

PRINCIPAL EFFICACY OF ALTERNATIVE SECONDARY AND TRADITIONAL
SECONDARY PRINCIPALS

by

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ABSTRACT

ELIZABETH CROOK SNYDER. Principal efficacy of alternative secondary and traditional secondary principals. (Under the direction of DR. JAMES J. BIRD)

Serving in North Carolina's public alternative secondary schools can be a challenge for principals. Self-efficacy is the perceived judgment that one has the ability to execute a course of action to bring about a desired result. Using Albert Bandera's Social Cognitive Theory, researchers, Dr. Tschannen-Moran and Dr. Gareis, seeking to assess principals' self-efficacy, developed the Principal Self-Efficacy Scale to judge principals' leadership ability to structure a course of action and produce an intended outcome. In this current quantitative research, traditional and alternative secondary principals in North Carolina took a 24-question Principal Self-Efficacy survey responding to the responsibilities of a principal as a managerial, instructional, and moral leader. Although there was no statistical significance between the two types of principals either in demographic characteristics, or in the 18 responsibilities, this research serves an introduction to a much deeper look into the effectiveness of principals. New variables and in-depth discussions surrounding the survey can offer superintendents a gateway to a more substantial level of understanding the different personalities, styles, and attitudes that lead to principal efficacy.

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CHAPTER 1: INTRODUCTION

The Need for Effective Alternative School Principals

Public schools across the United States are establishing more alternative learning settings to meet the needs of challenging students. Researchers agree that more and more students are disenfranchised from the traditional school setting, and society is faced with a growing population of students for whom status quo education is not successful (Lehr, Tan & Ysseldyke, 2009, p. 19). Because students have such individualized needs, they often feel they are not getting what they need and are not meeting performance standards. Strother (1986) pointed out that despite the efforts of educators' response to research on the characteristics of at-risk youth and the effects of student success in the classroom, the dropout rate in our public schools continues to be a major area of concern (p. 325). Although there are schools in place for high-risk students with discipline, behavioral, mental or social needs, districts must look for appropriate leaders to serve these students. In their attempts to meet the needs of a specific population, administrators must accomplish their goals without relying on traditional approaches (Ingersoll & Orr, 1988, p. 5). However, in current traditional public schools, the US has a fairly rapid principal turnover rate; on average, about one new principal every 3 to 4 years leaves the field (Louis, Leithwood, Wahstrom, & Anderson, 2010, p. 65). Therefore, realizing that an alternative principal is working with the most at-risk students defined as, discouraged learners, that is, those who do not achieve in a traditional high school program for various reasons (Knutson & College, 2009), superintendents must look at the factors that ensure the leaders of alternative school students can adjust to the growing demands of working

with what most urban and rural school districts share in the traditional limitations and barriers to student learning: poverty, fewer resources (both material and human), students whose primary language is not English, parents who have less than a high school education, and a disproportionately high number of under-qualified teachers (Habegger, 2008, p. 42).

However, identifying these candidates in the pool of applicants that is diminishing across states is not an easy search.

Principal Self-Efficacy

What drives a principal to accept the challenge of an alternative school? A principal's sense of efficacy is a judgment of his or her own capabilities to structure a particular course of action in order to produce desired outcomes in the school he or she leads (Bandura, 1997). A principal's sense of efficacy has been difficult to capture. Most research has focused on teacher efficacy, but the demands on principals to possess both the qualities of an instructional leader and a managerial leader occurred in the mid-1990s, which involved the expectation that principals be instructional leaders—those well versed in curriculum, to lead the school. Theorists believe the principal's role had changed from management to instructional leadership; therefore, researchers began to study the different variables that make principals effective (Sergiovanni, 2005, p. 25). It was found that a principal plays many roles in the lives of students and must be able to lead with qualities that address all needs. McCormick (2001) argued that it is principals' self-perceived capability to perform both cognitively and behaviorally that enables the intended goals to be achieved (p. 28). Researchers such as Dimmock and Hattie (1996), Osterman and Sullivan (1996), and Leithwood and Jantzi (2006) are among the education

pioneers who have sought to measure principal self-efficacy. Among these recognized researchers, Dimmock and Hattie created a scale in the context of school restructuring and found that principals' self-efficacy measures positively related to their ability to handle change and influences their role as a leader (p. 70). According to Osterman and Sullivan (1996), "principals with a strong sense of self efficacy have been found to be persistent in pursuing their goals but are also more flexible and more willing to adapt their strategies based on contextual conditions" (p. 662). They view change as a slow process. However, in 2004, The College of William and Mary educators Megan Tschannen-Moran and Christopher Gareis (2004) adapted their Teacher Self-Efficacy Scale to establish a Principal Self-Efficacy Scale to measure the following three subscales: (a) managerial leadership, (b) instructional leadership, and (c) moral leadership. This scale will be used to determine this current study's research in identifying those factors leading to alternative school principals' self-efficacy.

Problem Statement

Once a target population is already labeled at-risk, finding the most effective principal to lead these students to success can become a daunting task for superintendents. Currently, superintendents are fighting the ever-rising retention of principals in traditional schools, which leaves even fewer candidates available for alternative school principals. Accordingly, the North Carolina Association of School Administrators' 2005 website reported on the anticipated shortage of principals and assistant principals in the state. Approximately half of the state's principals were age 50 or older with 25 years or more experience in the position. Nearly half of the assistant principals were age 50 or older in 2005. Furthermore, more than a decade later, these

educators, if still in their positions, are over 67 years of age and past retirement age.

Although teachers were getting certified, they opted to stay in the classroom rather than accept principalships. These factors further reduce the pool of candidates.

For North Carolina, retaining highly qualified teachers and principals with a ranking of 41 in teacher pay for the nation remains a huge concern. With low pay and high statistics for turnover, the question to be asked is not, “Why won’t principals come?” but rather, “Why would principals stay?” With little compensation in a very demanding career of accountability, burnout ranks at the top of the answers to the above question. The literature on burnout of directors and school principals points to seven key factors (Friedman, 2000): (a) a decline in principals’ authority, (b) being overburdened, (c) too many responsibilities, (d) lack of job satisfaction, (e) interpersonal conflicts, (f) lack of professional appreciation, and (g) high expectations (p. 597). (Sari, 2004) proposed looking at burnout with job satisfaction and pointed out additional predictors, such as the following:

The level of interactions with students and colleagues, professional knowledge and challenges, opportunities for access to new information technology and working conditions including salary and opportunities for advancement, school structure, size of classrooms, availability of resources, educational policies and procedures and job security. (p. 300)

If the average turnover is 3 to 4 years in a traditional school, what is the anticipated turnover in a setting of high-risk youth? Educational researchers Béteille, Kalogrides & Loeb (2012) maintained that, “Leadership changes are particularly harmful for high poverty schools, low-achieving schools and schools with many inexperienced teachers.

These schools not only suffer from high rates of principal turnover but are also unable to attract experienced successors” (p. 6). Filling alternative schools with principals and teachers who are not highly qualified can result in alarming data on retention.

Furthermore, Almeida, et al. (2010) contended:

One disturbing trend is the lack of incentives for high-performing teachers and leaders to staff alternative schools and programs. While about half the states have policies governing staff patterns or certifications, none address the need to ensure that the young people who need the most highly specialized attention have access to some of the best talent in the field. (p. 6)

With little training preparation for alternative school principals in the school universities and few principals from which to choose to stem the decrease in retention, superintendents need to have a method to identify principals who can succeed and be both effective in the alternative setting and actually want to be in that setting.

Purpose of Studying the Problem

As candidates for alternative school principalships are charged with serving the most at-risk students, this research provides superintendents with particular criteria to assess them for the position. Moreover, this research aims to determine whether there is a difference in efficacy displayed by traditional secondary principals and alternative secondary principals. Most importantly, superintendents appoint principals to lead schools with the expectation of success. While the characteristics of a successful traditional school could differ from an alternative school, superintendents need to be aware of the type of leader they need for a population of students who have many various, individual needs. Additionally, superintendents could include this knowledge in

professional development programs for aspiring principals and/or principal assessment programs.

Significance of the Problem

When given the knowledge of the type of principal that will be most effective in a given situation, superintendents will hold a wealth of knowledge. To date, not enough research has been conducted on the alternative school setting or the successes of alternative school leaders. Lange and Sleeten (2002) found there is little evidence and understanding of alternative schools and programs though they have been around for many years (p. 2). There is also little research related to how alternative schools are able to meet the needs of alternative students, but according to Lange and Sleeten, the current research on alternative education does not adequately address questions about alternative education (p. 2). These gaps of knowledge are pertinent to superintendents trying to hire effective alternative administrators who can best meet the needs of at-risk students.

Research Questions

To explore the differences between traditional secondary principal and alternative principal efficacy, this research addressed three areas to determine the overall efficacy of these school leaders.

1. Is there a difference between traditional secondary principals and alternative secondary principals on managerial leadership?
2. Is there a difference between traditional secondary principals and alternative secondary principals on instructional leadership?
3. Is there a difference between traditional secondary principals and alternative secondary principals on moral leadership?

4. Is there a difference between the overall rating scale of traditional and alternative secondary principals?

Research Design and Theoretical Framework

Efficacy in the educational setting first originated at RAND, a California research organization that measured teacher efficacy. Nearly 80 years later, many researchers have added to, and subtracted from, that tool to create their own measurement of teacher self-efficacy. The idea of principal efficacy grew out of that research. Among the many researchers, Megan Tschannen-Moran and Christopher Gareis (2004) created both a teacher efficacy and principal efficacy scale that evolved from the research on Social Cognitive Theory established by Albert Bandura in the 1970's. In his research, Bandura noted that "self-efficacy was a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment" (Tschannen-Moran, Hoy, & Hoy, 1998, p. 207). Tschannen-Moran and Gareis (2004) concluded that strong efficacious principals have been found to be persistent in pursuing goals, flexible, and adaptable to meeting contextual conditions (p. 25). Therefore, this research will use the principal self-efficacy scale established by Tschannen-Moran and Gareis.

Assumptions

For this research study, the following two assumptions were made:

1. The alternative principals and traditional principals completing the survey will be knowledgeable of the three types of leadership style, managerial, instructional, and moral.

2. The results will yield information to improve the process for selecting principals to alternative schools or programs and traditional leadership positions.

Limitations

Factors affecting this research study included but were not limited to the following:

1. Lack of a substantial body of research specifically describing or assessing the academic programming in alternative education;
2. Return rate of the survey from alternative school principals and traditional school principals may not be represented.
3. Small pool of principals in alternative education in North Carolina;
4. Some principals will have different settings such as programs where they can still lean on the traditional school for support. They may have a different experience than principals in an alternative school;
5. List of principal contacts from North Carolina Department of Public Instruction could have possible leadership changes;
6. Timing of the study was during the summer months and principals might not have consistently checked their email during this time.
7. Because of the low response rate, I contacted principals in neighboring districts to which I have a relationship thus, creating a bias to some of the responses attained.

Delimitations

This study is limited to the pool of alternative principals in the state of North Carolina and an equal number of traditional principals. With 115 districts including city and county, there are different types of alternative settings. North Carolina has 185 alternative settings categorized as programs, schools, and can be K-12, 6-12, 9-12 or some other variation. See Figure 1 below.

- High School Only
 - Elementary School Only
 - High/Mid./Elem. School
 - High Program Only
 - Elementary Program Only
 - High/Mid./Elem Prog.
 - Middle School Only
 - High/Mid. School Comb.
 - Mid./Elem Prog.
 - Middle Program Only
 - High/Mid. Program Comb.
- Alternative Facilities in N.C.

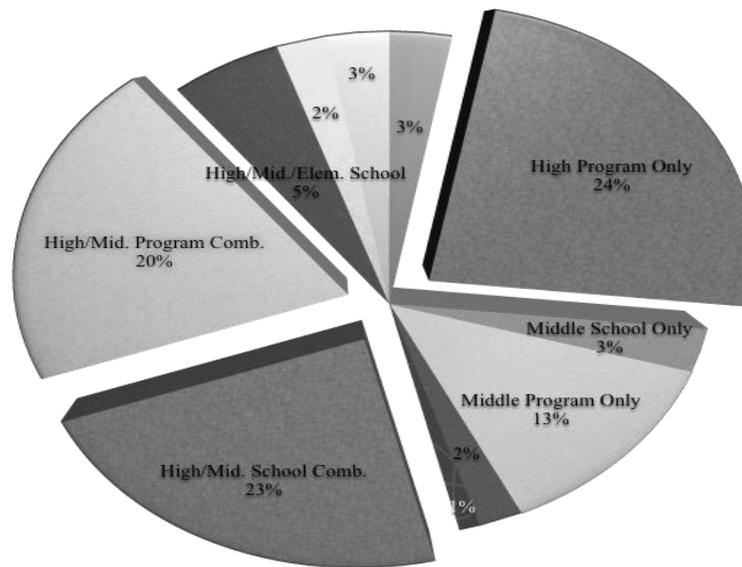


Figure 1. Alternative Facilities in North Carolina

Definition of Terms

Alternative schools or programs. Alternative facilities in North Carolina are comprised of 11 categories. Facilities are categorized as schools or programs. To be categorized as a school, the facility must have a state identification number. These facilities are designed to address the needs of students that typically cannot be met in regular schools. Students who attend alternative schools and programs are typically at

risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school (Ingersoll & Alsalam, 1997).

Traditional high school. Traditional schools generally stress basic educational practices and expect mastery of academic learning in the core subjects of math, reading, writing, science, and social studies. Public schools generally follow this educational model (Huson, 2013).

Efficacy. Efficacy is the ability to produce a desired or intended result.

Self-Efficacy. Self-efficacy is one's beliefs about their capabilities to produce a desired or intended result and/or designated levels of performance that exercise influence over events affecting their lives. (Bandura, 1977). Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave (Bandura, 1977).

At-risk students. These students are described as "discouraged learners, those who for whatever reason do not achieve in the standard high school program, poor attendance, habitual truancy, academic lags and teenage parenthood" (Knutson & College, 2009, p. 1) and at risk-students who make-up over 25 % of the students in America's public schools.

Summary

Effective school leadership is an integral part of the success of the school. There are many contributing factors that lead to the individual sense of efficacy that this research seeks to determine for the role of alternative principal. Principal self-efficacy is an important construct but little is known of its antecedents. Moreover, this research looks at those influences to provide superintendents hiring for alternative principal

positions the understanding of the individual who is a “best fit” for that type of setting.

Guided by Bandura’s Social Cognitive Theory, data will be collected through Tschannen, Moran, and Gareis’ (2004) self-efficacy instrument to explore possible differences between traditional and alternative school principals.

CHAPTER 2: REVIEW OF LITERATURE

The following review of the related literature serves to explore the relationship between alternative school principals and the factors that create their sense of efficacy as principals. Based on the principal self-efficacy scale created by researchers Megan Tschannen-Moran and Christopher Gareis (2004), this research focuses on efficacy as the characteristic of a managerial leader, an instructional leader, and moral leader. Whereas some alternative settings are referred to as schools, others are referred to as programs. The terms “alternative schools” and “alternative programs” are used interchangeably throughout this research.

Social Cognitive Theory and Self-Efficacy

Albert Bandura (1998) defined self-efficacy as the beliefs that determine how people feel, think, motivate themselves, and behave (p. 118). In 1977, he published his Social Learning Theory, later changing its name to Social Cognitive Theory after delving deeper into personality development and behavior modification which then sparked the research on self-efficacy (Bandura, 1977, p. 197). Figure 3 illustrates Bandura’s Social Cognitive Theory with its triad of behavioral, personal, and environmental factors that work together to influence human functioning. The triad is an integral part of understanding the linkage of all three parts. As Pajares (2002) pointed out, human functioning is viewed as the product of a dynamic interplay of personal, behavioral, and environmental influences. For example, how people interpret the results of their own behavior informs and alters their environments and the personal factors they possess which, in turn, inform and alter subsequent behavior. (p. 2)

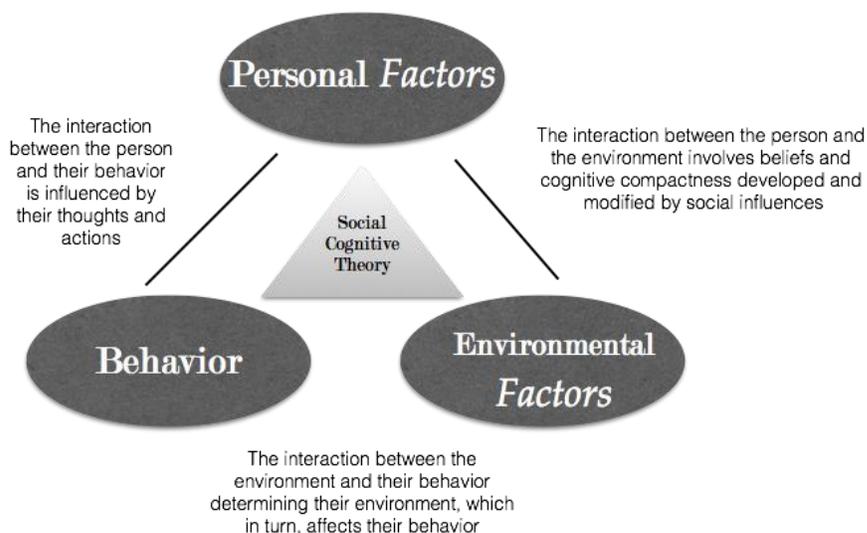


Figure 2. Bandura (1977)'s Social Cognitive Theory

Examining Social Cognitive Theory and understanding the sources and processes of efficacy provides an understanding of what makes and sustains an individual in their daily lives and the behaviors they express. One question to ask: "What creates a strong self-efficacy as opposed to a low self-efficacy?" In his published analyses in 1994 and 1998, respectively, Bandura clearly defined the differences, giving explicit behaviors to examine. He explained that people with high assurance in their capabilities and confidence approach difficult tasks as challenges to be mastered, not threats to be avoided (1994, p. 73). As individuals accept the challenges, Bandura (1994) added:

These individuals have a strong sense of confidence and are not defeated if not successful the first attempt. In the event of failure, these individuals understand that it may be a lack of knowledge not yet attained. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. (p. 74)

In contrast, low self-efficacy individuals faced with difficult tasks “dwell on their personal deficiencies, on the obstacles that they will encounter, and all kinds of adverse outcomes rather than concentrate on how they perform successfully” (Bandura, 1998, p. 52). Giving up quickly on tasks presents adversity because they are slow to recover their sense of efficacy when a failure or setback occurs (Bandura, 1998, p. 70). As a researcher, Bandura clearly examined the key components of his triad of cognitive theory—behavioral, personal, and environmental factors.

Sources of Efficacy

Bandura’s theory encompasses four sources of efficacy that include (a) mastery experiences, (b) vicarious experiences provided by social models, (c) social persuasion, and (d) physiological states of an individual’s high or low self-efficacy as shown in Figure 3.

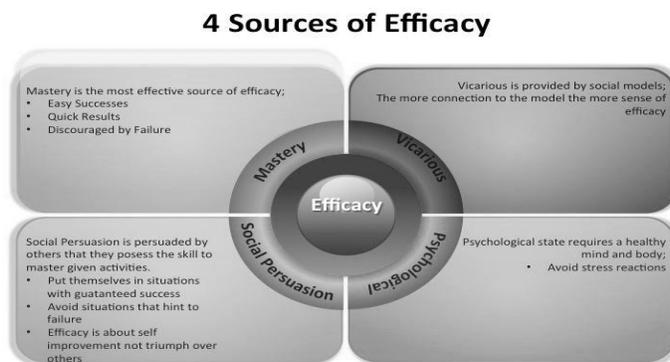


Figure 3. Bandura (1977)’s Four Sources of Efficacy

Mastery experiences might appear to be easily simplified as the experiences of individuals who master a task and feel a sense of accomplishment leading to high efficacy. For example, a successful professional who has never had to grapple with failure could have difficulty recognizing mastery and its relationship to an effective

source of efficacy. Bandura (1998) noted, however, that if successes come easy for people, they come to expect quick results and become discouraged easily at failure (p. 69). Ultimately, individuals learn that mastery is something that is a sustaining process when one views it as an ongoing venture. However, one cannot master a performance without reflection and practice. Examples that show ongoing reflection include coaching, musical performances, and technology training among others. In other words, mastery is achieved only after repeated practice and reflection about how the successes are achieved. Furthermore, time becomes a most important factor. It is not a “one size fits all” formula. Because individuals learn at different rates, mastery is quite varied. Bandura (1977) substantiated this process by adding, “After strong efficacy expectations are developed through repeated successes, the negative impact of occasional failures is likely to be reduced” (p. 195). Thus, self-confidence and gratification builds an individual’s sense of self-efficacy through mastery.

A second source of efficacy, the vicarious component of Bandura’s theory, involves observing persons who have similar interests to one’s own, or those who hold a similar position. In many of our school settings, principals work with other principals to compare student achievement, teacher retention, and overall school climate. Likewise, teachers compare their ability to teach to that of their assigned mentors. The vicarious experience or “live modeling,” as it is also called, has substantial power because an individual has a symbolic connection to compare what they want to attain. Inherent in the vicarious process is a sense of trust in and acceptance of another individual. They persuade themselves that if others can do it, they should be able to be better or achieve their goals (Bandura & Barab, 1973, p. 197). A constant visual of the success sustains

the belief that the task can be done because the individuals feel they are on the same team and realized that it is an attainable goal.

The third component of Bandura's theory, social-persuasion is widely used because it is readily available. In many situations of adversity in the educational field, peer persuasion leads people to believe that they can cope with what has overwhelmed them. Encouragement from one's peers provides an inherent benefit to the individual coping with overwhelming adversity. Bandura and Schunk (1981) reminded educational leaders of this need to promote self-efficacy through peer persuasion. As a leader, a principal has a great responsibility in placing individuals in situations where they might not feel or understand they can be successful. In fact, it is often a department chairperson or colleague who recognizes talents in their peers that can enhance student learning. Bandura (1977) corroborated this idea in his writing: "People who are socially persuaded that they possess the capabilities to master difficult situations and are provided with provisional aids for effective action are likely to mobilize greater effort than those who receive only the performance aids" (p. 198). Therefore, social or peer influence leads them to try hard enough at the attainable goal, thereby building their sense of efficacy.

Principal Self-Efficacy

Bandura's study of self-efficacy clearly presents challenges for principals in both traditional and nontraditional schools. Although considered largely unexplored in alternative schools, principal efficacy is about understanding the motivation and behavior of leaders and their desired outcome (Tschannen-Moran & Gareis, 2007, p. 90). A principal's self-efficacy will have a great impact on the level of expectation, aspiration, and dedication to their ability to set goals as a leader. Analysis of the effectiveness of a

principal includes personal and professional capabilities and their interaction, which leads to assumptions about self-efficacy for leadership in a particular school setting (Tschannen-Moran & Gareis, 2004, p. 574). Understanding both a principal's personal attitudes in a school setting, coupled with his or her professional knowledge and experience, serves an important link to the success or lack thereof for a school with regard to performance, operation, managerial, instruction, and teacher morale. Regarding the research of principal efficacy, Rice (2010) noted:

Effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources and their development of organizations' structures to support instruction. (p. 1)

Consequently, to accomplish the stated goals of principal efficacy as described by Rice, a review of the literature that brings into focus ways to measure this process is needed.

Measurement of Principal Self-Efficacy: The Principal Self-Efficacy Scale

Principal self-efficacy has been researched since the mid 1980's. However, it was nearly 20 years later that more consistent studies became evident to researchers. Osterman and Sullivan (1996), argued that efficacious principals tend to be more persistent in pursuing goals and are more adaptable to changes (p. 676). Moreover, researchers Dimmock and Hattie (1996) viewed efficacy as a valued element for principals in a school restructuring process (p. 65). Likewise, Tschannen-Moran and Gareis (2004) relied upon in this research and adapted their teacher self-efficacy scale to create the principals' scale, measuring self-efficacy as it relates to three categories: (a)

managerial leadership, (b) instructional leadership, and (c) moral leadership.

Furthermore, they created an 18- item measure that assesses a principal's perception of his or her ability to be an effective school leader (p. 577).

Tschannen-Moran and Gareis' (2004) sense of urgency to study principal efficacy stems from understanding this concept: "In this era of accountability and significant school reform, efforts to improve schools increasingly look to the principal to spearhead change efforts at the school level" (p. 573). The principal serves the purpose of leading and facilitating groups to attain performance goals. Principals lead teachers, parents, local and state stakeholders, and students in a manner in which overall performance are successful. From teacher retention, morale, professional development, parental and community involvement to student achievement all are a reflection of the principal, in other words, the person leading the charge. As noted in their article, *Principals' Sense of Efficacy: Assessing a Promising Construct*, Tschannen-Moran and Gareis summarized Bandura's concept succinctly: A principal's efficacy is a judgment of their ability to structure a course and produce an intended outcome as the leader (p. 573). Tschannen-Moran and Gareis went on to make the following declaration: "The purpose of leadership is to facilitate a group goal attainment by establishing and maintaining an environment favorable to group performance" (p. 574). Other researchers provide similar support to the concept of principal efficacy. Two years earlier, Paglis and Green (2002) suggested that leadership efficacy had been related to the "direct setting and gaining followers' commitment and overcoming obstacles to change" (p. 401). To achieve a group goal, Chemers, Watson and May (2000) and his colleagues argued for observers who can be objective (p. 270). Finally, Luthans and Peterson (2002) found the goal of leadership

means to “mediate employees’ engagement with their work” (p. 381). Keeping these responsibilities in mind, principals must be able to juggle the direct demands and needs of their employees as well as to produce a safe and orderly climate both productive and conducive to learning.

Managerial Leadership

After much research, principal self-efficacy has been compartmentalized to reflect the 2004 research findings of Tschannen-Moran and Gareis, that is, managerial, instructional, and moral leadership. These researchers believed that each facet of efficacy can be captured under one of these headings: “Principals often view leadership and management as two different roles, but the most effective principals know how to blend the two” (Education World, 2016). The managerial leader is able to handle the day-to-day tasks that keeps a facility operating smoothly. By doing so, they are able to ensure that staff is hired, safety is sound, resources are provided, compliance is met from a district standpoint and stakeholders. For example, when a principal is monitoring student dismissal at 3:00 p. m., that responsibility should be viewed as pertaining both to management and to leadership, as principals have argued, “the principal is making sure students are safe as they are leaving school and taking the opportunity to talk with students, teachers, and bus drivers about the day and important educational issues” (Education World, 2016). Notably, the managerial leader is able to manage various aspects simultaneously in their role. The Wallace Group, a New York based philanthropic group committed to solving social issues, especially in the educational setting, found that the challenges for a school leader are complex. Effective school leaders have to be good managers (The Wallace Foundation, 2013, p. 11). Under the umbrella of managerial

leadership quality, Tschannen-Moran and Gareis (2004) identified the following six descriptions of managerial leadership that contribute to principal efficacy:

1. Handle the time demands of the job.
2. Handle the paperwork required.
3. Maintain control of your daily schedule.
4. Prioritize among competing demands of the job.
5. Cope with the stress of the job.
6. Shape the operational policies and procedures to manage a school. (p. 581)

Handle the time demands of the job. The role of principalship has changed dramatically in the last 40 years. The workload of school principals has become more and more unmanageable, and many principals, especially, secondary school principals, lack the time for, and an understanding of their leadership task (Caldwell, 2002, p. 9). Traditionally, school principals had more managerial and administrative tasks and fewer teaching duties. With the change in duties, some administrators are rethinking even entering the field. Research shows that time demands and overall workloads of the principalship are major contributors to the shortage of applicants. Flessa (2005) maintained that the principalship is often an impossible job as it isolates the principal who is already overwhelmed with job requirements that make it difficult to focus on the instructional program (p. 275). Moreover, according to other researchers, the principal is a managerial leader. Fulfilling the multiple responsibilities adequately requires principals to possess a direction that points them toward the future vision, mission, and goals required and never to lose sight of those three concerns (Stronge, Richard, & Catano,

2008). Accomplishing these multiple responsibilities successfully leads to a strong sense of efficacy.

Handle paperwork and maintaining control of daily schedule. Financial statements, evaluations of teachers, student documentation, and central-staff interaction on a daily basis are just a few of the recurring paperwork tasks that principals have to complete. Too often these daily competing requirements keep many principals behind the desk, in the office, and not in the classrooms. Because of these numerous demands, leaders have to find different methods to ensure they can get the paperwork tasks completed in a timely manner. Based on their research, Rosborg, McGee, and Burgett, McGee (2007) suggested that school leaders find a few hours during the weekend to handle paperwork and other managerial tasks to see how time management can make things easier. On the other hand, as a way to change the job description and role of the principal, Johnson (2005) proposed to change the job description of the principal and reduce the workload by assigning such tasks to an assistant principal or teachers who could earn a bonus for handling these managerial check-off tasks. (p. 23). Because principals start their day with an agenda and usually find little is ever checked off, paperwork with its constant intrusion becomes a major hindrance when keeping control of a daily schedule: Principals' daily schedules can quickly be overtaken by things that are not important (Tyre, 2015). Most importantly, principals' efficacy is created by the success of their students and their first priority is honing in on the highest-priority activities for building all students to high levels of achievement (Tyre, 2015). World-renowned author, Stephen Covey (2004) observed that an effective leader must schedule priorities, not prioritize a schedule (p. 161). In addition to the requirements at the school

level, district level requirements also have to fit in that schedule and become a priority. Finally, in The Wallace Foundation (2013) publication, researchers note, “Principal efficacy provides a crucial link between district initiatives, school conditions, and student learning” (p. 13).

Prioritize competing demands of the job and coping with the stress. The hiring of highly qualified teachers and retaining them in both traditional and nontraditional schools alike creates one of the main sources of principals’ stress as teachers are leaving the field at rapid rates. University of Pennsylvania researcher Ingersoll (2012) reported that “between 40% and 50% of new teachers leave the profession within the first five years” (p. 5). In 2008, the U. S. Department of Education claimed there are four primary reasons for turnover: (a) low pay, (b) state mandates, (c) lack of support, and (d) student discipline. However, in 2012, a subsequent report was revealed by the U.S. Department of Education which surveyed teachers who had left teaching and compared their former teaching positions to their new career choice, concluding, “The former educators shared that in their new, non-teaching positions, opportunities for all of the following were markedly better:

- Professional advancement
- Professional development
- Learning from colleagues
- Recognition and support from managers
- Influence over workplace policies and practices
- Autonomy over own work
- Salary

- Professional prestige
- Procedure for performance evaluation
- Manageability of workload (Provini, 2014)

Dr. Atkins, the assistant superintendent of Lee County Schools, one of the largest school districts in Florida, stated it took less than 10 minutes of surveying people leaving the district to find that the most consistent reason was lack of support (Jasper, 2014).

Kathleen Jasper, the author interviewing Dr. Atkins agreed, “If people are saying they don’t feel supported by leadership, it isn’t a college of education problem or a professional development/training problem—it’s a leadership problem” (Jasper, 2014). It must be noted that states have moved to assure that schools are composed of highly qualified teachers holding specific degrees and licensure as part of the position requirement. No longer is it acceptable to have a general education degree without specific focus in a concentrated content area or specific grade level. However, working conditions directly affect teacher recruitment and retention, both for individual districts and schools as well as for the larger arena of public education. Prothero (2011) also advocated that a supportive environment increases the ability of a school or district to recruit teachers as well as the likelihood that good teachers would want to stay (p. 2). Teachers take into account more than salaries when they are choosing between districts and the longevity that those districts offer.

Effective principals recognize they must encourage and affirm their teachers in order for them to feel validated and appreciated. As Yaffe (2015) stated, “Everybody wants to feel satisfied with the job that they have. And one of the ways you feel satisfied is it feels like you’re doing a good job” (p. 2). Support from leaders at the school, district,

and state levels need to ensure that the working environments are positive and supportive, with a vision and mission to do whatever it takes for students to succeed. For teachers to stay in the profession, one strong method to assure teachers that they are valued is to empower them in the decision-making process.

Grubb and Flessa (2006) argued that the principal is “responsible for hiring and perhaps firing teachers, coordinating bus schedules, mollifying angry parents, disciplining children, overseeing the cafeteria, supervising special education and other categorical programs, and responding to all the stuff that walks in the door” (p. 519). So, is all of this stressful? One responsibility of a managerial leader is to cope with stress to maintain professional and personal success. If the managerial leader is perceived as successful in this manner, teachers and students sense this quality and recognize the positive impact within the school environment, thereby promoting principal efficacy.

Shape operational policies and procedures to manage a school.

Shaping the policies and procedures to manage a school has always been a managerial component of the principal. Rousmaniere (2013) described this expectation:

Located between the school and the district, and serving both, the principal has historically been a middle manager who translates educational policy from the central office to the classroom. Assigned both to promote large-scale initiatives and to solve immediate day-to-day problems, the principal has always carried multiple and often contradictory responsibilities, wearing many hats, and moving swiftly between multiple roles in the course of one day. (p. 4)

However, the demand for principals to meet district expectations and become change agents in schools can often be cumbersome. To be effective, districts should

provide guidelines on quality standards on which to operate while “allowing local flexibility to design alternative education to address local conditions and student needs” (Almeida, et al., 2010, p. 3). It must be noted that operational policies and procedures affect the entire school environment: “Districts that help their principals feel more efficacious about their school improvement work have positive effects on school conditions and student learning” (The Wallace Foundation, 2013, p. 25). Consequently, the managerial leadership of the principal, having an overall effect on the school’s population, must be in place for efficacy to become a reality in the school setting.

Instructional Leadership

In recent years, district expectations of principals to be change agents has resulted in the development of instructional leaders to replace managerial ones. With state department of education demands on testing and accountability, more superintendents are using the term “instructional leader” to move students towards a higher graduation rate. In large part the emphasis on instructional leadership was driven by the effective schools’ movement of the 1970’s and 1980’s and has since been renewed because of increasing demands that school leaders be held accountable for student performance (Hallinger 2005). Horng, Klasik, & Loeb (2010) pointed out that the ideal prototype of instructional leaders are leaders who can mentor their own teaching staffs by observing practice, providing pointed feedback, and modeling instruction when necessary. However, the reality is that most secondary leaders are single-subject certified (p. 500). Horng and Loeb further concede in an article to *Kappan* stating the following: “No matter how extensive the teaching background of a school leader, could anyone have the content knowledge and relevant experience to coach one beginning teacher in how to engage

students in British poetry of World War I and another on how to differentiate instruction in general chemistry” (p. 66). Printed in an international newspaper, *Panay News*, (Fundal, 2018) noted that former principal and professor in the Department of Education at Eastern Washington University, Dr. Harvey Alvy (2016) concluded, “It is hard to determine a principal's success in those roles unless a principal has a clear vision and mission of his or her job—one that is focused on instructional leadership” (p. 6). So how does a leader deal with the demands of the new common core most states have adopted? How do they become the instructional leaders with high efficacy? To assess the qualities of this type of professional, Tschannen-Moran & Gareis (2004) identify the following six descriptions of instructional leadership:

- Motivate Teachers.
- Generate enthusiasm for a shared vision.
- Manage change in the school.
- Create a positive learning environment.
- Facilitate student learning.
- Raise student achievement on standardized tests (p. 581)

Instructional leaders with high efficacy are important in all schools but even to a greater extent in the nontraditional school because of its unique requirements focused on student success. According to Stronge & Catano (2008), “Principals in effective schools are involved in instruction and work to provide resources that keep teachers focused on student achievement. They are knowledgeable about curriculum and instruction and promote teacher reflection about instruction and its effect on student achievement” (p. 11).

Motivate teachers. Dwight D. Eisenhower, 34th president of the United States, once commented, “Leadership is the art of getting others to do something you want done because they want to do it” (Tocquigny, 2016). One method of effective leadership is providing support to teachers to motivate and empower them. In an alternative school where teachers are faced with all the demands of a traditional school, coupled with an alternative population, they must have a feeling of collaboration and shared vision. They must have a voice. Teachers need to be part of the decision-making process. Whitaker (2012) stated:

The high achieving teachers in the school are just that—they desire to help and support everything and everyone, and taking responsibility is their automatic response to any request for help. The principal must delegate tasks that others can do because there are many tasks that only the principal can perform. (p. 150)

When delegating, the principal will actually empower and motivate. Efficacy is enhanced when there are shared responsibilities. Hall (2006) expressed it this way:

Even though many people think of the principal as the CEO (Chief Everything Officer) of the school, recent studies show it actually benefits everyone on campus if others are allowed to make decisions. If too much control is concentrated in one person, the school environment actually loses balance. (p. 4)

Adding to this point of view, Sergiovanni (2005) concurred that it is the job of the school leader to break these isolated tendencies and foster a “collective efficacy” that he suggested will create a “community of hope” (p. 210). This “community of hope” fosters teacher efficacy and empowerment. A little over 20 years ago in 1997, researchers

Ingersoll & Alsalam, found that by empowering teachers, instructional leaders gained so much more efficacy than the “top-down” leader.

Advocates of increases in faculty influence and in teacher autonomy argued that teachers will not only make better informed decisions about education issues than district or state officials, but that top-down decision making often fails precisely because it lacks the support of those who are responsible for the implementation and success of the decision. (National Center for Educational Statistics, 2003, p. 7)

Additionally, part of what makes this a promising practice is the relationship, respect, and communication between teachers and the principal leader.

Generate enthusiasm for a shared vision and manage change in a school. Teachers and principals point to collaboration as a support for teaching and learning. In response to one study, 67% of the teacher respondents and 78% of the principals indicated they thought that greater collaboration among teachers would have a major impact on improving student achievement (Markow & Pieters, 2010). When establishing a shared vision, Robbins and Alvy (2004) define two types of shared vision:

- *A shared vision focused on teaching, learning, and assessment* engages organizational members in forming a collective vision that everyone can buy into, because it is reflective of the shared values and beliefs that place student learning at the center of all practices and actions within the schoolhouse.
- *A shared vision for the school community* embraces the notion that schools cannot operate effectively without an important partnership with the larger community. This partnership affords enriched, augmented resources for members of both school and community. (p. 5)

Creating a shared vision instills ownership, energy, enthusiasm, and fosters a culture of collaboration. According to Loeb and Valant (2009), the principal is the critical individual in a school and the key to success for any reform effort or other school improvement initiative (p. 74).

Create a positive learning environment. Creative minds that can think outside of the structured box are sometimes needed to help students who need structure. Almeida, et al. (2010) advocated for positive learning environments: “States should implement strategic and comprehensive efforts to invent educational models that improve outcomes for off-track students” (p. 4). Principals seeking to create more positive learning environments also received help from the highest level of government. In 2009, former President Barack Obama stated, “It's time to stop just talking about education reform and start actually doing it. It's time to make education America's national mission.” (Giglio, 2010, p. 1) Along with those sentiments Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), legislation to aid a struggling economy, implement jobs, and invest in the future of our children’s education. With an astonishing 4.3 billion grant, districts were rewarded for creating educational reforms. However, most states needed more time, more money, and more support to turn it around. Without adequate funds, principals have to be creative with what monies are allotted. In more progressive districts, principals are allowed to adjust the instructional practices for alternative students—an important requisite for the principal in a nontraditional school to help achieve efficacy.

Facilitate student learning and raise student achievement on standardized tests.

Research has shown that what distinguishes high performing, high poverty schools from

lower performing schools is effective, collaborative professional development for teachers (Silva, 2008). For teachers to become stronger, they must understand the state standards, look at the data of student performance, and analyze the two. Furthermore, Hervey (2017) added:

When professional development starts with an analysis of data about students and educators, it will be more closely aligned to the school goals and meet the unique needs of educators and their students by differentiating learning for individuals and teams of educators. Data drives the planning and implementation of effective professional development and is also used to monitor and evaluate the quality and results of individual, team, and school-wide professional learning. (p. 2)

Moral Leadership

Some leaders are referred to as moral leaders. Moral leaders are defined as those who have a positive, lasting effect or influence on others and/or the world (Roepke, 1995). Kanungo & Mendonca (1998) claimed that it is a leader's ethical conduct guided by moral principles and integrity that gives legitimacy and credibility to the vision of the organization. Those who serve as moral leaders are also revered as servants or transformational leaders (p. 50). As Sergiovanni (1996) pointed out, "Stephen Covey used words such as developer, mentor, value clarifier, and exemplar as transformational leaders" (p. 42). Sergiovanni went on to refer to moral leaders as individuals who have the ability "to get others to do what she wants and, if skillful, getting them to enjoy doing it" (p. 43). Using this criterion of transformational leaders, Tschannen-Moran and Gareis (2004) identified the following six descriptions of moral leadership for assessment:

1. Promote acceptable behavior among students.

2. Promote school spirit among a large majority of the student population.
3. Handle effectively the discipline of students.
4. Promote a positive image of school in the media.
5. Promote the prevailing values of the community in your school.
6. Promote ethical behavior among school personnel. (p. 581)

Promote acceptable behavior among students. For the most part, students begin their schooling as a traditional student. However, somewhere along the way, something happens at home, at school, intellectually, and/or socially, and a student becomes labeled as “alternative” or at-risk.” Students comprising the alternative school setting have usually exhausted all other possible resources, and the transition to the alternative school setting is their last effort. At-risk students make up over 25% of the students in America’s public schools (Knutson & College, 2009). According to Leone and Drakeford (2001), “Rarely are alternative programs available as a proactive choice to students or parents before serious problems develop” (p. 1). Most alternative schools are formed to ensure that at-risk students have access to the full range of educational opportunities as other students, including graduation (p. 181). Furthermore, Knutson & College (2009) described these discouraged learners as those who do not achieve with the regular high school standards for whatever reason. They further posited the circumstances that result in this type of learner: “poor attendance, habitual truancy, academic lags and teenage parenthood” (p. 5). Additionally, other researchers find even more disturbing factors: “Students attending alternative schools reported high rates of substance abuse, suicide attempts, sexual activity...and more likely to have been physically or sexually abused or to have witnessed abuse within their family” (Lehr, Tan, & Ysseldyke, 2009, p. 20).

Obviously, students with emotional and social issues are among the student population in need of alternative placement because they do not possess the tools or skills to cope in the regular setting, focus on academics, or fit in socially with their peers. Creating an environment in which they can succeed allows for negative behavior to change and instills promise that they can reach a level of achievement and success.

While the population of alternative schools is complex and must have a leader that understands these varying needs, it is equally important for the principal to choose carefully the teachers that will be working with these students. Effective administrators need to develop a working knowledge about disabilities and the unique learning and behavioral challenges various conditions present. This requirement is a necessary component in the nontraditional setting as the principal endeavors to provide efficacy for his/her faculty and students.

Promote school spirit among a large majority of the student population. Every school experiences its share of challenges, but an invisible, yet palpable, “we’re-all-in-this-together” spirit can go a long way toward carrying a school community through the highs and lows of a year (Education World, 2016). Effective leaders are responsible for building camaraderie, offering opportunities for fun challenges and competitions and establishing an environment that is healthy and rewarding as most teachers are at work more than home. According the National Educators Association’s website 2015 article, *Myths and Facts About Educator Pay*, “Teachers spend an average of 50 hours per week on instructional duties, including an average of 12 hours each week on non-compensated school-related activities such as grading papers, bus duty, and club advising.” Likewise, school spirit among the student body is equally important. The National Federation of

State High School Associations found that “principals overwhelmingly believe it is important that they personally build school spirit at their school (89%) and that higher levels of school spirit are tied to higher student achievement” (Howard, 2015). To promote school spirit, principals began recognizing students in every academic or extracurricular organization, holding social events, and offering opportunities for students to congregate such as yearbook signing. Advocating school spirit gives the student population affirmation: “When students feel a sense of efficacy, they tend to be more involved, more in tune with the great opportunities which exist on their campus” (Howard, 2015).

Promote a positive image of school in the media and promote the prevailing values of the community in your school. Perception is always greater from the outside looking in. The media is quick to report negativity in the schools; therefore, effective principals must find a way to communicate the good things going on in their buildings. In the mid 20th century, the role of the schools changed in that public education became more responsive to, and reflective of, the public. Principals were swept up in changes initiated by state and federal governments, legal requirements, and the increasing demands of local communities. In addition to becoming instructional leaders, principals were given the tasks of upholding administrative structures and responding to public pressures (Finkle, 2012). Why does the public matter? Most educators acknowledge that “public engagement efforts not only increase positive public perceptions of school reform initiatives, but they also improve security and safety in surrounding areas, strengthen community pride, and increase citizen engagement and student participation in school and community service” (Blank, Melaville, & Shah, 2003, p. 34). With all stakeholders

involved, leaders become more effective with buy-in initiatives that require public support.

Promote ethical behavior among school personnel. A leader must model the behavior expected of all personnel. In doing so school personnel promotes ethical behavior. When an organization begins to fail, the term linked with that downfall is often communication. Therefore, to keep an organization effective and positive, the leader must model effective communication skills and positive behavior. Ärlestig (2008) claimed that “how the principal listens, transmits information, makes decisions and leads dialogues will affect leadership and communication processes and ultimately the school outcomes” (p. 18). When the lines of communication are strong with stakeholders and constituents, personal value increases and the learning environment prospers. Price, Martin & Robertson (2014), a West Virginia University professor, acknowledged the following:

For those who take on the cause of school reform and student learning for alternative and at-risk students, even more is required than from a traditional principal. An alternative school leader must be a clear communicator who builds upon his/her strengths in order to communicate to others what a positive, productive school that supports teachers and enables students’ looks and feels like. (p. 308)

Schools are not islands; therefore, all persons involved must feel an ownership in the process, and that begins with an effective, communicative leader. Marzano, Walters, & McNulty (2005) affirmed the importance of this factor: “The principal must have a willingness and an ability to communicate to individuals both inside and outside the

school” (p. 45). While educational leaders must partner with stakeholders, from law enforcement, doctors and dentists, to local restaurant owners, businesses and support agencies, principals, of course, must communicate with parents, students, teachers, and central office staff (Cary, 2006, p. 13). Communication promotes positive learning environments, which result in an efficacious relationship among all participants.

Conclusion

Principal efficacy can be measured. Honing in on individual likes and dislikes or needs and fears, coupled with extraneous factors, impacts the self-efficacy of a traditional secondary school principal. Alternative secondary school principals have an added factor because their day is not traditional. Their students are not traditional. The setting is not traditional. A principal’s desire to see immediate change with little discipline and strong teachers returning each year could find their sense of efficacy in despair in an alternative facility working with at-risk students targeted to drop out before they finish their freshman year of high school. Consequently, principals who thrive on changing the status quo, who understand the emotional, social, and academic state of students could be in the setting that best suits their career ambitions. With the aid of Tschannen-Moran and Gareis’ principals’ efficacy instrument, coupled with an understanding of Bandura’s sources of self-efficacy, in addition to this study that provides answers to the research questions, educators seeking to understand the proper principals to put in their most challenging schools will increase the limited research currently in the field.

The findings from this literature review reveal that principal efficacy can be measured. The efficacy scale by Tschannen-Moran and Gareis will be used to measure the efficacy in alternative school settings with secondary alternative school principals. It

is hypothesized that the current study will not only conclude there is a difference in managerial, instructional, and moral leadership, but will also illustrate a difference in overall ratings for alternative and nontraditional school principals.

CHAPTER 3: METHODOLOGY

Purpose

The purpose of this chapter is to describe the research design, sample, instrumentation, methods, and data analysis procedures used in this study. Information regarding the managerial, instructional, and moral leadership of alternative secondary school principals can assist superintendents searching for effective alternative high school principals. This is a quantitative study that explores how traditional and alternative secondary school principals differ in the above-mentioned specific leadership characteristics. The following are the four research questions for this study:

1. Is there a difference between traditional secondary principals and alternative secondary principals on managerial leadership?
2. Is there a difference between traditional secondary principals and alternative secondary principals on instructional leadership?
3. Is there a difference between traditional secondary principals and alternative secondary principals on moral leadership?
4. Is there a difference between the overall rating scale of traditional and alternative secondary principals?

The American Institute for Research revealed that little research has been done on efficacy of alternative school principals (Quinn & Poirier, 2007). Whether they are principals in traditional or alternative secondary schools, principals with a higher sense of efficacy persist in the pursuit of their goals and flexibly adapt strategies to improve their schools. (Tschannen-Moran & Gareis, 2004)

Sample

This study focuses on principals of both traditional secondary grades of 9–12 and grades 6–12 because alternative secondary principals could have a setting that contains both middle and high school students. While identifying traditional schools is easily attained at the North Carolina Department of Public Instruction (NCDPI) website under secondary schools, identifying the proper alternative schools or programs for this research requires explanation. Alternative school and programs were passed through North Carolina legislation in 1995, with alternative settings of grades 6–12 defined as a program or a school. If the setting is an alternative school, it is given an identification number (EDDIE) assigned by NCDPI (2015). If classified as a program, the school's students are still identified with their home school and considered in a temporary setting until placed back in the regular setting after completing requirements set forth by that district. While there are 115 school districts that comprise North Carolina Public Schools, within these 115 districts, there are 357 identified traditional high schools and 145 secondary alternative settings (North Carolina Department of Public Instruction, 2016).

This study utilizes purposeful sampling. In purposeful sampling, the researcher understands what needs to be known and sets out to find people who possess the knowledge or experience needed for the study (Bernard, 2002). Gathered from the NCDPI directory, this sampling includes secondary principals listed in North Carolina and their school email address. For this sample, I created an email list, removing all elementary school principals of traditional and alternative schools and programs.

It is important to have an adequate sample size in order to draw accurate inferences from the study. Using the table of required sample sizes provided by Krejcie and Morgan (1970) to adequately represent the 357 traditional principals listed in the NCDPI directory for traditional principals, the study needed 186 of the 357 principals to participate. Accordingly, of the 145 alternative secondary principals listed in the NCDPI directory for alternative principals, 108 of the 145 principals had to participate for an adequate sample size.

Instrumentation

Tschannen-Moran and Gareis (2004) adapted their teacher self-efficacy scale to create the Principals Self-Efficacy Scale (PSES) which measures self-efficacy as it relates to three categories: (a) managerial leadership, (b) instructional leadership, and (c) moral leadership. They created an 18-item Likert-scale to assess principals' self-perceptions of their capability in accomplishing these three aspects of school leadership. Their adapted 18-item PSES provides written instructions that inform the participants as to how to respond to each of the questions by considering several factors including but not limited to current ability, resources, and opportunity to do each of the following in their present leadership assignment. All items begin with the sentence stem, "In your current role as a principal, to what extent can you..." Responses to the items are recorded using a nine-point that includes 1= None at All, 3=Very Little, 5=Some Degree, 7=Quite a Bit, 9= A Great Deal. Options 2, 4, 6, and 8 are not assigned a descriptor. A copy of the survey is provided in Appendix A. A sample of items of items on the survey include:

- Facilitating student learning
- Creating a shared vision

- Communicating with parents
- Prioritizing job demands

At the recommendation of the pilot study, the questions for the answer responses for this survey changed to a shorter answer response of 1) Strongly Disagree 2) Disagree 3) Undecided 4) Agree 5) Strongly Agree. Participants felt this strengthens the participation rate.

While Tschannen-Moran and Gareis (2004)'s survey does not distinguish between different types or levels of school principals, additional questions by the researcher provide for demographic and characteristic purposes only. These questions address the principal's age, gender, school type, traditional, alternative, program of setting, years of principal experience, and degrees earned by the principal.

Researchers want to ensure the measurement will provide both reliable and valid outcomes, thus reliability is the extent to which the items produce stable and consistent results. Validity provides evidence that the questions are aimed to measure what was intended. This instrument measures three variables: (a) managerial, (b) instructional, and (c) moral leadership. In 2004, it was evident in their article, "Principals' Sense of Efficacy: Assessing a Promising Construct," that Tschannen-Moran and Gareis were committed to finding the most reliable and valid way to assess principal efficacy. After disappointing attempts to determine reliability and validity, PSES was put to the test. Tschannen-Moran and Gareis reported factor loadings ranging from .42 to .82, which explains 60% variance in principals' sense of efficacy (p. 581). Testing was also administered to determine the PSES construct validity, and the PSES was correlated with other constructs to determine if any relationships would emerge. The resulting correlation

determined that the PSES had a positive correlation to trust in teachers, trust in students, and trust in parents (Tschannen-Moran & Gareis, 2004). In a three-part study including two original measures of principal efficacy and one adapted from their teacher efficacy scale, they concluded that their adaptation, once assessed and modified was more successful than the first two approaches studied.

Survey Design

The study design for this research was a cross-sectional survey, a study that analyzes data collected at a single point in time, and is a form of nonexperimental research where the researcher does not manipulate the independent variable. This survey was sent to principals in their current situation and their responses were based on that immediate point of time. Nonexperimental research simply describes group differences or relationships between variables and cannot be used to infer causality. This design is appropriate for this study because this research studies the two types of principals in their environment and responses are not controlled or manipulated.

The predictor variable in this research is the type of school served by the principals—alternative and traditional. The criterion variables are the three components of leadership in Tschannen-Moran and Gareis' (2004) PSES instrument (managerial, instructional, and moral leadership). The survey utilized principles from the tailored design method of survey development and dissemination (Dillman, Smyth, & Christian, 2014). This survey method incorporates processes derived from the social exchange theory as described in the procedure section. Social exchange theory underlies the tailored design method and provides the overarching framework within which we attempt to identify and implement ways of increasing the likelihood of response (Dillman, Smyth,

and Christian, 2014). Social Exchange Theory first suggests there must be a value present to participants or a benefit from taking this survey. They need to see there is an outcome to the survey and how their participation can change or improve self-efficacy and education reform. Second, the benefits must outweigh the cost. “Minimizing the cost associated with learning the skills needed for answering an Internet questionnaire requires focusing on how the response task is explained to people and how they might be rewarded for doing it correctly” (Dillman, 2009, p. 135). Although there is no cost to participants, the instructions must be clear for participants, easily understood and a reward that can influence the response rate. Creating this survey in SurveyShare allowed for the survey to be user friendly and time efficient. The participant simply chose one answer for the PSES and had dropdown selections for the demographic questions. Surveys have changed drastically in the 21st century as the shift from phone, face-to-face and mail surveys have been replaced by electronic surveys. No matter the means of the survey, participant interest, motivation, and rewards entice individuals to respond to a survey. The following procedure will outline the steps taken to ensure effective response.

Procedure

Prior to the data collection, the researcher gained Institutional Review Board (IRB) approval to pursue this study. IRB is a committee that serves to protect the welfare of human subjects during research. Having received permission from Tschannen-Moran and Gareis to use their instrument in a written permission letter, additional questions of demographics and characteristics were submitted to and approved by the IRB committee. Once IRB permission was granted, the survey was uploaded to SurveyShare with an introduction of the survey defining the purpose, contact information to the researcher and

the university, and waivers to the participants. To house the email participants, an Excel™ spreadsheet was created that included school names, principal names, type of school, grade levels, and email addresses. The next step was to pilot the survey with assistant principals at each of the school types, that is, the traditional and alternative secondary schools. A two-stage pilot process established the quality and clarity of questions in the survey. The first stage of the pilot was a think-out-loud process in which the researcher conducted a real-time one-on-one session in which the pilot participants read the survey and provided answers out loud to ensure clarity and comprehension. This stage was completed with assistant principals at Hickory Ridge High School and the Opportunity School in Cabarrus County. Revisions to clarify any items from the first pilot were made before the second pilot. The recommendation at this time was to shorten the answer responses from nine to five choices. The second pilot had two different assistant principals at the same high schools in Cabarrus County to complete the survey on SurveyShare. This pilot estimated the time needed to complete the survey and test the functioning of the survey on SurveyShare. Following the pilot, I reevaluated the survey for any potential errors presented from the pilot participants and finalized the survey for the research to begin. Again, it was noted that the answer responses were too long. Once shortened, the question stems had to be altered to read, “In your role as a principal, can you...” This question stem fit the Likert scaled answer responses. Next, the directory of emails provided by North Carolina Department of Public Instruction for the 357 identified traditional high schools and 145 secondary alternative principals for this study were correlated in Excel™ and exported to a Google Doc; then the participants were emailed the link of the PSES survey through SurveyShare.

The first contact was an introduction of who I was, the purpose and benefits of the survey, and the link to the PSES survey through SurveyShare. Following the first distribution of the survey, 35 responses were returned. I made personal contacts via email and texts to colleagues in other districts to assist in the participation of the survey. While this method increased the participants to 100 responses, it also created a bias which resulted in further limitations to this study. This method increased the participants to 100 responses. Two reminders were sent to participants who had not already completed the survey. The first reminder was sent in mid-August following the initial July distribution. I waited to ensure that principals had returned from summer vacation and could give the survey attention with the opening of the upcoming school year. Likewise, the second reminder went out in September and I received the final 41 responses. I used alternate days of the week and adjusted the time the email was sent for the second and third attempt to increase the response rate. The survey was concluded on September 30th. For completing the survey, names were entered into two separate drawings. The initial responses from the first distribution were entered for a \$50.00 VISA™ gift card and the names of the second and third group of responders were entered into a final drawing for \$25.00 VISA™ gift card. A token of appreciation or incentive contributed to improved response rates. This took place after the survey was closed, and I asked participants if they would like to be included in the survey and requested the mailing address of the winner.

Data Analysis

I first described the characteristics and demographics of the two types of principals who responded to the survey. I reviewed each principal's age, gender, school

type, traditional, or alternative, program of setting, years of principal experience, and degrees earned by the principals. I provided the frequency and percentage of responses to each item in the survey for each type of principal separately. Then to distinguish the difference between the two types of principals on managerial, instructional, and moral leadership, I conducted a multivariate analysis of variance (MANOVA) followed by a series of independent sample *t*-tests. The purpose of this process is to see if there is any significant difference between traditional school principal efficacy and alternative principal efficacy. In order to do this analysis, I added up the scores for each of the three sections of managerial, instructional, and moral leadership represented in the survey to get a total score for that section. I used the total score for each section in the MANOVA. Finally, the effect size eta squared (η^2) *t*-tests can determine statistical significance of the difference between the groups, while η^2 is a measure of practical significance by estimating the amount of variance accounted for by distinguishing the type of school (alternative/traditional) in the differences in three types of leadership.

Conclusion

Identifying the participants, sampling procedure, instrumentation, and statistical analysis must be thorough in determining the success of a research study. There is an alignment and interdependency among these components that have a purpose to identify the differences to efficacy between these two principal types. With alternative and secondary traditional principals identified in North Carolina and the Principal Self-Efficacy Scale of Tschannen-Moran and Gareis (2004), this study was prepared to identify the efficacy of the two types of administrators.

CHAPTER 4: DATA ANALYSIS

This chapter provides the findings from the 156 principal participants of the Principal Self-Efficacy Survey. Out of the 502-combined traditional and alternative secondary principals in North Carolina surveyed, 87 traditional secondary principals responded and 69 alternative secondary principals responded.

In their current administrative position, these principals generated responses to 24 survey questions from the PSES that Tschannen-Moran and Gareis (2004) adapted from previous efficacy scales they had created. Participants were emailed the survey through SurveyShare over a span of 8 weeks. The response rate for traditional principals was 24.4%; the response rate for alternative principals was 47.6%; and, for the combined response rate was 31.1%. Therefore, the response rate fell short of the desired sample size of 186 traditional principals and 108 alternative principals respectively as stated in Chapter 3.

Participants

Table 1 displays the demographic characteristics of the two groups of principals. A majority of the respondents for both alternative and traditional school principals were White (75.4% and 86.2%, respectively) and African-American (20.3% and 11.5%, respectively). The remaining participants were Hispanic (2.3%) in the traditional school group and American Indian (2.9%) in the alternative schools group. The majority of the participants ranged in age between 35- and 54-years-old for both groups (73.3% traditional, 78.3% alternative). Relatively few principals were younger than 35-years-old (6.9% traditional, 1.4% alternative). The remaining respondents were more than 54-

years-old (13.7 traditional, 20.3% alternative). A majority of both traditional (66.7%) and alternative (69.1%) principal respondents held a master's degree. All principals in public schools for North Carolina are required to hold at least a Master's Degree in School Administration before serving as an assistant principal or principal. Some respondents held higher degrees. The remaining principals of traditional schools hold an educational specialist degree (14.9%) or a doctoral degree (18.4%). The remaining principals of alternative schools held an Educational Specialist degree (11.8%) or a doctoral degree (17.6%). The years of principal experience varied from less than 5 years to more than 20 years for both groups. Alternative school principal respondents (35.3%) were slightly more likely to have less principal experience than traditional school principal respondents (29.9%). The majority of respondents had between 5 and 20 years of principal experience (66.6% traditional, 61.8 alternative).

Respondents were asked to describe their current school setting. There were more alternative principal respondents (20.3%) working in low socioeconomic schools than traditional principals (4.7%) and more traditional principals (12.8%) working in middle-to-high socioeconomic schools than alternative principals (4.3%). The most frequent type of school for both groups was low-to-middle socioeconomic school (40.7% traditional, 44.9% alternative). Respondents to the survey were predominantly from schools in a rural setting (69.8% traditional, 65.2% alternative).

A series of chi-square analyses were conducted to examine any demographic differences between the two principal groups. There were not any statistical differences based on ethnicity ($\chi^2 = 7.86$, $df = 4$, $p = .10$), age ($\chi^2 = 4.53$, $df = 4$, $p = .34$), degree status ($\chi^2 = 1.61$, $df = 4$, $p = .66$), socioeconomic status of the school ($\chi^2 = 5.58$, $df = 4$, p

= .35), school setting ($\chi^2 = .64$, $df = 4$, $p = .73$), or years of experience ($\chi^2 = 3.17$, $df = 4$, $p = .53$). Therefore, we found no association between respondent principals' responses to their demographic characteristics.

Table 1

Descriptive Statistics for the Principals of Traditional and Alternative Schools

Characteristic	Traditional n= 87		Alternative n = 69	
	F	%	F	%
Ethnicity				
Caucasian	75	86.2	52	75.4
African American	10	11.5	14	20.3
Hispanic	2	2.3	0	0
American Indian	0	0	2	2.9
Age				
25-34 years old	6	6.9	1	1.4
35-44 years old	31	35.6	20	29.0
45-54 years old	38	43.7	34	49.3
55-64 years old	11	12.6	12	17.4
65-74 years old	1	1.1	2	2.9
Degree Earned				
Master's Degree	58	66.7	47	69.1
Educational Specialist Degree	13	14.9	8	11.8
Doctorate Degree	16	18.4	12	17.6
Socioeconomic of School				
Low SES	20	4.7	14	20.3
Low-Middle SES	35	40.7	31	44.9
Middle SES	14	16.3	18	26.1
Middle-High SES	11	12.8	3	4.3
High SES	2	2.3	1	1.4
Setting				
Rural	60	69.8	45	65.2
Urban	24	27.9	23	33.3
Years of Experience				
Less than 5 years	26	29.9	24	35.3
5-10 years	29	33.3	18	26.5
11-15 years	19	21.8	20	29.4
16-20 years	10	11.5	4	5.9
Greater than 20	3	3.4	2	2.9

Self-efficacy Scale Comparison of Traditional and Alternative Principals

Tables 2 and 3 display the frequency and percentage for each item of the Principal Self-Efficacy Scale. As displayed in Tables 2 and 3, there are 18 items in this survey and they are categorized in three leadership responsibility groupings: managerial,

instructional and moral. Each responsibility grouping contains six items. The following descriptions of the findings will begin with the most commonly chosen responses and then proceeds to the less commonly chosen responses. In comparing the two groups of principals, it was evident they are more similar than different. The survey instrument was designed to measure principal efficacy *vis-a-vis* their capability of performing these responsibilities.

Managerial Leadership Responsibilities

Time demand on the job. Traditional (54.5%) principals had fewer responses of agreement to alternative (59.4%) principals who agreed they managed the time demands that come daily with the principalship. More traditional (27.6%) principals strongly agree and alternative (24.6%) principals who strongly agreed with this responsibility daily. Traditional (9%) principals disagreed with their ability to manage the demands of the job as did alternative principals (5.8%). Undecided respondents were less than 10% in both groups.

Maintain daily schedule. The majority of traditional (52.6%) and alternative (48.5%) principals agreed they were successful in keeping their daily schedule in tact during the school day. Furthermore, traditional (16.2%) and alternative (20.6%) principal responded to strongly agree that they were able to maintain a daily schedule. The largest margin of traditional (14.9%) was undecided in maintaining a daily schedule to the alternative principal (16.2%) responses. Only 14.9% of the traditional principals and 13.2% of the alternative principals disagreed they could manage this time and stick to a schedule. Traditional principals responded with 1.3% and alternative principals responded 1.4% to strongly disagree to this responsibility.

Shape operational policy. Both principal groups agreed they could lead this responsibility (traditional, 59.6% and alternative, 62.3%) Responses differed with traditional (10.9%) principals being undecided and alternative (5.8%) principals being undecided that they could effectively shape the policies of the school.

Manage paperwork. The majority of respondents —traditional (59.0%) and alternative (56.5%) principals—agree they could manage the daily paperwork that comes across their desks. Equally, traditional (25.0%) and alternative (26.1%) principals strongly agreed they could handle this responsibility effectively. A few traditional (8.3%) or alternative (8.7%) principals disagreed they could manage the paperwork. Similarly, both groups were less than 10% undecided in this responsibility.

Cope with stress. Traditional principals (55.5%) agreed and (23.2%) strongly agreed that stress did not impact their ability to lead their schools. Likewise, alternative principals (58.8%) agreed and (22.1%) strongly agreed that they cope with stress in their setting. Both groups, traditional (16.1%) and alternative (14.7%) were undecided on whether they could handle the stress.

Prioritize demand. Comparable to the other responsibilities of the managerial responsibilities, the majority of traditional (64.7%) and alternative (62.3%) principals agreed they were able to put into perspective the priorities of the school, the demands of the school, and keep it effectively going. Traditional (21.8%) and alternative (24.6%) principals strongly agreed they were effective in this responsibility. While both types of principals strongly disagreed they could not prioritize demands, few traditional (4.5%) or alternative (4.3%) principals also disagreed. Less than 10% of both groups were undecided.

Instructional Leadership Responsibilities

Facilitate learning. Traditional principals (54.5% agreed and 39.7% strongly agreed) and alternative principals (49.3% agreed and 42.0% strongly agreed) responded that they were facilitating learning currently in their leadership positions. There were very little disagree or undecided responses on this variable in both groups of principals.

Generate a shared vision. Traditional principals (51.3%) were nearly equal to alternative principals (51.5%) who strongly agreed they were the effective leaders generating this responsibility. Likewise, traditional principals (42.2%) agreed and alternative principals (42.6%) agreed they were able to establish the school's vision and mission. Although 4.5% of traditional principals and 4.4% of alternative principals were undecided about their ability to generate a shared vision, overwhelmingly, the other 90% of the responders to this survey were clear about this responsibility.

Managing change in the school. Traditional principals (52.6%) and alternative principals (60.3%) agreed, and traditional principals (42.9%) and alternative principals (36.8%) strongly agreed at the satisfaction of their ability to manage change in a school. Very few principals in either group disagreed or were undecided on this variable.

Create positive learning environment. Traditional principals (50.6%) and alternative principals (56.5%) as strongly agree with their current learning environments being productive for students to learn. Traditional principals (45.5%) responded 7% higher over alternative principals (39.1%) in this study implementing positive learning environments. Traditional principals represent less than one percent (.6%) of principals in this study who strongly disagreed they could create a positive learning environment in

their schools. Likewise, alternative principals' responses were higher (1.4%). Both groups were less than 3% undecided for this responsibility.

Raise student achievement. Traditional principals (61.9% agreed, 20.0% strongly agreed) and alternative principals (63.2% agreed, 19.1% strongly agreed) responded that they could raise student achievement. Some of the respondents were undecided (traditional principals, 13.5% and alternative principals, 14.7%).

Motivate teachers. Traditional principals (59.6%) and alternative principals (53.6%) agreed they motivated teachers while traditional principals (34.6%) and alternative principals (39.1%) strongly agreed in their confidence with this responsibility. No principal in this research strongly disagreed in their ability to motivate teachers and very few, traditional (.6%) or alternative (1.4%) principals disagreed. Both groups were less than 10% undecided in this responsibility.

Moral Leadership Responsibilities

Promote school spirit. The majority of respondents agreed they promoted school spirit with traditional principals (49.7% agreed, 34.6% strongly agreed) and alternative principals (55.9% agreed, 29.4% strongly agreed). Both principal groups were similar in their choice of undecided on this variable (traditional at 10.5% and alternative at 11.8%).

Promote school image in the media. Traditional (45.2%) principals strongly agree and alternative (50.0%) principals strongly agree that they promote school image in the media. Traditional principals (45.8%) agree and alternative principals (42.6%) agree to this responsibility. Less than 10% of both groups were undecided about promoting the media while less than 5% of both groups disagreed they were effective with this

responsibility. Less than one percent of traditional (.6%) principals strongly disagreed they promoted their school in the media.

Promote values in the community. The majority of participants again agreed to their abilities of promoting values in the community with traditional principals (54.5% agreeing and 29.9% strongly agreeing) and alternative principals (47.8% agreeing and 32.8% strongly agreeing). However, traditional (13.6%) and alternative principals (17.9%) were undecided about promoting values within their communities.

Handle student discipline. Traditional (48.1%) principals strongly agreed they are efficacious disciplinarians while alternative (55.1%) principals strongly agreed. Traditional principals felt more efficacious with 46.8% in agreement over their alternative counterparts at 40.6% who felt efficacious in discipline. Though less than 10% of both groups were undecided or in disagreement of this responsibility, nearly all the participants for this study agree they currently handle student discipline effectively.

Promote acceptable behavior in students. Traditional principals' responses were (51.0%) in agreement over the alternative principals (45.6%) agreement to promoting acceptable behaviors in students. Traditional (45.2%) principals and alternative (50.0%) principals strongly agree in this responsibility. Some traditional principals in this study strongly disagree (.6%) or disagree (.6%) they were not good advocates of student behavior with traditional principals. Alternative principals' responses were 1.5% and 0% respectively to the strongly disagree and disagree category. Both groups were less than 5% undecided that they influence positive behavior in students.

Promote ethical behavior in staff. Traditional (57.7%) principals and alternative (56.5%) principals agree that they are able to promote ethical behavior in their staff

members. Traditional (39.1%) principals and alternative (40.6%) principals indicated they strongly agree they promote ethics in staff members. Less than five percent of both group were undecided in promoting ethical behavior in staff members, but similar to promoting student behavior, principals in this study felt they are promoting ethical behavior in their staff members at this time.

Table 2

Leadership Responsibilities of Traditional Principals

<i>Responsibilities</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Undecided</i>		<i>Agree</i>		<i>Strongly Agree</i>		
	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
<i>Managerial</i>											
<i>Time Demand on Job</i>	1	.6	14	9	13	8.3	85	54.5	43	27.6	
<i>Maintain Daily Schedule</i>	2	1.3	23	14.9	23	14.9	81	52.6	25	16.2	
<i>Shape Operational Policy</i>	0	0	10	6.4	17	10.9	93	59.6	36	23.1	
<i>Manage Paperwork</i>	0	0	13	8.3	12	7.7	92	59.0	39	25.0	
<i>Cope with Stress</i>	2	1.3	6	3.9	25	16.1	86	55.5	36	23.2	
<i>Prioritize Demands</i>	0	0	7	4.5	14	9.0	101	64.7	34	21.8	
<i>Instructional</i>											
<i>Facilitate Learning</i>	3	1.9	2	1.3	4	2.6	85	54.5	62	39.7	
<i>Generate a Shared Vision</i>	1	.6	1	.6	7	4.5	65	42.2	80	51.3	
<i>Manage Change in the School</i>	0	0	2	1.3	3	1.9	82	52.6	67	42.9	
<i>Create a Positive Learning Env.</i>	1	.6	2	1.3	3	1.9	71	45.5	79	50.6	
<i>Raise Student Achievement</i>	0	0	7	4.5	21	13.5	96	61.9	31	20.0	
<i>Motivate Teachers</i>	0	0	1	.6	8	5.1	93	59.6	54	34.6	
<i>Moral</i>											
<i>Promote School Spirit</i>	1	.7	7	4.6	16	10.5	76	49.7	53	34.6	
<i>Promote School Image in Media</i>	1	.6	4	2.6	9	5.8	71	45.8	70	45.2	
<i>Promote Values in Community</i>	0	0	3	1.9	21	13.6	84	54.5	46	29.9	
<i>Handle Student Discipline</i>	0	0	2	1.3	6	3.8	73	46.8	75	48.1	
<i>Promote Acceptable Behavior in Students</i>	1	.6	1	.6	4	2.6	79	51.0	70	45.2	
<i>Promote Ethical Behavior in Staff</i>	0	0	1	.6	4	2.6	90	57.7	61	39.1	

Table 3

Leadership Responsibilities of Alternative Principals

<i>Responsibilities</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Undecided</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>
<i>Managerial</i>										
<i>Time Demand on Job</i>	1	1.4	4	5.8	6	8.7	41	59.4	17	24.6
<i>Maintain Daily Schedule</i>	1	1.4	9	13.2	1	16.2	33	48.5	14	20.6
<i>Shape Operational Policies</i>	0	0	5	7.2	4	5.8	43	62.3	17	24.6
<i>Manage Paperwork</i>	0	0	6	8.7	6	8.7	39	56.5	18	26.1
<i>Cope with Stress</i>	2	2.9	1	1.5	1	14.7	40	58.8	15	22.1
<i>Prioritize Demands</i>	0	0	3	4.3	6	8.7	43	62.3	17	24.6
<i>Instructional</i>										
<i>Facilitate Learning</i>	3	4.3	0	0	3	4.3	34	49.3	29	42
<i>Generate a Shared Vision</i>	1	1.5	0	0	3	4.4	29	42.6	35	51.5
<i>Manage Change in the School</i>	0	0	0	0	2	2.9	41	60.3	25	36.8
<i>Create a Positive Learning Env.</i>	1	1.4	0	0	2	2.9	27	39.1	39	56.5
<i>Raise Student Achievement</i>	0	0	2	2.9	1	14.7	43	63.2	13	19.1
<i>Motivate Teachers</i>	0	0	1	1.4	4	5.8	37	53.6	27	39.1
<i>Moral</i>										
<i>Promote School Spirit</i>	1	1.5	1	1.5	8	11.8	38	55.9	20	29.4
<i>Promote School Image in Media</i>	0	0	2	2.9	3	4.4	29	42.6	34	50.0
<i>Promote Values in Community</i>	0	0	1	1.5	1	17.9	32	47.8	22	32.8
<i>Handle Student Discipline</i>	0	0	0	0	3	4.3	28	40.6	38	55.1
<i>Promote Acceptable Behavior in Students</i>	1	1.5	0	0	2	2.9	31	45.6	34	50.0
<i>Promote Ethical Behavior in Staff</i>	0	0	0	0	2	2.9	39	56.5	28	40.6

A MANOVA was used to examine the differences in the three types of self-efficacy (managerial, instructional, moral) between the two types of principals (traditional and alternative. Table 4 displays the results of the MANOVA. The MANOVA is not statistically significant for the three leadership types, managerial ($F=.055$, $df=1$, $p=.815$), instructional ($F=.078$, $df=1$, $p=.78$), and moral ($F=.383$, $df=1$, $p=.537$). The amount of variance between the two different groups of principals that can be explained by the Tschannen-Moran and Gareis (2004) Principals Self-Efficacy Scale (PSES) is very small, less than .01%. Overall, both groups felt very positive about their ability to fulfill their managerial, instructional, and their moral responsibilities.

Table 4

MANOVA Statistics

Type of Principal	<i>f</i>	Sign.	Partial η^2
Managerial	.055	.815	<.01
Instructional	.078	.78	<.01
Moral	.383	.537	<.01

Table 4 displays a summary of the traditional principals and alternative principals' declarations of managerial, instructional and moral responsibilities fulfillment. It clearly indicates no statistical differences between the two groups across managerial, instructional, and moral leadership responsibilities.

Summary

This chapter provided the survey results of principal self-efficacy concerning their capabilities of performing 18 leadership responsibilities. These principals demonstrated their belief they are effective leaders in their schools with the managerial, instructional,

and moral responsibilities with which they have been charged. Overall, both traditional and alternative principals agreed or strongly agreed they were confident in their current administrative posts. This study revealed no statistical significance that any differences in those perceptions were present in the two principal groups. The next chapter discusses the findings and future implications of principal efficacy between traditional and alternative secondary school principals.

CHAPTER 5: DISCUSSION

In a survey of secondary principals in North Carolina's public schools, this research used the widely known principal efficacy scale of Tschannen-Moran and Gareis (2004) to analyze self-efficacy of principals in their managerial, instructional, and moral responsibilities. Leadership efficacy of a principal is an important attribute on how they serve their staff and students. Leadership efficacy influences the instructional practices the leader will introduce, the managerial tasks they will handle and the moral tone they will implement to shape the culture of a school. This research concluded that principal efficacy did not differ between traditional and alternative high school principals in North Carolina. However, a person's perceived level of confidence is not a good predictor of where he or she will be successful.

Discussion of Findings

In a 2014 study of the shift in school leadership by The Center for American Progress, researchers concluded the dominant race of principals was White (Anderson, 2016). Similarly, this study revealed little representation of diverse ethnicity between traditional and alternative principals.

The finding that the majority of traditional principals and alternative principals for this study were between the ages of 45–54 correlates with the National Center for Educational Statistics (Ingersoll, Alsalam and the National Center for Education Statistics, 1997) that states the average age of a principal in North Carolina was age 49. This study also revealed that the alternative principals were not all young, but had a 17% representation from veteran or retired principals. Research does not indicate whether

there is a set age that qualifies a person to be a principal. Moreover, no specific amount of years of experience suggests more years of service is better than few years. However, the research clearly addresses that “nearly 30 percent of principals who lead troubled schools quit every year. By Year 3, more than half of all principals leave their jobs” (Tyre, 2015). With the decline in principals’ availability, districts are having to pull veteran and or retired principals into alternative principalships.

This study found no statistical significance between demographic factors and the efficacy of traditional or alternative principals. After a 26-year old replaced him, a veteran principal of 16 years F. Michael Saritino acknowledged,

Age is not something that is going to make you a great principal; neither are all the degrees in China. You have to have the talent, the energy and the commitment to do the work, because it is a lot of work. (Hobbs, 2013)

The demographics examined in this study support no association with principal efficacy. Furthermore, this study found that the majority of the principals, both traditional and alternative, felt a strong sense of efficacy in performing the daily tasks of managerial, instructional, and moral leadership.

Managerial Leadership Responsibilities

Time demands on the job. On average, a principal will work 60 hours a week at the secondary level (Sparks, 2016). Managing the time spent at school and maintaining a balance with home and health can become cumbersome for a principal to juggle. Alvy (2016) suggested dividing tasks into categories urgent and important, urgent and not important, not urgent and important, not urgent and not important (Education World, 2016) in order to keep on task with the unexpected or expected occurrences that can

sideline a principal during the school day. While some principals in this study felt they could not handle the time demands, the majority of participants felt they were effective managers of time in their daily duties as principal.

Maintaining daily schedule. Principals able to maintain a daily schedule will have a high sense of efficacy as they are can keep a routine, set a plan, and stay on task. Rice (2010) explained, “The principal’s job is complex and multidimensional, and the effectiveness of principals depends, in part, on how they allocate their time across daily responsibilities” (p. 2). Both traditional and alternative respondents in this study felt successful with this responsibility.

Shape operational policy. Principals effective in shaping operational policy are able to distribute that leadership to those around them and not carry the burden by themselves. With the ability to delegate, they can manage other tasks and know that the daily operations are taken care of and everything is running smoothly. Distributing leadership enables the principal to handle more tasks. By sharing responsibilities among a leadership team, functions such as department meetings, team meetings and professional development, conducting observations or managing school operations can be effective. This supports that the traditional and alternative principals in this study felt they were able to complete this responsibility effectively.

Manage paperwork. It is critical for principals to be organized; however, not all are. Therefore, principals who feel effective in managing the unending flow of information that crosses their desk must put a plan in place and stick to it. The National Association for Secondary School Principals (NASSP) explained that principals must have an effective system for recording information, prioritizing, and following up. The

challenge for principals is remembering and acting on the myriad items that flood their brains every day (2008). At least 80% of the traditional and alternative principals responding in this study felt they have a system of organizing the unending demands of paperwork while running a school.

Cope with stress. The largest reason for principal turnover is burnout or stress in the job. Friedman (2000) argued that principals soon realize they cannot maintain performance expectations they set for themselves regarding their various tasks. They become frustrated, exhausted, unaccomplished at their job—in other words, they are burned out (p. 596). Although the school makeups for the study participants were varied in terms of demographics, student makeup, economic status and more, these participants felt they were effectively coping with the stress that comes with this position of authority. Like the other qualities of good managers, these principals have to be good delegators to minimize the workload that maximizes the stress levels of principals (Meador, 2017).

Prioritize demand. The last of the managerial responsibilities is the ability to prioritize the demands of the job. Researchers have been consistent in finding that organization and delegation are the keys to becoming good managers. Likewise, good leaders are able to prioritize and “manage all of their duties well and focus their time on what matters most by delegating responsibilities and cultivating leadership” (NASSP, 2008). Over 85% of the principals surveyed felt that they were effective managers to prioritize the demands of leading high schools and alternative schools in the state of North Carolina.

Instructional Leadership Responsibilities

Facilitate learning. Principals have been charged with becoming the instructional leaders of their school in addition to their other duties. They must set the tone, give directives, and implement the instructional practices that will be used by teachers and students. As the Wallace Foundation (2013) noted, “They (principals) emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone” (p. 20). Over 90% of this study’s respondents felt they are succeeding in their current positions as the drivers of instruction.

Generate a shared vision. Almost all research on principal effectiveness centers on the principal generating a shared vision. Effective principals are those who are committed to the development of a school-wide vision and mission that has high expectations for students and teachers. Educational researchers at Vanderbilt University determined that “what gets the highly-rated principals out of bed each morning is what keeps them awake at night: They have a vision and believe that all students can achieve at high levels” (Mendels, 2012, p. 55). Similarly, Habegger (2008) claimed that a holistic, shared approach to bring forth school improvement is the most effective in leading change (p. 45). The principals in this study felt they had created a place where the vision was clear and contributed to their success.

Manage change in the school. Those who consider themselves as change agents go boldly and fiercely into a minefield. Fullan (2001) concluded that “only principals who are equipped to handle a complex, rapidly changing environment can implement the

reforms that lead to sustained improvement in student achievement” (p. 16). Change is often hard when the status quo has been the norm. In her blog to principals, Wilhelm (2014) drew from Marzano’s 21 responsibilities for principals and urged in the shift from traditional instruction to that of common core, and that principals must be the agents of change in strategically and intentionally rocking the boat. The confidence level of the principals in this study was very high as 90% of them saw themselves as change agents.

Create positive learning environments. Creating a positive learning environment goes beyond posters and bulletin boards with facts and figures, quotes and motivational memes. A principal feels effective when the students in the building are enjoying every facet of their education—that they have created a culture of care, enthusiasm, challenges and high expectations. An effective principal is able to create a culture that is positive for teachers, students, and parents. Hagbegger (2008) agreed, “A positive school culture is the underlying reason why the other components of successful schools were able to flourish” (p. 44). The traditional principals and alternative principal participants agreed or strongly agreed they have successfully created an environment where teachers can teach, students are happy and learning, and parents are satisfied with the overall education of their children.

Raise student achievement. The most daunting task of a principal is to raise student achievement. Test scores are the top priority of districts and state stakeholders. It was not surprising that this was the category where more principals were undecided and these respondents were not topping the category off at 90% for either type of principal. According to The Wallace Foundation (2013), principals who have high efficacy in student achievement have a laser-like focus on research-based strategies to improve

teaching and learning and they prompt discussions about instructional approaches (Mendels, 2012). The majority of the principals in this study feel they could do that, but not without some of uncertainty or disagreement. Principals in this survey who felt they were not reaching their goals in student achievement might look at proficiency over growth or vice versa as the bar they set for their students to reach and gauge achievement levels.

Motivate teachers. What motivates teachers to stay in the profession? Stanford University analyst, Darling-Hammond (2007) explained that “the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support—and it is the leader who must develop this organization” (p. 17). A principal’s top priority is to hire and retain good teachers. If the school is a revolving door of teachers, students suffer and the school as a whole. The principals in this study were confident in their ability to motivate teachers in their school with over 95% of the principals surveyed in this study feeling they agreed or strongly agreed on this responsibility.

Moral Leadership Responsibilities

Promote school spirit. Promoting school spirit has everything to do with building the culture of the school. Although some respondents were undecided if they effectively were able to do that, it is understandable as it requires much time and effort to market their schools as an inviting, nourishing, and positive places to attend. Students need positive relationships with teachers, teachers need support, and parents need to feel they can walk in and their needs be served. In her quest to find successful schools, Habegger (2008) declared that for students from backgrounds of poverty, their primary motivation

for success would be in their relationships; teachers were given common planning times, and information sessions were provided for parents to get concerns answered within the most successful schools observed. Whether traditional or alternative schools, leaders promote school spirit in taking care of the most important people, the students, parents, and community members.

Promote school image in the media. The outside world represents a school in its own perception. Principals are encouraged to be proactive in their drive to market their school to the local media. Newspaper, television, websites, and the fast-growing social media stage are ways that principals can highlight their schools. Jean Williams, principal of Turner Middle School in Georgia explained that “the best PR move I made this year was to put the area newspapers on my e-mail list” (Education World, 2018, p. 9). She is proactive in sending the school’s newsletter, flyers, and press releases to the local newspaper editor as well as welcoming them to events (Education World, 2016). The majority of the principals in this study felt they have effective practices in place in promoting their school to the outside world.

Promote values in the community. Transparency is the key in promoting values in the community to parents and stakeholders. Hold nothing back, welcome them into the school whenever possible. Simon (2014) noted in his suggestions for building trust, that parent groups and staff provide a critical opportunity to connect early with stakeholders who will be needed as supporters and advocates of their children (p. 1).

Parents want to know their child is safe, nurtured, challenged, treated fairly, and most of all, happy. Habegger (2008) again stated this is achieved in effective schools when the principal has a clear communication system in place with parents in their child’s

academic performance and opportunities for parents to speak with personnel when needed (p. 45). Over 90% of both groups of principals felt they have established an effective communication strategy with their parents to ensure success for their students.

Handle student discipline. If pushed to the bottom of priorities, student discipline can cause havoc over the overall performance of the school. Luckily, that is not the case of these principals who overwhelmingly at 90% or above agreed or strongly agreed they have discipline in control with an effective monitoring system in place. Meador (2017), in discussing those principals who stand out from others in terms of success, noted that in everything, put the students first. In academics, safety, health—and discipline, make students the focal point. If a discipline system is put in place that targets the behavior and provides interventions to address it, classroom and school disruptions are minimized.

Promote acceptable behavior in students. Much research has addressed Positive, Behavioral Intervention and Support (PBIS) in all schools. Some researchers argue that constantly rewarding students diminishes their ability to take responsibility for their actions, but others believe in the power of promoting student behavior and the effect it has on the overall success of the student. In a partnership study of the Texas Juvenile Justice Department, (2012) reported the data suggests that PBIS has been effective in curtailing an upward trend of problematic behaviors and in promoting a continuum of pro-social behavior that has improved academic performance of students (p. 22). Although it is not known if these principals are using PBIS, they are using a form of it if they are promoting student behavior by rewarding them intrinsically or extrinsically in their buildings.

Promote ethical behavior in staff. The best way to ensure ethical behavior in staff is to set the expectations and model them. As the principal, you set the tone of the building. You have to show the staff exactly what you expect in attendance, dress, presentation, organization, communication, fairness, etc. Meador (2017) stated that the principals that outshine others often, “maintain a positive attitude, and handle adversity with grit and perseverance. Always maintain professionalism. Be respectful to everyone and embrace difference” (p. 8). The principals of this study felt satisfied they were the role models of their staff and their responses supported that.

Links to Previous Research

In addition to the literature noted above, more literature on principal efficacy clearly indicated how one’s sense of efficacy runs high and low. It is the judgment of the principal’s ability to structure a course and achieve their desired outcome based on Albert Bandura’s theories of efficacy and apply the principalship by Tschannen-Moran and Gareis. Researchers were certain from a managerial leadership style that it might make it impossible to focus on instructional practices when principals are overwhelmed with daily tasks (Flessa, 2005). There is a correlation when the only two disagreeing variables that stood out of this research were in the managerial leadership responsibility of maintaining daily schedules and handling the time demand of the job. However, Flessa’s belief is negated when 50% or more of the principals strongly felt they could generate a shared vision, create a positive environment, raise student achievement and motivate teachers under instructional leadership. Research yielded from Yaffe in Chapter 2, calls for principals to empower teachers, motivate teachers, and generate a shared vision. These variables were over 50% selected as “strongly agreed” by the principals in the

current study. Furthermore, the research was clear according to Alvy (2016) who stated that a high sense of efficacy in a principal is assured when there is a clear vision. Cotton (2003) also ascertained that effective principals are able to raise student achievement and instructional practices to create highly effective schools.

Finally, Sergiovanni (2005) and Covey (2004) championed studies behind moral leadership discussing the ability to mentor, transform and persuade others to do what you need them to do in Chapter 2. Likewise, Howard (2015) promised that student efficacy was higher with involved students who seize opportunities. Therefore, it was supported that two variables of motivational leadership be represented in the “strongly agree” column would center on student discipline and behavior. Principals who feel they have a relationship with students often feel they have a handle on their discipline and tend to see more positive behavior.

There is alignment between the data of this study and the body of research literature. Whether the results were from traditional or alternative principals or low or high efficacy, the research literature supports the responses of the surveyed principals.

Implications for Practitioners

Because this research involved biased sampling only from principals in North Carolina, it cannot serve as an effectiveness predictor for principal performance or placement; however, this study can provide superintendents across North Carolina a tool that can be used in both professional development and principal evaluation in correlation with other instruments and programs.

Superintendents implement yearly goals that include frequent professional development for their principal leaders. This efficacy scale can be used in a more in-

depth study with additional variables to promote discussions around the three areas of instructional, managerial and moral leadership. Such intimate discussions will improve the clear, understood objectives, reduce stress, and build a stronger relationship between district and school based leaders. Taking the 18 areas of PSES into consideration and having conversations around them can improve overall student achievement as principals and superintendents will be able to talk through some of the variables that could be causing ineffectiveness or strengthening effectiveness. The Kentucky Legislative Research Commission (KLRC) put together a plan to provide proper training to superintendents, school board members, principals and school based decision-making leaders. These leaders were given surveys to “elicit input on the perceived value of leadership training in preparing leaders to perform their statutory duties” (KLRC, 2010, p. 17). Over 70 % of respondents strongly agreed that the training helped their effectiveness. Moreover, it offered dialogue and discussion and was a well-received professional development strategy.

To provide superintendents across the state of North Carolina and possibly other states a tool to put the most effective principal in a school that would reach new margins of success would be an invaluable tool. Currently, superintendents in North Carolina use an evaluation tool, the North Carolina Educator Effectiveness System (NCEES) in which principals must master seven standards with the ranges of Non-Demonstrated, Development, Proficient, Accomplished and Distinguished. Principals must maintain a rating of proficient or higher on their summative evaluation before interventions and assistance is put in place by the district level. The seven standards include: (a) strategic leadership, (b) instructional leadership, (c) cultural leadership, (c) human resource

leadership, (e) managerial leadership, (f) external development leadership, and (g) micropolitical leadership. Under each standard are various substandards that the principal must meet for mastery of the standard. This is the current evaluation instrument used by superintendents to determine the effectiveness of North Carolina principals implemented by the members of the North Carolina Board of Education and the North Carolina Department of Public Instruction (2016) after they agreed that “Public education’s changed mission dictates the need for a new type of school leader—an executive instead of an administrator.” North Carolina sought to ensure that principals did more than administer; they are change agents in all areas of the school similar to the Chief Executive Officer (CEO) of a business who administers, manages, instructs, hires, teaches, etc. The Thomas B. Fordham Institute argued that too many U.S. principals lack the capacity to lead and the solution: Stop viewing principals as “glorified teachers” and more as executives with expertise in instruction, operations, and finance (Urist, 2014). Tschannen-Moran and Gareis’ Principal Self-Efficacy Scale successfully targeted the three variables of leadership that are also present in the North Carolina Evaluation Standards with more of an intimate focus on instructional, managerial, and moral effectiveness. However, based on this study, it is apparent, that a superintendent will need to study additional variables to discover ways to properly place principals. This study concluded that the variables, ethnicity, age, degree earned, and years of experience of the principal as well as the socioeconomic status and setting of the school were not enough to provide a superintendent with what they need to place a principal in a setting and be assured that positive efficacy will occur from the principal.

Furthermore, an understanding of individuals' personality traits could deepen the understanding behind leadership approaches that promotes a higher or lower sense of efficacy. The Hogan Personality Inventory is a measure of a normal personality that uses seven primary scales to describe one's performance in the workplace, including how he or she manages stress, interacts with others, approaches work tasks, and solves problems. A leader's personality has a direct correlation to how they lead in certain situations. Along with PSES, this could be a valuable survey to determine proper placement for principals. Other personality scales widely used include Carl Jung and Isabelle Briggs Myers' Test and the Big Five Personality Test.

Implications for Future Research

Despite practicalities of research in the real world, better sampling would generate more generalizable results and future researchers should adhere to standards discussed in Chapter 3 concerning sample size.

This study marks an introduction into principal efficacy when used as a tool for principal placement. For future researchers, it will be beneficial to study principals who have served in both the traditional school setting and the alternative setting. This research does not indicate if the secondary traditional principal had ever worked in an alternative school or vice versa. This would enhance the research to see if the principal expressed the same level of effectiveness in each setting. Tschannen-Moran and Gareis (2004) claimed that principal effectiveness involves personal and professional capabilities, assumptions and interactions in a particular setting (p. 574). For future research, it would be beneficial to have participants who are administrators whose

experience includes traditional and alternative principalships to accurately demonstrate their effectiveness in both settings.

Megan Tschannen-Moran and Christopher Gareis' classification system has three components: managerial, instructional and moral. It would be interesting to determine if there is differential importance among these three constructs.

Other factors that would enhance this study would be to know more about the demographics of the school. What is the size in student population, how many assistants does the principal have, and what is the longevity of that particular school? These variables may impact a principal's efficacy at a particular setting. With only two variables standing out in disagreement (maintaining a daily schedule and time demand on the job) in this current study, it would be interesting to know if this has to do with any of the abovementioned factors. Are principals achieving high efficacy because they have help from assistant principals? Are high efficacious results occurring because principals have been at their current school for a certain number of years? These unknowns are filled with information that a researcher needs to provide to superintendents. Furthermore, Tschannen-Moran and Gareis (2004) maintained that the attitude a principal has toward a school coupled with professional knowledge is linked to their success (p. 574). Though this research did not yield statistical significance of demographic information, more in-depth questions may reveal more efficacious variables.

Conclusions

In the effort to assure that North Carolina students are getting the most effective leaders for their schools, this research sought to create a tool to assist superintendents in their placement of the most impactful person in a school, the principal. The principal has

the task of hiring effective teachers, implementing instructional practices, maintaining a daily schedule, and ensuring that the overall culture and spirit of the school is positive. Superintendents have the responsibility and duty to put the right principal in that school. Although the Principal Efficacy Scale by Tschannen-Moran and Gareis (2004) found no statistical significance in the efficacy of managerial, instructional, and moral leadership, this research offers an introduction to a much deeper look into the effectiveness of principals. New variables and in-depth discussions surrounding the survey could offer superintendents a gateway to a more substantial level of understanding the different personalities, styles, and attitudes that lead to principal efficacy. Alternative student populations are growing, and they, just as traditional students, deserve leaders who are invested, committed, and dedicated to every facet that comes with their challenges. Effective principals are needed in every school across the nation and superintendents have to continue to enhance the effectiveness of those leaders.

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APPENDIX A: Permission Letter from Dr. Megan Tschannen-Moran and Christopher Gareis



William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PhD
PROFESSOR OF EDUCATIONAL LEADERSHIP

August 4, 2016

Liz,

You have my permission to use the Principals' Sense of Efficacy Scale, which I developed with Chris Gareis, in your research. The best citation to use is:

Tschannen-Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.

You can find a copy of these measures and scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch>. I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for these measures as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results when you finish.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education

APPENDIX B: Principal Self-Efficacy Survey Demographic Questions

1) Please specify your ethnicity.

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian / Pacific Islander
- Other

2) What is your age?

- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years or older

3) What is the highest degree or level of school you have completed? If currently enrolled, highest degree received?

- Master's degree
- Professional degree
- Doctorate degree

4) What socioeconomic setting do you currently work?

- Low socioeconomic
- Low-Middle socioeconomic
- Middle socioeconomic
- Middle to High socioeconomic
- High socioeconomic

5) Do you work in rural or urban setting?

- Rural
- Urban

6) How many years of experience do you have as a principal?

- Less than 5 years
- 5-10 years
- 10-15 years
- 15-20 years
- 20 or greater

APPENDIX C: Principal Self-Efficacy Survey

Principal Questionnaire

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for principals in their school activities.

Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

"In your current role as principal, to what extent can you..."	None at All	Very Little	Some Degree	Quite a Bit	A Great Deal				
1. facilitate student learning in your school?	1	2	3	4	5	6	7	8	9
2. generate enthusiasm for a shared vision for the school?	1	2	3	4	5	6	7	8	9
3. handle the time demands of the job?	1	2	3	4	5	6	7	8	9
4. manage change in your school?	1	2	3	4	5	6	7	8	9
5. promote school spirit among a large majority of the student population?	1	2	3	4	5	6	7	8	9
6. create a positive learning environment in your school?	1	2	3	4	5	6	7	8	9
7. raise student achievement on standardized tests?	1	2	3	4	5	6	7	8	9
8. promote a positive image of your school with the media?	1	2	3	4	5	6	7	8	9
9. motivate teachers?	1	2	3	4	5	6	7	8	9
10. promote the prevailing values of the community in your school?	1	2	3	4	5	6	7	8	9
11. maintain control of your own daily schedule?	1	2	3	4	5	6	7	8	9
12. shape the operational policies and procedures that are necessary to manage your school?	1	2	3	4	5	6	7	8	9
13. handle effectively the discipline of students in your school?	1	2	3	4	5	6	7	8	9
14. promote acceptable behavior among students?	1	2	3	4	5	6	7	8	9
15. handle the paperwork required of the job?	1	2	3	4	5	6	7	8	9
16. promote ethical behavior among school personnel?	1	2	3	4	5	6	7	8	9
17. cope with the stress of the job?	1	2	3	4	5	6	7	8	9
18. prioritize among competing demands of the job?	1	2	3	4	5	6	7	8	9