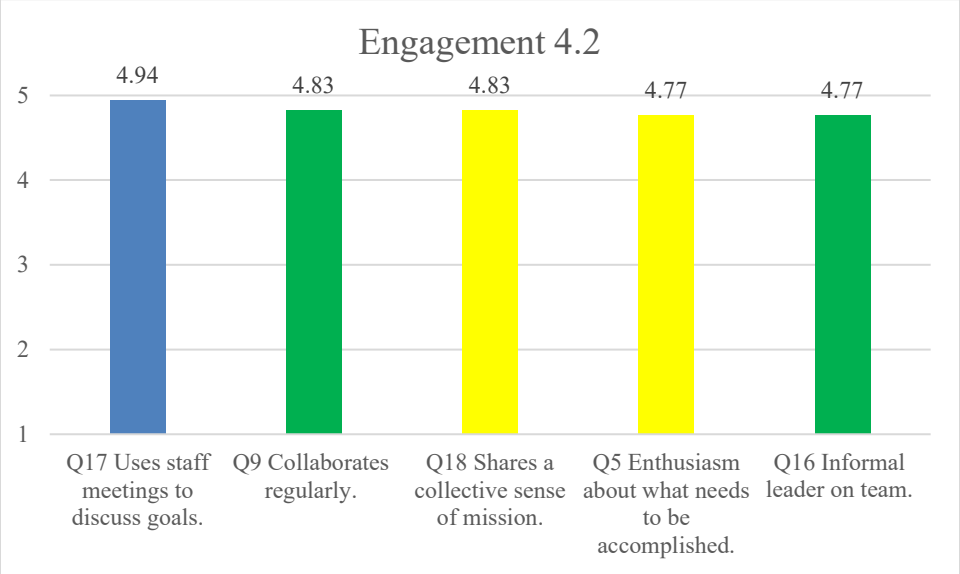


Table C.7

Campus 33

Question	*N*	Mean	StDev
Q17	18	4.944	0.236
Q9	18	4.833	0.384
Q18	18	4.833	0.384
Q5	18	4.778	0.943
Q16	18	4.778	0.428
Q12	18	4.722	0.461
Q14	17	4.647	0.606
Q19	18	4.611	0.608
Q2	18	4.444	0.984
Q20	18	4.444	0.616
Q11	18	4.333	1.138
Q4	18	4.278	1.074
Q13	18	4.111	1.023
Q8	18	4.000	1.283
Q7	18	3.889	1.132
Q10	18	3.889	1.023
Q1	18	3.611	1.754
Q3	18	3.056	0.802
Q6	18	2.889	1.132
Q15	18	2.889	1.278

Figure C.8

Campus 17

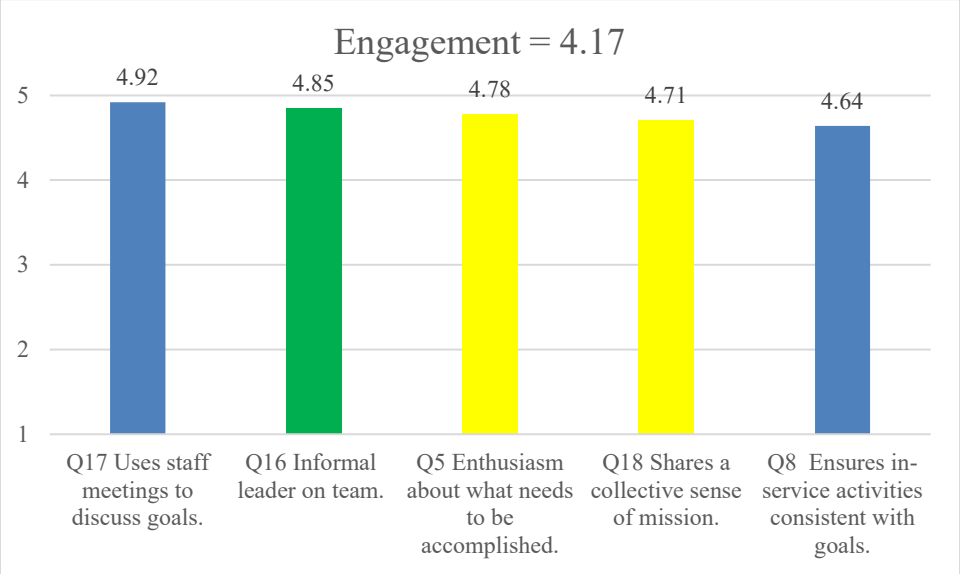


Table C.8

Campus 17

Question	*N*	Mean	StDev
Q17	14	4.929	0.267
Q16	14	4.857	0.363
Q5	14	4.786	0.426
Q18	14	4.714	0.611
Q8	14	4.643	0.842
Q19	14	4.643	0.633
Q7	14	4.571	0.852
Q9	14	4.571	0.646
Q20	14	4.571	0.646
Q10	14	4.500	0.650
Q12	14	4.357	0.633
Q14	14	4.286	1.204
Q2	14	4.286	0.914
Q4	14	4.286	0.726
Q1	14	4.214	1.424
Q11	14	3.786	0.975
Q13	14	3.786	1.122
Q3	14	2.929	1.328
Q15	14	2.786	1.188
Q6	14	2.357	1.151

Figure C.9

Campus 13

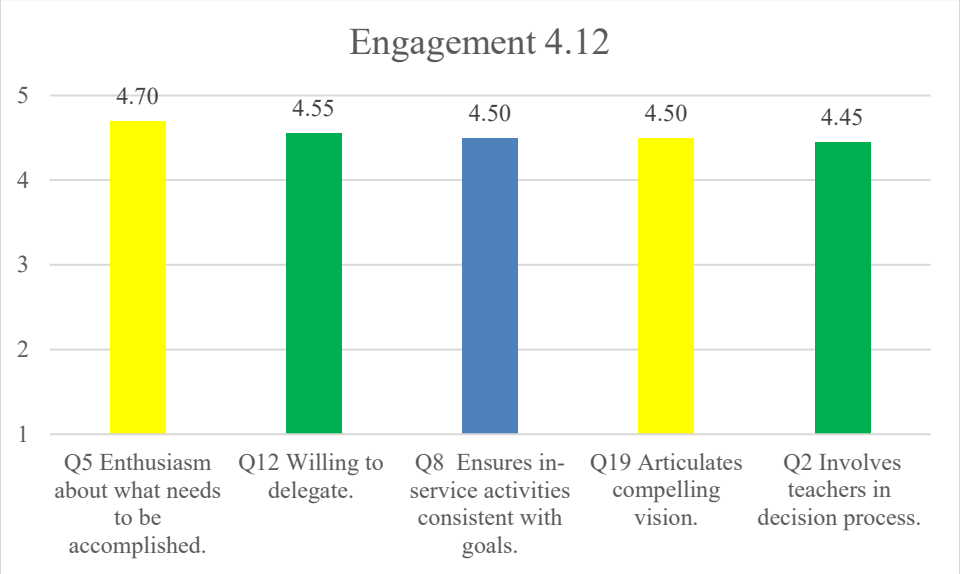


Table C.9

Campus 13

Question	*N*	Mean	StDev
Q5	20	4.700	0.571
Q12	20	4.550	0.686
Q8	20	4.500	0.827
Q19	20	4.500	1.000
Q2	20	4.450	0.945
Q17	20	4.450	0.826
Q9	20	4.400	1.095
Q18	20	4.400	0.940
Q11	20	4.350	0.813
Q14	20	4.350	1.040
Q10	20	4.300	1.129
Q1	20	4.200	1.281
Q4	20	4.200	1.005
Q13	20	3.950	1.276
Q20	20	3.900	1.410
Q7	20	3.750	1.251
Q16	20	3.600	1.429
Q3	20	2.850	1.387
Q6	20	2.750	1.446
Q15	20	2.650	1.461

Figure C.10

Campus 18

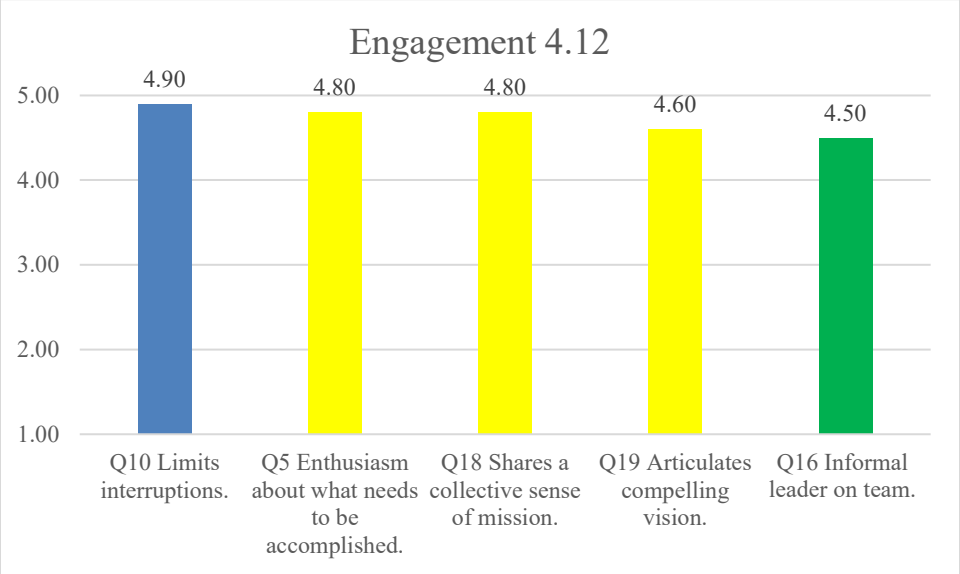


Table C.10

Campus 18

Question	*N*	Mean	StDev
Q10	10	4.900	0.316
Q5	10	4.800	0.422
Q18	10	4.800	0.422
Q19	10	4.600	0.699
Q16	10	4.500	1.269
Q20	10	4.500	0.707
Q8	10	4.400	1.265
Q14	10	4.400	0.843
Q4	10	4.400	0.699
Q2	10	4.300	0.949
Q9	10	4.300	1.252
Q17	10	4.300	1.252
Q1	10	4.100	1.449
Q11	10	4.100	0.876
Q12	10	3.900	0.568
Q7	10	3.800	1.135
Q13	10	3.700	1.418
Q6	10	2.800	1.619
Q3	10	2.600	1.506
Q15	10	2.600	1.647

Third Quartile Engagement Campuses

Figure C.11

Campus 4

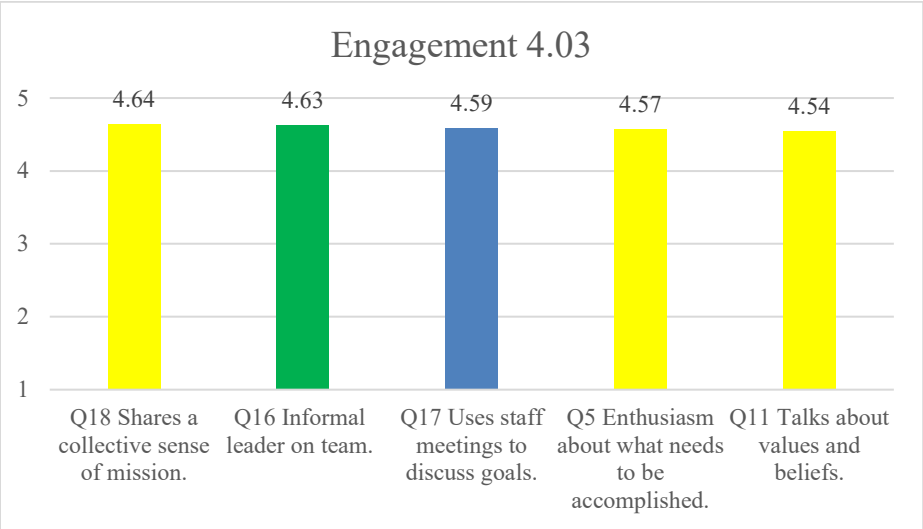


Table C.11

Campus 4

Question	*N*	Mean	StDev
Q18	42	4.643	0.879
Q16	41	4.634	0.829
Q17	42	4.595	0.857
Q5	42	4.571	0.914
Q11	42	4.548	0.916
Q14	42	4.524	0.917
Q12	42	4.476	0.969
Q19	42	4.429	0.941
Q20	41	4.390	1.093
Q4	42	4.381	1.188
Q8	42	4.286	1.066
Q10	42	4.262	1.037
Q13	40	4.050	1.300
Q1	42	4.048	1.497
Q9	42	4.048	1.361
Q2	42	4.024	1.316
Q7	42	3.738	1.308
Q6	41	3.244	1.374
Q3	41	3.220	1.314
Q15	41	3.171	1.377

Figure C.12

Campus 36

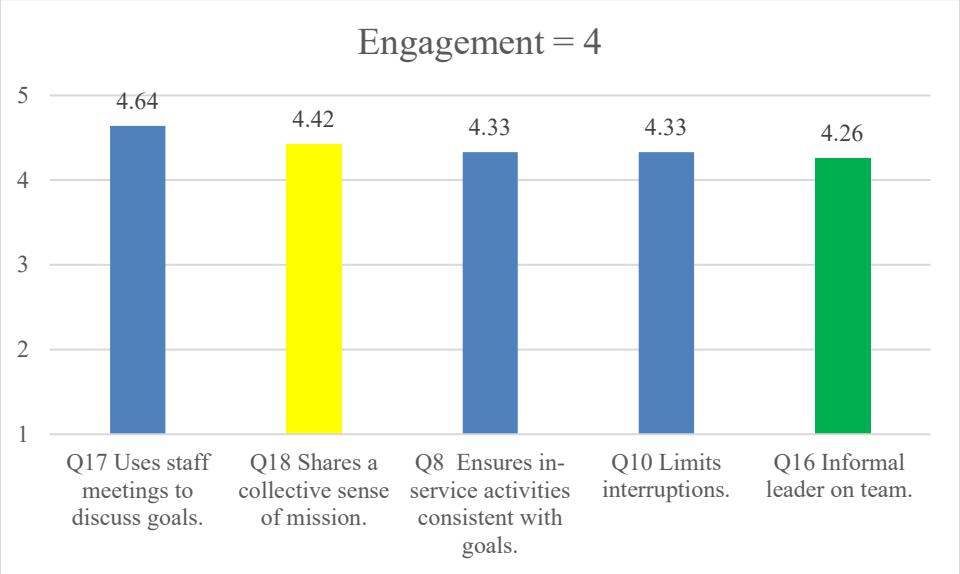


Table C.12

Campus 36

Question	*N*	Mean	StDev
Q17	14	4.643	0.497
Q18	14	4.429	0.852
Q8	15	4.333	1.113
Q10	15	4.333	0.900
Q16	15	4.267	0.884
Q20	15	4.067	1.163
Q19	15	4.000	1.195
Q5	15	3.933	1.335
Q11	15	3.867	1.187
Q12	15	3.867	1.187
Q1	15	3.667	1.759
Q9	15	3.667	1.633
Q2	15	3.600	1.595
Q4	15	3.600	1.454
Q14	14	3.571	1.505
Q13	15	3.267	1.100
Q7	15	3.133	1.356
Q15	15	2.667	1.175
Q3	15	2.267	1.100
Q6	15	2.000	1.069

Figure C.13

Campus 27

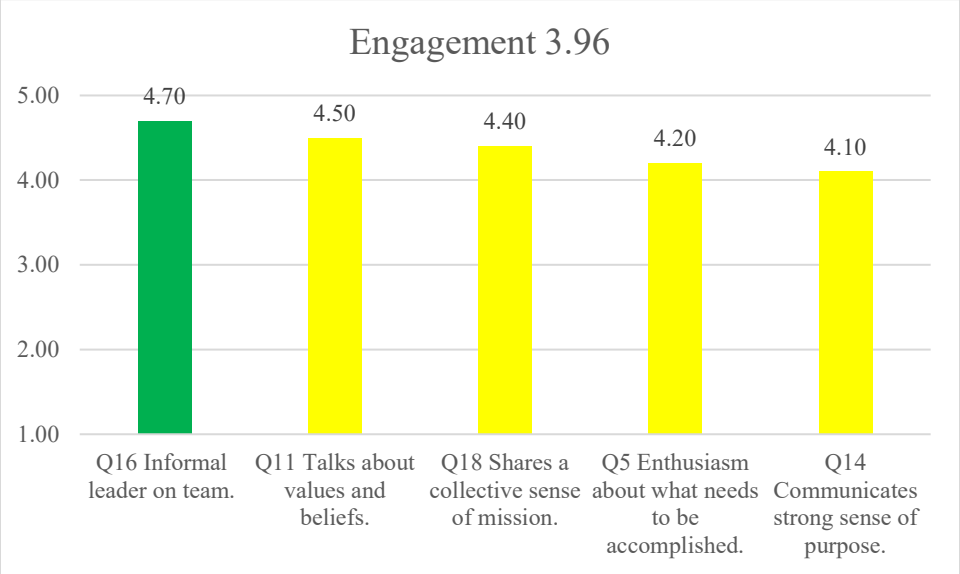


Table C.13

Campus 27

Question	*N*	Mean	StDev
Q16	10	4.700	0.949
Q11	10	4.500	0.972
Q18	10	4.400	0.966
Q5	10	4.200	1.476
Q14	10	4.100	1.449
Q10	10	4.100	1.197
Q19	10	4.000	1.414
Q8	10	3.900	1.595
Q12	10	3.900	1.595
Q4	10	3.900	1.370
Q17	10	3.900	1.449
Q13	10	3.700	1.494
Q1	10	3.700	1.418
Q20	10	3.700	0.949
Q9	10	3.600	1.713
Q2	10	3.600	1.506
Q6	10	3.300	1.252
Q7	10	3.200	1.814
Q15	10	3.200	1.476
Q3	10	2.800	1.398

Figure C.14

Campus 25

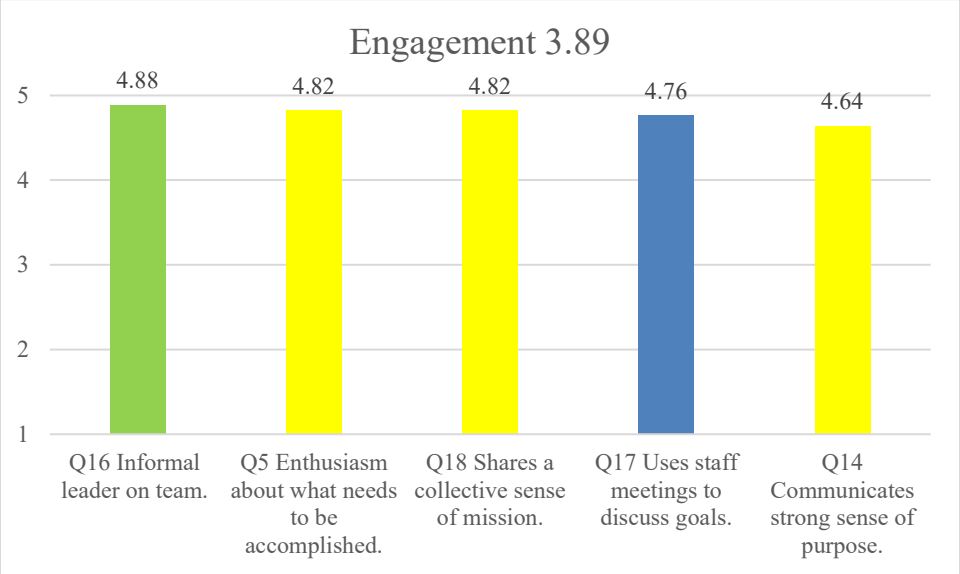


Table C.14

Campus 25

Question	*N*	Mean	StDev
Q16	17	4.882	0.332
Q5	17	4.824	0.393
Q18	17	4.824	0.393
Q17	17	4.765	0.437
Q14	17	4.647	0.606
Q8	17	4.588	0.618
Q11	17	4.471	0.800
Q19	17	4.471	0.717
Q10	17	4.353	1.222
Q13	17	4.353	0.786
Q9	17	4.353	0.702
Q20	17	4.235	0.831
Q12	17	4.176	0.883
Q4	17	4.059	0.827
Q7	17	3.765	0.970
Q2	17	3.706	1.312
Q1	17	3.294	1.993
Q6	17	2.765	1.091
Q15	17	2.529	1.281
Q3	17	2.353	1.057

Figure C.15

Campus 32

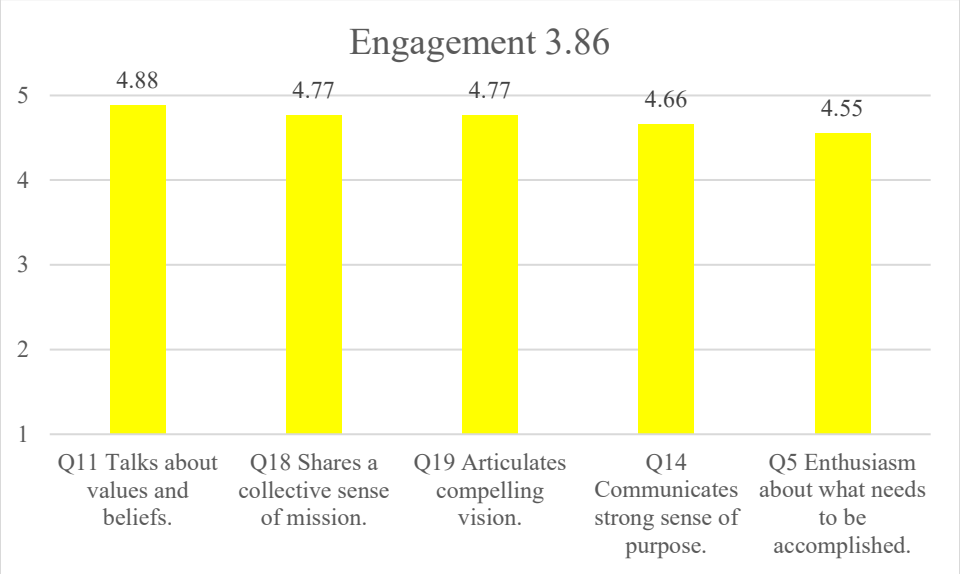


Table C.15

Campus 32

Question	*N*	Mean	StDev
Q11	10	4.889	0.333
Q18	10	4.778	0.441
Q19	10	4.778	0.667
Q14	10	4.667	0.707
Q5	10	4.556	1.333
Q9	10	4.444	0.726
Q12	10	4.333	0.500
Q16	10	4.333	0.707
Q17	10	4.222	0.667
Q1	10	4.000	1.118
Q2	10	4.000	1.000
Q20	10	4.000	0.866
Q8	10	3.889	1.054
Q13	10	3.889	1.167
Q4	10	3.556	1.014
Q10	10	3.556	0.726
Q7	10	3.444	0.882
Q3	10	2.778	0.667
Q15	10	2.333	1.000
Q6	10	2.000	1.118

Bottom Quartile Engagement Campuses

Figure C.16

Campus 16

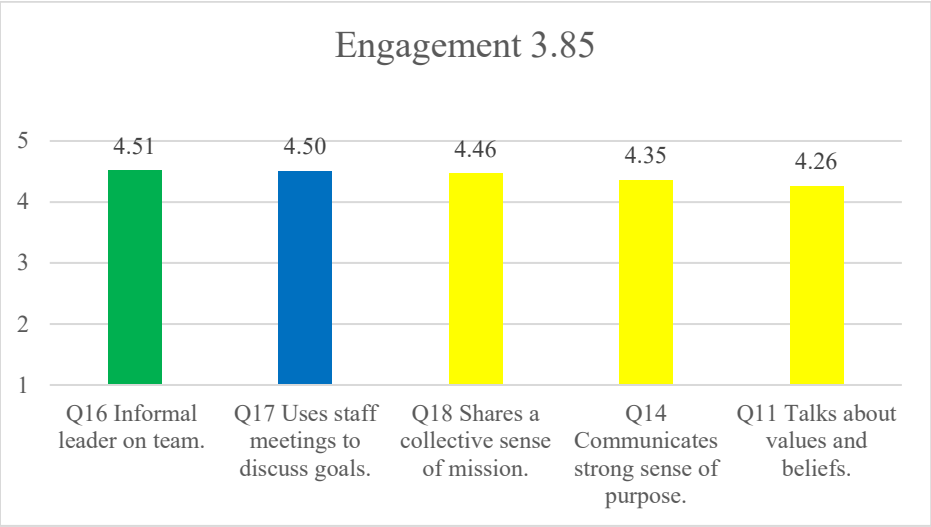


Table C.16

Campus 16

Question	*N*	Mean	StDev
Q16	97	4.516	0.926
Q17	98	4.500	0.876
Q18	98	4.469	0.827
Q14	98	4.357	0.933
Q11	98	4.265	0.892
Q10	98	4.245	1.075
Q19	98	4.163	0.992
Q20	98	4.143	1.065
Q8	98	4.122	0.987
Q12	98	4.092	0.953
Q5	98	4.082	1.137
Q4	98	3.776	1.041
Q13	96	3.740	1.145
Q1	97	3.629	1.557
Q2	98	3.622	1.206
Q9	98	3.541	1.261
Q6	98	3.531	1.047
Q7	98	3.235	1.258
Q15	98	3.235	1.353
Q3	98	3.214	1.096

Figure C.17

Campus 7

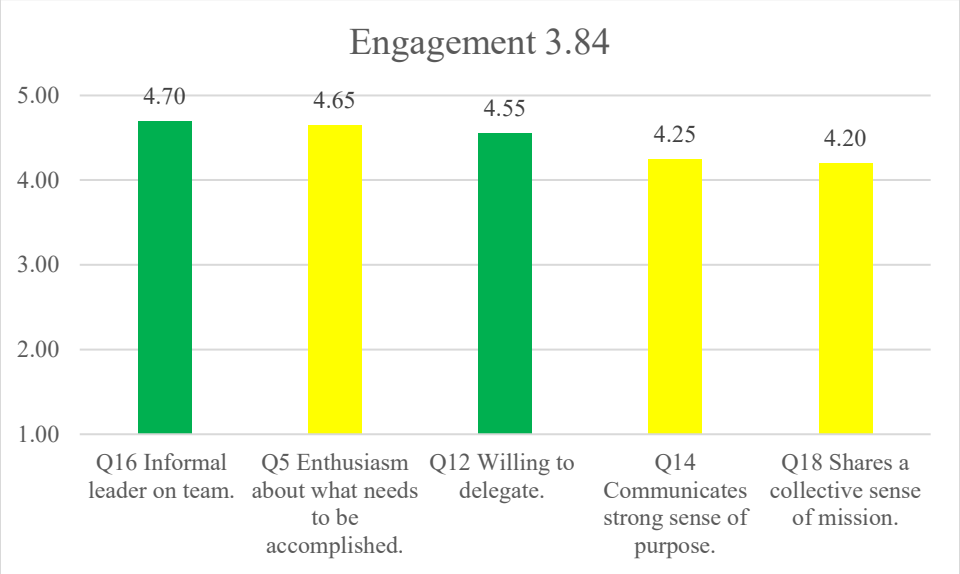


Table C.17

Campus 7

Question	*N*	Mean	StDev
Q16	20	4.700	0.733
Q5	20	4.650	0.671
Q12	20	4.550	0.510
Q14	20	4.250	0.967
Q18	20	4.200	1.005
Q11	20	4.150	1.040
Q17	20	4.150	1.040
Q4	20	4.100	0.852
Q8	20	4.100	1.021
Q1	20	4.050	1.146
Q2	20	4.050	1.146
Q9	20	4.050	1.191
Q10	20	4.000	1.124
Q20	20	4.000	0.973
Q13	20	3.950	0.999
Q19	20	3.900	1.071
Q7	20	3.000	1.214
Q15	20	2.850	1.348
Q6	20	2.600	1.095
Q3	20	2.350	1.089

Figure C.18

Campus 26

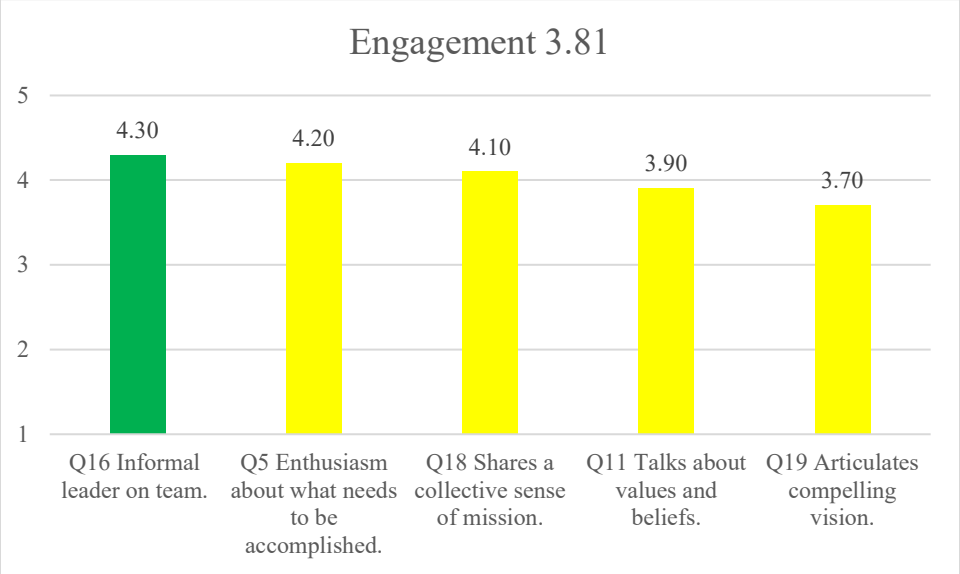


Table C.18

Campus 26

Question	*N*	Mean	StDev
Q16	10	4.300	0.949
Q5	10	4.200	1.687
Q18	10	4.100	1.663
Q11	10	3.900	1.663
Q19	10	3.700	1.889
Q8	10	3.700	1.567
Q12	10	3.600	1.838
Q17	10	3.600	1.838
Q14	10	3.500	1.841
Q1	10	3.400	1.647
Q10	10	3.200	1.398
Q20	10	3.200	1.751
Q9	10	3.100	1.524
Q4	10	3.000	1.633
Q13	10	2.900	1.524
Q6	10	2.600	1.506
Q2	10	2.500	1.179
Q15	10	2.300	1.337
Q7	10	2.000	1.491
Q3	10	1.900	0.876

Figure C.19

Campus 9

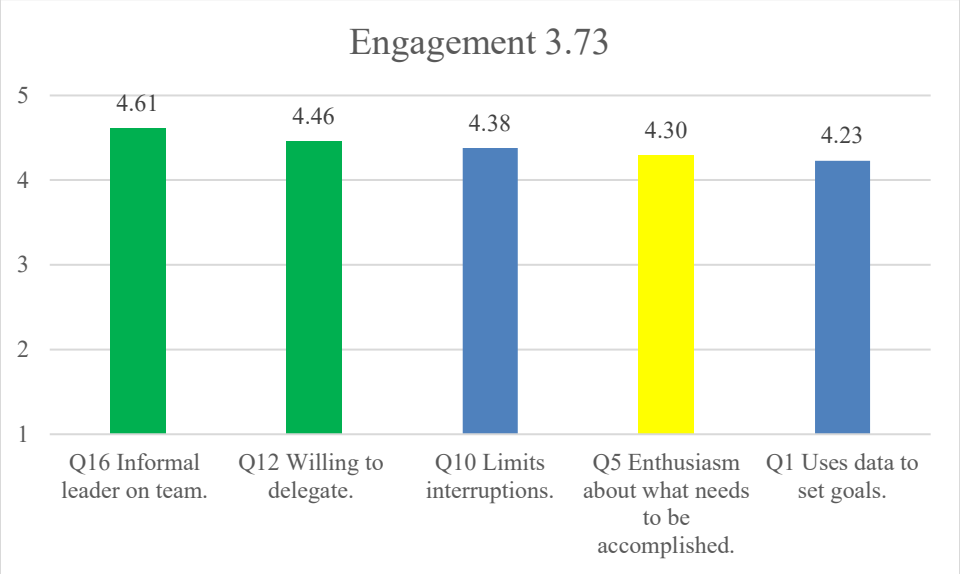


Table C.19

Campus 9

Question	*N*	Mean	StDev
Q16	13	4.615	0.768
Q12	13	4.462	0.660
Q10	13	4.385	0.870
Q5	13	4.308	1.109
Q1	13	4.231	1.481
Q17	13	4.231	1.481
Q4	13	4.000	1.225
Q18	13	4.000	1.414
Q20	13	4.000	1.080
Q13	12	3.917	1.240
Q2	13	3.769	1.301
Q8	13	3.769	1.235
Q9	13	3.769	1.166
Q19	13	3.692	1.437
Q11	13	3.615	1.446
Q14	13	3.615	1.502
Q7	13	3.538	1.613
Q6	13	3.385	1.325
Q3	13	3.077	1.188
Q15	13	3.077	1.441

Figure C.20

Campus 3

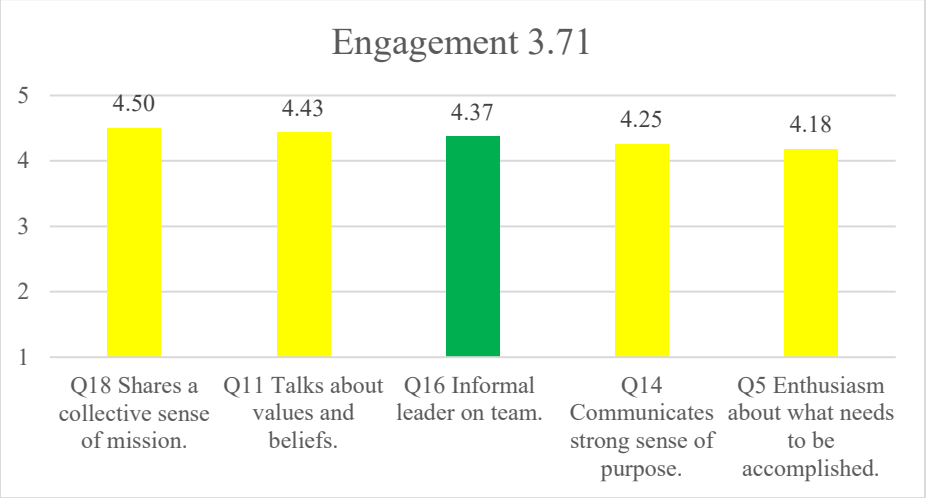


Table C.20

Campus 3

Question	*N*	Mean	StDev
Q18	16	4.500	1.095
Q11	16	4.438	1.031
Q16	16	4.375	1.088
Q14	16	4.250	1.342
Q5	16	4.188	1.109
Q17	16	3.938	1.389
Q4	16	3.875	1.147
Q19	16	3.813	1.276
Q10	16	3.688	1.448
Q2	16	3.625	1.500
Q12	16	3.625	1.586
Q8	16	3.500	1.506
Q1	16	3.500	1.506
Q20	16	3.250	1.653
Q13	16	3.063	1.436
Q7	16	3.000	1.317
Q9	16	2.938	1.569
Q15	16	2.750	1.483
Q6	16	2.625	1.360
Q3	16	2.563	1.209

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