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This dissertation, RELATIONAL ASPECTS OF LEADERSHIP: A MIXED-METHODS STUDY OF PERCEPTIONS RELATED TO CREATING AN ENVIRONMENT OF CHANGE THROUGH DEVELOPING A POSITIVE SCHOOL CULTURE, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.

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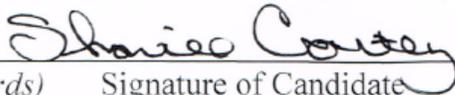
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RELATIONAL ASPECTS of LEADERSHIP: A MIXED-METHODS CASE STUDY OF
PERCEPTIONS RELATED TO CREATING AN ENVIRONMENT OF CHANGE THROUGH
DEVELOPING A POSITIVE SCHOOL

by

Sharill Cortez

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ABSTRACT

The primary purpose of this mixed-methods case study was to examine relational aspects of leadership related to creating an environment of change. This study also investigated how a principal positively or negatively affects teacher motivation and student engagement. The participants for this mixed-methods research include teachers, classified staff, students, and principals. The focus of the research was two schools serving as the unit of analysis. Participants were from a stratified random sample of two Kindergarten through sixth grade elementary schools located within the same school district.

The researcher conducted surveys, a student-led focus group, and a case study in the form of an interview. Descriptive questions were used to analyze the data. Results of this study are organized in five categories: community, participation/involvement, character, professionalism, and engagement. Information from this research study provides a deeper understanding to the impact created by a school principal. As the site leader, he or she needs to provide opportunities to listen, understand, and value important stakeholders. By doing so, principals can help with establishing a positive school culture. Results of this study indicated the impact of a principal on school culture to create an environment of change has major significance on the ultimate view and feeling amongst stakeholders.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

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This Dissertation is dedicated to the memory of my grandmother (my mami), Erlinda

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CHAPTER 1: INTRODUCTION

Statement of the Problem

Since the inception of our country's educational school system, there have been many strategic efforts made to improve the educational school system. Through the years, several factors have been considered and the outcome remains unchanging; there are high percentages of students underperforming, teachers continue to feel overworked, and classified staff voices are not being valued. Zepeda (2004) expresses "It is up to the leader of the school to model and profoundly shape a school's culture by nurturing people and having the best interest of students at the forefront of all efforts" (p. 40). The overarching concept to these feelings is the idea of school culture and the impact of leadership. Establishing a culture is not by any means an easy task especially when numerous personalities are involved. Karakose (2008) mentions "Culture compromises the values and messages of organization and presents a mission to members of the organization" (p. 570). Seashore and Wahlstrom (2011) point out "leadership has a critical impact on school culture and there is increasing evidence from both private and public organizations reporting organizations with strong cultures are more adaptable and have higher member motivation" (p. 52). Habegger (2008) reports "when principals prioritize school culture that promotes learning and engagement for students and adults, it enables other areas such as a sense of value, belonging, and respect" (p.42). It may enable staff and students to feel motivated, enhance their sense of morale, and feel satisfied with being part of the school. On the other hand, "when there is a toxic culture it will absorb well-meaning individuals faster than we can produce them" (Fullan, 2014, p. 32). Gruenert and Whitaker (2015) confirm "In a toxic school culture it is not uncommon for teachers and staff to demonstrate negative attitudes towards the school's operation and personnel and to use the flaws as a justification for poor performance" (p. 59).

Purpose of the Study

The purpose of this mixed-methods case study was to explore the role of a leader and their leadership towards creating an environment of change in school culture. At this stage in the research, stakeholders will provide feedback on how school leadership plays a role in teacher satisfaction, classified inclusivity, and student motivation. Educators may apply the results to understand the most effective leadership behaviors and the linkages to improving, sustaining, and creating an environment of change towards a positive school culture.

Research Questions

The following questions will be addressed to conclude the purpose of this study:

1. What leadership characteristics will be observed in a school with a positive school culture?

2. How can a positive school culture be sustained over time by its leadership?

3. How do teachers and staff contribute to a positive school culture?

4. How do students contribute to a positive school culture?

Expected Outcomes

The expected outcomes derive specifically from the type of questions included in the two-part questionnaire, the student focus group, and principal interviews. In answering the research questions there were expected themes that illustrated how a principal influences a positive school culture. The expected outcomes were school leaders who show relationship building have more of a possibility of establishing a positive school culture over a leader who does not show relationship building.

Theoretical Framework

To support the research and data analysis of this study, two different theories inform the design. The first theory is based on Abraham H. Maslow's Hierarchy of Needs. The second theory is based on Wyatt Warner Burke's "Organization change: Theory and practice". Each theory is used as a lens for documenting the need for a positive culture and work performance based on leader output.

Abraham H. Maslow's Hierarchy of Needs was introduced in 1943 in a paper he wrote titled "A Theory of Human Motivation." Maslow (1943) explains that "human needs arrange themselves in hierarchies of prepotency—the appearance of one need usually rests on the prior satisfaction of another, or the more pre-potent need" (p. 1). Human needs are cataloged into five basic needs: physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Maslow's Pyramid is an anonymous representation of the five levels of need.

Figure 1.1. Abraham H. Maslow Hierarchy of Needs (Maslow, 1998, p. 7).

Although Maslow does not directly mention a pyramid, his readers and supporters formalized his theses in the form of a pyramid to illustrate the hierarchy of importance (Pichere, 2015). Maslow describes his theory by explaining basic human physiological needs—the needs that are usually taken as the starting point for motivation theory (Maslow, 2013, p. 2). For this qualitative and quantitative research, Maslow's Hierarchy of Needs supports the questions of why key stakeholders depend on their leaders to render human motivation.

The second theory is based on Wyatt Warner Burke's Organization Change. In his book, Wyatt Warner Burke includes the history of organization change. He then details 12 components: theoretical foundations, nature, levels, research and theory, conceptual mode, integrated models, the Burke-Litwin casual mode, culture change, transformational leadership, leader's role, and integration and future needs (Burke, 2011). Burke's model provided a theoretical framework in considering the interrelated ideas of leadership, organization change, and organizational culture. Burke (2011) explains "there can be leaders anywhere in an organization, but if the organization is large in scale requiring significant change in culture, then leadership must come from the top of the organization (p. 27). Kouzes and Posner (2010) claim "Leadership is not about who people are or where they are from-it's about what they do" (p. 8). Northouse (2016) acknowledges "It's about the ability to use one's knowledge and competencies to accomplish a set of goals or objectives" (p. 44).

Burke (2011) illustrates how leadership matters and provides examples of change leaders who made a positive difference for their organizations (p. 27). In an educational system, a principal has the potential to be the change agent who makes a positive difference for her/his site. Kouzes and Posner (2017) emphasize "organizations with strong cultures outperform others by a huge margin" (p. 62). The outperformance of the margin can be evidenced by increased

numbers, higher returns, and/or a rise in value. If the leader or change agent works in one part of the organization and does not consider the impact and plan for consequences of his or her actions for other parts of the system, the effort is likely to fail eventually (Burke, 1980, p. 218).

The conceptualization posits a similar stance when Burke's theory is applied to an educational organization. Simply substituting Burke's term change agent with leader, site administrator, or principal; all leadership roles are used interchangeably. In addition, replacing parts of the system with stakeholders, the effort to secure a positive school culture is likely to eventually fail; becoming a toxic school culture for students and staff. A toxic school culture composed of staff and students' negative attitudes may further perpetuate the toxicity among the school while also impeding the principal's ambitions of being a change agent towards a positive change. A toxic school culture parallels Burke's organizational culture by illustrating the leader as the change agent. Jointly using Burke's theses on the elements of a change agent and Maslow's work on meeting the needs through to gain self-actualization, the combination of the theories demonstrates how the extent of relationships can create an environment of change.

Significance of the Study

It is important for teachers, students, and staff to feel validated, important, safe, and appreciated while they arrive to the site, while they are on campus, and when they leave. Experiencing a sense of joy while being on school grounds may increase the likelihood of creating an environment of change. The perception of these stakeholders as they set foot on campus establish the culture of the school and can demonstrate "there is a strong relationship between leadership and culture" (Karakose, 2008). The main contributor to these feelings in the realm of education is the site principal. It is the responsibility of the site principal to create an environment where teachers enjoy teaching, where students feel safe, and where staff feels

important-where all parties are experiencing any, most, or all those sentiments. When valuable members affirm such experiences it is more likely to amplify a positive school culture. Just as significant is when leadership perform in disagreeable manners. At this point, "leaders can either hurt an organization badly or destroy it completely" (Burke, 2011, p. 270).

Administrators must mirror the series of standards instituted by the California Professional Standards for Educational Leaders (CPSEL). CPSEL's provide a framework for site administrators in public schools in California and across the nation. CPSEL's have been a part of the California's education leader preparation continuum since 2001. The CPSEL's were developed in collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the California on Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), California public and private universities, and county offices of education (Commission of Teacher Credentialing, 2014). These standards encompass the extensive purpose school leaders must prioritize in order to accomplish a successful school. The CPSEL's have six standards which outline a school principal's responsibility in leading an effective school. The following are the six CPSEL's standards:

> STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED
> VISION Education leaders facilitate the development and implementation of a shared
> vision of learning and growth of all students.

A positive school culture can be evidenced by the way school leaders specifically in the case of the school principal, convey all students should be privileged with equal levels of educational opportunities regardless of academic skillset, socio-economic status, language proficiency or barrier, or other delineating factors.

STANDARD 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

The school principal works to support a positive school culture by facilitating collaboration among teachers, staff and stakeholders. Participation and collaboration with all stakeholders helps to create and sustain a positive school culture. Programs and decisions that are made alone, by any school leader, will contribute to a negative culture while decreasing the likelihood of creating a positive one.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.

A safe school does not simply entail the physicality's of safety such as the school building, its contents, or physical threats. A safe environment also includes the emotional aspect of safety. When important stakeholders do not feel their school site is a safe place, it may prevent the essentials of what is emblematic of a school such as a place of student learning, effective teaching, and efficient staff. A principal's leading responsibility is to ensure a school is safe and runs smoothly.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Leadership sets the foundation of a positive school culture starting with the principal. The principal may work with teachers and other important stakeholders to ensure families are included in identifying the needs of diverse learners throughout the school. With the foundation

set forth by the principal, the culture can positively influence teachers and families through

professional trainings, parent involvement opportunities, family nights, and other forums to

ensure the school as a whole is meeting the needs of all learners.

STANDARD 5: ETHICS AND INTEGRITY Education leaders make decisions, model,

and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity

and hold staff to the same standard.

Principals serve as lead culture builders who design school communities through

effective forms of teacher leadership. By maintaining a laser-like focus on teaching and learning,

the principal communicates these top priorities of the school. In addition, building a positive

school culture can help promote students' ability to learn and promote responsibility for helping

all students learn.

STANDARD 6: EXTERNAL CONTEXT AND POLICY Education leaders influence

political, social, economic, legal and cultural contexts affecting education to improve

education policies and practices. (Commission of Teacher Credentialing, 2014).

If a school culture is toxic, the systems within will falter and reflect negatively on the

principal. Political and economic decisions must be made collaboratively. Social and cultural

contexts are built on a foundation of trust and can only be fostered within a positive school

climate.

The six standards serve as a foundational, manuscript administrators should follow to

maintain and sustain professional responsibilities inclusive of safety, stakeholder engagement, or

respectability. The structure of the standards address school culture as the primary focus. In

2002, the National Policy Board for Educational Administration adopted the Professional

Standards for Educational Leaders (PSEL) and revised its focus. In doing so, "the new standards

offer more detailed guidance related to leadership for curriculum, instruction, and assessment; they give more attention to the need for school leaders to create a community of care and support for students; they more fully describe school leaders' responsibility to develop the professional capacity of teachers and staff, and they stress the value of engaging families and community members in student learning" (Murphy, Louis, & Smylie, 2017).

Definition of Terms

Assigned Leadership: Leadership that is based on occupying a position in an organization. (Northouse, 2016, p. 8).

Certificated Staff: An employee who works within a district and has obtained at least a bachelor's degree. A certificated employee can be a teacher, a counselor, a psychologist.

Change Agent: A leader who creates change within an organization (Burke, 2011).

Classified Staff: An employee of a district who is in a role that does not require a certificate. Examples of a classified staff member includes a secretary, attendance clerk, supervision aide, custodian, or instructional aide.

Climate: The social and psychological ambience of an organization contributes strongly to the motivation and commitment that members are willing to exhibit in the pursuit of collective goals (Cummings, 1980, p. 239).

Culture: The learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. (Burke 2011; Northouse, 2016, p. 428)

Culturize: To cultivate a community of learners by behaving in a kind, caring, honest, and compassionate manner in order to challenge and inspire each member of the school community to become more than they ever thought possible (Casas, 2017, p.4).

Emergent Leadership: When others perceive an individual as the most influential

member of a group or an organization, regardless of the individual's title. (Northouse, 2016, p. 8)

Followers: Those toward whom leadership is directed (Northouse, 2016, p. 7)

Full humanness: The development of the biologically based nature of man, and therefore (empirically) normative for the whole species rather than for particular times and places (Maslow, 2014, p. 5).

Hierarchy of Needs: Based on Abraham Maslow's structure of human needs starting. His readers and supporters later formalized his theses in the form of a pyramid (Pichere, 2015, p. 5).

Homeostasis: The body's automatic efforts to maintain a constant, normal state of the blood stream (Maslow, 1943, p.2).

Human Resource Administration: Human resource administration is defined as those processes that are planned and implemented in the organization to establish an effective system of human resources and to foster an organizational climate that enhances the accomplishment of educational goals. (Webb & Norton, 2009, p. 3).

Leaders: The people who engage in leadership (Northouse, 2016, p. 7)

Leadership: A process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2016, p. 6)

Management: Management was created as a way to reduce chaos in organizations, to make them run more effectively and efficiently. The primary functions of management, as first identified by Fayol (1916), were planning, organizing, staffing, and controlling. (Northouse, 2016, p. 13)

Metamotivation: "Higher" motives that lead to self-actualization. (Maslow, 1976, p. 290)

Metaneed: The higher need satisfaction of belongingness, of love and friendliness and affection, of respect given, and of possibility of building self-respect (Maslow, 1998, p. 239).

Morale: Morale--the degree of happiness among school staff-- is particularly reflective of a school's culture and has a very strong effect on school climate. (Gruenert & Whitakerm, 2015, p. 11)

Peak experiences: It is a tremendous intensification of any of the experiences in which there is a loss of self of transcendence of it, e.g., problem centering, intense concentration, mega behavior, as describes Benedict (40), intense sensuous experience, self-forgetful and intense enjoyment of music of art. (Maslow, 1970, p. 165)

Organization Change: It is a theoretical framework that is driving this research study. The organization change theory includes planned and unplanned, and revolutionary versus evolutionary. (Burke, 2011, p. 1).

Prepotency: A term Abraham Maslow uses to describe the levels of the pyramid in which a lower level needs must be satisfied before an individual can move on to higher level needs.

School leader: A term used synonymously with principal.

Self-Actualization: A person is able to recognize that they have potential and as such, pursue after that highest potential. A self-actualized individual is someone who believes in becoming the very best they can and pursues it to all ends (Smith, 2017, Maslow, p. 7).

Staff: An employee within a school district holding a job that does not require a credential. These employees can serve as a secretary, supervision aide, custodial, instructional aide, or front office clerk.

Third Force: Also referred to as humanistic psychology, was a body of knowledge and theories separate from the behaviorist and Freudian movements (Maslow, 1998, p. 3).

Limitations

This study has limitations that should be considered for future research. The following are some examples:

- There were only two principals interviewed.

- There may be questions about the survey results applying to states where population is different and/or leadership is different. The results may not generalize to states with significantly different populations and governance.

- In the school environment, there may be hidden rules that may not be evident.

- The study was conducted in elementary schools and may not generalize to secondary schools.

- The participants in the study may have hidden biases which they are unable to verbalize.

Delimitations

The delimitations utilized by this researcher were determined by the goal to gain an understanding of the impact of leadership on school culture. In order to gain the perspectives of identified stakeholders roles, the researcher only included participants teachers, classified staff, students, and principals employed in public schools. Other delimitations include:

- The sample is limited to elementary school principals and participants.

- This study does not encompass all participants within a school district. The selection of the schools was specifically based on the years under the same leadership.

- The schools represented a student population of low to mid socio-economic status.

- Most teachers at each school site are monolingual whereas the student population is predominantly Latino and/or high percentage of students being English Language Learners.

- The participants in the study may not completely honest about responses since the researcher works in the district.

Assumptions

An assumption was leadership was directly related to teacher satisfaction and student engagement with an overall impact on school culture. The researcher assumed a directive leadership cultivates toxic school culture while a supportive leadership cultivates positive school culture. Clarity is provided in describing a "positive school culture as a place where leadership makes teachers feel important and morale is high while a toxic school culture may scrutinize any possible efforts of fostering student achievement" (Gruenert & Whitaker, 2015). A similar assumption is made in regard to the feelings of classified staff and students. It is assumed all participants were honest in their responses to the survey, interviews, and that all procedures were followed through as instructed for all the data collection.

Summary

This chapter begins with a summary of the purpose and structure of the study and is followed by major findings related to factors contributing to a positive school culture. Conclusions from the findings of this study are discussed in relation to two separate theories for their relevance to the theories of Maslow and Burke.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This review of literature explores the impact of leadership on school culture and school culture as it affects educator morale, particularly through contributing factors such as teacher satisfaction, morale, and student engagement. The review of literature further examines the role of school principals and how their roles can positively or negatively influence perceptions of teachers, classified staff, and students. Throughout the study, essential leadership characteristics and application such as vision, change, influence, rewarding people with personal praise and providing opportunities to learn new skills will be reviewed and discussed (Burke, 2011, p. 220). Leadership will encompass a person who is "more psychologically healthy, one who enjoys helping, and someone who is trustworthy" (Maslow, 1971, p. 92). Additionally, the study explores correlations between principal leadership, school culture, teacher satisfaction, and student engagement in California elementary schools. This chapter presents an overview of research significant to this study. The topics discussed included principal leadership, effective and ineffective leadership, teacher motivation, trust, morale, satisfaction, student engagement and school culture topics.

The concept of leadership dates back to antiquity where discussions appear in the works of Plato, Caesar, and Plutarch (Marzano, Waters, & McNulty, 2005, p. 4). Dennis and Meoloa (2009) emphasize "these great leaders of history came from every walk of life; what unites them is their ability to inspire others to achieve what is expected" (p. 3). Today, leadership is described as a "process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2016, p. 6). In any case, "it is the act of making something happen that would not otherwise occur" (Burke, 2011, p. 250). Although leadership has been defined and

conceptualized by many in many ways, after immense variety, "it has become crystal clear that leadership is not a birthright; it's not about position or title; it's not about celebrity or wealth; it's not about being a CEO, president, or a general; it's not about authority or power" (Northouse, 2016, p. 12; Papa & Baxter, 2008, p. 90; Kouzes & Posner, 2010, p. 7). When considering authority or power, it is crucial to recognize "power is the capacity to influence others; leadership is the exercise of that capacity" (Burke, 2011, p. 250; Northouse, 2016, p. 10).

In considering history, "for centuries people have assumed that leadership is critical to the success of any organization or endeavor" (Marzano, Waters, & McNulty, 2005, p. 4). Fullan and Quinn (2016) express "when an organization values the talent and expertise of its people it creates leadership development strategies that grow internal capacity" (p. 50). The more leadership creates channels of opportunity and endorses on the individuals who embody the organization, the more those individuals have ambition to advance.

Burke (2011) maintains "evidence shows that leaders can badly harm an organization or destroy it completely or leaders can measurably help their organizations add value" (p. 270). Given schools are also considered organizations "a school leader possesses power influence to set the tone for the school, staff, students, community to know what is important in a student focused school" (Zoul & McConnell, 2018, p. 24). School leaders "inspire and influence others to follow them, even in the face of great risk (Burgess & Houf, 2017, p. xvii).

School Leader

A school leader, like all other leaders, "has to be a person who is not hated, a person who can get along and be friendly with anybody" (Maslow, 1971, p. 92). In education, a school leader is a person who serves in a leadership capacity such as a department chair, an athletics director, a grade level lead, the site technology liaison, or an academic/instructional coach. It does not

necessarily always mean the site principal, however, when the term school leader is used, it is quickly assumed the reference is made about the principal. For the purposes of this study, the school leader is synonymously used to describe the principal.

The role of the principal has changed significantly and as such "principal's responsibilities have increased enormously over the past two decades" (Fullan, 2014, p. 6). While approximately twenty years ago the role of the principal was depicted as a disciplinarian and enforcer, far from what they are perceived as in the 21st Century. Principals' roles in the current century have transformed to encompass the word leader including managerial, instructional, visionary, collaborative, and relational. In their role as principals, it takes their leadership to exercise that capacity, thus it is important to serve as visionaries, instructional leaders, team-builders, change agents, coaches, and mentors. Their role has evolved from ensuring students comply to rules to the concept of being concerned with what should be and what is accomplished in their schools, since they are the chief executive officer and the primary voice of their school" (Papa & Baxter, 2008, p.89). They juggle diverse roles all at one and "are expected to run a smooth school, manage health, safety, and the building; innovate without upsetting anyone; connect with students and teachers; be responsive to parents and the community; answer to the districts" (Fullan, 2014, p. 6). Other roles include numerous "personnel responsibilities, supervision and evaluation, committee assignments, maintaining the physical plant, legal and financial concerns" (Papa & Baxter, 2008, p. 91). The hiring of teachers may differ from school district to school district and even from school to school because "in some schools, hiring teachers is the principal's responsibility" (Papa & Baxter, 2008, p.91). Hiring teachers appears to be a simple responsibility, however, a lot of thought and strategy is involved because principals often consider the dynamics of the team and whether a candidate fits

the dynamics of such a team, years of experience the candidate holds, and what skills the candidate brings to the school. Additionally, principals recognize the impact hiring the right or wrong people can do to the school culture. The process of recruiting and hiring is vastly important because hiring the right people can help with enhancing a positive school culture. On the other hand, hiring the wrong people, may perpetuate a toxic school culture.

Principal's Leadership as Change Agent

Managerial Leadership

It is crucial for a principal to preside over a school for the purpose of championing initiatives and programs. In order to do so, "the principal must ensure that good management prevails in school" (Fullan, 2014, p. 56). Conducting informal and formal observations, facilitating meetings with key stakeholders, and providing trainings are somewhat more manageable because those are expected situations that are shared with teachers and staff. More complicated circumstances might include reminding teachers and staff about their jobs and responsibilities, holding necessary and difficult conversations, informing teachers they have been recommended for non-re-election. There are situations when parties perceive the principal as a dictator not a manager. If a principal has "an initiative or project he/she wants to accomplish, it isn't enough to tell people what to do" (Burgess & Houf, 2017, p. 105). Maslow (1998) claims "an authoritarian management outrages the dignity of the worker" (p. 55). A principal who may demonstrate an authoritarian management, may only be effective for short period of time. Managing others with a mind frame of doing what is said, no questions asked, will in turn cause judgement, acts of rebellion, distrusting relationships, invoke fear-all notions of misery. Instead, a principal must balance leadership with managerial duties to include facility management, community engagement, city interactions, and finance control.

Instructional Leadership

A principal must not only demonstrate strength in managerial skills, but also just as important is being an expert leader with instruction. A significant way to become an instruction expert is "principals need to be specifically involved in instruction so that they are knowledgeable about its importance and nature (Fullan, 2014, p. 41). The beginning of what might be called the "instructional" period began in 1988; it was in this period that schools began to shift from a focus on the individual autonomy of the classroom and the isolation of the school toward a focus on specific instructional practices (Fullan, 2014, p. 11). Several years later, "the No Child Left Behind legislation became perhaps one of the strongest series of mandates that places emphasis on accountability of instruction results on the principal" (U.S. Department of Education, 2002). The accountability placed on principals in regards to "instructional leadership is unique to the field of education and it differs from other types of leaderships because it is related to students, teachers, curricula and learning-teaching process" (Sahin, 2011, p. 1920). Fullan (2014) declares "the role of the principal as overall instructional leader is to maximize the learning of all teachers and in turn of all students" (Fullan, 2014, p. 6). In cases where "principals do not demonstrate they are maximizing the learning demonstrated by the results of how students perform on tests, they are judged as either effective or ineffective leaders" (Zepeda, 2004; Ross & Cozzens, 2016).

Visionary Leadership

In education, visionary leadership can provide transformative outcomes because "leaders play an essential role in defining, articulating, and shaping the pathway for vision" (Fullan and Quinn, 2016, p.30). The word visionary creates depictions of future dreams automatically emerge at the forefront of one's mind. Similar depictions are shared by "scholars who argue that

vision building potentially offers the greatest capacity to influence teachers' motivation because the vision provides personal goals for the teacher, as well as a desire to see a change in the future" (Eyal & Roth, 2011, p. 261). Visionary leadership "is a primary responsibility for today's school leaders, and it encompasses the best in forward-thinking, innovative planning and community involvement" (Powe, 1992, p. 3). To ensure the responsibility occurs "principals must create a climate and a culture for change and they do this by speaking about the vision often and enthusiastically; by encouraging experiments; by celebrating successes and forgiving failures; and by remaining steadfast in the face of the inevitable problems and missteps" (Lashway, 1997, p.4).

For a principal to create agency from his and her team members about the vision they want to spur, intentional and systematic steps must be taken. The steps towards gaining "visionary leadership involves: critical evaluation of past and present plans, achievements, and the need for reassessment/ revision of goals; identification of trends and emerging issues, and consideration of their potential impact on your policies and programs; establishment of achievable goals; based on the knowledge and experience you have gained from the past and your determination of future needs; commitment to the vision; involvement of others in the development of the vision and empowerment of them to act on its implementation; and willingness to make the changes necessary to enhance your success potential" (Powe, 1992).

Principals who take steps towards visionary leadership "work in integrative pattern by associating vision with specified goals, focusing on holistic view by using their persistence, intention, and practice" (Yordsala, Tesaputa & Sri-Ampai, 2014). These administrators "are the visionary leaders who build on the experience gained over decades of experimental programs and emphasizes students as individuals and as future leaders; visionary leaders enhance the

importance of developing a sense of professionalism and critical worth in teachers" (Powe, 1992). Development in teacher worthiness contributes towards creating "precise visions and guidelines for staff to work in a given direction, including the capacity to have innovation that leads to changes in the future" (Yordsala, Tesaputa & Sri-Ampai, 2014; Powe 1992).

Collaborative Leadership

Working by oneself is perceived as outdated, thus "there is a growing fascination in this new century with collaborative models of decision making and especially with collaborative leadership" (Raelin, 2006, p. 152). It is essential for school administrators to work with others and,

> …collaborative leadership in all its forms rests on a fundamental humanistic principle, which can be simply stated as follows: When people who have a stake in a venture are given every chance to participate in the venture, including its implementation, their commitment to the venture will be assured (Raelin, 2006, p. 155).

School sites require rigorous responsibilities so "school employees, especially those in leadership roles are stronger and better collectively than individually; people need to hear one another's voice and push one another to learn, to take risks, to be even better than thought possible" (Burgess & Houf, 2017, p. 5). In demonstrating collaborative leadership, "there are four critical operating perspectives that call on leaders to be concurrent, collective, mutual, and compassionate" (Raelin, 2006, p. 155). Not in any specific order of importance "the first perspective includes the idea of individuals attempting to interpret and explain their ever-changing environment, i.e., the complexity around" (Balogun & Johnson, 2004, 2005; Liu & Maitlis, 2012; Maitlis, 2005; Maitlis & Lawrence, 2007). Raelin (2006) explains no matter what form the behavioral change may take—be it through participative management, total quality

management, or organizational learning— collaborative leadership requires true participation in leadership and decision making at all levels and in multiple decision processes (p. 152).

For the most part, when "schools have healthy school cultures, teachers are collaborative, not competitive" (Fullan, 2014, p. 205). To build an atmosphere that fosters collaboration, leaders need to develop trusting relationships based on honesty, openness, consistency, and respect (Larson & LaFasto, 1989). Building a safe atmosphere may enhance the manner in which "groups collaborate on the work, internalize concepts, share stories of success, and build commitment" (Fullan & Quinn, 2016, p. 30).

Relational Leadership

Human relationships are necessary in any industry and in all roles of an organization. It is difficult to consider working in an organization where leaders fail to believe otherwise. Many who are in a leadership role understand "leadership is not about the leader, but about the connection a leader makes with the constituents and the teammates" (Kouzes & Posner, 2010, p. 63). An organization must include "teams" and "groups," terms often used interchangeably, to be clearly distinguished as different structures in order for relational leadership to be implemented effectively" (Patterson, 2016). The connections made with teams and groups or the "relationship behaviors help followers feel comfortable with themselves, with each other, and with the situation in which they find themselves" (Northouse, 2016). The leaders who prioritize relationship behaviors are viewed as "exemplary leaders know who that they must attend to the needs, and focus on the capabilities, of their constituents if they are going to get extraordinary things done" (Kouzes & Posner, 2010, p. 63).

Impact of Leadership

Effective Leadership

The impact of a positive leadership is connected to "effective leadership which in turn has been intimately linked to the functioning of complex organizations throughout the centuries" (Marzano, Waters, & McNulty, 2005, p. 4). Throughout the centuries there are "traditions and beliefs surrounding leadership, which can easily make a case that leadership is vital to the effectiveness of a school organization" (Marzano, Waters, & McNulty, 2005, p. 4). Therefore, the effectiveness of an organization "it is no wonder that an effective principal is thought to be a necessary precondition for an effective school" (Marzano, Waters, & McNulty, 2005, p. 5). There is a clear pattern that "effective principals, those who want to get something done, will figure it out and learn to work with teachers in ways that do not waste time or are counterproductive" (Fullan, 2014, p. 30). Principals who have the character of an effective principal "make sure that the basics including budget, timetable, health, and safety-- are addressed effectively" (Fullan, 2014, p. 56). Great school leaders can never find enough opportunities to show they care about educators, students, parents, and others in the school community. At whatever cost "great principals make sure to create these opportunities whenever they can" (Zoul & McConnell, 2018, p. 40).

Site administrators who are "effective leaders develop teams of leaders and, consequently, if they are successful, become more dispensable to their organizations because they have developed a cadre of other leaders who can carry on and go deeper" (Fullan & Quinn, 2016, p. 134).

Effective leaders foster moral purpose when they do the following:

- Build relationships with everyone, including those who disagree, are skeptical or even cynical.

- Listen and understand the perspective of others.

- Demonstrate respect for all.

- Create conditions to connect others around that purpose.

- Examine with staff evidence of progress (p. 134).

Burke (1981) states the relations leaders bestow on others relate intuitively and empathetically. As a matter of fact, "in all the literature about principals who lead successful schools, one factor comes up time and time again: relational trust" (Fullan, 2014, p. 75). It is virtually impossible to cultivate a positive school culture "without trust; without trust, you cannot lead" (Kouzes & Posner, 2017). It is essential for principals to gain the trust of important stakeholders. A principal can foster transparency by being honest and direct about situations impacting the school. In creating relational trust, it is essential to recognize that "relational trust pertains to the feelings that the culture supports continuous learning rather than early judgements about how weak or strong someone is" (Fullan, 2014).

Ineffective Leadership

Impact of school culture is more apparent when there is "ineffective leadership, a paramount issue facing not only public education but small businesses and large companies alike" (Casas, 2017, p. 6). Ineffective leaders are individuals who lack genuine and inclusive relationships. Similar to effective leadership, ineffective leadership also causes an impact on school culture, however, such impact is negative. The negative impact or "toxic school cultures encourages individuals to see failures as the inevitable results of circumstances outside of their

control rather than as opportunities for improvement" (Gruenert & Whitaker, 2015, p. 21.) Fullan and Quinn (2017) emphasize "the negative impact on school culture permeates through job satisfaction, morale, and trust. To avoid a toxic culture, leaders need the ability to develop a shared moral purpose and meaning as well as a pathway for attaining that purpose" (Fullan & Quinn, 2016, p. 17).

A different form of toxic school culture includes "micromanaging which is also among the variables contributing to ineffective leadership" (Fullan, 2014, p. 42). Principals who demonstrate characteristics of "micromanagers are individuals who are unable to trust others thus end up doing all the work themselves or supervise work very closely" (Kouzes & Posner, 2017). Many times, individuals in leadership positions assume or confuse leading with micromanaging. In doing so, followers begin to lose trust and begin to wonder how much longer they have to deal with such a leader. On many occasions, "principals stay in positions where they are not leading the school to success much longer than they should" (Zoul & McConnell, 2018, p. 209). Zoul and McConnell (2018) emphasize if a principal is not making at least some meaningful progress after an entire year, it is time for the district to part ways with the principal and for the principal to also recognize a lack of progress and needs for change in a revised improvement strategy. The meaningful progress may be something as simple as a principal needing to search for a school aligning more with their personality, vision, and philosophies.

Positive School Culture

Muhammed (2009) states positive school culture is a place where educators have an unwavering belief in the ability of all their students to achieve success while those same educators adopt practices that support their belief in the ability of every student (p. 14). The responsibility of leading educators towards a shared belief lies on school leaders. For the most

part, "school leaders spend a great deal of time focusing on school culture and working to strengthen it" (Zoul & McConnell, 2018, p. 65). When assuming the role of principal, the school staff is automatically inherited, really not allowing

> [P]rincipals the choice of who is on staff, but when possible, the front-end task is to hire teachers who have at least four core qualities: (1) high moral commitment relative to the learning of all students regardless of background, (2) strong instructional practice, (3) desire to work collaboratively, and (4) commitment to continuous learning (Fullan, 2014, p. 74).

Depending on the length a principal remains at a school site, they become "relentless about developing, maintaining, and sustaining positive cultures within an organization and have the mantra of culture first, culture, next, and culture always" (Burgess & Houf, 2017, p. 5).

Defining Positive School Culture

Muhammad (2009) states school culture is a complex web of history, psychology, sociology, economics, and political science (p. 17). It is difficult to personify a school, however, just "as a person has a personality, a school is said to have a syntality that reflects its traditions, beliefs, values and visions" (Webb and Norton, 2009, p. 13). A positive school culture enhances academic achievement, and culture is perceived more positively.

Whether it is a new school or an older school, "every school is a unique community of teachers and learners with a unique system of traditions, stories, celebrations, myths, norms, beliefs, attitudes, and behaviors" (Zoul & McConnell, 2018, p. 202). The unique culture systems are "a natural by-product of people working in close proximity, which can have a positive or negative influence on a school's effectiveness" (Marzano, Waters, McNulty, 2002, p. 47). Casas (2017) notes when it comes to measuring the culture of schools and successes of students and

staff, the only action that counts is the ability to lead effectively (p. 6). When there are "schools with positive school culture, teachers believe the leader cares about them and has their best interests in mind" (Zoul & McConnell, 2018, p. 223). Demonstrating care helps "an effective leader to build a culture that positively influences key stakeholders of a school community" (Marzano, Waters, & McNulty, 2005. p. 47). More so towards the beginning stages of new leadership, "a principal's leadership behavior is an early indicator of what is happening to a school's culture and climate" (Bulach, Boothe, & Pickett, 2006, p. 11). The idea is not dismissive of "all the other roles and responsibilities, but a positive school culture is imperative" (Habegger, 2008). According to Zoul and McConnell (2018), great principals understand it is their number one job to build and support a positive school culture of high expectations for all; every student and every staff member (p. 223). Others may conclude a different opinion than Zoul and McConnell in believing that great principals are solely ones who set a standard of providing all students with high-quality education (p. 202). A school cultures where high expectations for all students is lacking, may demonstrate characteristics that encompass a toxic school culture. Examples of a toxic school culture include "cases where school leaders are seldom available, or they may be little more than a smiling face rather than an educational resource" (Gruenert & Whitaker, 2015). In a different example of toxic school culture, it is a "site or a place where teachers have low expectations of their students, and where several staff consistently demonstrate negative attitudes about the school" (Gruenert & Whitaker, 2015). When the behaviors of both teachers and staff are identified negative in nature, such behaviors may magnify the toxic level of school culture.

Teacher Motivation

Teacher motivation incorporates four of Maslow's Hierarchy of Needs: physiological,

safety, social or love, and esteem. The physiological need as described by Maslow is a basic need. Maslow (1943) describes basic need with the example that if the body lacks some necessary chemical, the individual will tend to develop a specific appetite or partial hunger for that food element (p. 2). Applying this theory to teacher motivation and comparing the lack of chemical to the lack of principal support, the specific appetite a teacher may long for is some type of positive affirmation from the principal. To suppress such appetite, a principal may consider offering compliments instead of criticism. There is not an organization where criticism is taken lightly and "criticism in the workplace makes individuals feel unappreciated, especially if they feel they devote everything to being and giving their best" (Casas, 2017, p. 85). Therefore, when teachers feel they are being criticized or unappreciated despite dedicating considerable time to their profession, it may contribute to a negative school culture. Leithwood and McAdie (2007) state that in examining the influence of principal behavior on teacher working conditions, principal leadership serves as a catalyst that impacts school culture, schoolwide structures and diminishes schoolwide teaching, learning, and services for all students (p. 5). For example, when a principal observes his/her staff is overwhelmed, it is essential to improve workplace conditions by refraining from asking them for assistance and minimizing individual duties (Burgess & Houf, 2017, p. 16). Minimizing individual duties can prevent teacher burnout. In education the term burnout is used to describe "teaching with feelings of exhaustion, lack of energy, and depletion of mental resources" (Eyal & Roth, 2011, p. 262).

Continuing with the Hierarchy of Needs, safety is the second level of the pyramid. In simplest of terms the overall concept behind safety is individuals need to feel safe. It would be difficult for teachers to demonstrate any motivation when there is perceived or real lack of safety. They need a protector or a stronger person which for the purposes of the study can be

regarded to as the principal, on who they depend on (Maslow, 1943, p. 6). All human beings prefer meaningful work to meaningless work (Maslow, 1998). Another important aspect to teacher motivation is the idea of direction or future, and "scholars argue that vision building potentially offers the greatest capacity to influence teachers' motivation because the vision provides personal goals for the teacher, as well as a desire to see a change in the future" (Eyal & Roth, 2010, p. 261). It is important for "humans to experience success [it helps them] to keep going; they need to understand and experience the conditions that advance the cause" (Fullan & Quinn, 2016, p. 17). Not experiencing success or "the absence of progress, educators lose heart (Fullan & Quinn, 2016, p. 17). In losing heart, they may lose the love they once had for teaching. Those humans or educators "who lack love and seek it, may try hard to put on a front of aggressive, confident behavior" (Maslow, 1943). This as described by Maslow connects to his third level of the pyramid, emotions or love. Maslow (1943) will want to attain love more than anything else in the world." Maslow's research proved that when individuals are in a safe environment, or in the case of a school site surrounded by supportive educators, there are high levels of positive emotions.

Trust

A fundamental characteristic "any leader needs to exhibit, without fail, and expect from others is trust" (Zoul & McConnell, 2018, p. 223). Kouzes and Posner (2018) describe trust as the sixth rule to the ten truths about leadership. In their description they say, "trust is the social glue that holds individuals and groups together" (2018, p.xxiii). Trust building involves creating a climate in which employer and employees perceive organization as a "win win" environment (Burgess & Houf, 2017). Organizations which demonstrate "a healthy organization not only have effective processes but are also likely to have a high trust culture (Webb & Norton, 2009, p. 61).

In many instances, "building trust takes time and it's done by maintaining the team's confidence" (Casas, 2017, p. 87). On the contrary, "when trust issues exist in a school, principled principals must take steps to address such issues directly, honestly, professionally, and with an unyielding resolve" (Zoul & McConnell, 2018, p. 57). Bulach et al. (2006) found it interesting that the way principals make decisions aligned with the trust behaviors. Leaders who tend to "operate in an environment with an obvious lack of trust among teachers and administration, are destroying the culture of the school" (Zoul & McConnell, 2018, p. 56). In all the literature about principals who lead successful schools one factor comes up time and time again: relational trust (Casas, 2017).

Morale

Staff look forward to coming to work each day and are at a better place emotionally and mentally "when morale is high and there is a positive work environment" (Casas, 2017, p. 85). On the opposite end, when morale is low which is more often the case in several districts and across schools, teachers often dread showing up to work and lack excitement, passion, and pride in what they do. It is not a surprise that "for years, school leaders have reported that faculty and staff tell them they are unhappy in the workplace" (Casas, 2017, p. 84). To attempt to rid the feeling of unhappy teachers, many districts offer transfer requests or in some situations act on involuntary school reassignments. The policy does not entirely eliminate the feeling; however, it provides teachers with a refreshed attitude towards their new teaching assignment. At the same time, "such a policy is helpful in sustaining teacher morale" (Seyfarth, 2008, p. 49). To an extent "principals choose or seem to choose their teaching staff, the principal alone is often held responsible for the collective plummeting of morale" (Fullan, 2017, p. 5).

Job Satisfaction

Santoro (2011) states in the United States teaching attracts individuals who seek to do good work in spite of the profession's relatively low status and pay (p. 4). Seyfarth (2008) further explains teacher dissatisfaction is not a widespread problem and most teachers like their work. However, in the past twelve years there has been a major decline in teacher satisfaction where fifty percent of teachers who were early in their teaching career reported feeling very satisfied; leaving the other fifty percent of teachers also early in their career as not feeling very satisfied (Fullan, 2014, p.5). Feelings may be attributed to the school site because if one "asks teachers what school they would most like to teach in, or whether they want to stay in teaching at all, and you will hear of two criteria that top their lists; the quality of their colleagues and the quality of school leadership" (Fullan, 2014, p. 5).

The theoretical discussion behind Maslow's Hierarchy of Needs encompasses satisfaction. Maslow (2013) explains when one need is satisfied another emerges. In applying Maslow's pyramid level towards teacher job satisfaction, it could be compared to once achieving satisfaction with student academic progress, the emerging need then becomes something different related to education.

It is important to "pay attention to both teacher stress and teacher job satisfaction because they may have serious negative or positive consequences, respectively, both for the teachers' well-being and for the quality of education" (Skaalvik & Skaalvik, 2017, p.16). In some cases, when teachers begin losing their energy, passion, and love for teaching, it is referenced as the burnout effect. The burnout effect affects "the qualities teachers bring to their classrooms, affects their teaching, and their students profoundly" (Santoro, 2011, p.6). Several organizations, including school sites offer "social support (a job resource) where it may buffer the effect of job

demands and burnout by providing job resources that may increase job satisfaction among teachers while also reducing stress and burnout" (Skaalvik & Skaalvik, 2017, p. 20).

Teacher Retention

A lack of celebrations or constructive criticism contribute to "the historical problem on why teachers leave the teaching profession; teachers feel they receive very little feedback about their work, a problem that is still predominant today" (Fullan, 2014, p. 76). Thus, the most reasons most commonly cited by those leaving is lack of support" (Webb & Norton, 2009). While support can be offered in a variety of ways, "one aspect includes staff development in the broader sense: mentoring, coaching, and encouraging team members" (Burness, 2006, p. 3). Due to the increase of teacher attrition, "some districts have adopted new strategies to increase their teacher retention rates" (Seyfarth, 2008, p. 93). Webb and Norton (2009) share to avoid teachers from feeling as if their schools and/or school districts do not provide enough support and to retain professionally skilled professionals, states and school districts have increasingly recognized the importance of staff induction.

Disposition Towards Teaching

The effects of adverse behaviors or perceptions may lead to significant poor student performance. Another way of referring to such behaviors or perceptions are dispositions. Sacli (2016) defines dispositions as values, commitments, and professional ethics that influence a teacher's behavior toward his/her students, families, colleagues, and communities (p. 30). Teacher's behaviors or "dispositions are generally recognized as essential components of effective teaching, defining and assessing them is challenging" (Nixon, Dam & Packard, 2010, p. 210). Dispositions or "one's attitude toward a subject includes the person's perception or conceptualization of the subject, positive or negative feeling toward the subject, and the way the

person intends to act toward the subject" (Simpson, 2007). The dispositions affect the way students learn, their motivation, and their development (Sacli, 2016, p. 35). The prevailing view is that effective instruction that leads to student learning requires teacher knowledge, skills, and appropriate dispositions (Nixon et al., 2010, p. 214).

Student Engagement

According to the National Center for Education Statistics more than fifty million students attend a school "with in the hopes that the 13 years of schooling they will experience will dramatically enhance their chances of success in the modern world" (Marzano, Waters, McNulty, 2005, p. 3). The schools in our country "are the development centers for the next generation of scholars, leaders, CEO's, politicians, and humans" (Zoul & McConnell, 2018, p. 20). Increasing the likelihood of generating successful students are teachers because "when students are encouraged and supported by their teachers to reach high levels of performance, and when there is strong effective leadership, students can respond favorably in school" (Boykin, 2014, p. 514). If for whatever reason a student fails to receive encouragement or support from a teacher, participating in school may help with a successful schooling experience. Students perceptions of school activities "it helps to take part in school activities; giving [students a sense of belonging or feeling] as if they are a part of the school (Erol & Turhan, 2018, p. 262).

Motivation

School leaders want to reduce the toxicity of a school to a more positive school culture. Thus, in order "for a school to gather the momentum necessary to transform a toxic school culture into a healthy one, educators must consider students' intrinsic motivation" (Muhammad, 2009, p. 24). Next to having a positive school culture "one of the most important jobs of a principal is to ensure students are learning and growing" (Zoul & McConnell, 2018, p. 21).

Principals who "keeping the responsibility of student motivation at the forefront increases student's probability to enjoy learning while remaining motivated throughout the school year and studies have shown that school leadership affects student outcomes" (Eyal & Roth, 2010, p. 260). There are "principals who focus on creating a positive school culture by engaging in activities such as providing common planning time for teachers develop the student's capacity for learning and success" (Habegger, 2008). Although the principal's impact on student learning is more distal than that of the teacher it is still as crucially important (Zoul & McConnell, 2018, p. 222).

Perspective on Safety

Attending a school with "a positive work environment is the most critical element of ensuring that students feel safe, connected, valued and primed for success" (Casas, 2017, p. 85). Although schools in the United States (U.S.) are relatively safe, headlines of school violence are a testament to the fact that every individual, family, and community is impacted by even a single event of school violence. Events illustrating school violence raise "concern given school crime has risen sharply and recent reports of violent crimes occurring in schools have shocked the nation" (Gottfredson & Gottfredson, 2001). The top priority for school leaders is the well-being and safety of all students (Zoul & McConnell, 2018, p. 204). When students do not feel safe at school, they begin missing school-impacting the overall attendance of a school. People in the community and other "citizens expect schools to maintain a safe and orderly environment that is conducive to learning and positive social development" (Gottfredson & Gottfredson, 2001).

Ways to ensure students feel safe is to publicly share the preventative activities deployed by the school. While not all schools exercise the same prevention programs many schools attempt to intervene in some fashion. Gottfredson and Gottfredson (2001) discuss the variety of

ways schools take preventative measures such as using a special intervention location, producing

pamphlets and how-to guides recommending prevention strategies, adopting practices that

research studies suggest may prevent problem behaviors, adopting school-based violence

prevention curricula, having a counseling or mentoring program, and parent training.

Involvement

Student involvement in extracurricular activities is associated with increased levels of

human capital. This includes skills, years of schooling completed, and levels of achievement.

The idea of "cultural capital such as specific attitudes and values extends to sets of social

relationships and networks, and personal development" (McNeal, 1999, p.292).

For students to want to become involved in school, they must feel as if they are included

and are heard. Instituting an Associated Student Body (ASB) helps schools achieve student

involvement. ASB is a student led committee comprised of a president, vice president, secretary,

and treasurer. In most cases, the ASB president will organize events derived from student

feedback and will then deliver the feedback and propose ideas to the school principal.

Students deserve respect of their time by assigning thus it is crucial to ask them to

participate in activities that really matter (Casas, 2017, p. 94).

Summary

This review of literature focused on principals as school leaders, school culture, teacher

motivation, and student engagement. The goal was to also incorporate a comparable literature

review related to classified staff, however there was limited information specific to the group

thus minimal referencing was made.

Taking a deep look and "examining the current environment and conditions of schools

can help to understand the myriad of paradigms that exist within the walls of public schools and

therefore help to strategize the environment into a healthy one" (Muhammed, 2009, p. 17).

Maslow's (1943) hierarchy of needs provides a theoretical framework on how a school leader

can apply the pyramid towards making individuals feel motivated in turn directly improving the

school culture into a healthy environment. Similarly, Burke (2011) presents his theory on

organization change specifically detailing the process leaders should enact to gradually influence

the culture in the desired direction (p. 25). The process focus for both theories would be

enriching individuals' by providing more autonomy, recognition, and achievement opportunities,

and empowering employees by giving them more authority and decision-making opportunities

(Burke, 2011, p. 25). By incorporating both theories, hierarchy of needs and organization

change, effective leadership, specifically site principals, can foster a sense of value, trust, and

appreciation into each individual at the school manifesting those feelings into the school culture.

The review began with in-depth discussion about the major constructs of leadership

and the impact on school culture. Drawing from a variety of literature, the researcher

explored each topic and subtopics to provide perspective on how leadership cultivates

culture while capturing related aspects and to gain understanding of the research problem of

creating a positive school culture.

CHAPTER 3: METHODOLOGY

Introduction

This mixed-methods case study was used to gain understanding of the impact of

leadership on school culture and to communicate the potential of key findings with principals

and educational leaders. The study employed a mixed-method approach incorporating qualitative

and quantitative data to show whether there was significant relationship between leadership and

school culture. Qualitative data was simultaneously gathered by conducting a one-on-one

interview with each of the sample's building principals, interviewing students through a focus

group and calibrating the open-ended questions from the second part of distributed surveys. As a

result of the data "the process of designing a qualitative study emerged during inquiry and started

with broad assumptions, worldview stances, a theoretical lens, and a topic of inquiry (Creswell &

Poth, 2018, p. 43). A next step was for the researcher "to identify specific threats in question and

developed ways to attempt to rule out that particular threat" (Maxwell, 2013, p.124). The

quantitative data included a two-part survey in which certificated, classified, administrators, and

sixth grade students were asked to volunteer to participate.

Research Pilot

To test the surveys being utilized during the study, the researcher sampled one school that

met the criteria for the control schools in this study. For the purposes of the pilot research, the

school has been referred to as School 123 and the district is titled as Innovation Elementary

School District (IESD). IESD Elementary School District is in Riverside County and borders the

city of Menifee. IESD has four elementary schools and one sixth through eighth grade middle

school. School 123 is in the IESD and has an enrollment of approximately 900 students of which

90% of students are free and reduced lunch. It is a slightly larger district because it has eight

elementary schools and one kindergarten through eighth grade charter school.

Setting

The researcher selected a total of two schools with similar English Language Learner demographics, and a comparable percentage of students on free and reduced lunch. The school's selection was further based on the years the acting principal led the school. An average of four years or more of experience was determined to ensure comparability of leadership in the schools based on the same principal indicators. To gain stakeholder perceptions of male and female leadership, it was important to select at least one school where there was male leadership. For research purposes the schools are referred to as School 1 and School 2 and the district is titled as XYZ Elementary School District (XYZESD). XYZ Elementary School District is in Riverside County and borders the city of Menifee. XYZESD is a large school district because it has eight elementary schools and one kindergarten through eighth grade charter school. School 1 resides in the XYZ Elementary School District and has an enrollment of 592 students with 83% of students receiving free and reduced lunch and 56% of students are English Language Learners. School 2 recently transformed from a regular public school to being classified as a dual Spanish immersion school. School 2 has an approximate enrollment of 666 students with 80% of students on free and reduced lunch and 35% of students are English Language Learners.

Participants

This study consisted of two schools within the same school district. Originally the researcher planned on utilizing a third school however due to extenuating circumstances School 3 had to be eliminated from the study. The researcher was focused on a large selection of participants with the goal of including a total of 54 to 72 participants: six to eight teachers from each site, six to eight staff from each site, and six to eight students from each site.

In case additional information is needed, participants will have the opportunity for member checks. The goal of the member check process is to affirm accuracy of participants'feedback. The sampling was to determine how important stakeholders felt about school culture and whether the participants attributed school culture to the principal. The second sampling was done in a form of a case study. The case study was completed through an interview with two principals. Each principal has had at least four years or more of experience as a school building principal, been an administrator for two or more sites, and previously taught for at least 10 years.

<div align="center">**Instrumentation and Measures**</div>

A researcher-designed questionnaire and interview protocol were utilized to collect data for this mixed-methods case study. First, a two-part questionnaire was completed by teachers, classified staff, and site principals, including two-open ended questions (See Appendices A, B, and C). The first part of the questionnaire included 20 statements utilizing a Likert scale where each participant needed to circle a number from one to five (one being completely disagree to five being completely agree), describing their opinion about the statement. The items of the questionnaire vary in focus and contain questions related to school safety, leadership support, and culture. The second part consisted of two open-ended questions addressing ways principals create a positive school culture.

Second, open-ended interviews were conducted with the principals of the two participating schools: School 1 and School 2. At the beginning of the interview, the purpose of the study was reviewed, the amount of time needed to complete the interviews was conveyed, their right to withdraw from the study, and plans for using the results from the interview was also shared (Creswell and Poth, 2018, p. 55). The purpose of conducting interviews with the

principals was to collect data to determine if there was alignment between their perspectives and staff perceptions related to positive school culture.

Reliability

Lunenburg and Irby (2008) explain reliability is the degree to which an instrument consistently measures whatever it is measuring (p. 182). As such, "reliability can be enhanced if the researcher obtains detailed field notes by employing good-quality recording devices and be transcribing the digital files" (Creswell & Poth, 2018, p. 264). Reliability has several types of measures, however, only one type will be used. In this study, the expert designed a survey where the research questions were addressed. The survey is a standardized 20-item questionnaire. The survey demonstrates consistency of the questions' relevance to leadership and school culture. The expert also ensured the data retrieved from the participants' open-ended questions were consistent with the analysis of the data.

Validity

The validity of research depends on the accuracy of the research. To ensure the validity was not compromised during the original research, a pilot questionnaire was conducted. The pilot was conducted at a school site within the same district. However, the school site will not be participating in the actual study. Creswell (2018), Maxwell (2013), and Gibbs (2012) each explain the importance of validity when conducting qualitative research. They all have the same underlying message—researchers must formulate good quality research. In Gibb's lecture he presents a thorough structured process based on the "Shipman Four Key Questions." He asks:

1. If the investigation had been carried out again by different researchers using the same methods, would the same results have been obtained?

2. Does the evidence reflect under investigation? Has the researcher found out what he/she

thinks or claims it's about?

3. What relevance do the results have beyond the situation investigated?

4. Is there sufficient detail on the way the evidence was produced for the credibility of the research to be assessed? (University of Huddersfield, 2012).

Each of the four questions refer to the key components: reliability, validity, generalizability, and credibility. While organizing the study, the researcher ensured the results had an accurate interpretation of the participant's meaning; different voices were heard and that critical appraisal of all aspects of the research were included. Gibb's (2012) explains that under each component, a researcher has to constantly be conscientious how easily reliability, validity, generalizability, and credibility can be skewed if there is subject bias, there is history threat, there are threats to external validity, and whether or not there are sufficient details to the research. The strategies the researcher will implement while conducting the research study are simple and consistently refer to the Shipman questions. The researcher also explored Maxwell's checklist strategy discussed in his book. In using a checklist, the researcher will "look for evidence that could challenge the conclusions or bear on the plausibility of potential threats" (Maxwell, 2013, p.125).

There are many types of validation in qualitative research. It is necessary to choose the types that establish better credibility and trustworthiness for the study (Lunenburg & Irby, 2008, p. 104). Reflexivity is a credibility technique that requires an awareness of the researcher's subjectivity throughout the research process (Lunenburg & Irby, 2008, p. 104). According to Lunenburg and Irby (2008) reflexivity involves reflecting upon how our personal values have shaped the research (p. 104).

To avoid bias perspectives, the researcher was seeking to obtain participants from two

other school sites and within the same district. The participants do not have a personal

relationship with the researcher. Participants should not feel pressured or obligated in providing

responses because "they like the researcher" (University of Huddersfield, 2012). Participants

provided feedback, the feedback was organized, and the data was analyzed.

Plan for Data Collection

The researcher used "a purposive sampling selecting a sample based on the experience

and knowledge of the group to be sampled" (Lunenburg & Irby, 2008, p. 175). The qualitative

technique in this case study research design included interviews, focus groups, and survey

questionnaire analysis. Qualitative technique allows for human observation, however, "gaining

access to organizations, sites, and individuals to study has its own challenges" (Creswell & Poth,

2018, p.154). To recruit participants, the researcher attended a staff meeting at both sites where

both certificated and classified staff were present. During the staff meeting, the researcher

explained the project. The attendees were informed everything was entirely anonymous. Once

the researcher provided detailed information about the project, instructions on the data collection

were explained. The steps are as follows:

1. Colored 8x11 envelopes will be handed to interested attendees.

2. In each envelope, there was a consent form and a two-part questionnaire.

3. Upon completion, the documents were placed back in the envelope.

4. Envelopes were placed in a box near the exit which was collected in a systematic

   process.

Student survey responses were collected in a similar format. The steps are as follows:

1. Information was shared with the school principal.

2. 150 color coded surveys and envelopes were provided for distribution to sixth grade

students.

3. In each envelope, there was a parent consent form, student assent form, and a two-part questionnaire. There were Spanish and English copies of every document with the exception of the two-part questionnaire. (See Appendices C and K-N).

1. Upon completion, the documents were placed in the envelope.

2. Envelopes were provided to the school principal.

3. The school principal returned sealed and completed forms to the researcher.

School principals completed the documents and returned the consent form and two-part survey to the researcher. The interview responses from the school principals were incorporated into the data collection however, the interview was not completed synchronously with survey.

Strategic steps were taken to retrieve responses for the case study research design. Once the responses were organized, "the researcher then analyzed the data by reducing the information to significant statements or quotes and combines the statements into themes" (Creswell & Poth, 2018, p. 189).

Illustration of the Mixed-Methods Case Study
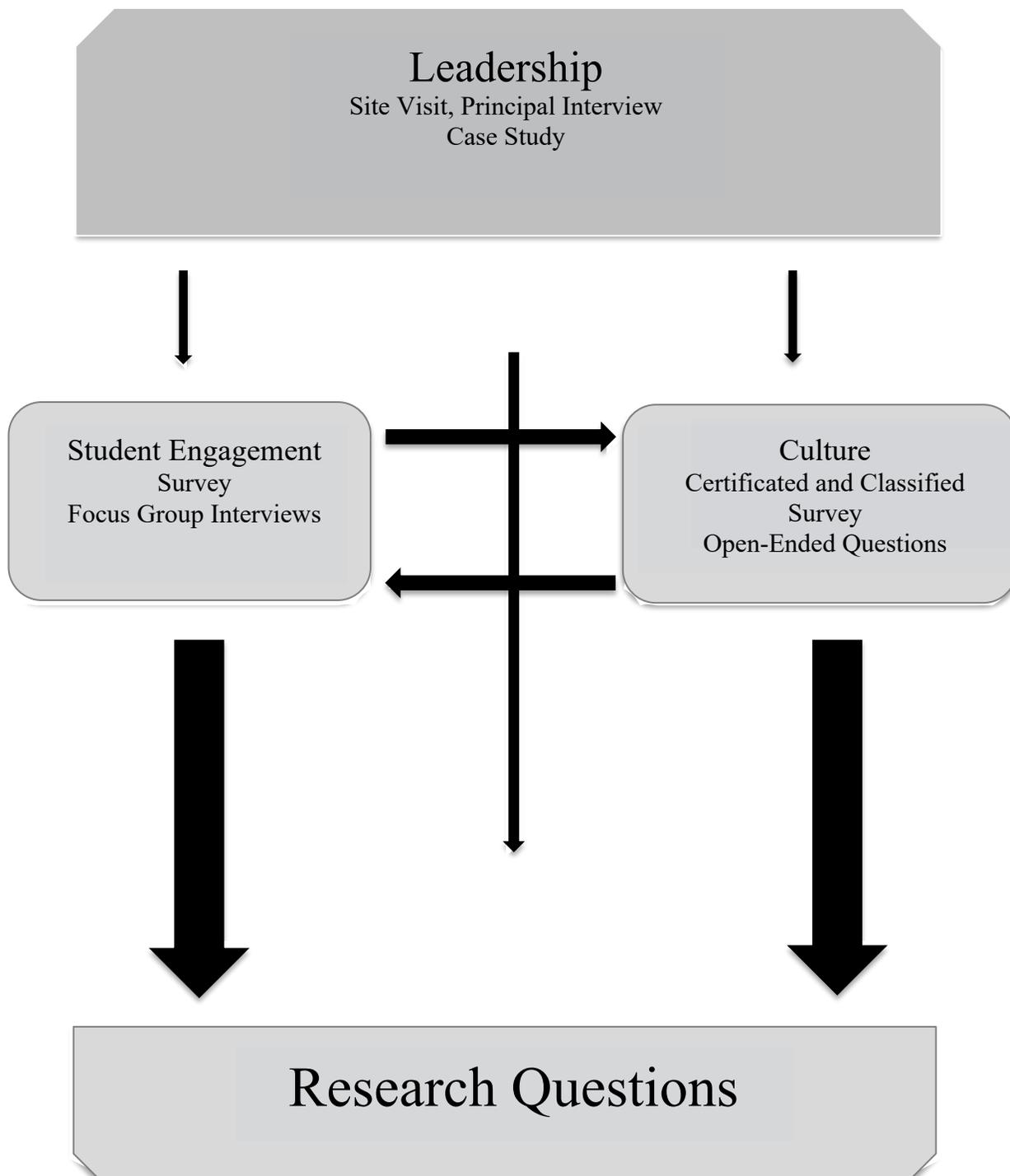
Plan for Data Analysis

The researcher applied "data analysis in the qualitative research which consisted of preparing and organizing the data (i.e., text data as in manuscripts) for analysis; then reducing the data into themes through a process of coding and condensing the codes; and finally representing data in figures, tables, or a discussion (Creswell & Poth, 2018, p. 183). The plan for this research study followed the general process with a potential of slight variation. In this research study it was crucial to compare open-ended responses to research questions. Once the open-ended questions were reviewed, note-taking was completed and placed into themes.

The quantitative research was initially going to be completed using analysis of variance application (ANOVA) model to measure the relationship of the three independent variables school culture, teacher motivation, and student engagement. However, in reviewing the different models of analysis, the researcher found Pearson's Linear Correlation was a more appropriate measure. Pearson's Linear Correlation is most often used for determining relationship of interval or ratio scale data (Lunenburg & Irby, 2008, p. 67). The research sources were used to achieve the key objectives and to support the empirical portion of the study. The choice of research design provided a combination of pertinent research findings to determine if there was a statistically significant association among independent variables and to determine what combination of variables was more important in creating a positive school culture.

Ethical Issues

Participants need to be assured their welfare is protected thus the researcher communicates and "ensures adequate protection of participants, and provides evidence that participants are not placed at risk" (Creswell & Poth, 2018, p. 54). Before the participants agreed to participate, a disclaimer about the importance of confidentiality was emphasized. The

participants were informed about the systems being used to minimize the risk of sensitive information being released or accessed by district leaders, school employees, or community members. The security systems included "protecting the participants' privacy through masking names and developing composite profiles or cases" (Creswell & Poth, 2018, p.57). Once agreeing to participate, appropriate security measures were implemented immediately, the researcher communicated participants have the right to withdraw from the study at any time, and respect was exercised throughout the entire research process.

The researcher has experience in working as a school leader at a variety of schools ranging from high performing to underperforming, Title 1 schools to affluent schools, to schools with predominately a white student population to predominately a Latino student population. Therefore, it is the bias of the researcher there are misconceptions regarding leading schools in middle class versus working class neighborhoods; the misconception being regardless of where the school is located, the role of the principal is monumental in creating a positive or negative school culture. Despite the bias of the researcher, data was analyzed fairly and objectively. Through the course of the study, the researcher ensured personal reflexivity was practiced (Lunenburg & Irby, 2008, p. 104).

Summary

This research included a qualitative and quantitative analysis. The investigation examined the impact of leadership on school culture while particularly evaluating important stakeholders and an environment of change. The researcher analyzed data using Pearson's Linear Correlation and organized the data into tables and narratives for reporting and interpreting the findings.

CHAPTER 4: RESULTS

Introduction

The purpose of this mixed-methods study was to explore the role of a leader and his or her leadership towards creating an environment of change in school culture. The study employed a mixed-method approach incorporating quantitative and qualitative research methods by first administering a two-part questionnaire and survey to faculty, students, and two principals of two elementary schools in a rural school district in Riverside County. Qualitative data were gathered by conducting a virtual interview with both building principals and a small focus group with six grade students. Upon completion of quantitative and qualitative data analysis, the researcher integrated both data types in this chapter to fully understand the problem.

Major findings from the research study are presented and data is presented in written and table format. The study ascertained demographic relationships pertaining to the study variables such as faculty's years in the district, years in a position, the gender of the participant, ethnicity, and level of education. Data collection began on February 25, 2020. The first round of data collection gathered several responses with the survey distribution. The second round of data collection was on March 10, 2020. The third round of data collection took place on May 3, 2020 with an e-mail sent to parents of sixth grade students. The email included the parent consent form, student assent form, and a link of the survey. A total of 266 participants were invited to participate during this process with a final number of 67 participants who completed the survey. The data from four participants were removed because of invalid or incomplete answers.

Quantitative Data Analysis

In this chapter the researcher presented an overview of the research questions and triangulated mixed-methods research design. The researcher presented a summary of selected

sample in table format using demographic charts of the participants, data analysis, data averages, variable generation, and significance of data that compared participant and leadership findings. The purpose of this research was to examine the relationships between leadership and its impact on school culture. A survey was provided which included 20 questions related to leadership and the degree to which a principal impacts the school in which participants were asked to rank their perceived level of school culture; both utilized Likert scale responses. There were four main questions which guided this study:

1. What leadership characteristics will be observed in a school with a positive school culture?

2. How can a positive school culture be sustained over time by its leadership?

3. How do teachers and staff contribute to a positive school culture?

4. How do students contribute to a positive school culture?

In order to address the research questions for this study, it is important to have an understanding of the null hypothesis and alternative hypothesis. The H0 states there is no relationship between leadership and the impact on school culture while the Ha rejects the claim of H0. The contradictory claim (Ha) would then conclude the sample information favors the data sampling.

Demographic Data

A convenience sampling of two elementary schools participated in this study which included 266 faculty, students, and principals (68 certificated staff, 53 classified staff, 143 students, and 2 school principals). Of the 266 surveys distributed, 67 were returned yielding a 25.19% participation rate. Of the 67 participants, 79.10% were certificated ($n=53$), 14.92% were classified ($n=10$), and 5.97% were students ($n=4$). Nearly all the participants were female

(85.07%) and 11.94% were male while 2.98% did not disclose their gender. A majority of the

participants were Hispanic or Latino (38.80%, *n*=26), 34.33% were White (*n*=23), 1.49% were

Asian (*n*=1), 5.97% were African American or Black (*n*=4), and 19.40% did not disclose their

ethnicity (*n*=13). The years certificated and classified staff work in the district ranged from 1-30

years with a majority (49.25%) possessing a master's degree (*n*=33) as their highest degree

earned. Participant characteristics are summarized in Table 1.1 and additional certificated and

classified staff demographic data is summarized in Table 2.1.

Table 1. 1

Demographics Data (*n*=67)

Characteristic	Count	%
Gender		
Male	8	11.94
Female	57	85.07
Undisclosed	2	2.98
Ethnicity		
African American or Black	4	5.97
White	23	34.33
Hispanic or Latino	26	38.80
Asian	1	1.49
Native American or Other Pacific Islander	0	0
Undisclosed	13	19.40
Years in District		
1-5	20	29.85
6-10	9	13.43
11-15	17	25.37
16-20	8	11.94
21-25	7	10.48
26-30	2	2.98
Position in School Site		
Student	4	5.97
Certificated	51	77.61
Classified	10	8.47
Administrator	2	2.98

Table 2. 1

Additional Certificated and Classified Demographics Data (n=64)

Characteristic	Count	%
Highest Degree Earned		
Associate Degree	1	1.49
Bachelor's Degree	24	35.82
Master's Degree	33	49.25
Didn't Disclose	9	13.43
Years in Position		
1-5	20	31.25
6-10	16	25
11-15	16	25
16-20	4	6.25
21-25	4	6.25
26-30	3	4.69

Presentation of the Data

After the survey and questionnaire were gathered, it was then analyzed using Pearson's Linear Correlation and by comparing means of each question. This allowed the researcher to compare two variables (school culture with leadership). The questions focused on school culture, principal leadership, and teacher/staff attitudes. The questions included in this questionnaire were answered by each participant which included certificated staff, classified staff, students, and principals.

Impact on School Culture

Faculty Results

Results demonstrated most participants agreed having a good relationship with the principal and the principal believing students can learn at high levels, can impact school culture. A majority of faculty (38.70%) rated contributing to a positive school culture by being involved or the principal believing all students can learn at high levels whereas 75% of students rated they

completely agreed with the school having a good balance between academics, activities, visual

performing arts, and athletics or achieving to be successful. The majority of all participants

(40%), were in agreement they contribute to a positive school culture by being involved.

The two-part survey found in Table 3 and questionnaire, displays the 20 questions sorted by

mean, with the highest responses being first and the lowest being last. These ratings were based

on a 5-point scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly

Agree. The highest rated items were item 4 "I contribute to a positive school culture by being

involved in some way (M=4.3)" and item 11, "The principal really believes all students can learn

at high levels (M=4.2). The lowest rated items were item 1, "I am not praised, rewarded, or

recognized when I do something well (M=2.6)" and "I would be more successful being at

another school (M=2.6). Mean and standard deviation data related to faculty perspective on

leadership and school culture is depicted in Table 3.1.

Table 3. 1

(M)Means and (SD) Standard Deviations of the 20 Survey Items for All Faculty– (n=61)

Faculty Responses *n* = 61	*M*	*SD*
Q4. I contribute to a positive school culture by being involved in some way	4.3	0.8
Q11. The principal really believes all students can learn at high levels.	4.2	0.8
Q5. My relationship with the principal is good.	4.0	0.9
Q8. The school offers several opportunities to become involved.	4.0	0.7
Q17. School administrators maintain a positive work environment.	3.8	0.9
Q16. Students would benefit in learning more if classes were based on the method of teaching rather than the level of teaching.	3.7	0.8
Q18. School administrators serve as instructional leaders within the school.	3.7	0.9
Q20. The principal allows me to achieve to be successful.	3.7	1.0
Q2. I speak positively about my school.	3.6	0.9
Q14. The school offers a safe environment.	3.6	1.0
Q6. The school principal has created a positive school culture which has promoted an environment of change.	3.5	1.1
Q13. The school listens to the ideas proposed.	3.5	0.9
Q15. There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students.	3.5	0.9
Q9. The school provides diverse opportunities to establish relationships.	3.4	0.9
Q19. The principal's leadership style brings out the best in me.	3.4	1.2
Q7. Our school's culture is characterized by trust.	3.2	1.1
Q12. The school does not have sufficient materials and supplies.	3.0	1.3
Q10. The school has a good balance between academics, activities, visual performing arts, and athletics.	2.8	1.1
Q1. I am not praised, rewarded, or recognized when I do something well.	2.6	1.2
Q3. I would be more successful being at another school.	2.6	1.1

Student Results

       Results demonstrated the majority of student participants (75%) completely agreed their

schools have a good balance between academics, activities, visual and performing arts and the

principal believing students can at high levels impacts school culture. The four participants rated

the same two questions with a four or five indicating 100% completely agreed or agreed their

schools have a good balance between academics, activities, visual and performing arts and the

principal believing students can at high levels impacts school culture.

       The two-part survey found in Table 4.1 and questionnaire, displays the 20 questions

sorted by mean, with the highest responses being first and the lowest being last. These ratings

were based on a 5-point scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and

5=Strongly Agree. The highest rated items were item 7, "Our school's culture is characterized by

trust(*M*=4.7)" and item 20, "The principal allows me to achieve to be successful (*M*=4.7)". The

lowest rated items were item 1, "I am not praised, rewarded, or recognized when I do something

well (*M*=2.6)" and "I would be more successful being at another school (*M*=1.5)". Mean and

standard deviation data related to student perspective on leadership and school culture is depicted

in Table 4.1.

Table 4. 1

(M) Means and (SD) Standard Deviations of the 20 Survey Items for Students– (n=4)

Student Responses *n=4*	*M*	*SD*
Q7. Our school's culture is characterized by trust.	4.7	0.5
Q20. The principal allows me to achieve to be successful.	4.7	0.5
Q8. The school offers several opportunities to become involved.	4.5	1.0
Q13. The school listens to the ideas proposed.	4.2	0.9
Q12. The school does not have sufficient materials and supplies.	4.0	1.4
Q19. The principal's leadership style brings out the best in me.	4.0	0.8
Q4. I contribute to a positive school culture by being involved in some way.	3.7	1.9
Q6. The school principal has created a positive school culture which has promoted an environment of change.	3.7	0.9
Q14. The school offers a safe environment.	3.7	0.9
Q5. My relationship with the principal is good.	3.5	1.3
Q18. School administrators serve as instructional leaders within the school.	3.5	0.6
Q2. I speak positively about my school.	3.0	1.8
Q10. The school has a good balance between academics, activities, visual performing arts, and athletics.	3.0	1.8
Q11. The principal really believes all students can learn at high levels.	3.0	1.4
Q17. School administrators maintain a positive work environment.	2.7	1.5
Q3. I would be more successful being at another school.	2.2	1.5
Q16. Students would benefit in learning more if classes were based on the method of teaching rather than the level of teaching.	2.2	1.5
Q9. The school provides diverse opportunities to establish relationships.	2.0	0.8
Q15. There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students.	2.0	1.1
Q1. I am not praised, rewarded, or recognized when I do something well.	1.5	1.0

The mean scores and standard deviation of students indicated their perceptions of school culture and leadership vary compared to teachers and classified staff. While the mean score of questions 7 was the highest for students, it resulted as one of the lowest averages (M=3.2) scores for teachers and classified staff. The total mean of the 20-item survey fell within the 4.7-1.5 range. The mean in the 4.7-4.0 indicates there is an average amount of students who agree with question 7, 8, 12, 13, 19, and 20. The mean in the 3.7-3.0 range indicates there is an average amount of students who are neutral with question 2, 4, 5, 6, 10, 11, 14, and 18. The mean in the 3.7-2.0 range indicates there is an average amount of students who are neutral with question 3, 9, 15, 16, and 17. Question 1 was the only question with an average in the 1 range. Question 1 was posed as a negative form question which may have resulted in an inaccurate response.

Correlations to School Culture

Average Correlations

Correlations were computed to examine the level of significance among the variables. The variables were grouped according to the relation of school culture to create a single multi-item scale. There were nine questions in the survey directly connected to school culture. Out of the nine questions six rejected the null hypothesis and demonstrated there is a statistically significant difference. The remaining three questions failed to reject the null hypothesis depicted in Table 5.1.

Table 5. 1

Pearson's Linear Correlation, School Culture Samples of the 20 Item Survey– (n = 67)

Average Culture Statistics	*r*	*P*	Significant Result
Q7. Our school's culture is characterized by trust.	0.589	<.001**	Yes
Q14. The school offers a safe environment.	0.588	<.001**	Yes
Q9. The school provides diverse opportunities to establish relationships.	0.569	<.001**	Yes
Q4. I contribute to a positive school culture by being involved in some way.	0.519	<.001**	Yes
Q10. The school has a good balance between academics, activities, visual performing arts, and athletics.	0.517	<.001**	Yes
Q2. I speak positively about my school.	0.412	<.005*	Yes
Q1. I am not praised, rewarded, or recognized when I do something well.	0.146	.245	No
Q3. I would be more successful being at another school.	-.116	.350	No
Q12. The school does not have sufficient materials and supplies.	.042	.736	No

Note. n = 67; **p < .005, ** p < .001*. All above responses are reported in descending order from most statistically significant to nonsignificant difference.

Data was organized by most statistically significant combined with highest level of strength r (65) =.589, p <.001 to nonsignificant difference combined with least level of strength r (65)= .042, p < .001. Each scale generated a range level of confidence or strength (range = .589 to .042). The most statistically significant variables were question 7, "school's culture is characterized by trust" r (65) = .589, p < .001, question 14, "The school offers a safe environment" r (65) = .588, p < .001 and question 9 "The school provides diverse opportunities to establish relationships" r (65) = .569, p < .001. Variables with nonsignificant findings were question 12, "The school does not have sufficient materials and supplies" r (65) = .042, p = .736, question 3 "I would be more successful being at another school" r (65) = -.116, p = .350 and question 1 "I am not praised, rewarded, or recognized when I do something well" r (65) = .146, p = .245. There is a statistically significant difference and positive correlation between trust and culture. Evidence was found to justify the rejection of the null hypothesis and accept the alternative hypothesis.

Teacher Correlations

Correlations were computed to examine the level of significance among the variables of teacher and culture. The variables were grouped according to the relation of school culture to create a single multi-item scale. There were three questions in the survey directly connected with teacher and school culture. All three questions rejected the null hypothesis and demonstrated there is a statistically significant difference depicted in Table 6.1.

Table 6. 1

Pearson's Linear Correlation, Teacher Impact Samples of the 20 Item Survey Items– (n=67)

Average Culture Statistics	*r*	*p*	Significant Result
Q15. There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students.	.780	<.001**	Yes
Q8. The school offers several opportunities to become involved.	.675	<.001**	Yes
Q16. Students would benefit in learning more if classes were based on the method of teaching rather than the level of teaching.	.455	<.001**	Yes

Note. n = 67; **p < .005, ** p < .001* All above responses are reported in descending order from most statistically significant to nonsignificant difference.

Data was organized by most statistically significant combined with highest level of strength r (65) = .780, p < .001. Each scale generated a range level of confidence or strength (range = .780 to .455). The most statistically significant variable is question 15, "There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students" r (65) = .780, p < .001.

Leadership Correlations

Correlations were computed to examine the level of significance among the variables of leadership and culture. The variables were grouped according to the relation of school culture to create a single multi-item scale. There were eight questions in the survey directly connected with leadership and school culture. All eight questions rejected the null hypothesis and demonstrated there is a statistically significant difference depicted in Table 7.1.

Table 7. 1

Pearson's Linear Correlation, Leadership Samples of the 20 Item Survey– (n=67)

Average Culture Statistics	*r*	*p*	Significant Result
Q17. School administrators maintain a positive work environment.	.867	<.001**	Yes
Q19. The principal's leadership style brings out the best in me.	.862	<.001**	Yes
Q6. The school principal has created a positive school culture which has promoted an environment of change.	.853	<.001**	Yes
Q20. The principal allows me to achieve to be successful.	.828	<.001**	Yes
Q5. My relationship with the principal is good.	.788	<.001**	Yes
Q18. School administrators serve as instructional leaders within the school.	.733	<.001**	Yes
Q13. The school listens to the ideas proposed.	.663	<.001**	Yes
Q11. The principal really believes all students can learn at high levels.	.542	<.001**	Yes

Note. n = 67; **p < .005, ** p < .001*. All above responses are reported in descending order from most statistically significant to nonsignificant difference.

Data was organized by most statistically significant combined with highest level of strength *r* (65) = .867, *p* < .001. Each scale generated a range level of confidence or strength (range = .867 to .542). The most statistically significant variable is question 17, "School administrators maintain a positive work environment *r* (65) = .867, *p* < .001. Question 11 is also statistically significant however the strength value, *r* = .542, indicates a moderate correlation. Out of the eight questions six variables indicate a strong correlation (range = .867-.733). The variables with strong correlation are question 17, "School administrators maintain a positive work environment" *r* = .542, question 19 "The principal's leadership style brings out the best in me" *r* = .862, question 6 "The school principal has created a positive school culture which has promoted an environment of change" *r* = .853, question 20 "The principal allows me to achieve to be successful" *r* = .828, question 5 "My relationship with the principal is good" *r* = .788, and

question 18 "School administrators serve as instructional leaders within the school" $r = .733$.

Two questions indicate a moderate correlation.

Relationship of Independent and Dependent Variables

School Culture and Teachers

A fundamental measure to determine the relationship between the dependent variable and the independent variable was completed in a form of the scatterplot. The scatterplot includes school culture as the dependent variable and teacher as the independent variable. The scatterplot summarizes the results (see Figure 2.1).
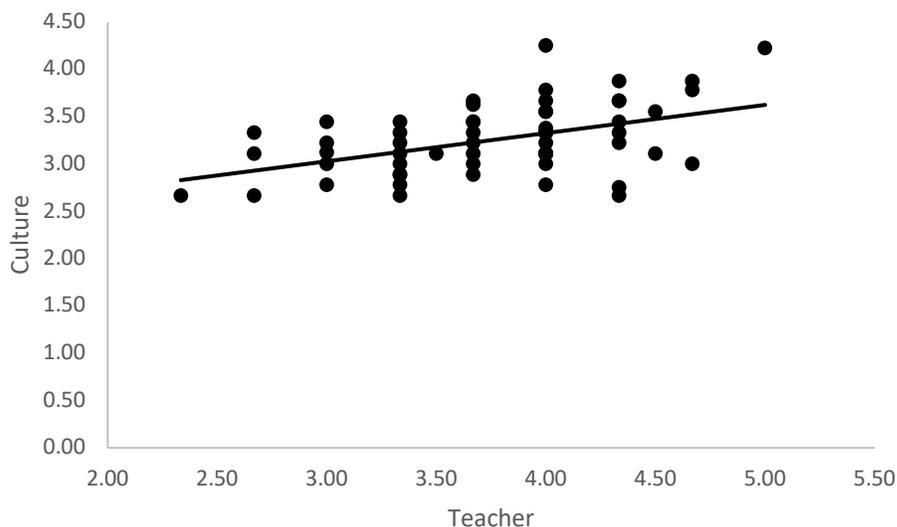
Figure 2. 1. Teacher and Culture Scatterplot

The scores of all participants ($n = 67$) are included in the graphic representation. The values of the dependent variable increase while the independent variable also increases indicating a positive relationship between teacher and culture. The lowest point on the trendline began at 2.33 and the highest point on the trendline ended on 5.00.

School Culture and Leadership

   A second scatterplot was completed to determine the relationship between leadership and

school culture. The scatterplot includes school culture as the dependent variable and leadership

as the independent variable. The scatterplot summarizes the results (see Figure 3.1).
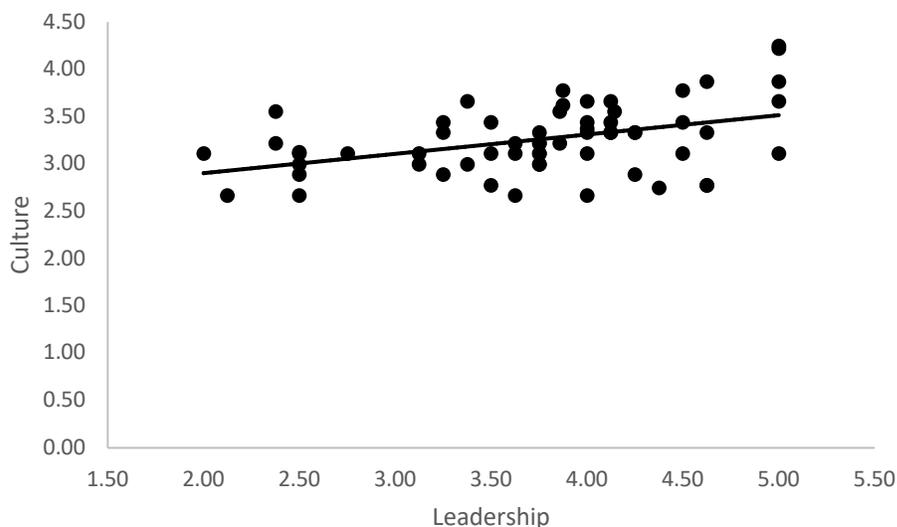
Figure 3. 1. Leadership and Culture Scatterplot

   The scores of all participants ($n = 67$) are included in the graphic representation. The

values of the dependent variable increase while the independent variable also increases

indicating a positive relationship between teacher and culture. In this case the slope does not

increase as steeply as in Figure 2.1 indicating the positive relationship is slightly less. The lowest

point of the trendline began at 2.00 and the highest point on the trendline ended on 5.00.

Summary of Quantitative Analysis

   In summary, this study used survey responses from 67 participants (51 certificated staff,

10 classified staff, 4 students, and 2 school principals) to determine if there is a perceived

connection between leadership and school culture. This study used data from the participants to

examine perceptions of school sites. The hypothesis (impact of leadership on school culture) was supported (Table 7.1). H_0 indicates there is no relationship between leadership and the impact on school culture was rejected (while the H_a rejects the claim of H_0). The primary research question, "What leadership characteristics will be observed in a school with a positive school culture" was supported by questions 5, 6, 11, 13, 17, 18, 19, and 20 of the 20-question survey. The primary question will be further addressed in the findings of the qualitative research. The secondary research question, "How can a positive school culture be sustained over time by its leadership" was partially supported. The third research question "How do teachers and staff contribute to a positive school culture" was supported by questions 4, 8, 15, and 16. The question was also supported by the scatterplot (Figure 2.1) indicating a positive relationship between teacher and culture. The fourth research question, "How do students contribute to a positive school culture" was not addressed in the quantitative portion of the research study, however it will be addressed in the findings of the qualitative research.

Findings of Qualitative Research

The 20-item survey provided to each participant included a second part where it asked four open ended questions. The survey aimed at collecting qualitative data and required participants to disclose examples of how they contribute to school culture, what things they are involved in, and whether they enjoy being at their school site. The following four questions were used to guide qualitative data analysis:

1. What is the most important characteristic of a principal: good listener, one who demonstrates understanding, or one who makes individuals feel valued?

2. What contributions have you made to enhance a positive school culture?

3. What things are you involved in at school?

4. Do teachers enjoy teaching or working at your school site?

The researcher used phenomenological research and case study to examine the perceptions of participants. The purpose of the phenomenological study was to describe and interpret the experiences of participants' meanings ascribed to the event (McMillan & Schumaker, 2010, p. 346). Once the quantitative analysis was completed, the researcher began with the organization of qualitative data. A document was created which included a table with five sections: Participant I.D., characteristic identified in question 1, and responses to question 1, 2, and 3. Participant responses were typed in one by one. The data was then reduced into meaningful codes, combining the codes into broader categories or themes (Creswell & Poth, 2018, p. 183).

Leadership Characteristics Participants Found Most Important

Four open-ended questions were provided in the second part of the survey. The first question asked certificated, classified, and students to circle and explain the most important characteristic of a principal: Good listener, demonstrate understanding, or one who values staff, parents, and students. Participants were asked to explain their response. Table 8.1 lists each characteristic per participant by the first letter of the characteristic, Listener (L), Understanding (U), and Values (V). In a case where participants listed more than one characteristic, more than one letter is listed. To maintain order of all surveys and what schools the participants pertain to, number ranges were created. School 1 participant ID's all begin with a one while all participants from School 2 begin with a number two. To further maintain organized with the data collection certificated and classified participants were issued three-digit ID numbers and students were issued four-digit ID numbers. The questions in the survey helped the researcher gather valuable details of participant perceptions of the characteristics they found important in a school principal

depicted in Table 8.1.

Table 8. 1

Staff and Student Sample Responses of Leadership Characteristics They Found Most Important.

(L) Listener, (U) Understanding, (V) Values (n=67)

Participant ID	Characteristic Identified	Sample Response
101	V	"Principals -back staff members with facts. This doesn't happen often"
103	V	"When [people] feel valued they are willing to go beyond the expectations b/c they know someone is going to appreciate their effort."
104	V	"You can listen and not help. You can understand and not take action. When you value others you are more likely to feel compelled to support and take some action."
105	V	"It is more important to understand all components that make our school community a whole. You will get the best of everyone within your school community."
106	V	"If a principal values those around them, then you get a good listener and an understanding principal that is genuine."
108	LUV	"All important b/c staff should be comfortable going to administration with any problems they may have or when they have any ideas to discuss. When you feel valued, you want to perform at your best and be a team player."
109	V	"I believe a principal should value the staff he or she works with. It is important to value what everyone brings to the table. In order to have the staff believe the leaders vision and work together the staff needs to know they are valued and important."
111	V	"This is the most important to me b/c all stakeholders are important to be able to achieve students success. Everyone needs to work collaboratively to establish a positive environment that is welcoming and safe."
114	U	"I believe it involves all three of these phrases but if I need to pick one: demonstrates understanding."
115	V	"If parents, students, and staff are valued they will try harder to make a difference."
119	V	"When students, teachers, or parents feel valued, then they want to try their best."
120	V	"This phrase is the most important (one who values…) b/c ppl who feel valued will work harder and be happy to do it. When a community doesn't feel valued they don't put the extra effort to stand out and do better."
123	U	"Showing and having empathy is an important trait. I feel sometimes principals forget what it is like to be a teacher."

124	V	"A principal that demonstrates appreciation for all stakeholders creates a positive and encouraging learning community. This type of community is essential for all stakeholders to be successful and happy (healthy learning env./not toxic)."
125	V	"That's what we're here for. Relationship with parents, role models for students, encouraging staff-allowing them to lead/self-start/let them be delegated and trusted that they can do their jobs."
126	V	"We are all an important part of the team. Everyone works better when working together and feeling valued."
127	L	"Good listener b/c it's important to listen by understanding others and leave good communication with parents and staff and students by listening."
132	V	"All of these are important of course, but I would say a principal that values staff, parents, and students is the most important b/c if he/she values staff, parents, students, then he/she will be good listener and demonstrate understanding. It is important that all these people feel valued and respected."
1001	U	"It's important to demonstrate understanding."
1002	L	"Good listener-they make you feel appreciated."
10001	L	"Being a good listener demonstrates the other two other characteristics. When you listen, you are demonstrating an understanding to the value of students, staff, and parents. Being a good listener is also important because you are always "taking temperature" and "checking up" on things. If done well, listening can help you to predict and prevent, be proactive, guide, set course, strategize, plot, mobilize, respond to social, emotional, and professional needs."
201	V	"Ppl who feel valued and appreciated and noticed are more likely to contribute and work hard."
202	U	"Demonstrating understanding is most important b/c it is the first step to feeling valued."
203	LUV	"All of these traits listed above are essential for a principal to be successful leader."
205	L	"If an administrator listens to change can occur if it is needed."
206	V	"This is the most important b/c it motivates others to get recognized and do well."
207	V	"The other two come from this third one. If the principal values staff, parents, and students, they will feel this and will be willing and want to try harder on their part."
210	V	"A principal who values staff, parents, and students will be looking out for everyone's best interests. When it becomes one sided, usually parent or student, then not everyone is able to be successful."
213	V	"Principal understanding and valuing everyone's ideas, attitude & concerns helps that everyone works toward giving all that they can to the students at

		their site. When we feel valued and know that our personal & work life go hand in hand to make us want to give all we can to ours students."
214	V	"When everyone feels valued they can achieve more, they are more invested and want to be involved. When you do not feel valued you become passive in your work and you don't want to get involved."
215	L	"A principal that is a good listener has an open window to demonstrate that you, students, or parents has been understood. Feeling understood lead to feeling valued and the relationship happens both ways."
216	U	"Without communication there can be little involvement."
218	V	"I believe all principals main role is to be a liaison between all three. Staff needs to be valued so they know they're making a difference. Parents and students are our customers. Any successful business knows how to value customers. When someone feels valued/connected, they're going to go above and beyond more often than not."
219	V	"When people are valued they work harder and take pride in their work."
222	U	"When the principal understands them it allows for important changes to happen."
224	V	"When staff (especially), parents and students feel valued, they feel their opinions will be listened to, their feelings will be validated as being important, and they will want to contribute, and do and be their very best."
225	L	"I think being a good listener is important. Without listening one is not demonstrating understanding or showing value. In admin, there are many different groups that need to be addressed, parents, teachers, students DO start. In order to place or satisfy ALL, a principal must listen."
226	V	"This is the most important because when one feels valued they often feel happier/more satisfied with their job. If a principal values you, it would be evident in everyday procedures. If you feel important and valued it will create an environment where you want to do the best you can because you care. You care about the principal and you want to make him/her happy. In being valued the principal would show other traits such as good listener, and understanding for valued team members."
229	V	"I feel the principal that values staff, students make for a caring relationship. One in which anything is possible b/c you gain the trust of the ppl that you work with and service. Working together all things are possible."
2001	U	"If you want students to understand the problem, then they need to understand it."
2002	L	"Cuz some students do not understand that much like with problems, so it's important whey are understanding."
20001	V	"I think 3 because as a leader, it's important that we value our stakeholder groups because their part of the team. I can't do all that I need to do without their help and support. In addition, when people's feel valued, I think they are more committed, they feel empowered and they are more likely to support the mission and vision of the school."

School 1 had a total of 39 participants (31 teachers, six classified, and two students) return the second part of the survey. Five participants did not answer the first question. Twenty-one out of the 34 participants listed "valued" as the most important characteristic of a principal, 11 listed "understanding", and 12 listed "good listener." In six cases, participants listed more than one characteristic. Out of the six cases, three listed two characteristics and three others listed three characteristics. Seventeen certificated participants from School 1 circled "valued", six circled "listener", seven circled "understanding, and one did not respond. Three teachers circled more than one characteristic. Three classified staff from School 1, circled "valued", two circled "listener", and one circled "understanding. Two students from School 1 responded, one student circled "understanding" and one student circled "listener". School 2 had a total of thirty-one participants (25 teachers, 4 classified, and 2 students) return the second part of the survey. One participant did not answer the first question. Eighteen participants out of the thirty-one participants listed "valued" as the most important characteristic of a principal, nine listed "understanding", and nine listed "good listener." In three cases, participants listed more than one characteristic. Of the 25 teachers from School 2, 14 circled "valued", five circled "listener", and three circled "understanding". Three teachers circled more than one characteristic. Of the four classified staff from School 2, one circled "valued", one circled "listener", one circled "understanding", and one did not respond to question one. Of the two students from School 2, both circled "understanding". Participants from both schools listed "valued" as the most important characteristic of a principal.

Contributions to Enhance a Positive School Culture

The third research question asks what contributions have been made to enhance a positive school culture, thus the second question in the survey asked participants to provide examples.

This question was important to include in the survey given it addresses the third research

question. This question in the survey helped the researcher gather valuable details about ways

participants contribute and enhance a positive school depicted in Table 9.1.

Table 9. 1

Participant Responses of Contributions to Enhance a Positive School Culture (n=65)

Participant ID	Sample Response
102	"Participate in Friday Flag. Build relationships with students and staff."
103	"I was MTSS coordinator. I have worked to add pictures and posters that encourage students. I have been involved with MTSS to increase the climate and culture."
106	"I try to communicate and exchange ideas with others, but I do not feel comfortable w/our principal. I really believe that a good principal has and needs charisma to lead otherwise it is a chore!"
108	"I try to embody kindness and understanding to both my students and colleagues. I try to share knowledge of my expertise so that colleagues would be well equipped to help the students."
110	"Modeled professionalism to my peers and students taking the time to build relationships with students, families, co-workers, and administrators and positively participating in praising of others and social events."
111	"In order to enhance a school culture I constantly have great communication with parents. I make sure that parents are well informed of how their student is doing."
114	"I have a positive outlook about how everyone should be treated. Follow the golden rule. Teach students the same. Make them feel safe."
117	"I work hard everyday to build positive relationships with my co-workers, students, and administration. I am open with parents and I make my classroom welcoming whenever they take the time to visit our campus."

120	"I really try to maintain a positive attitude and create relationships with students, staff, and parents. I listen to others and try to help even if it doesn't necessarily correspond to me."
121	"I always try to be positive and speak to everyone I come into contact with. I always greet parents, teachers, classified staff, students as well as any adults that are on campus. I am willing to help out in any areas that is needed, if asked."
124	"I try my best to create and maintain a relationship with my students and even students that are not in my class. The most important thing in my opinion is forming these relationships. I also make sure to be a valuable asset to my team by sharing my ideas and making sure I do my part."
130	"I work on building relationships with all students on a daily basis. I am a grade level lead. I also tutor and have implemented peer tutoring programs in the past. I am open to ideas and I collaborate with others to make sure that our students get the help and support they need."
131	"I have attempted to integrate into the social aspects of my work space. Meaning I have tried to be more social as to allow others to approach me w/the idea that we are on the same team, attempting to reach same goals: STUDENT ACHIEVEMENT"
1001	"We don't really have anything at our school [to be involved in]. Nothing that I know of. Not getting into trouble all of the time. Coming to school everyday and on time. Being respectful to others."
1002	"Don't talk when the teacher is teaching. Listening to all school rules. Not getting into trouble. Listening to teachers."
10001	"You know relationships are important and trying to get to know your staff and see where their passions align in order to be able to align your mission and your vision with their passions. So that change can happen a little faster, but the key is getting to know your staff. The other thing that I think is important is for me being very transparent of where you stand and who you are. Not trying to fake it till you make it with the

staff. Just being transparent. Being careful of not having friendships and my professionalism blur the lines. So getting to know people, building that professionalism, and then being transparent."

201   "I build relationships with students and families. I do not think I'm more important than others. I organize and present several performing arts assemblies which bring ppl together and highlight talents. I speak Spanish and always include EL families."

203   "I have implemented programs and daily involve our parents to be more engaged at their student's school."

204   "I have made an effort to know names of students in other grades especially challenging students. I try to say hello to those students every time I see them."

206   "I have attended PD's, Saturday Academies, and after school programs. I care about student's learning. Making myself available to participate in these programs shows students I am an advocate for their learning. Becoming involved in these programs offers more opportunities for student participation."

207   "Helping with SBG kids, directing cars, greeting in the mornings. Getting SBG (Student Body Government) kids involved in helping w/school events with a positive attitude and ready to help peers, teachers, and other staff."

210   "I have gone to many trainings including AVID, Capturing Kids Hearts, and Restorative Practices. Just in the last year, I use many of the strategies I learned as I can to enhance the culture in my class and on campus."

213   "I try to make my classroom as welcoming as possible. I try to make friends w/all my co-workers. I volunteer to help out at my site as much as possible."

214   "I have been a member of the leadership team. I have worked with the team to make improvements in school culture. When I am able/ I like to attend trainings to learn how I can better myself for my school & students."

218   "I participate in trainings (AVID) without pay. I participate in whatever after school functions I can. I communicate with parents regularly. In the classroom, I'm always prepared to

deliver first-best instruction and respond to my student's needs. I'm always on time and I go above and beyond what is expected of me."

225   "I listen to my students, their parents and colleagues. I have created relationships and build on those. I make sure my students know they are loved and valued."

226   "Main contribution is within the 4 walls of my classroom, I constantly demonstrate and help students understand the importance of kindness/fairness. I want them to grow up and become important so I treat them as if they are just as important as me, I talk to them, value their opinions, and hope that giving them a voice shows them that we all care about them and want them to do well."

2001   "Sometimes at lunch I would help the librarian put away the books. I help the teacher start a new lesson. Participate in school spirit. Being respectful at assemblies. Paying attention to everything staff has to say."

2002   "I was in Student Body Government. I make posters for events. I helped with Toys for Tots and I made posters for the Nutcracker. Help teachers put up stuff."

20001   "I think knowing who we are one as individuals and as professionals and staying true to yourself. That you're consistent and you're true to your own personal beliefs first and foremost because if people feel that you're kind of wishy-washy or oh [one] way with this group of people or [one] way with this group of people then they're not going to find you as believable or not going to follow your cause. And then again, I think just trying to get to know your staff is very important. So building the relationships, you know taking time to walk, you know, getting to know their passions and their likes and their dislikes and you know celebrating people's strengths or their gifts or their talents, celebrating is important and really just trying to create an environment overall that people enjoy coming to cuz if it's work if they they feel like it's just work then that's going to be the attitude that you get and the level of commitment that you get if people have that attitude, but this is just a job."

Upon data analysis of participant responses related to the secondary question, 1690 words were analyzed, and 50 codes were assigned to the data points. From these 50 codes, five emergent themes were established which included community, participation/involvement, character, professionalism, and engagement. One example provided by a participant that related to community was "I really try to maintain a positive attitude and create relationships with students, staff, and parents." In terms of participation/involvement two examples include "I have been involved with MTSS to increase the climate and culture" and "I participate in trainings (AVID) without pay. I participate in whatever after school functions I can." Professionalism was referenced a total of eight times with one example being "When I am able/ I like to attend trainings to learn how I can better myself for my school & students." The last emerging theme was engagement. A participant stated he or she "brings in engaging and fun activities that are rigorous yet meaningful to students." Emergent themes derived from the codes and participant responses of question two part two of the survey are available in Table 10.1.

Table 10. 1

Emergent Themes (n = 67)

Theme	Codes
Community	Building relationships
	Communication
	Welcoming
	Listen
	Greet everyone
	Open-minded
	Value cultures
	Bring people together
	Involve parents
	Connections
	Getting along
Participation/Involvement	Participate in Friday Flag
	MTSS lead
	Grade Level Lead
	Participate in celebrating
	Organize events
	Volunteer
	Member of MTSS
	Member of committees
Character	Respectful
	Kind
	Show understanding
	Maintain positive
	Positive outlook
	Follow golden rule
	Helpful
	Cooperation
	Social
	Encourage positive thinking
	Help others
Professionalism	Be a role model
	Demonstrate fairness
	Being professional
	Value others
	Model professionalism
	Team player
	Collaborate with others
	Work cooperatively
	Support school
	Attend PD's
	Assist colleagues
	Member of leadership
	Deliver best instruction
	Respond to student needs

Engagement	Getting to know students
	Bring fun activities
	Bringing students together
	Engaging with parents
	Helped with Fall Festival
	Create rigorous activities

Student Contributions to School Culture

The researcher had a challenging time recruiting student participation. There were 143 surveys emailed to the families of 6th grade students between School 1 and School 2, however, only seven showed interest. Of the seven students who showed interest, a total of four participants had the appropriate documents. Due to the constraints of a national pandemic, digital documents using JotForm replaced hard copy handouts such as the student assent form and parent consent. Additionally, the surveys also needed to be completed digitally, thus SurveyMonkey was utilized. The purpose of the research study was presented to the parents of 6th grade students and the 6th grade students.

The focus group took place on May 28, 2020 via Zoom which is a platform used for virtual meetings, conferences, and interviews. Prior to beginning the interviews introductions were made and 6th grade students were thanked. Students were reminded of the importance of muting the microphone when they were not speaking, being respectful, and projecting their voice. Students were asked a total of four questions with the final question being "What are ways you contribute to a positive school culture?" School 1 6th grade student 1001 stated "Being respectful to others," while student 1002 from the same school, stated "Not getting in trouble." School 2 6th grade student 2001 stated "Participating in school spirit," and student 2002 from the same school, stated "Help out with things."

Disposition Towards the School Site

The final question of part two of the survey asks if participants enjoy being or teaching at

their school. This question in the survey helped the researcher gather valuable details about how participants feel about their school. Table 11.1 provides sample responses and single answers (yes, no, sometimes/somewhat).

Table 11. 1

Disposition Towards the School Site (n=67)

Participant ID	Single Answer	Sample Response
102	Yes	"I do enjoy working at my school. I can see how students grow not physically, but academically. Just be proactive."
103	Sometimes	"I enjoy working with certain staff members. Sometimes certain students can make a year more difficult. This year in particular has not been an enjoyable year b/c I have not felt supported by leadership, but rather told things I need to do instead of working as a team."
104	Sometimes	"Sometimes. I like the ppl I work with when I am supported in my work, I feel joyful. Our school could be a better place to be if students received the kind of help they need."
106	Sometimes	"I love teaching and working with most people here b/c they are welcoming."
108	Yes	"I enjoy working at my school b/c I feel like I can make a difference to increase their self esteem and to know that someone at the school believes in them."
110	Yes	"Absolutely love my job. I love what I am doing. I always feel we could do better as a team, but are definitely on the way to become a true PLC."
111	Yes	"I do enjoy teaching at this school. It has been a great experience overall. I feel that staff and stakeholders provide an environment where everyone can express themselves."
113	Yes	"Yes, good co-workers. Understanding admin."
117	Yes	"Yes, I enjoy working under [my principal's] leadership. He doesn't get the recognition he deserves.

		Most staff members are friendly and positive. I love teaching my students because I feel as if I am making a positive difference in those children's lives."
124	Yes	"I enjoy working at my school b/c I am privileged to have a very supportive team. However, the overall climate at times can seem a bit unhealthy/toxic. This is something that I worry about in the future."
128	No	"No, I am so not appreciated. Nothing is never good enough. No matter what you do, it is never enough. So sad."
131	Yes	"I do. I feel that students at our school hold many positive abilities that may not reflect on test or assignments. I strongly feel that our school's success will increase if extra curricular activities were offered in dance, music, sports. It would hold student accountable in order to participate in these activities that are highly valued."
134	No	"No. I have trouble accepting failure of the students. I struggle when trying to not be affected by their apathy."
136	Yes	"Yes, I enjoy teaching at my school b/c everyone makes me feel valued and welcomed. I really enjoy that I have a voice."
201	Yes	"I like my school b/c the staff is nice, the students are generally nice, the families are generally humble, and there are opportunities for kids to do different activities. I feel that administration can make a big difference, but in may ways admin comes and goes while co-workers stay. So cool co-workers is key."
203	Yes	"Honestly, I do enjoy working at [School 2]. However, there are days that I dislike the negative vibe some staff bring at our site. I believe our teachers expectations could be higher so our student's success and achievement can be greater."
208	Yes	"Yes, my principal makes the working place enjoyable. She lets me put some of my ideas with the curriculum."
211	Yes	"Yes, I enjoy my students. They are excited about learning and coming to school everyday. I also have a supportive and helpful team."

212	Yes	"Yes, yes, I enjoy my students and team. I extremely enjoy when my students understand the purpose of academic concepts. I also like learning form my teammates. We've become like a family with struggles, but always having the same goals in mind. We help each other plan purposeful lessons &meaningful for students."
213	Somewhat	"For the most part, I do enjoy working here. Most co-workers are friendly, but there are a few that make our site a little unwelcoming."
214	Somewhat	"I do not like working at my school b/c [School 2] has always been seen as a failing school. Our principals continue to change, so it is difficult to build relationships with them. Our teams are constantly changing and it is difficult to continue learning new curriculum. This stressful environment makes working here a struggle. Teachers and staff do not feel supported when dealing with poor student behaviors. We are left to fend for ourselves."
215	Yes	"I have enjoyed this school for many years and I am thankful to have been part of all of the improvements in relationships between staff, students, and parents over the years."
216	Yes	"Yes, I am very happy here at [School 2]."
217	Yes	"I enjoy teaching b/c I get to see student growth behaviorally as well as academically when they are praised for doing things at he best of their abilities. I like working at this school b/c my fellow staff members have been very helpful and welcoming."
219	Yes	"I enjoy teaching at my school b/c I feel valued by my principal and the ppl I work with."
225	Yes	"After 15 years I have fallen in and out of love with teaching. Now I'm back in love. At first, I hated this site. The kids were tough, but the staff is great and I've gotten to love the kids. I'd like to stay here as I think these kids need the love I can give."

School 1 had a total of 32 participant responses for the final question. Of the 32 responses, 25 participants responded "yes" to liking their school, five said "somewhat", and two said "no". School 2 had a total of 28 participant responses for the final question. Of the 28 responses, 25 participants responded "yes" to liking their school, two said "somewhat", and one said "no".

Sustaining a Positive School Culture by It's Leadership

School 1 Principal

A case study in the form of an interview was conducted via an online platform, Zoom. During the interview, the researcher asked the principal four main questions and one follow up question. The four main questions were similar to the questions provided to certificated, classified, and students with the exception of the first question. The first question asked the principal to explain how a positive school culture helps to create an environment of change. School 1 principal stated:

> I think that way when people are happy they work better. It feels like you're actually exercising your passion. If you don't have a positive environment, then it feels more like a job and more like a chore. As far as how does this happen, you know, it starts off with relationships because can't you know your staff with that relationship and hopefully you become friends later. You have to bring in that political and that professional aspect about a positive environment and trying to balance those three, which is a challenge, but I think that that's how it happens. You make friends and that you work with professionally and then you try to infuse some positive political aspects to the job.

The researcher asked a follow up and clarifying question, "So how does this help with sustaining a positive school culture?" School 1 principal reiterated "continuing to establish

trusting relationships which in turn also helps with creating an environment of change."

School 2 Principal

The second case study was conducted in the same format. The first question asked the principal to explain how a positive school culture helps to create an environment of change. School 2 principal stated:

I know for me, I would think that when you're in a positive environment people are more open to you know, thoughts and suggestions and ideas and then just with the culture overall that's causative. I think to have a positive school culture you have to have established trusting relationships, so again when you're working with someone or you're around people that you trust and you kind of know what they stand for you're more likely to entertain the thought of doing or trying something different.

The researcher asked the same follow up and clarifying question asked of School 1 Principal, "So how does this help with sustaining a positive school culture?" School 2 principal stated by "Starting with a small cohort of people that share your same vision. This helps with changing the environment to a positive one."

Summary of Qualitative Research

Qualitative research involves the study of a research site(s) and gaining permission to study the site in a way that will enable the easy collection of data (Creswell & Poth, 2018, p. 154). Through surveys, a focus group, and anecdotal notetaking, a close examination of the relational aspects of leadership and the impact of creating an environment of change were analyzed. To further explore a real-life illustration a multisite case study was conducted through detailed, in-depth data collection involving an interview with two school principals (Creswell & Poth, 2018, p. 96). The interview process was highly informative in focusing on leadership

perspectives of their impact on school culture, creating an environment of change, and the morale of important stakeholders. The perceptions of the participants on the factors that impacted school culture were addressed. At this point, the researcher created detailed descriptions, applied codes, and developed themes (Creswell & Poth, 2018, p. 189). From the participant's responses pertaining to school culture several emerging themes emerged: (a) community, (b) participation/involvement, (c) character, (d) professionalism, and (e) engagement. All of these emerging themes were connected to the impact of leadership on school culture and environment of change.

Environment of change was further discussed through question 1 of the principal open-ended survey question. The first question on the principal survey was "How does a positive school culture help create an environment of change? How does this happen?" School 1 Principal wrote

A positive school culture can create an environment of change because if people feel positive about the place where they work, they develop ownership, and a sense of belonging; This connectedness will allow for changes to occur if the changes support their positive aspect of the work culture. Whereas a negativity breeds suspicion and mistrust, positivity develops trust and flexibility of thinking.

School 2 Principal wrote:

In order to create a positive school culture and an environment for change, you must first focus on building positive relationships with all stakeholder groups because people are more likely to partner with or work collaboratively with individuals that they know and trust. Motivating people to serve as a catalyst for change requires a great deal of trust and the best way to establish high levels of trust is through maintaining ongoing

communication, being honest and transparent, seeking and valuing the input of others, and working collaboratively to establish shared goals and expected outcomes.

Both principal responses reflect Chapter 2, paragraph 24 of the study, specifically pointing out the importance of trust. In Chapter 2 of the study, the researcher quoted Jeffrey Zoul and Anthony McConnell a total of three times when discussing trust. Zoul and McConnell (2018) further suggest regardless of what method is employed, the very best principals work intentionally to establish and maintain trust among all stakeholders in the school as one way to school's culture (p. 57).

The question on the environment of change of the principal survey reaffirms the same or similar participants results of the emerging themes categorized as character or community. While School 1 Principal described it as "belonging or connectedness," School 2 Principal described it as "building positive relationships." In turn, all stakeholders referenced the importance of trust and principals specifically mentioned trust as the way to create an environment of change.

CHAPTER 5: DISCUSSION

Introduction

This chapter summarizes the purpose of this mixed-methods case study and presents findings of the study reinforced by the literature review. The findings from the interviews describes how "the participants conceive of their world and how they explain or make sense of the important events in their lives" (McMillan & Schumaker, 2010, p.355). The researcher used a mixed-methods case study to gain understanding of the impact of leadership on school culture and to communicate the potential of key findings with principals and educational leaders. In examining all data, impact of school leadership has been subjected to extensive qualitative and quantitative analysis. The data collected from the phenomenological study contribute to the research of a positive school culture and environment of change. Research exists specifically regarding the impact of leadership on student achievement, however, minimal research has been completed related to the perceptions about relational aspects of leadership and the impact of creating an environment of change.

This study was conducted in late spring of 2020 and utilized a convenience sample of two elementary schools in California. With the appropriate permission obtained (Appendix E), a survey was distributed to obtain quantitative and qualitative data regarding the perceptions about relational aspects of leadership and the impact of creating an environment of change. The following research questions were used to guide data analysis:

1. What leadership characteristics will be observed in a school with a positive school culture?

2. How can a positive school culture be sustained over time by its leadership?

3. How do teachers and staff contribute to a positive school culture?

4. How do students contribute to a positive school culture?

Quantitative analysis was conducted to evaluate the perceptions of certificated, staff, and students about relational aspects of leadership. This analysis incorporated the survey responses of 67 participants, 79.10% were certificated ($n = 53$), 14.92% were classified ($n = 10$), and 5.97% were students ($n = 4$).

The researcher scheduled a presentation with each of the principals in order to recruit participants. The presentation was completed through a power point consisting of 26 slides. The presentation reviewed detailed information such as problem statement, purpose of the study, Chapters 1-3, ethics, and sampling. School 1 was scheduled on February 25, 2020, where a thirty-minute research study presentation was completed. At the end of the presentation, the consent form and survey were distributed to interested participants. Thirty-six participants agreed to participate. School 2 was scheduled on March 10, 2020, where a 30 to 35-minute research study presentation was completed. At the end of the presentation, the consent form and survey were distributed to interested participants. Thirty-one participants agreed to participate.

Pearson's Linear Correlation revealed nine statistically significant differences related to school culture and perceptions of all participants. The scores of all participants ($n = 67$) are illustrated in two distinct scatterplots. In both figures the values demonstrated the dependent variable increase while the independent variable also increases indicating a positive relationship between teacher and culture.

Qualitative data were gathered with the intent to examine how participants felt towards the impact of leadership and towards an environment of change. This portion of the analysis included a case study interview, a student focus group, and open-ended survey responses of 67 participants. A majority of the participants were Hispanic or Latino (38.80%, $n = 26$), 34.33%

were White (n = 23), 1.49% were Asian (n = 1), 5.97% were African American or Black (n = 4), and 19.40% did not disclose their ethnicity (n = 13).

The researcher conducted an interview and focus group as a follow-up qualitative approach. The follow up semi-structured interview and case study was conducted to provide selected participants with the opportunity to provide elaborated responses regarding impact of leadership on school culture. Notes were taken during the semi-structured interview and focus group. Upon data analysis of participant responses through all modes of qualitative collection related to impact of leadership and school culture, five themes emerged which included community, participation/involvement, character, professionalism, and engagement.

Summary of the Study

The study employed a mixed-method case study approach incorporating qualitative and quantitative data to show whether there was significant relationship between leadership and school culture. Upon completion of quantitative and qualitative data analysis, the researcher integrated both data types to fully understand the statement problem. The findings of the quantitative data which was gathered from a twenty-question survey revealed that out of the nine questions directly related to culture, six rejected the null hypothesis and demonstrated there is a statistically significant difference. The remaining three questions related to culture failed to reject the null hypothesis. Demographic data displayed the highest percentage of years of experience in a position and/or years working in the district was 1-5. It is possible these differences in perceptions related to leadership and school culture are associated with the high numbers of newer certificated and classified staff employed by the district.

Good relationships with the principal's belief students can learn at high levels were identified as the primary ways school culture is impacted by leadership. In fact, Zoul and

McConnell (2018) stated principals must model relationships for how all other individuals should act or treat others and principals commit to student learning as a professional guarantee to every student they serve (p. 21). Table 3.1 and Table 4.1 illustrated means and deviation. Each table provides a breakdown to include an average and standard deviation listed by question. Table 3.1 and Table 4.1 both indicate high averages with minimal low averages. In each table, the lowest averages reflect question 1 of the survey, "I am not praised, rewarded, or recognized when I do something well." This indicates the participants perceptions of the overall school culture and leadership is effective and that principals do a good job with establishing leadership practices to create a positive culture. The differences in the scores were noted by comparing the mean of each survey question. The individual subscales ranged between 1.5 - 4.7 for the means and 0.5 -1.9 for the standard deviation. A mean score in the 4.0 - 4.7 range indicated participants completely agreed/agreed with most questions asked in the survey. A mean score in the 1.0 - 2.9 range indicated participants completely disagreed/disagreed with questions asked in the survey. Out of the 40 examples indicated in Table 3.1 and Table 4.1 there were a total of nine responses in the average range of 1.0 - 2.9. Of the twenty questions only question one was written in a negative way. A negative posed question should have been excluded and or reworded for participant clarity. McMillan and Schumacher (2010) state participants will unconsciously skip or overlook the negative word, so their answers will be the opposite of the intended (p. 197).

A correlation analysis was used to examine relationships between school culture, teacher impact and leadership impact. Questions were categorized according to the type of question. There was a total of nine questions related to school culture, three questions related to teacher impact, and eight questions relating to leadership. Using Pearson's Linear Correlation results indicated that out of the 20 questions listed in Table 5.1, Table 6.1, and Table 7.1 there were

seventeen that were significant. A majority of the responses revealed $p < .001$. The Pearson's analysis also indicated that out of the 20 questions listed in Table 5.1, Table 6.1, and Table 7.1 there were fourteen responses with $p < .05$.

To obtain a more detailed analysis of the study a qualitative research to include teachers, classified staff, students and two selected principals were asked to participate in the comprehensive triangulated mixed-methods design sought to investigative information pertaining to leadership and the impact of school culture. The triangulated mixed-methods case study "involved using different methods as a check on one another, seeing if methods with different strengths and limitations all support a single conclusion" (Maxwell, 2013, p. 102). The different methods include a question open-ended survey, a focus group, and case study interview. The open-ended questions generated specific individual responses and "captured idiosyncratic differences" (McMillan & Schumacher, 2010, p. 198). The researcher conducted a focus group with 6th grade students. The focus group among the interviewees yielded strong information especially and was helpful due to a limited time to collect information (Creswell & Poth, 2018, p. 164). The focus group took place on May 28th, 2020 and lasted approximately twenty minutes. The last portion of the mixed-methods design was the case study interview. McMillan and Schumacher (2010) point out interviews result in a much higher response rate than questionnaires, especially for topics that concern personal qualities or negative feelings (p. 205). Because the research topic involved a sensitive topic to include personal qualities and negative feelings, the researcher conducted a case study interview with the two site principals. The interview took place on May 18, 2020 beginning at approximately 1:30 p.m. and concluded a little past 2:00 p.m. A lot of information was provided during the interview therefore when "reading and thinking about the interview transcripts, developing coding categories and applying

these to the data, analyzing narrative structures and contextual relationships, were all important forms of data analyses" (Maxwell, 2013, p. 105). This portion of the study revealed most participants deem being valued as the most important characteristic a principal should have.

Implications for Practice

School districts need to provide school leaders with in-depth training on the importance of valuing all stakeholders. Although trainings are offered to teachers and classified staff, administrators need to be afforded similar opportunities because currently "many districts either offer no professional development for principals or present hastily planned workshops that most participants find uninspiring" (Seyfarth, 2008, p. 134). In Carl D. Glickman's (2002) third concentric circle, he discusses the elements that provide the overarching context for instructional improvement to include professional development plans for educational leaders (p. 7). Thus, implementing a training on ideas of valuing school members is something site principals may find useful and inspiring versus uninspiring. In applying the lessons learned, "teachers and other school members may begin believing the leader cares about them and has their best interests in mind" (Zoul & McConnell, 2018, p. 223). When leaders value individuals, they build authentic relationships with teachers, students, staff, and other stakeholders (Zepeda, 2004, p. 15).

A recurring theme through participant responses this study identified as most important was community. When coding the participant responses from question two of the open-ended question, the term community was explicitly mentioned, referenced, or alluded to. This recurring theme continues to further support the importance of feeling valued given that a true community is one where each person feels valued. Creating a school environment where stakeholders "are meant to do things together, to form communities, and [allows]for a common bond" (Kouzes & Posner, 2017, p. 273). In evaluating the term community, it reinforces Maslow's Hierarchy of

Needs specifically when he discusses belonging. Maslow (1943) explains that when a person lacks a sense of belonging, they feel more keenly, as never before, the absence of friend and will hunger for affectionate relations with people in a place or group (p. 17). Burke (2011) makes additional reference to community when using terms like work groups, family units, and team building (p. 114). If studies confirm the importance of valuing staff and community, it can be timely for school districts to provide or add professional development around such topics.

Recommendations for Future Research

The intent of this research study was to find whether correlations among principal leadership, school culture, teacher satisfaction, and student engagement exist. Additionally, the review of literature explored the impact of leadership on school culture and the effects of morale, job satisfaction, and student engagement. To understand what type of leadership is best received by stakeholders, different leadership styles were discussed. In comparing the review of literature with results and findings there were some surprises. While Chapter 2 discussed leadership as having an impact on school culture, quantitative results indicate there is a stronger effect and impact on school culture produced by teachers. A study on the impact of school culture produced by teachers is another recommendation for future research.

While the results of this research assist in validating the relational aspects of leadership and the impact of creating an environment of change, it also affirms the need for school leaders to be trained with ways to value stakeholders which in turn may build a strong community within their sites. Because of the pervasiveness of responses related to being valued within our school systems and the need to continue to develop community, the need exists to explore improving ways to support school leaders with professional development or training in these areas. As such, it is recommended school districts compare supports offered to certificated, classified and

students in comparison to school principals. Fullan (2014) directly and simply states principals do need better support (p. 57).

Limitations and Delimitations

In the attempts to conduct the quantitative and qualitative research, limitations presented themselves in the middle of the study. Initially, three schools were participating in the study, presentations would have been conducted at all three school sites, and a focus group would have been held at either School 1 or School 2. Due to a pandemic, school closures made it extremely challenging to continue with the study in its entirety. School 3 was eliminated from the study, a virtual focus group was held via Zoom an online meeting platform, and all documents were completed digitally. The completion of such documents burdened several students and parents given they were not familiar with digital documents, could not find the links, had one electronic device which in many instances was being utilized by other household members, or did not have internet access. Despite sending four emails, reaching out to the school administrators for help, seeking teacher intervention to reach out to families, and the researcher personally making phone calls, it was difficult to recruit student participants. The research study had proposed conducting a focus group composed of ten students; however, a total of four students ended up participating in the study. Despite the limitations, the researcher completed in depth analysis thus the research is not less valuable because of the limitations.

The delimitations utilized by the researcher in this study were determined by a desire to gain an understanding of the correlation that exists between principals and school culture and how it affects an environment of change. To gain perspectives of stakeholders, the researcher only sought out participants who were in the same school district and two site principals. The use of only one school district in this study did not allow the researcher to gain the views of those

individuals outside of the school district and more data related to school leadership.

Conclusions

The research study laid the foundation for the hypothesis posed in Chapter 5 of this study, one that posits leadership can impact school culture. The parameters of the research study focused on the impact of principals and the school culture they created. Exploring the perceptions of diverse stakeholders towards the current school leadership and the school culture, the research study demonstrated principals do impact the school's culture. Principal leadership is fundamental to the ultimate view, feeling, and impact on school culture. Teachers pay an overwhelmingly vital role, more so than principals in creating a positive school culture therefore, "attitudes and enthusiasm toward their work is dependent on immediate work conditions and personal concerns" (Glickman, 2002, p. 82). The level of a positive school culture makes important stakeholders: teachers, classified staff, and students, feel valued, like there is a sense of community and belonging. A principal should note that a positive school culture or an improved school culture with stakeholder impressions are essential especially when wanting to create an environment of change.

Summary

This mixed-methods case study examined leadership and the impact on school culture. Through quantitative analysis the survey incorporated the survey responses of 67 participants, and Pearson's Linear Correlation revealed several statistically significant differences amongst school leadership with a higher statistically significant difference amongst certificated staff. The instruments utilized assisted in analyzing the results associated with the hypothesis of the phenomenological research study. The results indicated direct and indirect effects related to leadership on the impact of school culture.

Qualitative analysis included the participation of 67 participants. The qualitative portion of the study incorporated four open-ended survey questions, a student focus group, and principal interviews. In categorizing the analysis of each method, five themes emerged related to the impact of leadership and school culture: Community, participation or involvement, character, professionalism, and engagement. These measures can assist in supporting the need for school districts to provide in depth professional development for principals in regard to how to demonstrate valuing stakeholders. The research study included calculations that include descriptive statistics, variable generations, and scale developments that yields contextual information regarding leadership and the impact on school culture.

Implications for practice were presented and it was suggested professional development related to valuing key stakeholders be offered to administrators to create an environment of change and positive school culture. Recommendations for future research was provided to school districts with ways to better support school leaders.

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APPENDIX

Appendix A: Teacher and Classified 2-Part Survey

TEACHER AND CLASSIFIED Dissertation Questionnaire
Years in district_____   Gender (circle one): Female or Male
Years in a position_____   Ethnicity (please state):_____
Level of Education (check most accurate) Less than B.A.____   B.A.___   M.A.___   Other (be specific)_____
Check one: Certificated_____   Classified_____

Directions: Read each statement thoroughly. Circle a number that best describes statements about your school. You may only circle one number per question.
1: Completely disagree
2: Disagree
3: Neutral
4: Agree
5: Completely agree

Questions	1 2 3 4 5
1. I am not praised, rewarded, or recognized when I do something well.	1 2 3 4 5
2. I speak positively about my school.	1 2 3 4 5
3. I would be more successful being at another school.	1 2 3 4 5
4. I contribute to a positive school culture by being involved in some way.	1 2 3 4 5
5. My relationship with the principal is good.	1 2 3 4 5
6. You witness the school providing opportunities for parents to be involved.	1 2 3 4 5
7. Our school's culture is characterized by trust.	1 2 3 4 5
8. The school offers several opportunities to become involved.	1 2 3 4 5
9. The school provides diverse opportunities to establish relationships.	1 2 3 4 5
10. The school has a good balance between academics, activities, visual performing arts, and athletics.	1 2 3 4 5
11. The principal really believes all students can learn at high levels.	1 2 3 4 5
12. The school does not have sufficient materials and supplies.	1 2 3 4 5
13. The school listens to the ideas proposed.	1 2 3 4 5
14. The school offers a safe environment.	1 2 3 4 5
15. There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students.	1 2 3 4 5
16. Students would benefit in learning more if classes were based on the method of teaching rather than the level of teaching.	1 2 3 4 5
17. School administrators maintain a positive work environment.	1 2 3 4 5
18. School administrators serve as instructional leaders within the school.	1 2 3 4 5
19. The principal's leadership style brings out the best in me.	1 2 3 4 5
20. The principal allows me to achieve to be successful.	1 2 3 4 5

Questions

1. Circle the phrase that describes the most important trait of a principal: Good listener, demonstrates understanding, or one who values staff, parents, and students? Why is this the most important?

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2. What contributions have you made to enhance school culture?_____

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3. Do you enjoy teaching or working at your school? Why or why not?_____

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Appendix B: Principal 2-Part Survey

PRINCIPAL Dissertation Questionnaire
Years in district_____   Gender (circle one): Female or Male
State years in a position_____   Ethnicity (please state):_____
Level of Education (circle most accurate) B.A.   M.A.   Other (be specific)_____

Directions: Read each statement thoroughly. Circle a number that best describes statements about your school. You may only circle one number per question.
1: Completely disagree
2: Disagree
3: Neutral
4: Agree
5: Completely agree

Questions	1 2 3 4 5
1. I need to improve on praising, rewarding, or recognizing individuals when they do something well.	1 2 3 4 5
2. Teachers, staff, and students speak positively about the school.	1 2 3 4 5
3. I would be more successful being at another school.	1 2 3 4 5
4. The school has a positive school culture, and many are involved.	1 2 3 4 5
5. My relationship with important stakeholders is good.	1 2 3 4 5
6. The school offers several opportunities to become involved.	1 2 3 4 5
7. Our school's culture is characterized by trust.	1 2 3 4 5
8. The school offers several opportunities to become involved.	1 2 3 4 5
9. The school provides diverse opportunities to establish relationships.	1 2 3 4 5
10. The school has a good balance between academics, activities, visual performing arts, and athletics.	1 2 3 4 5
11. I really believe all students can learn at high levels.	1 2 3 4 5
12. The school does not have sufficient materials and supplies.	1 2 3 4 5
13. I listen to the ideas proposed.	1 2 3 4 5
14. The school offers a safe environment.	1 2 3 4 5
15. There are opportunities to enhance the culture of the school so as to increase the sense of importance and significance of teachers and students.	1 2 3 4 5
16. Students would benefit in learning more if classes were based on the method of teaching rather than the level of teaching.	1 2 3 4 5
17. I ensure the school maintains a positive work environment.	1 2 3 4 5
18. I serve as an instructional leader within the school.	1 2 3 4 5
19. My leadership style brings out the best in others.	1 2 3 4 5
20. I allow my staff to be successful.	1 2 3 4 5

Questions

1. How does a positive school culture help create an environment of change? How does this happen?

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2. What have you done to create a positive school culture?_____

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3. Do you feel teachers and staff enjoy working at your school site? Why or why not?_____

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Appendix C: Student 2-Part Survey

STUDENT Dissertation Questionnaire
Check one: Female_____   Male_____
Age_____   Grade_____

Circle the BEST answer.
What is your parents highest level of education?
High School   2 Year College   4 Year Degree   Post Graduate   Doctorate

Fill in the information
How many vacations have you been on with your family? _____
How many times have you been to Disneyland? _____
How many chapter books have you read? _____

Directions: Read each statement thoroughly. Circle a number that best describes statements about your school. You may only circle one number per question.
1: Completely disagree
2: Disagree
3: Neutral
4: Agree
5: Completely agree

Questions	1 2 3 4 5
1. I am not praised, rewarded, or recognized when I do something well.	1 2 3 4 5
2. I speak positively about my school.	1 2 3 4 5
3. I wish I could go to another school.	1 2 3 4 5
4. I contribute to a positive school culture by being involved.	1 2 3 4 5
5. My relationship with my teachers is good.	1 2 3 4 5
6. I witness the school providing opportunities for parents to be involved.	1 2 3 4 5
7. Our school's culture is characterized by trust.	1 2 3 4 5
8. The school offers several opportunities to become involved.	1 2 3 4 5
9. The school provides many opportunities for me to get to know many adults on campus.	1 2 3 4 5
10. The school has a good balance between academics, fun activities, art, and athletics.	1 2 3 4 5
11. Teachers really believe all students can learn at high levels.	1 2 3 4 5
12. The school does not have enough materials and supplies.	1 2 3 4 5
13. The school listens to the student's ideas.	1 2 3 4 5
14. The school offers a safe environment.	1 2 3 4 5
15. I feel like I am important.	1 2 3 4 5
16. I would learn more if classes were more interesting.	1 2 3 4 5
17. The school principal provides a lot of fun activities.	1 2 3 4 5
18. The school principal visits classrooms.	1 2 3 4 5
19. My teachers bring out the best in me.	1 2 3 4 5
20. My teachers allow me to achieve to be successful.	1 2 3 4 5

Questions

1. Circle the phrase that describes the most important trait of a teacher: Good listener, demonstrates understanding, or one who values students? Why is this the most important?

_____
_____
_____
_____
_____
_____
_____

2. What things are you involved in at school?

_____
_____
_____
_____
_____
_____
_____

3. Do you feel your teachers enjoy teaching students? Why and explain _____

_____
_____
_____
_____
_____
_____
_____

4. What are ways you contribute to a positive school culture?_____

_____
_____
_____
_____
_____
_____
_____

Appendix D: Principal Interview Questions

1. What have you specifically done to create a positive school culture?

2. How do you know that your school culture is being maintained?

3. What are the most important results of having a positive school culture?

4. How would important stakeholders describe the school culture at your site?

5. What does a typical day look like?

6. What are examples of leadership opportunities?

7. What are ways you try to build a positive school culture?

8. How do you build a community of trust?

9. What are some ways you connect with the school community?

10. What celebrations and acknowledgements do you provide?

Appendix E: Expedited & Full Board Review Application & Protocol Narrative

Appendix E

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APPENDIX E: EXPEDITED & FULL BOARD REVIEW APPLICATION & PROTOCOL NARRATIVE

Please complete the Expedited Review Checklist to determine if your study falls under Expedited or Full Board Review and mark the appropriate level of review. Note: The primary difference between Expedited and Full Board review is the length of time needed for the IRB to complete the review process. To be completed by the Principal Researcher. All items must be filled in. If "Not applicable," explain why.

LEVEL OF REVIEW: ☑ Expedited   ☐ Full Board

Researcher's Name	Sharill Cortez
Researcher's Department and/or Course	EDD Program
Researcher's CUI Email (unless not from CUI)	sharill.cortez@eagles.cui.edu
Researcher's Phone Number	619-846-9130
Researcher's CUI E# (unless not from CUI)	E00214175
Title of Project	Perceptions About Leaders Who Influence Positive School Cultures: A Mixed-Methods Study on the Impact of Leadership on Creating an Environment of Change

Researcher's Status: (check one)

☑ CUI Student   ☐ CUI Faculty   ☐ CUI Adjunct Faculty
☐ CUI Staff   ☐ Other (explain):

Other Researchers: (use CUI email, if applicable)

Name:	N/A	Role:	
Email:		Phone:	

Name:		Role:	
Email:		Phone:	

Name:		Role:	
Email:		Phone:	

Name:		Role:	
Email:		Phone:	

Researcher's University Supervisor/Sponsor Information

Name:	Dr. Deborah Collins	Role:	Committee Chair
Email:	deborah.collins@cui.edu	Phone:	562-370-6912

This research is for: (check one)

☐ Graduate Thesis or Project   ☑ Doctoral Thesis   ☐ Classroom Project
☐ Independent Study   ☐ Honors Project   ☐ Presidential Show Case
☐ Other (explain):

If you are conducting this research as part of an outside institution's program, list institution, degree, and program:

Appendix E

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Beginning date: (must follow IRB approval) | April 2020 | **End date:** | September 2020

Location(s) of the research: | Perris Elementary School District

Participants: check all descriptions below that describe your participants

- [✓] Female [✓] Male
- [ ] Children with special needs
- [ ] Patients in institutions
- [ ] CUI students
- [ ] Other (explain):

- [ ] Inmates
- [✓] Children (17 or younger)
- [ ] Pregnant women
- [ ] CUI faculty/staff

- [ ] Child Development Center
- [✓] Adults competent to consent
- [ ] Adults *not* competent to consent
- [ ] English as foreign language learners

Total number of participants proposed: 100

Funding:

1. Are <u>you</u> seeking funding for this research?   [✓] No   [ ] Yes
2. Will <u>participants</u> be compensated for participating?   [✓] No   [ ] Yes
   If yes, describe in summary
3. Does the funding agency require IRB approval?   [✓] No   [ ] Yes
   If yes, provide all relevant forms, instructions, etc. with this application

---

PROTOCOL NARRATIVE

Please review Protocol Narrative Instructions at the end of this document for information on what is expected in each of the following sections. Provide enough information so that reviewers will have a clear and concise understanding of exactly what is planned for your proposed study. If you believe a section is not applicable to your study, indicate "N/A" and explain why. Incomplete information will delay the IRB Review process.

I. INVOLVEMENT OF OTHER INSTITUTIONS

a. Perris Elementary School District.

II. HUMAN PARTICIPANTS INVOLVEMENT

A. Purpose of Study

The purpose of this phenomenological research and case study is to explore the role of a leader and his/her leadership to foster a positive school culture in order to create an environment of change. At this stage in the research, stakeholders will provide feedback on how school leadership plays a role in teacher satisfaction, classified inclusivity, and student motivation. This study acknowledges the impact of culture in influencing the school climate, as well as the importance of effective leadership that is necessary to create an environment of change. As a result, the study seeks to more closely examine the school leader's role in cultivating a positive school culture.

It is important to gain an understanding of what or how the role of a school leader can negatively or positively impact school culture. By getting stakeholder input on their experiences, the purpose of the study can help administrators in creating next steps towards creating an environment of change. Educators may apply the results to understand the most effective leadership behaviors and the linkages to improving, sustaining, and creating a positive school culture in order to create an environment of change.

B. Subject Population

The subjects included in the research will be site administrators, teachers, classified staff, and 6th grade students within the Perris Elementary School District that volunteer to participate in the survey, focus group, and case study. Three principals at three sites will participate in a purposeful sampling which will include applying the

Appendix E

CONCORDIA
UNIVERSITY IRVINE

following criteria: principals must have at least 4 years or more of experience as a school building principal, must have been an administrator of two or more sites, and must have previously taught for at least ten years. Thirty teachers, thirty classified staff, and fifteen students will participate in a random sampling which will be voluntary.

C. Recruitment Plan

To recruit the adult participants for the survey, the researcher will attend a staff meeting at all three sites. During the staff meeting, the researcher will explain the project and reiterate participation is optional. The attendees will be informed that everything they share and participate in is entirely anonymous. Once the detailed information about the project is provided, instructions on the data collection will be explained. The steps are as follows: 1. Colored 8x11 envelopes will be handed to every attendee. 2. In each envelope, there will be a consent form, a pencil, and a two-part questionnaire. The two-part questionnaire is divided into two sections. The first section is comprised of 20 questions using a Likert scale while part two has three open-ended questions. 3. Upon completion, the questionnaire and pencil will be placed back in the envelope. 4. Envelopes will be placed in a box near the exit which will be collected in a systematically.

Students volunteering must obtain a parent consent form in order to participate in the study. Because they are minors, parents must complete and sign the consent form. The consent form will allow the sixth grade students to participate in the survey and/or potential to participate in the focus group. The focus group will be conducted at one of the sites and the goal is to have at least 10 sixth grade students to participate with representation of one student from each of the school sites participating in the study.

D. Methods, Materials, and Devices

This phenomenological research will use a mixed-methods study to gain understanding of the impact of leadership on school culture and the potential of key findings to share with principals and educational leaders. The study will utilize mixed-method approach incorporating qualitative and quantitative data to show whether there is a significant relationship between leadership and positive school culture in order to create an environment of change. Qualitative data will simultaneously be gathered by conducting a one-on-one interview with each of the building principals, interviewing students through a focus group as well as calibrating the open-ended questions from the second part of the distributed surveys.

To obtain in-depth information from the school building principals, a second sampling will be done in a form of a case study. The case study will be completed through a semi-structed interview with the three principals.

Mixed-Methods Study
This is a mixed-methods study: The primary research questions for staff, principals, and students are quantitative and collected in survey forms. Additionally, qualitative data will be retrieved by part two of the surveys. Part two of the survey consists of three open-ended questions. The open-ended nature of the questions will provide data for the qualitative results of the study. The open-ended questions will be conducted through a semi-structured interview facilitated by the researcher. The researcher will conduct the semi-structured interview so that students feel comfortable and can respond honestly. Student and principal interviews will be tape recorded and participants will only be identified by a random number. This method will be to ensure anonymity.

Copies of the three different surveys and questions for the open-ended, semi-structured interview are attached.

Appendix E

CONCORDIA
UNIVERSITY IRVINE

E. Confidentiality

All the participants identity will be kept confidential. This will be accomplished by the excluding the participant's identity from the study. This is applicable to all participants and entities such as the school district. For the purposes of the research the schools have been referred to as School 1, School 2, and School 3 and the district is titled as XYZ Elementary School District (XYZESD). The only identifying information for the students will be their voice in the audio recording which will be deleted following the data analysis.

The surveys will not include a name or any other information that would lead to determining the identity of the participants. The number of participants from each site would be identified by the color of the printed surveys because each school site is assigned a specific color. All surveys will have a random number listed on the document so that when the data is inputted into ANOVA, it will be easy to keep track of the data retrieved.

When distributing the surveys, the materials are going to be placed in a colored 8 x 11 envelope. Each envelope will contain the survey, a writing utensil, and directions. There is going to be a designated location where participants will be able to drop off the completed surveys.

F. Compensation

No compensation will be offered or provided as a means to participate in the research study. Light snacks and beverages will be offered and available to all attendees and participants during the informational meetings and/or interviews.

G. Potential Benefits

There will be applicable results on how a principal influences a positive school culture. When the results are organized, it can help school site principals with knowing ways to strengthen relationships while creating a positive school culture in order to create an environment of change.

H. Potential Risks

There are no perceived risks associated with this study. Participants may feel uncomfortable responding to the survey because they are teachers, classified staff, and/or site principals. However, if participants feel uncomfortable, they have the option to withdraw from completing the survey.

I. Risk Reduction

During the informational meeting, the researcher will explain that participation is completely voluntary, and participants may stop at any time. The interviews will be conducted by the researcher and students will be identified by a random number and their voice. The participants will remain completely anonymous and the researcher will assure them of that during the informational meeting. The three principals may also feel uncomfortable because they have never participated in a research study interview. To reduce any potential discomfort, the researcher will personally reassure participants their identity will remain anonymous and emphasize the steps taken to ensure confidentiality.

III. INFORMED CONSENT PROCESS

A. Consent Process

All the appropriate steps and measures will be taken during the consent process. A site authorization is attached and signed by the superintendent. At the staff meeting, the purpose of the study will be explained, the surveys will be distributed, and emphasis participation is voluntary will be stated. During the meeting, it will be made clear everything will be anonymous. The consent statement will be read and there will be allotted time for questions.

Appendix E

CONCORDIA
UNIVERSITY IRVINE

At the beginning of the staff meeting, the consent statement will be read, and questions will be answered. Participants will be informed they may volunteer and/or withdraw at any time during the study. If participants want to participate upon reading the remainder of the consent document, they will need to provide a signature agreeing to participate in the study. Students who will be participating will need to provide the consent form to a parent or guardian. The parent or guardian will need to review the consent form and provide a signature agreeing to their student's participation.

B. Special Consent Provisions

No special consent is needed for this research.

In addition to the completed Application & Protocol Narrative please attach following documents:

- ■ Human Subjects Training Certificate(s) for all researchers and university supervisor(s)
- ■ Expedited Checklist (if research does not require Full Board Review)
- ■ Consent and/or Assent Forms you will be using
- ■ If applicable, attach Site Authorization Form and/or other institutions' IRB approvals
- ■ If applicable, attach data instruments (e.g., surveys/interview questions)
- ☐ If applicable, translations and verification of measurement instruments and consent forms
- ■ If applicable, recruitment materials
- ☐ If applicable, ATTACH other materials required by your School or Program. **Please list additional materials:**

Upon approval, the researchers will receive an email from the chair of the IRB, or the chair-appointed School/Program reviewer, informing them that the researchers may proceed with the implementation of the study. If unapproved, the chair or IRB reviewer will provide feedback on what information and documentation is deficient, and in need of revision for approval.

Researchers are required to notify the IRB of substantive changes to protocol, unanticipated adverse, serious events experienced by participants, and project completion. Projects lasting longer than one year require annual research protocol renewal using the Annual Review Form.

RESEARCHERS AND SUPERVISORS ASSENT

I affirm that I have read and reviewed the accuracy of this application and accept responsibility for the ethical conduct of this research, protection of human participants, and maintenance of data and informed consent documentation as required by the IRB. I will commence the study only after receiving approval from the IRB and having complied with any required modifications. I will promptly report additions, changes, or problems involving the rights or welfare of human participants to the IRB by sending the appropriate IRB form to the IRB at irb@cui.edu. If the project continues for more than one year from the approval date, I will submit the Annual Review Form.

Printed Name of Researcher   Sharill Cortez   Date 02/09/2020

Researcher's Signature

Appendix D

APPENDIX D: EXPEDITED REVIEW CHECKLIST

*The following are research activities eligible for Expedited review. Note: the Expedited review procedure may not be used with human participant research involving prisoners (use Full Review Application). Place an X to the left of **Expedited Category(s)** that apply to your research assignment.*

☐ Clinical studies of drugs and medical devices only when condition (a) or (b) is met.

    a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for Expedited review. **OR**

    b. Research on medical devices for which (i) an investigational device Exemption application (21 CFR Part 812) is not required; or (ii) the medical device is FDA cleared/approved and the medical device is being used in accordance with its cleared/approved labeling.

☐ Collection of blood samples by finger stick or ear stick from healthy, non-pregnant adults who weigh at least 110 pounds. Collection may not occur more frequently than 2 times per week.

☐ Prospective collection of biological specimens for research purposes by noninvasive means. *For example:*

    a. Hair and nail clippings in a non-disfiguring manner;

    b. Excreta and external secretions (including sweat);

    c. Uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gum base or wax or by applying a dilute citric solution to the tongue;

    d. Placenta removed at delivery;

    e. Amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;

    f. Mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings;

        AND/OR

    g. Sputum collected after saline mist nebulization, or inline suctioning.

☐ Collection of data through noninvasive procedures routinely employed in the research environment. *Examples include:*

    a. Moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

    b. Physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy;

    c. Weighing or testing sensory acuity;

    d. Magnetic resonance imaging;

    e. Electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;

    f. Excluding clinical procedures involving x-rays or microwaves. Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.

Appendix D

APPENDIX D: EXPEDITED REVIEW CHECKLIST

The following are research activities eligible for Expedited review. Note: the Expedited review procedure may not be used with human participant research involving prisoners (use Full Review Application). Place an X to the left of **Expedited Category(s)** *that apply to your research assignment.*

☐ Clinical studies of drugs and medical devices only when condition (a) or (b) is met.
  a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for Expedited review. **OR**
  b. Research on medical devices for which (i) an investigational device Exemption application (21 CFR Part 812) is not required; or (ii) the medical device is FDA cleared/approved and the medical device is being used in accordance with its cleared/approved labeling.

☐ Collection of blood samples by finger stick or ear stick from healthy, non-pregnant adults who weigh at least 110 pounds. Collection may not occur more frequently than 2 times per week.

☐ Prospective collection of biological specimens for research purposes by noninvasive means. *For example:*
  a. Hair and nail clippings in a non-disfiguring manner;
  b. Excreta and external secretions (including sweat);
  c. Uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gum base or wax or by applying a dilute citric solution to the tongue;
  d. Placenta removed at delivery;
  e. Amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;
  f. Mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings;
       AND/OR
  g. Sputum collected after saline mist nebulization, or inline suctioning.

☐ Collection of data through noninvasive procedures routinely employed in the research environment. *Examples include:*
  a. Moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
  b. Physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy;
  c. Weighing or testing sensory acuity;
  d. Magnetic resonance imaging;
  e. Electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;
  f. Excluding clinical procedures involving x-rays or microwaves. Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.

CONCORDIA UNIVERSITY **IRVINE**

Appendix D

☐ Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).

NOTE: Some research in this category may be Exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not Exempt.

☑ Collection of data from voice, video, digital, or image recordings made for research purposes.

☐ Non-manipulative, non-stressful research on individual or group behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

NOTE: Some research in this category may be Exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not Exempt.

☐ Written or oral presentation of Exempt Research.

If one or more categories are checked, the research assignment is eligible for Expedited Review. Attach checklist to your Expedited Application and Protocol material. If NO box is checked, your research will need FULL BOARD review.

Appendix J

CONCORDIA
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APPENDIX J: SITE AUTHORIZATION

Title of Study	Perceptions About Leaders Who Influence Positive School Cultures. A Mixed-Methods Study on the Impact of Leadership on Creating...
Researcher/s	Sharill Cortez
Researcher/s' Affiliation with Site	Principal
Researcher/s' Phone Numbers	619-846-9130
Researcher/s' CUI Email (unless not from CUI)	sharill.cortez@eagles.cui.edu
Researcher/s' University Supervisor	Dr. Deborah Collins
Univ. Supervisor's Phone & Email	deborah.collins@cui.edu/562-370-6912
Location/s where Study will Occur	Perris Elementary School District

Purpose of Study (1-2 paragraphs)

Title of Study: Perceptions About Leaders Who Influence Positive School Cultures: A Mixed-Methods Study on the Impact of Leadership on Creating an Environment of Change

The purpose of this phenomenological research and case study is to explore the role of a leader and their leadership towards creating an environment of change in school culture. At this stage in the research, stakeholders will provide feedback on how school leadership plays a role in teacher satisfaction, classified inclusivity, and student motivation. This study acknowledges the impact of a toxic culture in influencing the school climate, as well as the importance of effective leadership that is necessary to create an environment of change. As a result, the study seeks to more closely examine the school leader's role in mitigating the influence of changed culture.

It is important to gain an understanding of what or how the role of a school leader can negatively or positively impact school culture. By getting stakeholder input on their experiences, the purpose of the study can serve as a tool in creating next steps towards creating an environment of change. Educators may apply the results to understand the most effective leadership behaviors and the linkages to improving, sustaining, and creating an environment of change towards a positive school culture.

Procedures to be Followed

Since the researcher is affiliated with the school district as a site principal, the study will be conducted at three elementary schools who are under the leadership of different principals. Participants will be informed of the purpose, procedure, and potential benefits of the study before they complete the surveys, respond to the open-ended questions and/or participate in the interview. The researcher who is not part of the study, will conduct a focus group with the students who volunteered to participate and completed the parent consent form. Audio recordings from the student interview and all participant written responses will be analyzed.

Time and Duration of Study

Data Collection will begin in January 2020 and continue through March 2020. Data analysis, writing, and defense of the findings and discussion chapters of the dissertation are scheduled to be completed by July 2020.

Benefits of Study

This study has the potential to show how principal's impact school culture thus apply data results to enhance or continue to enhance school culture.

Appendix J

Persons who will have access to the records, data, tapes, or other documentation (see Application Process Step C. 3 of Handbook)
Only the researcher, Sharill Cortez, and her dissertation committee: Dr. Deborah Collins, Ed.D., Dr. Josie Jackson, Ed.D., and Dr. Cynthia Stephens, Ed.D.

Date when the records, data, tapes, or other documentation will be destroyed: December 2020

Researcher's Signature _Sharill Cortez_ Date _January 23, 2020_

-- Authorization --

I understand that participation in this study is confidential. Only the researcher, collaborators, and supervising professor will have access to participants' identities and to information that can be associated with their identities. Please check the appropriate box below and sign the form:

☒ **I give permission** for my organization to participate in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

☐ **I do not give permission** for my organization to participate in this project.

Authorized Signature _Jean Marie Frey_ Date _1-23-20_

Printed Name & Title _Jean Marie Frey, Superintendent_

Appendix F: National Institute of Health-Deborah Collins

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Deborah Collins** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 10/21/2017.

Certification Number: 2479871.

Appendix G: National Institute of Health-Sharill Cortez

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Sharill Cortez** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 09/09/2018

Certification Number: 2917303

NIH National Institutes of Health
Office of Extramural Research

Appendix H: Site Authorization

Title of Study	Perceptions About Leaders Who Influence Positive School Cultures. A Mixed-Methods Study on the Impact of Leadership on Creating...
Researcher/s	Sharill Cortez
Researcher/s' Affiliation with Site	Principal
Researcher/s' Phone Numbers	619-846-9130
Researcher/s' CUI Email (unless not from CUI)	sharill.cortez@eagles.cui.edu
Researcher/s' University Supervisor	Dr. Deborah Collins
Univ. Supervisor's Phone & Email	deborah.collins@cui.edu/562-370-6912
Location/s where Study will Occur	Perris Elementary School District

Purpose of Study (1-2 paragraphs)

Title of Study: Perceptions About Leaders Who Influence Positive School Cultures: A Mixed-Methods Study on the Impact of Leadership on Creating an Environment of Change

The purpose of this phenomenological research and case study is to explore the role of a leader and their leadership towards creating an environment of change in school culture. At this stage in the research, stakeholders will provide feedback on how school leadership plays a role in teacher satisfaction, classified inclusivity, and student motivation. This study acknowledges the impact of a toxic culture in influencing the school climate, as well as the importance of effective leadership that is necessary to create an environment of change. As a result, the study seeks to more closely examine the school leader's role in mitigating the influence of changed culture.

It is important to gain an understanding of what or how the role of a school leader can negatively or positively impact school culture. By getting stakeholder input on their experiences, the purpose of the study can serve as a tool in creating next steps towards creating an environment of change. Educators may apply the results to understand the most effective leadership behaviors and the linkages to improving, sustaining, and creating an environment of change towards a positive school culture.

Procedures to be Followed

Since the researcher is affiliated with the school district as a site principal, the study will be conducted at three elementary schools who are under the leadership of different principals. Participants will be informed of the purpose, procedure, and potential benefits of the study before they complete the surveys, respond to the open-ended questions and/or participate in the interview. The researcher who is not part of the study, will conduct a focus group with the students who volunteered to participate and completed the parent consent form. Audio recordings from the student interview and all participant written responses will be analyzed.

Time and Duration of Study

Data Collection will begin in January 2020 and continue through March 2020. Data analysis, writing, and defense of the findings and discussion chapters of the dissertation are scheduled to be completed by July 2020.

Benefits of Study

This study has the potential to show how principal's impact school culture thus apply data results to enhance or continue to enhance school culture.

Persons who will have access to the records, data, tapes, or other documentation (see Application Process Step C. 3 of Handbook)
Only the researcher, Sharill Cortez, and her dissertation committee: Dr. Deborah Collins, Ed.D., Dr. Josie Jackson, Ed.D., and Dr. Cynthia Stephens, Ed.D.

Date when the records, data, tapes, or other documentation will be destroyed: December 2020

Researcher's Signature *Sharill Cortez*   Date *January 23, 2020*

-- Authorization --

I understand that participation in this study is confidential. Only the researcher, collaborators, and supervising professor will have access to participants' identities and to information that can be associated with their identities. Please check the appropriate box below and sign the form:

[X] **I give permission** for my organization to participate in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

[ ] **I do not give permission** for my organization to participate in this project.

Authorized Signature *Jean Marie Frey* Date *1-23-20*

Printed Name & Title *Jean Marie Frey, Superintendent*

Appendix I: Informed Consent Form: Principals

PERCEPTIONS ABOUT RELATIONAL ASPECTS OF LEADERSHIP AND THE IMPACT OF CREATING AN ENVIRONMENT OF CHANGE: A MIXED-METHODS STUDY OF SCHOOL CULTURE AND IMPACT OF LEADERSHIP

The study in which you are being asked to participate is designed to investigate the impact of school culture based on the leadership of school principals. This study is being conducted by Sharill Cortez under the supervision of Dr. Deborah Collins from the School of Education at Concordia University Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, California.

Purpose: The purpose of the study is to determine if principals impact the school culture.

Description: You are being asked to complete a survey with questions relating to school culture.

Participation: Your participation is completely voluntary, and you may discontinue participation at any time.

Anonymity: Your identity will remain completely anonymous. The completed surveys will be stored in a locked filing cabinet off the school sites. Once the data has been disseminated, they surveys and notes will be destroyed and shredded.

Duration: Your total time of participation will be about twenty-five minutes (Survey with questionnaire: 15 minutes; and Survey with open ended questions: 10 minutes).

Risks: There are no foreseeable risks to your participation in the study.

Benefits: This study has the potential to show you that your leadership impacts school culture thus apply data results to continue to enhance school culture.

Video/Audio/Photography: No video, audio, or photographs will be taken.

Contact: For questions about the research and research participants' rights, or in the event of a research-related inquiry injury, please contact Dr. Deborah Collins, dissertation committee chair: (562) 370-6912; Deborah.Collins@cui.edu.

Results: The results of this study will be published in the researcher's doctoral dissertation at Concordia University Irvine.

Confirmation Statement:
I have ready and understand the consent document and agree to participate in your study.

Signature:_____   Date:_____

Printed Name:_____

Appendix J: Informed Consent Form: Teachers and Classified

PERCEPTIONS ABOUT RELATIONAL ASPECTS OF LEADERSHIP AND THE IMPACT OF CREATING AN ENVIRONMENT OF CHANGE: A MIXED-METHODS STUDY OF SCHOOL CULTURE AND IMPACT OF LEADERSHIP

The study in which you are being asked to participate is designed to investigate the impact of school culture based on the leadership of school principals. This study is being conducted by Sharill Cortez under the supervision of Dr. Deborah Collins from the School of Education at Concordia University Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, California.

Purpose: The purpose of the study is to determine how teachers feel the principals impacts the school culture.

Description: You are being asked to complete a survey with questions relating to school culture.

Participation: Your participation is completely voluntary, and you may discontinue participation at any time.

Anonymity: Your identity will remain completely anonymous. The completed surveys will be stored in a locked filing cabinet off the school sites. Once the data has been disseminated, they surveys and notes will be destroyed and shredded.

Duration: Your total time of participation will be about fifteen minutes.

Risks: There are no foreseeable risks to your participation in the study.

Benefits: This study has the potential to show your school principal how their leadership impacts school culture thus apply data results to enhance or continue to enhance school culture.

Video/Audio/Photography: No video, audio, or photographs will be taken.

Contact: For questions about the research and research participants' rights, or in the event of a research-related inquiry injury, please contact Dr. Deborah Collins, dissertation committee chair: (562) 370-6912; Deborah.Collins@cui.edu.

Results: The results of this study will be published in the researcher's doctoral dissertation at Concordia University Irvine.

Confirmation Statement:
I have ready and understand the consent document and agree to participate in your study.

Signature:_____   Date:_____

Printed Name:_____

Appendix K: Parental Informed Consent-English

APPENDIX H: PARENTAL INFORMED CONSENT

Parental informed consent is required for participation of minors in research (sample below) unless waived by the IRB. Each research project is unique and the informed consent form should be customized to your study.

Date

Dear Parent(s),

I will be conducting a study in our school to explore the role of a leader and their leadership towards creating an environment of change in school culture . The study will last . This is a part of my phenomenological research and case study for my doctorate degree at Concordia University Irvine, CA.

I am writing to ask permission to use the data I collect from your child during this process. Participation in this study involves a two-part survey and a semi-structured focus group.

Mrs. Jean Marie Fréy—Superintendent— has approved this study for implementation at three schools in the Perris Elementary School District.

The significance of the study is the results will provide useful information on how the role of a school leader can negatively or positively impact school culture. The benefits to your child for participating in this study include providing their feedback to school leaders through the survey and focus group.

Only Dr. Deborah Collins, —my University Supervisor—and I will have access to your child's identity and to information that can be associated to your child's identity. The data and documentation will be destroyed by December 2020.

Use of data from your child is voluntary. You may contact me at any time regarding your child's participation. My phone number is 951-657-0728 and my e-mail is sharill.cortez@eagles.cui.edu.

Sincerely,
Sharill Cortez

Please check the appropriate box below and sign the form:

☐ I give permission for my child's data to be used in this study. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.
☐ I do not give permission for my child's data to be included in this study.

Student's Name: _____

Signature of Parents/Guardian: _____

Printed Name of Parents/Guardian _____

Date _____

Appendix L: Child Assent Form-English

In addition to parental informed consent for minors, the assent of the child should be obtained unless waived by the IRB. Child assent forms must use simple and age appropriate language (sample below). Each research project is unique and the informed consent form should be customized to your study.

We are doing a study to learn how principals contribute to school culture. We are asking you to help because we want to hear what students think about their school principals.

If you agree to be in our study, we are going to ask you some questions about your school including your teachers and school principal. We want to know what you think about them. For example, we will ask you if a teacher or school principal makes you feel welcomed.

You can ask questions about this study at any time. If you decide at any time you do not want to finish, you can ask us to stop.

The questions we will ask are only about what you think. There are no right or wrong answers because this is not a test.

If you sign this paper, it means that you have read this and that you want to be in the study. If you don't want to be in the study, don't sign this paper. Being in the study is up to you, and no one will be upset if you don't sign this paper or if you change your mind later.

Signature of person obtaining assent: _____ Date: _____

Printed Name of person obtaining assent: _____

Your Signature: _____ Date: _____

Your Printed Name: _____

Appendix M: Parental Informed Consent-Spanish-Consentimiento Informado: Padres

PERCEPCIONES SOBRE ASPECTOS RELACIONALES DE LIDERAZGO Y EL IMPACTO DE CREAR UN AMBIENTE DE CAMBIO: UN ESTUDIO DE MÉTODOS MIXTOS DE CULTURA ESCOLAR E IMPACTO DE LIDERAZGO

El estudio en el que se le solicita participar está diseñado para investigar el impacto de la cultura escolar basado en el liderazgo de los directores de las escuelas. Sharill Cortez está llevando a cabo este estudio bajo la supervisión de la Dra. Deborah Collins de la Facultad de Educación de la Universidad de Concordia en Irvine. Este estudio ha sido aprobado por la Junta de Revisión Institucional de la Universidad de Concordia Irvine, en Irvine, California.

Propósito: El propósito del estudio es determinar cómo los maestros, los empleados clasificados, y estudiantes se sienten directores impactan la cultura escolar.

Descripción: Se les pide a estudiantes que completan una encuesta con preguntas relacionadas con la cultura escolar.

Participación: La participación de su estudiante es completamente voluntaria y puede suspenderla en cualquier momento.

Anonimato: La identidad de su estudiante permanecerá completamente anónima. Las encuestas completadas se almacenarán en un archivador cerrado fuera de los sitios escolares. Una vez que los datos han sido difundidos, las encuestas y las notas serán destruidas y trituradas.

Duración: Su tiempo total de participación será de unos quince minutos.

Riesgos: No hay riesgos previsibles para su estudiante cuanto la participación en el estudio.

Beneficios: Este estudio tiene el potencial de mostrarle a los directores de su escuela cómo su liderazgo impacta la cultura escolar, por lo tanto, aplique los resultados de los datos para mejorar o continuar mejorando la cultura escolar.

Video / Audio / Fotografía: No se tomarán videos, audio o fotografías.

Contacto: Para preguntas sobre el estudio y los derechos de los participantes en el estudio, o en el caso de una pregunta relacionada con el estudio, comuníquese con la Dra. Deborah Collins, presidenta del comité de tesis: (562) 370-6912; Deborah.Collins@cui.edu.

Results: The results of this study will be published in the researcher's doctoral dissertation at Concordia University Irvine. Resultados: Los resultados de este estudio se publicarán en la tesis doctoral del investigador en la Universidad Concordia de Irvine.

Declaración de Confirmación

He leído y entiendo el documento de consentimiento y acepto que mi estudiante participe en su estudio

Firma:_____   Fecha:_____

Nombre escrito:_____

Appendix N: Child Assent Form-Spanish-Formulario de Asesoramiento Infantil

Estoy haciendo un estudio para aprender cómo los directores contribuyen a la cultura escolar. Le pido ayuda porque quiero escuchar lo que los estudiantes piensan acerca de los directores de sus escuelas.

Si acepta participar en mi estudio, le haré algunas preguntas sobre su escuela, incluidos sus maestros y el director o directora de la escuela. Quiero saber qué piensas de ellos. Por ejemplo, le preguntaré si un maestro o el director/la directora de la escuela lo hacen sentir bienvenido.

Puede hacer preguntas sobre este estudio en cualquier momento. Si decides en cualquier momento que no quieres continuar, puedes pedir que paremos.
Las preguntas que hare son solo sobre lo que piensas. No hay respuestas correctas o incorrectas porque esto no es una prueba.

Si firma este documento, significa que lo ha leído y que desea participar en el estudio. Si no desea participar en el estudio, no firme este documento. Estar en el estudio depende de ti, y nadie se molestará si no firma este documento o si cambia de opinión más adelante.

Firma de la persona que obtiene el consentimiento:_____
Fecha:_____

Nombre impreso de la persona que obtiene el consentimiento:_____
Fecha:_____

Firma:_____ Fecha:_____
_____

Nombre escrito:_____

Appendix O: Proposed Draft Timeline

September 2, 2018

September 2, 2018 – Meet with chair and develop timeline

September 2, 2018 – Begin working on Chapters 1 and 2

Mid-December, 2018 – Meet with chair to discuss progress (initial research questions, theoretical framework decided and researched, and Chapter 2 outline.)

January to March, 2019 – Work on draft of Chapters 1-3

April, 2019 - Meet with chair and review IRB procedures and application.

May, 2019 – Complete Chapters 1-3 and send to committee for review.

June, 2019 Receive feedback from committee on Chapters 1-3 and make adjustments

July, 2019 - Submit IRB Application to University (need permission from school districts)

August, 2019 - Send final draft to committee - (as close to perfect as possible.)

September, 2019 - Receive feedback from committee.

October, 2019 - Oral Defense of the Comprehensive Dissertation Proposal

November to December, 2019 – Finalize schedule with school districts/ begin to collect data

January to March, 2020 - Conduct study/collect data

April/June, 2020 - Analyze Data/Write Chapters 4 and 5

Mid-June, 2020 – Send Dissertation Draft to Committee

Mid-July, 2020 – Receive feedback from committee

End of August, 2020 - Final Defense
December, 2020 – Graduation (yay!)

Appendix P: Proposed Budget

Jotform	$29/month for 5 months= $145
Online Survey Tool Fee (Survey Monkey)	$5/month for 5 months = $25
Colored Paper	$100
Colored Envelopes	$100
Pencils	$50
Thank You/Incentives (Snacks)	$70
Total	**$490**