

Prairie View A&M University

Digital Commons @PVAMU

All Dissertations

Dissertations

12-2023

Educators' Perspectives Of Principal's Motivational Behavior In High Performing High Schools In An Urban School District

John Santos

Prairie View A&M University

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-dissertations>

Recommended Citation

Santos, J. (2023). Educators' Perspectives Of Principal's Motivational Behavior In High Performing High Schools In An Urban School District. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-dissertations/35>

This Dissertation is brought to you for free and open access by the Dissertations at Digital Commons @PVAMU. It has been accepted for inclusion in All Dissertations by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

EDUCATORS' PERSPECTIVES OF PRINCIPAL'S MOTIVATIONAL BEHAVIOR IN
HIGH PERFORMING HIGH SCHOOLS IN AN URBAN SCHOOL DISTRICT

A Dissertation

by

JOHN SANTOS

Submitted to the Office of Graduate Studies
of Prairie View A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2023

Major Subject: Educational Leadership

EDUCATORS' PERSPECTIVES OF PRINCIPAL'S MOTIVATIONAL BEHAVIOR IN
HIGH PERFORMING HIGH SCHOOLS IN AN URBAN SCHOOL DISTRICT

A Dissertation

by

JOHN SANTOS

Submitted to the Office of Graduate Studies of
Prairie View A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Approved as to style and content by:

Dr. Pamela Freeman
Chair of Committee

Dr. Douglas Hermond
Member

Dr. Patricia Hoffman-Miller
Member

Dr. Isaac Carrier
Member

Dr. Anthony Harris
Dean of College of Education
Department Head

Dr. Tyrone Tanner
Dean of Graduate Studies

December 2023

ABSTRACT

Educators' Perspectives of Principal's Motivational Behavior
in High Performing High Schools in an Urban School District
(December 2023)

John Santos, B.B.A., Lamar University; B.B.A. Management Information Systems,
Lamar University; Master of Education, Prairie View A&M University. Chair of
Advisory Committee: Dr. Pamela Barber-Freeman

Principal leadership style is a significant factor influencing student achievement. The problem this study addressed was limited qualitative research exploring the differences in perspectives of principals and teachers regarding the effectiveness of principals' leadership styles on teachers' instructional modalities and student achievement, especially in urban K-12 schools. The purpose of this study was to examine how the impact of principals' leadership styles is experienced by principals and teachers serving in the same school.

Using rational emotive behavioral theory as a conceptual framework, the study further examined, from both principals' and teachers' perspectives, how a principal's leadership impacted teachers' instructional style and methods and student achievement. Six principals and 21 teachers from high-performing schools in Texas were administered a qualitative survey with open-ended questions about their principals' leadership styles. Thematic analysis was used to analyze the data, and comparisons were made between principals' intended leadership styles and practices and teachers' interpretations of those

leadership practices. Teachers' and principals' responses for each school were compared to elucidating essential differences and similarities between their perspectives of school leadership. In general, teachers' and principals' thoughts on transformational leadership converged, except for one school. Discrepancies in leadership attributes and perspectives were related to communication, highlighting communication as an essential component of principals' leadership.

The study findings showed that teachers could generally identify their principals' transformational leadership practices as intended by the principals. Some participants highlighted ineffective leadership stemming from communication challenges. Recommendations for principals to enhance their leadership styles were provided, highlighting important mechanisms for enhancing communication with teachers.

Keywords: principals' perspectives, principals' motivation, principals' behavior, teachers' instructional practices, transformational leadership, communication, teachers' effectiveness

DEDICATION

This dissertation is dedicated to my loving and supportive parents. My mother continued to encourage and provide me with inspirational words to continue. My father never allows me to quit what I started, no matter how difficult the task may be. To my wife and son, who provided me with love, enthusiasm, and devotion to support me through this process. To my big sister, little brother, mother-in-law, family, and friends who supported me throughout this endeavor, I thank you. This dissertation is dedicated to God, who has provided me with the strength and willingness to endure throughout this journey. Thank you to my grandmother, Matilda McCoy, who always called me her, “Little Professor.”

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my committee chair, Dr. Pamela Freeman, for the encouragement and motivation she provided me throughout this journey. Dr. Freeman treated me like a part of her family and like a son. I would like to thank the members of my dissertation committee, Dr. Douglas Hermond, Dr. Patricia Hoffman-Miller, and Dr. Isaac Carrier, for generously providing their time, expertise, and patience to guide me through this journey. Dr. Carrier (Chuck) has been my mentor and advisor for over 20 years since I became a member of Alpha Phi Alpha Fraternity Inc. at Lamar University. I am grateful to the participants for their time and willingness to assist me with the research.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	x
LIST OF TABLES.....	xi
CHAPTER	1
I. INTRODUCTION	1
Overview	1
Statement of the Problem	3
Background to the Problem.....	4
Teachers' Perspectives of Principal Leadership.....	5
Transformational Leadership.	6
Research Objectives	8
Statement of Purpose.....	8
Significance of the Study	9
Conceptual Framework	10
Rational-Emotive Behavior.	11
Transformational Leadership.	11
Research Questions	12
Definitions of Terms	13
Methods Overview	14
Overview of Study	15
II. LITERATURE REVIEW	16
Conceptual Framework	17
Conceptual Framework of this Study.....	18
Rational-Emotive Behavior	18
Transformational Leadership.....	21
Perspectives of School Leadership	34
Principal's Role.....	39

Teachers' Perspectives of Principals' Leadership	42
Teachers' Roles.....	43
Principal Leadership Style Impacts Teachers' Instructional Style and Methods.....	45
Principal Perspectives	45
Teacher Perspectives	46
Teachers' Instructional Elements.....	48
The Effect of COVID-19.....	53
Leadership, Teacher's Trust, and Working Commitment.....	55
Summary	56
 III. RESEARCH METHOD.....	 58
Research Design and Rationale	59
Methodological Tradition	59
Research Approach	60
Role of the Researcher	62
Methodology	64
Participant Selection	64
Instrumentation	65
Population and Sample	65
Data Collection	66
Data Analysis Plan	67
Issues of Trustworthiness	68
Credibility	69
Transferability.....	69
Dependability.....	70
Confirmability.....	71
Ethical Considerations	72
Summary	73
 IV. RESULTS	 75
Participant Demographics	75
Research Findings	79
RQ1: Examination of Principals' Leadership Styles	79
SQ1: How COVID-19 Influenced Principals' Leadership Styles.....	88
RQ2: Influence of Principal Leadership on Teachers' Instructional Style	96
RQ3: Influence of Principal and Teacher Leadership on Student Achievement	108
Summary	116
 V. DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	 118
Summary of Research Findings	119
Limitations of the Study.....	126
Recommendations	128
Implications	130

Conclusions	132
REFERENCES	136
Appendix A: Surveys Used in This Study	182
Survey for Teachers	182
Demographic Questions.....	182
Interview Questions	182
Survey for Principals.....	183
Demographic Questions.....	183
Interview Questions	184
Appendix B: Recruitment Flier.....	187
Appendix C: Recruitment Letter.....	188
Appendix D: Curriculum Vitae.....	188

LIST OF FIGURES

FIGURE	Page
Figure 1: Conceptual Framework	18

LIST OF TABLES

TABLE	Page
Table 1: Demographics Characteristics of the Participating Principals.....	76
Table 2: Demographics Characteristics of the Participating Teachers	78
Table 3: Participants’ Definitions of Transformational Leadership	81
Table 4: Principals’ Use of Transformational Leadership Before COVID-19	83
Table 5: Principals’ Use of Transformational Leadership During COVID-19	89
Table 6: Teachers’ Opinions of Their Principals’ Leadership During the Pandemic	91
Table 7: Principals’ Perspectivess: Their Influence on Teachers’ Instructional Styles....	96
Table 8: Comparison of School 1 Participants’ Perspectives: Principal 1’s Leadership Style	99
Table 9: Comparison of School 2 Participants’ Perspectives: Principal 2’s Leadership Style	101
Table 10: Comparison of School 3 Participants’ Perspectives: Principal 3’s Leadership Style	103
Table 11: Comparison of School 4 Participants’ Perspectivess: Principal 4’s Leadership Style	104
Table 12: Comparison of School 5 Participants’ Perspectives: Principal 5’s Leadership Style	106

Table 13: Schools 1 and 2 Participants' Perspectives: Student Achievement	108
Table 14: School 3 Participants' Perspectives: Student Achievement	112
Table 15: Schools 5 and 6 Participants' Perspectives: Student Achievement	114

CHAPTER I

INTRODUCTION

Overview

Effective educational leadership at the primary and secondary school level supports college readiness and competency, thereby allowing for high rates of student advancement. The primary objective of educational leadership is to increase academic accomplishment through strengthening school processes and resources and training for administrators and teachers (Daniëls et al., 2019). Educational leadership must collaborate with educators, family members, students, legislators, and the general public (Borg & Drange, 2019). In addition, from a business standpoint, educational leadership is a form of academic administration and quality control (United States Department of Education, 2021). Thus, school leadership must be equipped with diverse skills to effectively manage employees, promote student success, and ensure the economic stability of school resources.

Education is a critical social process for countries seeking a long-term economic edge. A principal's leadership style has a considerable influence on the quality of instruction, one of the most critical components in delivering effective education to the younger population of a country (Gbollie & Keamu, 2017). Effective leadership strengthens an organization's capacity to face any issue, such as building a competitive academic edge, promoting ethical conduct, and managing a managing a diverse

This dissertation follows APA 7th Edition

workforce honestly and efficiently (Sun et al., 2017). Therefore, principals must adopt leadership styles that improve an institution's atmosphere while fulfilling a nation's educational mandates.

Diverse leadership styles may result in enhanced student accomplishment, improved staff work performance, and a more positive classroom atmosphere (Sun et al., 2017). The important interplay between principals and teachers in educational institutions cannot be understated. Indeed, educational leadership is crucial for improving teacher effectiveness. Effective leadership can encourage and inspire high achievement among teachers (Özdemir et al., 2020), but inadequate leadership can lead to unmotivated, disengaged, and ineffective instructors (Webster & Litchka, 2020). Indeed, effective communication between teachers and principals is paramount for creating a thriving environment for student achievement (Grissom et al., 2021). However, how teachers view principals' leadership styles in conjunction with the self-evaluation of their leadership styles and efficacy is poorly understood. Therefore, this study aimed to comprehend teachers' views of their principals' leadership styles and compare these perspectives to their principals' self-evaluated leadership styles.

Chapter I includes a statement of the problem evaluated by this researcher, followed by background related to teachers' perspectives of their principal's leadership styles. The chapter then includes a review of the research objectives, research questions, and a statement of purpose. Next, the researcher evaluates the significance of the study, the conceptual framework used to underpin the study, presents definitions of key terms,

and an overview of the study's methodology. Finally, the chapter concludes with a summary and a transition to the literature review presented in Chapter II.

Statement of the Problem

The teacher-principal relationship is critical for promoting and maintaining student achievement (Tai & Omar, 2022). Indeed, numerous scholars have recently highlighted the importance of a principal's leadership style on teacher self-efficacy (Çoban et al., 2023; Liu et al., 2021), job satisfaction (Baptiste, 2019), motivation (Bektaş et al., 2022), and performance (Astuti et al., 2020). The academic literature also contains an evaluation of teachers' perspectives of principals' leadership styles (Abu Nasra & Arar, 2020; Makgato & Mudzanani, 2019), as well as principals' self-evaluation of their leadership styles (Ganon-Shilon & Schechter, 2019; Sebastian et al., 2019). However, there is a dearth of studies that evaluates a principal's perspectives of teachers and teachers' perspectives of their principal within the same school. This significant gap in research and practice represents a critical area in need of understanding, as principal-teacher relationships are critical for the educational advancement of students (DeMatthews et al., 2022).

This research focuses on addressing a gap in qualitative studies, specifically examining the variations in how principals and teachers perceive the impact of principal leadership styles on instructional methods and student achievement. The emphasis is particularly on urban K-12 schools, where there is a scarcity of comprehensive research on this subject. A principal's leadership style impacts the overall school achievement of students, teachers, and administrators (Wiyono, 2018). However, to date, only one

published study compared the perspectives of teachers' regarding their principals' leadership style while also examining their principal's self-evaluated leadership efficacy (Dugan, 2021). Importantly, the study by Dugan (2021) was delimited to International Christian Schools and did not include an analysis of United States' public schools. Thus, there is still a need to understand teachers' perspectives of their principal in cognate with their principal's self-evaluation, especially in urban schools, where effective school leadership is an essential determinant of student success (Welsh & Swain, 2020). This study accomplishes this comparison for urban K-12 public schools in the United States.

Background to the Problem

Leadership is an essential tenet underscoring the success of organizations and individuals, as evidenced by successful organizations having dynamic and effective leaders (Cortellazzo et al., 2019; Khan et al., 2020). Educational leadership is no exception, where dynamic, diverse, and effective leaders promote school and student academic and social achievement (Özdemir, 2019). Leadership is essential at all levels within a school: principals can improve teacher morale (Grant, 2020; Noor et al., 2019), job satisfaction (Cansoy, 2019; Pont et al., 2008), and student performance (Grissom & Loeb, 2011; Ponnock et al., 2018), and teachers have been found to significantly impact student achievement (Burroughs et al., 2019). Thus, facilitating the improvement of the leadership qualities of all individuals within educational leadership ranks will likely lead to increased academic achievement by students.

Leadership is only effective if leaders and followers strive towards the same goal and shared vision (Mohd Adnan & Valliappan, 2019). In educational leadership, it is vital

to ensure that principals and teachers have the same vision for promoting student success (Park et al., 2019). Therefore, understanding teachers' perspectives of their principal, and vice versa, is an essential avenue of research. The remainder of this section includes an overview of teachers' perspectives of principals' leadership styles. This discussion will then transition towards a review of transformational leadership principles, which teachers view as important for school success.

Teachers' Perspectives of Principal Leadership

Studies evaluating teachers' perspectives of school leadership highlight the influence of principals on teachers' instructional practices (Goddard & Kim, 2018). Specifically, teachers believe that principals should set high goals and expectations while providing the necessary tools to meet these goals (Vangrieken et al., 2017). Teachers also believe that principals should promote collaboration and inclusion at all levels via effective and dynamic communication (Goddard & Kim, 2018) while encouraging teachers to empower students personally and academically (Khalifa, 2020). Furthermore, according to Stronge and Xu (2021), teachers respect principals who lead in the classroom and encourage innovation while providing support to the teachers. Additionally, teachers value principals who understand how to connect to the students and anticipate the students' needs in the classroom and the teachers (Grissom et al., 2021). When taken together, these qualities are all present in the tenets of transformational leadership.

Transformational Leadership

Transformational leadership is a leadership style that encourages, inspires, and motivates employees to perform in a manner that affects change (Bass, 1985).

Transformational leadership entails articulating a desirable goal, using symbols to concentrate on the followers' efforts, and acting as a positive example and role model (Hoy & Miskel, 2001; Yukl, 2002). The four tenets or principles of transformational leadership encompass idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1985; Leithwood & Jantzi, 1990).

Transformational leaders exhibit idealized influence by serving as role models for employees (Afshari, 2022). Inspirational motivation refers to mechanisms transformational leaders employ to cultivate a shared mission or vision and intellectual stimulation refers to transformational leaders' responsibility in stimulating employees' ideas and innovation (Bass, 1985). Finally, transformational leaders embody individual consideration by listening to employees' concerns and needs to adequately support those needs (Hannah et al., 2020).

Recent evidence in literature suggests that each of the four tenets of transformational leadership is imperative in fostering meaningful relationships between principals and teachers. Teachers respect principals who lead in the classroom (Stronge & Xu, 2021), which is the essence of idealized influence. Inspirational motivation is contextualized in educational leadership when principals promote collective efficacy among teachers (Versland & Erickson, 2017), engaging and motivating teachers to support a collective vision (Meyer et al., 2022). Moreover, teachers and other

stakeholders indicate that principals best lead schools by fostering a healthy, diverse, and inclusive academic and social culture (Hymel & Katz, 2019). In doing so, principals embody inspirational motivation. Principals acting as transformational leaders encourage intellectual stimulation by allowing teachers to develop innovative ways to promote student learning while facilitating these shared visions (Ndiritu et al., 2019). Therefore, transformational leadership fosters a heightened formative educational experience while promoting teacher motivation to exceed expectations, increasing productivity, and positively affecting a school's creative environment (Biggerstaff, 2012; Johnson et al., 2012; Ladd, 2011; Moolenaar et al., 2010; Waddell, 2010).

While teachers identified the tenets of transformational leadership as important for school success, it is poorly understood whether the perspectives of teachers and principals are coalescent regarding principals' leadership styles. It is important to understand teachers' perspectives of principals and vice versa so that principals can effectively provide inspirational motivation, individual consideration, and idealized influence on teachers and all school stakeholders. Therefore, this study investigated the critical role of principals' leadership styles in promoting teachers' instructional modalities and styles using a lens of transformational leadership. In doing so, this study critically evaluates whether principals and teachers were working toward a collective vision for their schools. It should be noted that teachers and principals from high-performing, not low-performing schools were recruited for this study. However, transformational leadership may be applicable to principal leadership at all K-12 schools,

not simply low-performing schools. With this notion, the research objectives are now reviewed.

Research Objectives

The current study concentrated on how the leadership styles of administrators impact teachers' instructional methods, including lesson planning, professional growth opportunities, curriculum creation, classroom activities, instructional assistance, and discipline. Although this study focused on instructional practices, transformational leadership can influence various elements of instructors' and students' experiences. Therefore, this study evaluated the perspectives of teachers regarding their principals' leadership style with an unbiased eye toward transformational leadership qualities. At the same time, the researcher interviewed principals regarding their perspectives of their leadership styles. Comparison of the perspectives from the two groups allowed for a holistic understanding of how principals' leadership styles impact teachers' success and student achievement. Principals and instructors from top-performing high schools in a southern metropolitan region participated in the project.

Statement of Purpose

Creating an engaging and successful student learning environment requires teacher motivation. Motivated teachers inspire and empower their students, resulting in improved academic achievements and a productive school atmosphere (Skaalvik & Skaalvik, 2018). Educational institutions and leaders must place teacher motivation at the forefront of their efforts to foster the development of successful teachers (Pelletier & Rocchi, 2016). Likewise, the school and students' overall success are affected by the

principal's ability to provide motivation and inspiration (Avolio et al., 1999). As such, it is critical to understand how teachers and principals view school leadership, especially regarding teachers' instructional styles and methods. Therefore, the purpose of this study was to examine how the impact of principals' leadership styles was experienced by principals and teachers serving in the same school. The study further examined, from both principals' and teachers' perspectives, how a principal's leadership impacts teachers' instructional style and methods and student achievement.

Significance of the Study

For several reasons, particularly in urban K–12 schools, it is vital to explore whether there are discrepancies between principals' and teachers' assessments of the impact of principals' leadership philosophies on teachers' instructional modes and student success. First, teachers and principals are one determining factor in how students develop academically and socially. Consequently, determining where the visions of principals and teachers agree and diverge may assist in identifying areas for policies and practices targeted at raising student accomplishment. Second, there are distinct difficulties that urban K–12 schools encounter that may affect teaching and learning. High student turnover, poverty, a lack of resources, and language obstacles are some of these difficulties (Nation et al., 2020). As a result, principals' leadership styles have been found to significantly influence how instructors approach their teaching methods and students' participation in the learning process. Stakeholders may pinpoint problem areas and provide solutions tailored to the requirements of urban K–12 schools by examining the perspective gaps between principals and teachers, which this study accomplished.

Studies have demonstrated a significant link between principal leadership and teacher effectiveness, affecting student accomplishment (Cansoy, 2019; Leithwood et al., 2020a). Teachers are more likely to use instructional strategies that assist student learning and relate to school goals if they believe their principal supports them. Therefore, it is critical to understand if there are discrepancies in the communication of goals between principals and teachers, a facet of educational leadership evaluated in this study.

Stakeholders may use this information to identify potential influences on teacher efficacy and raise student success by examining disparities in views between principals and teachers. In this way, the study may provide school stakeholders with tools and recommendations to increase student accomplishment by identifying areas of agreement and disagreement, developing solutions tailored to the demands of urban K–12 schools, and fostering teacher efficacy.

Conceptual Framework

Two theoretical frameworks were applied in this study to understand the differences and similarities between teachers' and principals' perspectives of principals' leadership styles. The first theory, rational emotive behavior (REB) theory, allowed for an examination of differences in perceptions. The second theoretical model was transformational leadership, which allowed for a critical examination of the mechanisms principals use to motivate and inspire teacher performance. Together, these two frameworks allowed for a comprehensive assessment of the study's objective, namely, to examine how the impact of principals' leadership styles is perceived by principals and

teachers serving in the same school. REB and transformational leadership are now discussed in turn.

Rational-Emotive Behavior

The rational-emotive behavior (REB) was first described by Ellis (1962) to examine how differences in perspectives by two different people can be derived by interpreting the same observed behavior. The REB model posits that thoughts, behaviors, and feelings interact and depend on each other (Ellis, 1962). Congruent with this model, Ellis (1991) argued that feelings and behaviors are affected and created by thinking. At the same time, emotions influence thoughts and behaviors, and behaviors similarly impact thoughts and feelings. Ellis (1962, 1991) consequently argued that if one of these constructs is altered that is, thoughts, feelings, behaviors, and emotions), then all constructs are dynamically influenced (Banks & Zions, 2009). Therefore, individual experiences and reactions to events and behaviors differ, leading to different perspectives. Thus, the REB model was applied in this study to understand differences in teachers' and principals' perspectives of principals' leadership styles concerning mechanisms to influence student achievement and teachers' instructional styles and qualities.

Transformational Leadership

The researcher's second theoretical basis was transformational leadership. According to Burns (1978), transformational leadership is the process through which superiors and subordinates help each other attain better morale and motivation. The educational sector has widely embraced transformational leadership, which has its roots

in a study on political leaders (Burns, 1978). This notion is deeply engrained in developing leaders at all levels under the direction of the organization's or agency's senior executives. Managers and subordinates, through transformational leadership, enhance one another's inspiration (Burns, 1978).

Indeed, transformational leadership entails the capacity of managers to interact with their workforce in a way that motivates them to higher levels of inspiration, dedication, and moral purpose (Burns, 1978). Bass (1985) added additional clarity to Burns' (1978) study by explaining how psychological and transformational leadership is assessed and how they affect the motivation and performance of followers. Thus, through cohesive relationships and a shared vision, principals who practice transformational leadership create settings where teachers and students flourish (Hauserman & Stick, 2013). This study utilized the tenets of transformational leadership to analyze principals' leadership qualities by examination of the perspectives of principals and teachers at the same school.

Research Questions

To achieve these research objectives, the researcher devised the following research questions:

RQ1: What are principals' and teachers' perspectives of the current leadership styles of principals?

Sub RQ1: What are principals' and teachers' perspectives of how the COVID-19 pandemic impacted principals' leadership styles?

RQ2: What are the perspectives of teachers and principals regarding how principal leadership style impact teachers' instructional style and methods?

RQ3: What are the perspectives of teachers and principals regarding how principals' leadership styles and teachers' instructional styles and methods impact student achievement?

Definitions of Terms

High-performing high schools: schools that regularly achieve academic success in crucial areas, such as student engagement, graduation rates, and extracurricular activities. As a result, these schools are frequently recognized for their outstanding performance and may win prizes or achieve recognition for their accomplishments (McGee, 2021).

Principal: the school's leader and administrator. They supervise the school's everyday operations and employees and ensure pupils receive a quality education. Principals are crucial to the success of their schools because they give leadership and guidance to the whole school community (Darling-Hammond et al., 2022).

Principal's motivational behavior: refers to a school leader's activities and tactics to inspire and motivate teachers and employees to attain their goals and perform at their highest levels (Wirawan et al., 2019).

Student Achievement: the academic advancement or success of an individual or group of students in a particular academic area or topic. Typically, it assesses how effectively students have acquired and mastered the skills and knowledge presented in the classroom using a range of quizzes, examinations, and other tasks (Darling-Hammond et al., 2022).

Transformational leadership: a type of leadership in which a leader inspires and encourages followers to realize their full potential and achieve greater success through a shared vision and set of shared values (Bass, 1985). This leadership style is distinguished by its emphasis on fostering growth and development and enabling employees to assume responsibility for their work and obligations (Bass, 1985; Burns, 1978).

Urban setting: has area with a high population density, a diversified population, and a developed infrastructure. It usually refers to cities or highly populated places with a large concentration of individuals, buildings, and services (Greenwood-Ericksen & Kocher, 2019).

Methods Overview

A qualitative research design was applied to this study. Qualitative research collects and interprets non-numerical data primarily from participants' perspectives, beliefs, lived experiences, and views (Mulisa, 2022). The qualitative methodology is widely used in many social science fields, including social work (Alston, 2020), sociology (Beckert & Suckert, 2021), and, most importantly, education and leadership (Zawacki-Richter et al., 2020). Phenomenology was the specific qualitative research approach employed. Using phenomenology, researchers can examine the shared experiences of a specific demographic or group (McGovern, 2017). Data was gathered through a written qualitative questionnaire administered to principals and teachers in selected high-performing high schools in a metropolitan region (Padilla-Diaz, 2015).

Overview of Study

Chapter I began with background information on the topic of this dissertation, which addressed potential barriers in communication between teachers and principals that can affect teachers' instructional capabilities. Chapter I also included a presentation of the problem addressed by the study and the purpose and research questions utilized in the study. Next, the chapter discussed the conceptual framework used in the study, namely a combination of rational emotive behavior and transformational leadership. Finally, the chapter presented key integral definitions for understanding the study.

There are four additional chapters in this study. The background information on the subject, a description of the conceptual framework, and an overview of seminal research on the topic are all included in Chapter II. Chapter III presents the research techniques and procedures for gathering and analyzing the study's data. The study's findings are presented in Chapter IV, which includes the results based on the data examined. Finally, the results' justification, a comparison of the findings to earlier research, suggestions for further study, and suggested practice procedures are all included in Chapter V.

CHAPTER II

LITERATURE REVIEW

This chapter evaluates earlier research on how principal leadership styles affect teachers' effectiveness and students' academic progress. In this literature review, I summarize relevant studies on principal leadership styles, how they affect teachers' and students' performance, and how COVID-19 impacts these topics. According to Daniëls et al. (2019), the primary purpose of educational leadership is to promote academic achievement by enhancing school systems, resources, and training for administrators and teachers. However, educational leadership is more complex than simple administration, as school leaders must cooperate with teachers, parents, students, politicians, and the public (Borg & Drange, 2019). Furthermore, schools are commercial institutions that principals must manage from a quality and economic perspective (Sunaengsih et al., 2019). Thus, school leadership must be trained with various abilities to effectively manage personnel, promote student success, and safeguard the financial stability of school resources.

A principal's leadership style significantly impacts the quality of instruction, one of the most important factors in providing successful education to the nation's youth (Gbollie & Keamu, 2017). Good leadership enhances an organization's capacity to confront challenges, such as developing a competitive intellectual edge, cultivating ethical conduct, and managing a diverse workforce honestly and efficiently (Sun et al., 2017). Thus, principals must employ leadership styles that enhance the institution's professional environment while meeting national and state educational requirements.

Different leadership styles could lead to heightened student performance, increased staff efficiency, and a more positive atmosphere in the classroom. (Sun et al., 2017).

This study examined how principals and teachers in the same school understand and experience the impact of principals' leadership styles. Therefore, Chapter II begins by explaining the conceptual framework used in this study, which combines rational-emotive behavior theory and transformational leadership theory. Within these sections, I discuss how each theoretical foundation applies to principals in educational leadership. Next, I evaluate different perspectives on principal leadership, including from principals and teachers. Then, I discuss the traditional roles of principals and teachers and how these roles are changing in the current academic climate. Next, I describe teachers' instructional elements and how the guidance of principals impacts them. Finally, I discuss the roles of principals and teachers on student achievement and the effect of the COVID-19 pandemic on these issues.

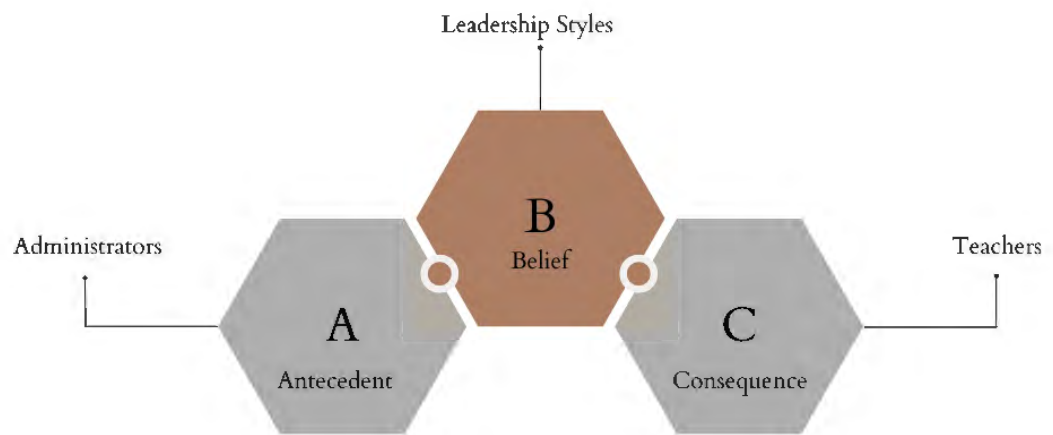
Conceptual Framework

This research employed two theoretical frameworks to identify distinctions and parallels in the perspectives of teachers and principals of principals' leadership styles. First, the rational-emotional behavior (REB) hypothesis allowed for exploring differences in perspectives. Transformational leadership, the second theoretical paradigm, permitted a critical analysis of administrators' techniques to encourage and inspire teacher performance. These theoretical frameworks comprise the conceptual framework I used to address the purpose of this study, which was to examine how principals and teachers

serving in the same school perceive the impact of principals' leadership styles. After briefly describing the study's conceptual framework, I discuss the REB hypothesis and transformational leadership.

Figure 1:

Conceptual Framework of this Study



An ABC framework underlies the rational-emotive behavior theory (Ellis, 1957a). Belief is the principals' leadership style, which both principals and teachers perceive. In the case of educational leadership, the principals are the antecedent precipitating emotions and behaviors from teachers. For the teachers, their beliefs regarding their principal's leadership styles lead to the consequence of the behaviors and emotions of the teachers.

Rational-Emotive Behavior

Ellis (1957a) first described the rational-emotive behavior (REB) theory. Ellis (1957a) originally designed REB theory as a therapy to teach individuals how to react

appropriately to life events. Specifically, the REB hypothesis posits that events do not directly cause emotions and behaviors (Ellis, 1957a, 1962). Instead, one's perspectives and beliefs regarding events underlie emotional reactions and subsequent behaviors (Ellis, 1957a). In psychotherapy, REB therapy teaches individuals to distinguish between rational and irrational behavior by adjusting perspectives of an event, thereby moderating maladaptive emotions and behaviors (Ellis, 1957b, 1962; Turner, 2016).

Ellis (1962) was the first to describe REB to study how multiple perceptions might be generated from interpreting the same observed behavior. The model suggests that thoughts, actions, and emotions interact and are interdependent (Ellis, 1962). Indeed, Ellis (1957a, 1957b, 1962) founded the REB model based on the premise that an individual's ideas, beliefs, and attitudes toward specific events mainly govern emotions and actions. Consequently, individuals can alter their emotions and behaviors by altering their thought processes (Ellis, 1957b, 1962).

The REB model utilizes an ABC framework: antecedent, belief, and consequence (Ellis, 1962). The antecedent is the event or circumstance that precipitates a person's emotional and behavioral response (Ellis, 1957a). The individual's interpretation, perspective, or judgment of the experience that dictates their emotional and behavioral response is termed their belief. Lastly, the consequence is the individual's response, which can either strengthen or weaken their views and perceptions of the event (Ellis, 1962). Thus, Ellis argued that individuals could prevent or disrupt maladaptive emotions and behaviors by altering their thought processes surrounding events.

Application of REB Theory to School Administration

The REB theory may be used for the connection between administrators and teachers because it provides a framework for comprehending how the beliefs and attitudes of each party might influence their interactions. Indeed, this study used the REB theory to understand how and why different groups perceive the same observed event differently. Specifically, the study examined how teachers and principals within the same school perceive their principal's leadership style, the antecedent in the REB theory. Teachers' and principals' perspectives constitute their beliefs, whereas the resulting behavioral outcomes constitute the consequence. Such consequences could be principal advisement on teacher instructional practices and teachers adjusting their instructional practices.

REB theory can be used as a lens to understand differences in perspectives that can lead to changes in thought processes and behaviors among teachers and principals. The REB hypothesis posits that an individual's emotional and behavioral responses are not always triggered by external circumstances but by irrational ideas and attitudes (Ellis, 1962). In the context of the principal-teacher relationship, if a teacher feels unpleasant emotions, including stress and burnout, it may be due to their irrational views about the principal, their profession, or their role at the school (Mahfar et al., 2018).

Principals can utilize REB theory to assist instructors in identifying and challenging their irrational beliefs, which may affect their job performance or relationships with coworkers. For example, Abiogu et al. (2021) surveyed 148 elementary school teachers using REB to understand the perceptions of organizational demands,

values, and principles. They discovered that by using REB as a critical lens for teacher beliefs, they could analyze teachers' beliefs and use REB as an occupational intervention, reducing their negative perspectives of job values and ethical behaviors (Abiogu et al., 2021). Thus, applying REB theory to the principal-teacher relationship provides an ideal framework for comprehending and resolving the role of irrational beliefs in creating unpleasant emotions and maladaptive behavior. By challenging these ideas, principals and teachers may establish more productive and sound interactions, leading to a more effective and successful school culture.

Transformational Leadership

Transformational leadership was the second foundation of this research study. Transformational leadership, which MacGregor Burns coined in the 1970s, emphasizes cooperation among organizational stakeholders as they strive to realize a shared vision (Bass & Riggio, 2006; Warrick, 2011). According to Burns (1978), transformational leadership is a style that represents how leaders, and their followers collaborate to reach mutually better moral and motivational positions. Bass (1985) further investigated how transformational leadership affects followers' motivations and outputs, finding that inspirational feedback and standards are also crucial components of transformational leadership. For example, a transformational leader inspires and motivates followers to accomplish organizational goals and objectives by setting high but achievable goals and giving them feedback in a team-oriented environment (Farnsworth et al., 2020).

A transformational leader establishes ambitious objectives by leading by example and inspiring team members while maintaining a firm grip on the immediate objectives.

These types of leaders provide the necessary motivation to achieve goals while highlighting the significance of the individual's future accomplishments to ensure goal success (Bass & Avolio, 1994). Bass and Avolio (1994) further explained that transformational leaders and their followers go above and beyond to fulfill tasks and affect change.

Leaders' enthusiastic and passionate encouragement and conviction make ambitious objectives seem realistic and exciting, allowing followers to become inspired by the mission and set significant personal goals (Steinle et al., 2008). Transformational leaders, therefore, can accomplish objectives that might otherwise appear insurmountable (Bass & Avolio, 1994). A variety of studies since Burns' (1978) and Bass' (1985) original works indicate that transformational leadership positively affects organizational change (Bass, 1985; Daniëls et al., 2019; Stump et al., 2016) and staff productivity (Bass & Avolio, 1994; Bass & Riggio, 2006). Transformational leaders leverage a common set of qualities and principles to bring about change, encompassing idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Bass & Avolio, 1994; Bass & Riggio, 2006).

Tenets of Transformational Leadership

Transformational leadership inspires and encourages followers to realize their full potential by transforming their values, beliefs, and attitudes (Bass, 1985). This technique has proved particularly beneficial in educational leadership (Al-Husseini et al., 2021; Owusu-Agyeman, 2021). Transformational leadership helps build a healthy and supportive school culture that promotes learning, growth, and cooperation among teachers and students (Leithwood, 1994). Transformational leadership has four tenets: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Transformational leaders possess each of these four components.

Idealized influence. The first component of transformative leadership is idealized influence, which refers to leaders demonstrating the conduct they desire to see from their followers (Anderson, 2017). According to Bass and Avolio (1994) and Anderson (2017), idealized influence promotes cooperation among leadership team members, aiding them in working together toward shared goals and fostering group acceptance. The transformational leader is a role model that demonstrates honesty, dependability, and ethical conduct. When followers observe their leader exhibiting these qualities and attitudes, they are more likely to adopt them, fostering a culture of respect and duty (Farnsworth et al., 2020).

A critical distinction divides idealized influence into two parts. Although idealized influence-behavior relates to what leaders do, idealized influence-attributed refers to how followers and workers experience leaders (Afshari, 2022). Leaders having

idealized influence are as strong, charismatic, and self-assured as perceived by their subordinates (Aydogdu & Asikgil, 2011). Since individuals experience events differently based on their cultural backgrounds, people influence perspective and sense-making differently, consistent with the rational-emotive behavior hypotheses. Such differences will impact whether certain followers assign idealized influence on specific leaders (Afshari, 2022).

Individualized consideration. Individualized consideration refers to leaders who help their followers by acting as mentors and counselors. In doing so, leaders push their followers to reach goals that benefit the organization and the followers individually (Farnsworth et al., 2020). Avolio et al. (1999) explained that individualized consideration is crucial to transformational leadership. It entails leaders showing a genuine interest in their followers' personal and professional development and offering personalized assistance and direction to help them grow and accomplish their objectives (Farnsworth et al., 2020). Employers should be actively involved in hearing the problems of their staff and basing policies and decisions on their wants and needs. Since no two people react the same to the same type of incentives, employees must receive individualized attention and assistance (Hawkins, 2021).

Individualized consideration is fundamentally about identifying and reacting to followers' needs, abilities, and goals. It entails leaders becoming acquainted with their followers personally, comprehending their unique situations, and adapting their leadership style to meet their requirements (Farnsworth et al., 2020). Leaders exemplifying individualized consideration provide followers with tailored comments and

assistance. Leaders give their followers chances to learn and develop by assisting them in identifying their strengths and limitations so they may focus on areas that require development (Hawkins, 2021).

Through individual consideration, transformational leaders develop deep connections with their followers based on trust, respect, and empathy. They foster an environment where followers feel appreciated and are encouraged to take risks and try new avenues of thinking, thereby increasing motivation and performance by fostering a sense of ownership and accountability (Farnsworth et al., 2020). Hence, by recognizing each individual's particular strengths and limitations, a leader may assist them in developing their talents and reaching their maximum potential (Zacher et al., 2014).

Inspirational motivation. Whereas idealized influence refers to the leader acting as and being seen as a role model by followers, inspirational motivation entails sharing an inspiring and motivating future vision (Bass & Avolio, 1994). Leaders utilizing this competency encourage and motivate their followers to accomplish their objectives and goals. Transformational leaders motivate followers to reach their potential by motivating employees toward ambitious yet realistic objectives. Leaders may achieve this motivation through frequent meetings, goal setting, and acknowledgment and celebration of successes (Bass & Avolio, 1994).

At its foundation, inspirational motivation includes crafting a compelling picture of the future to inspire and motivate people to strive toward a common goal (Barbuto, 2005; Shafi et al., 2020). This vision should be ambitious yet attainable and articulated in a manner that motivates people to work diligently toward its realization. Furthermore,

leaders employ various communication methods, including storytelling, to develop an emotional connection with their followers and help them comprehend the significance of their work (Shafi et al., 2020). Therefore, the inspirational motivation within the context of transformational leadership holds the capacity to cultivate a collective sense of ownership among its followers.

Intellectual stimulation. The fourth component of transformational leadership involves intellectual stimulation. In this aspect, leaders encourage their followers to reassess their assumptions about their work and explore alternative approaches to achieving goals (Bass & Avolio, 1994). This leadership element promotes inventiveness, originality, and critical thought (Bass & Avolio, 1994). Intellectually stimulating leaders frequently encourage their followers and students to tackle challenges in novel ways and think outside the box (Dionne et al., 2004). Intellectual stimulation promotes an environment of creativity and constant development by urging followers to think creatively and critically and to question presuppositions and established practices (Rafferty & Griffin, 2004). Thus, transformational leaders that employ intellectual stimulation urge their followers to share their ideas and viewpoints and question their and others' thinking (Rafferty & Griffin, 2004).

Intellectual stimulation is an effective strategy for transformative leaders. Additionally, intellectual stimulation in transformational leadership facilitates creativity and creative problem-solving, one of its primary benefits. When leaders promote critical thinking and encourage their followers to generate innovative ideas, they support the development of valuable skills that can have broader applications in various aspects of

their lives. (Farnsworth et al., 2020). Transformational leaders may assist businesses in achieving their goals and thriving in a fast-changing business environment by encouraging followers to think creatively and critically and by questioning presumptions and established methods of doing things (Farnsworth et al., 2020). Followers are inclined to experience inspiration and a heightened sense of dedication to their work when they actively contribute to a meaningful shared goal (Barbuto, 2005).

Application of Transformational Leadership to Educational Leadership

Transformational leadership practices are leaders' actions to enhance their organizations' performance and results, such as educational organizations. According to Klar and Brewer (2013), the effectiveness of educational leadership efforts is demonstrated by assessing the local academic norm and redefining individual leadership techniques to meet those needs. Transformational leadership allows for such flexibility. In an educational setting, idealized influence permits principals to set positive examples for teachers, students, and staff, increasing these groups' intention to perform (Raman et al., 2020). Individualized consideration entails principals' teaching, mentoring, and offering feedback appropriate to each teacher's needs (Bellibaş et al., 2022). Bass (1985) explains that leaders must communicate high-performance goals in a motivating and passionate manner to inspire employees. Thus, principals who communicate ambitious goals to teachers in an inspiring and motivational manner positively affect teacher performance (Andriani et al., 2018). Finally, principals providing intellectual stimulation allow teachers to develop unique instructional materials passionately, fostering teacher self-efficacy and job satisfaction (Mansor et al., 2021).

Transformational leadership practices are expanding and exerting a notable impact on followers and subordinates within educational environments (Anderson, 2017). Leithwood (1994) Offered an initial and pioneering empirical investigation into the styles of transformational leadership within educational settings. He argued that transformational leadership is best adapted to meet the needs of schools in the 21st century and favorably impacts school leadership's capacity to enable change in school restructuring programs. According to Leithwood (1994), transformational leadership philosophies help school administrators empower their institutions to fulfill stakeholder demands for performance improvement and accountability. Furthermore, in parallel studies, Sun and Leithwood (2015) and Leithwood and Sun (2012) advised that the incorporation and emphasis of transformational leadership techniques are integral components in programs designed for new principals.

Since Leithwood's (1994) seminal work describing the use of transformational leadership in educational leadership, the leadership style in business organizations further inspired the idea of transformational leadership. Moreover, education studies found links between follower learning and performance in business and educational settings (Anderson, 2017). Schools are subject to increased scrutiny and accountability for student results and educational advancement, as businesses are accountable for product performance (Wepner & Gómez, 2020). Hence, transformational leadership is considered suitable for educational institutions due to its emphasis on the education and training of staff members. It involves reinforcing new organizational norms, creating fresh meanings and perspectives, and serves as an effective tool for guiding leaders in challenging

established norms while introducing transformative changes to the school culture. (Anderson, 2017; Leithwood & Sun, 2012).

Every stakeholder in an educational institution can benefit from transformational leadership. For example, Vanblaere and Devos (2016) explained that instructor reflection and distributed accountability for student development was present in academic contexts where transformational leadership was prominent. Furthermore, Clifton (2019) posited that teachers and students gain from a transformative leader's capacity to foster a sense of personal and civic obligation while enhancing and leveraging their skills. Other stakeholders, including community leadership, also benefit from the transformational leadership of principals who disseminate an optimistic shared vision of the school and surrounding community (Heasley & Palestini, 2021). Thus, prioritizing instructional leadership, developing trusting relationships with their staff, assisting instructors through organizational effects, and including staff in decision-making processes are all characteristics of transformational principals that improve educational culture (Baptiste, 2019).

Principals as Transformational Leaders

The goal of transformational leadership is to coalesce an organization's culture while establishing new norms, altering teachers' and staff's attitudes toward education, and generating a new vision of education (Quin et al., 2015). The principals are the leading figures in changing the school's culture to satisfy the heightened expectations of local, state, and federal stakeholders (Leithwood, 1994). Educational leaders who display transformational leadership behaviors are typically found in schools satisfying

stakeholder expectations (Anderson, 2017; Leithwood & Sun, 2012). Valentine and Prater (2011) stated that transformational leadership qualities benefit students' academic performance. However, the students relied on interpersonal interactions and bonds between administrators, teachers, and other school community members, qualities largely unique to transformational leadership (Valentine & Prater, 2011). In addition to setting examples for staff members to follow, defining a vision and fostering collective objectives also helps to boost staff confidence in the efficiency of school operations (Humphrey, 2012; Leithwood, 1994).

Niessen et al. (2017) investigated the link between employees' perspectives of their leader's leadership style and their productivity and potential consequences. They discovered that transformational leadership positively relates to employees' affective states and well-being (Niessen et al., 2017). However, they and other scholars showed that another prevalent leadership style, transactional leadership, emphasizes the importance of leadership in creating a thriving educational work environment (Niessen et al., 2017; Paterson et al., 2014; Spreitzer et al., 2010). Along with research contending that these findings can be transferred to the principal and teacher dichotomy, transformational leadership has motivational components in a dynamic educational work environment (Holstad et al., 2014). The following section discusses transformational leadership compared to transactional leadership in the educational setting.

A Comparison of Transformational Versus Transactional Leadership

There is a debate in the literature regarding whether transformational or transactional leaders are better or more efficient for K-12 education (Berkovich & Eyal,

2021). Research indicates that transformational leadership positively correlates with school improvement outcomes (Berkovich & Eyal, 2021). As discussed, transformational leaders cultivate a sense of vision, stimulate creativity, and motivate followers to strive toward common goals. In contrast, transactional leadership emphasizes regulating and rewarding performance via incentives and penalties (Lan et al., 2019). Hence, transactional leadership is based on an agreement or brokerage: the leader rewards workers who do their responsibilities to the necessary standards and penalizes those who fall short of them (Lan et al., 2019). This relationship between a leader and followers is based on the idea that individuals need structure, direction, and supervision to complete their tasks since they lack the self-motivation to do so. According to Pratt (2017), the traits of transactional leadership include:

1. Transactional leaders create a structured environment with well-defined processes and roles with specific obligations to fulfill. There is a logical application of transactional leadership to K-12 educational institutions, which must operate with a set hierarchy and well-defined educational goals (Taylor, 2022).
2. Transactional leaders operate inside the framework of an organization. Therefore, they expect workers to deliver tangible, clearly stated, and quantifiable results. Teachers and students must deliver tangible and quantifiable results in the form of student achievement (Warsen, 2020).
3. Transactional leaders evaluate employee performance based on whether followers meet goals and objectives. Transactional leaders, accordingly, appeal to their subordinates' self-interest to keep them on the right track (Pratt, 2017). The

education system, in general, can be thought of as practicing transactional leadership with a heavy focus on meeting national and state educational standards (Middleton, 2020).

Transactional leadership has proven successful in managing duties and preserving order but appears less effective in generating school improvement results (Berkovich & Eyal, 2021; Lan et al., 2019). On the one hand, school leaders who employ transformational leadership styles are more likely to foster a learning- and achievement-friendly school atmosphere (Opiyo, 2019). On the other hand, task-oriented educational leaders effectively manage complex tasks and long-term school projects, fostering long-term development (Henkel et al., 2019). Similarly, transformational leaders are likelier to inspire teacher cooperation, foster creativity, and establish a shared vision for the school (Jacobsen et al., 2022). These variables relate to enhanced student success, teacher job satisfaction, and teacher retention.

In contrast, transactional leadership has related to an emphasis on compliance and status quo maintenance (Jacobsen et al., 2022), which is beneficial only when the status quo is favorable. In this way, transactional leadership can sometimes result in a lack of innovation and collaboration, impeding school improvement attempts (Berkovich & Eyal, 2021). Although transactional leadership can help handle urgent issues and preserve order, it may be less effective in fostering long-term school developmental outcomes in K-12 institutions.

Both transformational and transactional leadership have a place in K-12 education, sparking a considerable debate on which leadership style is most effective.

Transformational leadership functions better in close supervisory ties, which are more frequent in mental health settings, than in distant supervisory connections. Indeed, the idea of first-level leaders, viewed as relevant in an organizational context because of their operational proximity to supervisors and managers, reflects this closeness typical of a transformational supervisor-supervisee relationship (Batista-Foguet et al., 2021). Since the principal-teacher relationship is an example of first-level leadership, transformational leadership may be effective in K-12 schools. Transformational leaders also strive to increase the intrinsic motivation of followers by effectively communicating the value and significance of the leader's objectives, a quality necessary in motivating a teaching force (Alarifi & Alharbi, 2019).

Conversely, transactional leadership focuses on exchanges between the leadership and staff, in which subordinates are compensated for achieving specific objectives or performance requirements (Purwanto et al., 2020). The leader offers or enables awards and constructive criticism. Transactional leadership is more practical, focusing on achieving specific goals or targets. This also may have a place in K-12 leadership, as teachers and students must meet specific goals and academic targets to advance to the next grade level. Influential transactional leaders can quickly recognize and celebrate their followers' accomplishments (Purwanto et al., 2020).

On the other hand, transactional leaders' subordinates may be observed based on predetermined criteria and are not necessarily expected to think creatively (Abbas & Ali, 2021). As a result, stronger transactional leaders are less likely to anticipate problems and take action before they happen, whereas more effective transactional leaders act promptly

to fix problems (Aarons, 2006; Abbas & Ali, 2021). Thus, it remains unclear whether transformational or transactional leadership styles or a mixture of both, are appropriate for and effective in K-12 school leadership.

Perspectives of School Leadership

Leadership is essential to the education system since it plays a significant role in developing its culture, establishing goals, and ensuring students receive a high-quality education (Raman et al., 2020). Specifically, perspectives of school leadership can influence the school's success and the happiness of teachers and students. It is only possible to judge the performance of an academic institution's leadership structure by first defining the role of educational leaders (Zheng et al., 2017).

School leaders are the second most influential academic factor in student achievement, behind classroom teaching (Radinger, 2014; Young et al., 2017). School leaders, such as principals, influence classroom teaching by establishing and modifying instructor quality standards. In addition, academic leaders interact with and encourage teachers to improve their teaching practices and provide a more engaging learning environment for teachers and students (Louis et al., 2010). Tschannen-Moran and Gareis (2015) explained that educational leaders who fostered trust environments encouraged teachers to emphasize student effort and accomplishment better. Also, teachers with strong principal support collaborated more effectively to address challenges (Tschannen-Moran & Gareis, 2015). According to Tschannen-Moran and Gareis (2015), a correlation exists between the credibility of educational leaders, leadership qualities, and student achievement, especially in high-performing schools. As such, the interactions of

educational leaders with various organizations, subgroups, and persons, including teachers, advisors, community members, staff, and students, improved academic outcomes and school continuity (Zheng et al., 2017).

Pan et al. (2017) claimed that academic leaders expanded operations and coordinated collaboration by developing a capacity for change and elevating successful teaching and learning attributes. The authors specified that interactions with teachers could have been improved by disagreements between traditional and contemporary learning theories and academic leaders' need for more professional understanding (Pan et al., 2017). Additionally, Pan and Chen (2021) explained that educational leaders could profit from the advantages of establishing learning communities focused on institutional impacts and improved student achievement by intentionally establishing supportive relationships. Academic leaders must study their organizations' strengths and weaknesses to more effectively identify areas in need of reform and to prepare for essential changes in advance (Yoon, 2016).

Among the actions made by the educational leader or principal to influence an academic environment are learning how to lead, believing in time, developing linkages, as well as executing change through personal decisions and legal operations that promote learning (Watson & Bogotch, 2016). Mombourquette (2017) emphasized the significance of educational leaders understanding the advantages of creating a shared objective, conveying the goal, concentrating efforts on achieving the goal in the academic context, and celebrating victories. Sun and Leithwood (2015) also stated that there remains a considerable amount to discover regarding the impact of leadership on student outcomes.

These authors argued that research was required before such information could be "codified" in a way that would be instantly helpful to practical academic heads (Sun & Leithwood, 2015, p. 517).

Principals' Perspectives of Leadership

The principals' responsibilities include establishing and executing the curriculum, overseeing, and assisting the instructional staff, guiding, and coaching staff, enforcing rules, and managing budgets (Komalasari et al., 2020). The attitudes of instructors, relationships in the classroom, and student outcomes are all impacted by how certain principals carry out these responsibilities. The effect may only sometimes be favorable and may sometimes harm how teachers are perceived and how well students do (Naidoo, 2019; Nettles & Herrington, 2007). According to Naidoo (2019), one reason for the ongoing decline in student performance and subpar educational outcomes in public schools is the inadequate leadership exhibited by administrators. For schools to progress, the leadership of the principal is essential. The principal steers the school toward its objectives by focusing on organizational development and educational advancement (Kowalski, 2010).

To develop leadership capacity, principals must engage with key stakeholders. Competent, high leadership capability and instructional leadership develop into practical leadership practices (Naidoo, 2019). Administrators frequently switch between leadership and leadership responsibilities while managing ongoing operational challenges (Kowalski, 2010). To help achieve these objectives, principals must provide exceptional student performance, favorable educational outcomes, and the training of competent

teachers (Naidoo, 2019). When principals and teachers in the learning community prioritize student accomplishment, it improves leadership and inspires methods for enhancing teachers' and instructors' practices (Naidoo, 2019). Principals are crucial in organizing educational growth (Kelley & Peterson, 2007). According to Nettles and Herrington (2007), principals who consistently express high-performance goals show that this continual presentation of their worldview is linked to good schools and student achievement.

The principal's responsibility in education is to set up the teaching and learning environment (Elmore, 2008; Hallinger & Heck, 1998; Hopkins, 2008; Pont et al., 2008). For both teachers and students, the principal is crucial in building a collaborative and inspiring work environment (Petersen, 2014). Principals want to boost their academic performance by enhancing communication, inspiring teachers, building their confidence, and giving them tools (Pisseth, 2011). When principals are adept at bringing out the best in their instructors and developing their potential, they may establish themselves as powerful figures. Better-prepared teachers are better equipped to handle challenging situations in the classroom (Organization for Economic Co-operation and Development, 2005).

Through experimental research, Silva et al. (2011) identified positive outcomes resulting from administrators actively monitoring and offering feedback. Chappelle and Price (2012) and Fancera and Bliss (2011) found a connection between improved student achievement and principals' observation of teachers and comments to them. According to Fancera and Bliss (2011), fundamental instructional leadership strategies relate to student

accomplishment. Principals are responsible for actively seeking and embracing chances to support teachers' professional development (Soehner & Ryan, 2011). This strategy is crucial for administrators and instructors with different levels of competence.

As the world focuses on educational reform, school success, and standard-based accountability systems have evolved in the 21st century, the significance of principals' instructional leadership has increased (Pan et al., 2015; Zhao, 2018). Primary leadership study now focuses more on many types of specialized leadership rather than conventional leadership (Lai et al., 2017; Pan et al., 2015). According to Hallinger et al. (2015), instructional leadership has the most practical impact on student learning outcomes. Principals' actions, words, and behaviors contribute to their instructional leadership (Mulford, 2008). Principals' primary duties as instructional leaders are facilitating instruction, which involves monitoring and evaluating teachers' performance and strategic planning programs and courses for teacher professional development (King, 2002). Robinson et al. (2008) proposed a five-dimensional paradigm for instructional leadership that included: (a) establishing goals and expectations, (b) strategic resourcing, (c) planning, organizing, and evaluating teaching and the curriculum, (d) promoting and participating in teacher learning and development, and (e) upholding a secure and encouraging work environment.

It is commonly known that strong instructional leadership is a crucial element of school growth and has a significant impact on raising school effectiveness (Allen et al., 2015). High-performing principals concentrate on the academic aspects of their schools, such as setting academic goals, creating curricula, assessing the effectiveness of teachers'

instructional strategies, and providing opportunities for instructional improvement (Hallinger, 2003; Marks & Printy, 2003; Southworth, 2002). Principals with low levels of instructional leadership are frequently narrow, focusing largely on actions or activities directly related to teaching while disregarding administrative functions (Murphy, 1988). Significant changes have been made to the role of school leadership, which now includes a very active engagement in instructional leadership (Soehner & Ryan, 2011). Gaziel (2007) asserted that teachers' direct classroom instruction had a more direct influence on students' academic achievement than does the role of principals. Thus, the present study stands at a critical juncture in the literature and may serve to elucidate the important roles of teachers and principals considering a principal's leadership style.

Principals' Role

Principals often undertake three interchangeable responsibilities at the school level (Naidoo, 2019). As managers, they prioritize the management and control of personnel, material, and monetary resources. As leaders, principals steer the institution's vision and concentrate on organizational growth and school improvement (Leithwood et al., 2010; Naidoo, 2019). However, administrators deal with day-to-day operational issues and continually switch between leadership and management roles (Kowalski, 2010). In addition, the principal's job is in a continual state of transition, shifting from instructional leader (Abdullah & Kassim, 2011; DeMatthews et al., 2022; Mestry, 2017) to transactional leader, who at times embraces the concept of transformational leader (Balyer, 2012; Fullan, 2014; Tingle et al., 2019)

Student performance is positively correlated with a pleasant, supportive, and inviting academic environment, whereas it is adversely correlated with conduct problems (Danielsen et al., 2010). After direct instruction, the second most substantial impact on student achievement is attributed to school leadership (Leithwood et al., 2008). According to Meece et al. (2006), principals may focus on higher success if they develop a favorable academic atmosphere, administrative leadership, shared objectives, morale, student discipline, safety, and fair expectations for undesirable behaviors within the school and classrooms.

Silva et al. (2011) found that school leaders directly affected student achievement. Development of people, reorganization of the organization, and management of the teaching and educational program are examples acts of leadership (Leithwood et al., 2008). As assessed by student success, the principal significantly affects student achievement and school development (Hechinger Report, 2011; Lending & Mrazek, 2014; Webber et al., 2013). According to Bruggencate et al. (2012), instructional leadership improves students' academic success by fostering a solid instructional environment and boosting instructors' incentives.

While the principal's role is constantly altered to meet the needs of a quickly changing environment (Sowell, 2018), it is becoming increasingly important for principals to focus on enhancing student achievement (Leithwood et al., 2010). It is suggested that school leaders focus on those leadership practices that have been demonstrated to improve education and student achievement (Leithwood et al., 2010). Indirectly and forcefully, leaders impact staff incentives, commitments, and working

conditions to encourage teaching and learning (Leithwood et al., 2008). According to Leithwood et al. (2008), school leaders must vary their leadership and leadership methods to alter their staff's performance in specific areas, thereby enhancing staff performance and student success. Principals may have a higher impact on student achievement than previously believed, and this influence may increase as principals adapt to changing expectations (Osborne-Lampkin et al., 2015). The need for school administrators to comprehend how to concentrate their efforts to have the most significant impact on student progress has persisted (Fullan, 2014). Sowell (2018) suggested that school administrators may concentrate their efforts on improving student development by engaging the assistance of their instructors. Principals noticed that recognizing and thanking teachers increased a teacher's passion and commitment to educating students, enhancing the work environment for teachers (Sowell, 2018).

In a semi-structured interview with five Texas principals, Sowell (2018) discovered that principals significantly influenced teacher improvement and learning by building a culture of trust and support for teachers. The principals in the study indicated that fostering interpersonal trust and enhanced teacher engagement by acknowledging teachers' professional performance and distributing leadership among instructors (Sowell, 2018). The use of teacher-supportive leadership methods by school administrators is crucial to the development of children (Shepherd-Jones & Salisbury-Glennon, 2018). According to research, student achievement correlated with the principal's capacity to create a vision for learning (Brown et al., 2011).

Teachers' Perspectives of Principals' Leadership

The majority of the research to date on teachers' perspectives of principal leadership has focused on survey analysis (Scallion et al., 2021). For example, to examine the effects of teacher departure, self-transfer (moving to another school), and exit, Ingersoll (2001) and Grissom et al. (2021) used the Schools and Staffing Survey and the supplemental Teacher Follow-up Survey to obtain a national representative sample of public and private school teachers. Although quantitative analysis offered evidence on the traits of good principal leadership and, in some circumstances, connected perspectives to teacher career decisions, there needs to be a way to comprehend the underlying processes that distinguish excellent principal leadership (Scallion et al., 2021). Further qualitative studies are needed to supplement quantitative research on primary practices that foster teaching and learning, according to researchers (Boyd et al., 2011; Stanley, 2021).

Recent studies have shown that teachers' opinions of principals are primarily influenced by factors that are under a principal's control and have little to no relationship with contextual variables outside of a principal's control, highlighting the significance of teachers' perspectives (Blackwell & Young, 2021; Bristol & Esboldt, 2020). Thus, it is helpful to rely on qualitative descriptions provided by teachers as researchers continue to investigate organizational and leadership characteristics (Scallion et al., 2021). The effectiveness of the school and professional learning is impacted by teachers' opinions of their administrators' leadership styles (Liang et al., 2015). Hardman (2011) asserted that when school administrators were viewed favorably by their instructors, they could produce favorable outcomes. According to the leadership styles of school administrators,

those who collaborate with teachers, seek their input, involve them in decision-making processes, encourage open communication, and foster a healthy school culture will continue to have positive relationships with them (Shepherd-Jones & Salisbury-Glennon, 2018). As a result, improved interactions between teachers and principals lead to higher levels of student accomplishment (Marzano et al., 2005; Supovitz et al., 2010).

Teachers' Roles

Teachers are essential to their student's education and development, and their responsibilities extend beyond curriculum delivery and instruction. Teachers are also accountable for leading, mentoring, and motivating pupils to become lifelong learners and contributing members of society (Woods, 2021). According to Park and Jun (2007), a teacher's instructional behaviors, like praise, feedback, positive reinforcement, and presenting challenging projects depending on each student's interests), were crucial for boosting a student's academic achievements. The integration of these features is affected by teacher training programs, principal leadership, and expectations (Szeto & Cheng, 2018). To provide an excellent education in the classroom, teachers must remain current on curriculum requirements and instructional leadership concepts (Bates, 2015). According to Miller (2003), teacher preparation is crucial for successful teaching.

According to Bates (2015), it is the teacher's responsibility to identify innovative ways to educate all students and to engage in professional development activities. According to Miller (2003), effective leadership enhanced the value of teaching and teaching techniques and ensured long-term change. A principal's creation and implementation of a professional learning plan is an element of their leadership.

Robertson et al. (2020) investigated the influence of administrators' professional development selection on teachers' instructional practices and student results. The authors interviewed and observed 82 teachers in classrooms from kindergarten through high school to determine how teachers assess the leadership styles of administrators. The most positive aspects of professional development included leadership, autonomy, intentionality, and reflection (Robertson et al., 2020). According to the findings, instructors had a more favorable opinion of professional development sessions that were purposeful and data-driven than those whose subjects were not directly relevant to their everyday experiences. When the themes were directly applicable, teachers also believed principals were in sync with their needs (Robertson et al., 2020).

DuFour and Mattos (2013) reviewed the most significant leadership methods administrators could use to boost their teachers' morale and performance. They concluded that micromanagement was ineffective, and some instructors responded with passive-aggressive conduct or disengagement from school culture. A collaborative approach to leadership had favorable outcomes (DuFour & Mattos, 2013). In particular, DuFour and Mattos (2013) found that principals who encouraged cooperation at all levels significantly impacted teacher and student results. They recommended that administrators create professional learning communities or small support groups for teachers to exchange ideas and express their viewpoints in safe environments. These activities were favorably connected with student success when led by principals (DuFour & Mattos, 2013).

Principal Leadership Style Impacts Teachers' Instructional Style and Methods

The interaction between a principal's leadership style and a teacher's instructional style and techniques is a critical component that can affect the school's overall educational quality (Bellibas & Liu, 2018). This is because principals and teachers play vital roles in fostering a healthy learning environment for students (Shepherd-Jones & Salisbury-Glennon, 2018). Nonetheless, the principal's leadership style can considerably affect the teaching style and methods of the instructors. Since the primary responsibility of school principals is to promote equitable education for all students, which includes effective instructional styles (Dyson et al., 2010; Kugelmass & Ainscow, 2004; Ruairc et al., 2013), they must cultivate the motivation, skills, and working circumstances of their employees concerning a varied student population (Lambrecht et al., 2022; Leithwood et al., 2008; Naraian & Amrhein, 2022). Overall, teachers' and principals' assessments of how principal leadership style influences instructional style and techniques are crucial for fostering a good learning environment conducive to student achievement (Kalkan et al., 2020). Principals who embrace a style of transformational leadership that promotes teacher growth and development may be more likely to generate a culture of creativity and cooperation that improves student learning results.

Principal Perspectives

Principals frequently consider their leadership style as a tool for fostering teacher development and progress (Kalkan et al., 2020). For example, principals who embrace a mentoring leadership style will likely build a professional growth and development culture among their teachers (Pietsch & Tulowitzki, 2017). In such a setting, teachers

may be more willing to employ new teaching strategies and techniques that improve student learning results. However, administrators with a more prescriptive leadership style may accidentally impede teacher creativity and innovation (Pietsch & Tulowitzki, 2017). This might result in a teaching environment that is less dynamic and fails to satisfy the requirements of various learners.

School administrators and educational leaders are problem-solvers and facilitators from a pragmatic standpoint (Chrispeels & Martin, 1998; Dare & Saleem, 2022). In particular, private secondary school principals are crucial in enhancing teacher job performance (Saleem et al., 2020). The leadership style of school principals directly or indirectly affects instructors' performance. Specifically, Saleem et al. (2020) explained that principalship entails several essential roles and responsibilities, including the maintenance of curricular standards, the evaluation of teaching methods, the monitoring of student achievement, the facilitation of teachers, and the creation of an encouraging and achievement-oriented environment in which challenging goals can be attained. As facilitators and problem-solvers, school principals help in the academic and administrative worlds through sets of directives and instructions to accomplish tasks and achieve challenging goals (Saleem et al., 2020).

Teacher Perspectives

Teachers frequently believe the principal's leadership style influences their teaching style and approaches. For instance, if the principal's leadership style is authoritarian, teachers may feel constrained in their capacity to be creative and inventive in the classroom (Abu Nasra & Arar, 2020). This can result in a more traditional

approach to education that emphasizes rote learning and memorization rather than interactive and engaging methods that foster critical thinking and problem-solving. On the other hand, teachers may be more likely to employ instructional strategies encouraging student-centered learning and collaborative problem-solving if the principal has a transformational leadership style (Abu Nasra & Arar, 2020). In such a setting, teachers may be more willing to experiment with innovative approaches and techniques that improve student engagement and achievement outcomes.

Bass and Avolio (2000) discovered that leaders who employed a transformational leadership style, which resulted in positive changes in the people they lead, can effect significant changes in 20 schools and foster a pleasant learning environment. Principals' effect on teachers' impressions of the workplace environment is crucial for achievement (Ismail, 2012). However, not all school principals are equipped to handle these sorts of obstacles. Woods and Weasmer (2004) discovered that some principals strive to avoid workplace obstacles and must approach instructors about problems they may perceive.

An inability to influence undesirable behaviors or attitudes may be viewed as a leadership failure, resulting in a loss of trust and work satisfaction (Ismail, 2012). Additionally, Price (2015) discovered that interactions between principals and teachers were connected to teachers' views of student involvement, mediated by teachers' trust in their colleagues and administrative assistance. Although a strong connection between principals and teachers results in a beneficial learning environment, teachers report leaving the field due to restricted influence and autonomy (Ingersoll, 2003; Kersaint et al., 2007; Shepherd-Jones & Salisbury-Glennon, 2018).

Teachers' Instructional Elements

A teacher's instructional elements are those aspects of education crucial to assisting students in achieving their academic objectives. These elements can be influenced by principal leadership or the teachers' perspectives of principal leadership. For example, Özdemir (2019) described that principals play an important role in improving student achievement by fostering a positive and collaborative organizational environment. By offering opportunities for professional development, instructional feedback, instructional resources, curriculum alignment, and classroom management assistance, principals may assist teachers in enhancing their instructional practices and, consequently, student learning outcomes (Grissom et al., 2021). Principals must proactively support their teachers to foster a culture of continual improvement and ensure that all students receive an excellent education (Grissom et al., 2021). The instructional elements that perspectives of principal leadership may impact include content knowledge, pedagogical knowledge, classroom management, assessment and feedback, technology integration, and professional development (Moore, 2014; National Academies of Sciences, Engineering, and Medicine, 2020; Shirrell et al., 2019).

Content Knowledge

Teachers must have a complete and in-depth understanding of the subject they are instructing. This enables them to deliver correct and pertinent information to their pupils and to respond to their inquiries educationally and engagingly. Content knowledge involves knowledge of essential ideas, principles, theories, current research, trends, and best practices (Gess-Newsome et al., 2019). McLeod et al. (2003) explained that this

helps teachers present students with accurate and pertinent information, answer questions, and guide their study. It also enables teachers to plan and organize education tailored to their pupils' comprehension, interests, and requirements. Additionally, teachers employ a range of teaching styles and methods, including lectures, debates, hands-on activities, and technological tools, to bring the subject matter to life (Gess-Newsome et al., 2019).

Pedagogical Knowledge

Teachers must also have a pedagogical understanding to instruct students properly. This involves learning how to present the material so students can easily comprehend it, how to differentiate teaching to suit the needs of varied learners, and how to employ various instructional tactics to keep students involved and motivated (Morine-Dersheimer & Kent, 1999). Nikolopoulou et al. (2021) explained that teachers with pedagogical understanding could differentiate education to fit the varying requirements of their pupils. Teachers can employ various teaching tactics, resources, and evaluations to fit their pupils' learning styles, aptitudes, and interests. Accordingly, pedagogical knowledge is an essential element of teacher instruction because it assists teachers in planning practical lessons, differentiating instruction, monitoring and adjusting instruction, promoting student engagement and motivation, and supporting effective classroom management. In context, instructors with pedagogical expertise are more successful in their instruction, resulting in enhanced student learning results (Nikolopoulou et al., 2021).

Classroom Management

Teachers must develop a pleasant classroom learning environment by establishing explicit behavioral norms and fostering an environment where all students feel welcome and valued. Classroom management enables students to concentrate on their studies without interruptions (Franklin & Harrington, 2019). Successful classrooms encourage learning zeal and motivation, active participation, and high levels of engagement, with teachers knowledgeable about the material to be covered in class and how their instruction affects students' capacity to become self-directed, lifelong learners (Organization for Economic Co-operation and Development, 2005). Additionally, according to Franklin and Harrington (2019), a system of shared tasks and responsibilities between instructors and students leads to successful classrooms.

Assessment and Feedback

Teachers must be able to assess student learning using several methodologies, including formative and summative assessments. In addition, some researchers determined that teachers should offer timely and constructive feedback to assist students in enhancing their performance and achieving their learning objectives (van der Kleij, 2019). Grissom et al. (2021) also explained that strategic resource management was necessary for good leadership, such as optimizing resource allocation or utilization to promote effective teaching methods, including proper assessment and student feedback (Grissom et al., 2015, 2021).

Technology Integration

In today's digital world, instructors must be adept at integrating technology into their lessons. This involves employing instructional software, web tools, and multimedia resources to provide exciting and dynamic learning environments. Important stakeholders and teacher educators develop and motivate new teachers to teach in today's classrooms (Tondeur et al., 2019). They can also play a crucial role in boosting the technology-enhanced instructional practices of preservice teachers. So, educators are increasingly faced with educating future teachers to integrate technology into their educational practice (Liu, 2016; Ping et al., 2018).

Professional Development

Teachers must be devoted to continual professional development to remain abreast of the most recent research and best teaching techniques. Participating in professional learning groups, attending conferences, and seeking higher degrees and certifications fall under this category (Robinson & Gray, 2019). Theoretical concepts and real-world applications are integrated into effective professional learning. Practical tip-based professional development is ineffective because it deprives instructors of understanding underlying concepts enabling them to acquire adaptive competence and provide the circumstances necessary for increased student learning in their classrooms (Grossman et al., 2009).

Leadership and perspectives of leadership in schools is important for school results, especially student achievement. After the release of the extremely important Wallace Foundation–commissioned paper, this belief has become widespread (Grissom et

al., 2021; Leithwood et al., 2004). Policymakers and researchers often reference the report's main conclusion that "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood et al., 2004, p. 5). The effectiveness of many leadership techniques on student results will depend more on the existence of particular traits than on how frequently the technique is used (Robinson & Gray, 2019).

Student success can be significantly affected by the leadership styles of school administrators. According to research, certain leadership styles are more effective than others in promoting academic achievement and improving student outcomes (Schacter, 1999). It has been discovered that transformational leadership positively affects student success. Specifically, Leithwood et al. (2020a) discovered by building a collaborative and pleasant school culture, transformational leaders may raise student engagement and motivation, resulting in better academic achievements.

On the other hand, authoritarian leadership styles, defined by rigorous regulations and a top-down approach to decision-making, were found to have a detrimental effect on student accomplishment (Leithwood et al., 2020b). These leaders may limit the creativity and autonomy of teachers and foster an atmosphere of fear and intimidation, which can reduce the motivation and involvement of students. Ultimately, the principal's leadership style may dramatically influence the performance of the school and its pupils (Leithwood et al., 2020b).

Park et al. (2019) studied principal support mechanisms and teacher expectations that affected student achievement and found that principal support directly affected

student achievement. Specifically, principal support positively influenced professional development and collective responsibility, which affected student math achievement via group-level teacher expectations (Park et al., 2019). Leithwood et al. (2020a) explained that enough evidence shows that school leadership affects student achievement. However, the main question is how and what perspectives of principal leadership drive this correlative phenomenon.

The Effect of COVID-19

In March 2019, COVID-19 mandated that instructors change their strategies to offer virtual learning opportunities to more than 1 million pupils (Butcher, 2020; Turner et al., 2020). With no preparation or support, many schools switched from a face-to-face-based education system to one entirely virtual (Kamenetz, 2020). A surge often drove students and instructors into a new educational environment, according to Schaefer et al. (2020). Moreover, since everyday encounters occurred in distant settings, principals' leadership styles were tested. Leadership and leadership styles are closely tied to teachers' motivation, affecting how teachers shifted to remote learning (Fernet et al., 2012). Specifically, more consideration must be made on how instructors may be supported in this new environment since most concerns have been about switching from in-person to remote learning activities (Eva, 2020).

According to Orsini and Rodrigues (2020), self-determination theory (SDT) can offer a framework for leaders to contribute to the development of optimal remote working environments for teachers. According to self-determination theory, which distinguishes between controlled and autonomous motivation, motivations drive people to

engage in their work (Ryan & Deci, 2017). On the other hand, genuine interest in work activities or giving them value are prerequisites for autonomous motivation (Ten Cate et al., 2011). For example, according to Orsini et al. (2020) and Van den Berghe et al. (2014), instructors who are motivated by themselves produce exceptional results.

Principals may advocate giving teachers a voice and a choice to promote preference (Orsini & Rodrigues, 2020). The key to increasing motivation and output is to empower teachers rather than control their behavior (Orsini & Rodrigues, 2020). Particularly in the case of distance learning, leaders must know how to develop and maintain interaction with teachers (Orsini & Rodrigues, 2020). Using video chats, social media, and a platform for ongoing workgroup engagement, leaders may build an online community that can be utilized to check in on everyone and share information concerning technological, educational, or discipline-specific problems (Orsini & Rodrigues, 2020).

Thornton (2021) interviewed 18 principals to learn more about the recent effects of COVID-19 on teachers and students following the first lockdown in New Zealand and the reopening of the schools., The study was conducted in March 2020. Thornton (2021) explained that teachers could only rely partially on prior experiences to achieve the goal of pupils meeting standards/achieving student performance.

One of the best practices that emerged from the findings was communicating and checking in. Other excellent practices included solving difficulties and promoting well-being. Unlike those who appeared to criticize teachers or did not support or engage them, principals who embraced the changes and rose to the challenge received higher ratings (Thornton, 2021).

Like Thornton (2021), Huck and Zhang (2021) conducted a thorough literature study to examine the impact of COVID-19 on education. The study's findings were consistent with what most instructors had encountered. Consistent with Thornton's (2021) findings, instructors needed help with online learning and needed assistance from their principals. Huck and Zhang (2021) concluded teachers had difficulty ensuring pupils had the tools they needed at home to succeed. Student performance during COVID-19 had a range of outcomes. While some students adapted well to a virtual setting, others needed to catch up or regain interest once they returned to traditional classroom settings. Parent and caregiver interaction with school administrators, that is, teachers and principals, was crucial in the virtual setting. Principals had to set new guidelines to include parents and caregivers in the educational process (Huck & Zhang, 2021).

Leadership, Teacher's Trust, and Working Commitment

Much discussion has been about the broad definition of *leadership*. It is defined as convincing followers to collectively comprehend and accept specified tasks so that they may be accomplished successfully and efficiently in this research (Yue et al., 2019). To effectively motivate all company members to work together and put out a significant effort to attain these goals, leaders must clearly articulate the vision and purpose of their organization to their followers (Eliophotou Menon, 2014). Hence, leadership involves setting and directing an organization's trajectory in light of current events while employing technological advancement, networking, forging alliances, inspiring and motivating staff members, and building trust (Eliophotou Menon, 2014). In addition,

leadership refers to a principal's efforts to support and motivate teachers to make their maximum contribution to the organization's goal and vision (Mansor et al., 2021).

Educators' faith in their leaders is crucial because it influences their attitudes and behaviors regarding any work. This aligns with other research demonstrating how vital teacher trust in school leadership and structure is since it affects their opinions of the school's decisions (Mansor et al., 2021). According to Drescher et al. (2014), Mineo (2014), and Iqbal et al. (2020), trust in leaders is essential since it lays the groundwork for a successful school. If teachers do not trust administrators, it has been determined that they may not even be competent. Teachers' self-efficacy is increased when they have faith in their leaders. This is stated to allow open interactions between teachers and administrators and give instructors the impression that the school heads are dependable, honest, effective, and caring (Fairman & Mackenzie, 2015; Ghamrawi, 2013). Significant and long-term school reforms can only be made with the cooperation of teachers and administrators (Kalkan et al., 2020).

Summary

This chapter analyzed previous research on how principal leadership styles affect teachers' effectiveness and students' academic progress. In this literature review, I explained the conceptual framework of REB and transformational leadership, which guided this study. Additionally, I synthesized the literature on principal leadership styles, how they affect teacher and student performance, and the impact of COVID-19.

A principal's leadership style has a considerable influence on the quality of instruction, which is one of the most crucial criteria for delivering excellent education to

students (Gbollie & Keamu, 2017). Effective leadership increases an organization's capacity to face obstacles, such as building a competitive intellectual edge, cultivating ethical conduct and skillfully managing a diverse workforce with honesty and effectiveness (Sun et al., 2017). Hence, principals must adopt leadership styles that improve the institution's professional atmosphere while satisfying national and state educational standards. Diverse leadership styles may contribute to greater student accomplishment, staff productivity, and a more positive classroom atmosphere (Sun et al., 2017). In Chapter III, I review and explain the methodology used to conduct this study.

CHAPTER III

RESEARCH METHOD

This study examined how principals and teachers serving in the same school perceived the impact of principals' leadership styles. Leadership is essential to all facets of education, from daily operations to school reform. Indeed, many studies in academic literature focus on leadership's role in school reform efforts (Fuller & Stevenson, 2019; Pont, 2020).

However, much can be learned from examining principals' leadership styles and practices in top-performing K-12 schools. Therefore, this study focused on understanding the impact of principal leadership styles on teachers' instructional styles and effectiveness. This study is unique in that it compared the perspectives of principals' leadership styles from two perspectives: from the principal and teachers working in the same school. As such, this study may lend insight into principal-teacher relationship characteristics that facilitate productive collaborations in high-performing schools in the United States.

Chapter III begins with a discussion of the research methodology and design chosen for the study, where I provide a rationale for choosing the qualitative research design. Next, I discuss my role as the researcher. Then, I detail the specific methodology used in the study regarding participant recruitment and selection, that is, the population and sample, and the data collection techniques. Next, the chapter encompasses an exploration of the data analysis procedures, questions of trustworthiness, and the ethical

considerations of the study. The chapter concludes with a summary and transition to Chapter IV, which presents the study's findings.

Research Design and Rationale

This section explains why I chose a qualitative methodology approach rather than pursuing quantitative or mixed methodological research. Subsequently, I explain my choice of a generic qualitative inquiry rather than other qualitative research designs.

Methodological Tradition

I chose a qualitative research design for this study. Qualitative research places a large emphasis on individuals' interpretation of situations and events and allows for examining their lived experiences, perspectives, and beliefs (Gioia, 2021). As such, it is appropriate for this study, which examined the differential perspectives of teachers and principals regarding teachers' leadership styles.

Qualitative research techniques allow researchers to gain detailed, thick descriptions of the experiences of the study participants. Such methods include virtual, in-person, or questionnaire-based interviews, focus groups, and observations (Gray et al., 2020). Additionally, qualitative research is well-suited for researching phenomena that are unique, emergent, or complex because the flexible nature of qualitative methodologies allows researchers to collect information from several viewpoints and comprehend the complexity and subtleties of the experiences being researched (Stutterheim & Ratcliffe, 2021).

This perspective on qualitative research is pertinent to my study, as I examined the viewpoints of both teachers and principals regarding the impact of principals'

leadership styles on teacher instructional design. Empirical studies in various fields use qualitative research methodologies, including education (Shava & Nkengbeza, 2019) and educational leadership (Boyce & Bowers, 2018). Therefore, I chose a qualitative methodology because it was suitable for my research based on previous empirical studies in educational leadership.

I did not choose a quantitative or mixed methods research design ~~approach~~ for this study. Qualitative methods employ deductive, objective, and systematic strategies to answer research questions. They ultimately give insight into the frequency or prevalence of a phenomenon (Mohajan, 2020). While a quantitative comparison could have been performed, such a study would not adequately capture the perspectives of teachers and principals regarding the principal's leadership style. Therefore, I deemed a quantitative methodology inappropriate for this study. Moreover, my research questions were qualitative in nature, a mixed methodology was inappropriate for the study's research tradition. Therefore, I determined that a qualitative approach was the most appropriate research tradition for the study.

Research Approach

There are six general types of qualitative research approaches: general qualitative inquiry, case study, ethnography, grounded study, phenomenology, and narrative inquiry. This study employed a generic qualitative research design. General qualitative inquiries aim to decipher individuals' meanings related to the phenomenon under investigation (Osbeck, 2014). Qualitative inquiries have flexible research designs and offer researchers a variety of methods to interact with participants and ask why and how a particular

phenomenon exists (Kyngäs, 2020). Such methods include in-person, virtual, or survey-based interviews and focus groups. I chose the general qualitative inquiry to ask why and how principals' leadership styles are perceived by teachers and principals in the same school, providing the context and deeper understanding of how leadership styles affect teachers' instructional methods (Peterson, 2019).

Other qualitative research methods, such as narrative, grounded theory, case studies, ethnography, and phenomenology, were deemed unsuitable for this exploration. A narrative technique focuses mostly on data gathered from subjects explaining personal information about the trajectory of their lives (Mihas, 2019). Since this study examined an employment-related phenomenon, a narrative inquiry was not chosen. Glaser and Strauss (2017) suggest that grounded theory is appropriate when little is known about the phenomenon. Since the perspectives of principals and teachers have been extensively studied, I did not choose a grounded study. Case studies are helpful when researchers examine single or multiple case problems. In this situation, a case study design would examine one or two high-performing high schools, which would not allow for the perspectives of many teachers and principals to be examined (see Asenahabi, 2019). Therefore, I believed that a case study would not sufficiently answer the study's research questions.

I originally chose phenomenology as the research approach for this study. Moustakas (1994) explained that phenomenology is suitable for investigating and elucidating the overall experiences of target populations related to a specific phenomenon. However, descriptive phenomenology seeks to describe rather than explain

from the viewpoint of those who lived the experiences without preconceptions (Neubauer et al., 2019). Thus, I did not choose to pursue phenomenology as a research approach because the aim of the study is to explain differences in perspectives between teachers and principals regarding the same phenomenon. This type of study, therefore, requires flexibility, which led to the conclusion that a general qualitative inquiry was the best research method for the study.

Role of the Researcher

The integrity of qualitative research is paramount. It depends on the competence and resourcefulness of the researcher. In this qualitative research study, I, the researcher, collected data, working as an objective viewer (see Wa-Mbaleka, 2018). I conducted emailed-based, qualitative questionnaire with participants. When working with human research subjects, it is imperative that researchers follow all ethical guidelines, including protecting the participants' anonymity, ensuring voluntary participation, and providing participants with sufficient knowledge of the requirements of the study (Moustakas, 1994).

As the sole research instrument, I selected the high schools from which the participants worked, conducted questionnaire-based interviews, and ensured that the data derived from the participants was protected. I limited any researcher bias and interpreted the responses of participants. I analyzed the interview data using NVivo version 12, a computer-assisted qualitative data analysis software, and drew conclusions based on the emergent themes from the data within the context of the REB theory and transformational leadership.

Seven high-performing high schools are in urban school districts in the southern United States. Therefore, I used convenience sampling to select six principals to participate in the study. I purposefully sampled teachers at the six participating schools to select teachers employed at the same schools as the principals. I disclosed my positionality. Potential participants were informed that I am an assistant principal in a high-performing school in the same urban school district as the participants. Therefore, I have some professional knowledge about how principals' leadership styles influence teachers' instructional practices, but only at the middle school level. Since I work at a middle school and the target population is high-performing high schools, no principals or teachers who work with me were selected for the study. Therefore, I did not face any circumstance where a participant held a subordinate or a superior position in relation to me.

I practiced reflexivity throughout the study to reduce potential researcher bias. Reflexivity practices enable a researcher to think critically about how their beliefs, values, and positions affect the research process, including participant selection, data collecting, analysis, and interpretation (Olaghere, 2022). I used a research journal throughout the study to fully understand my thoughts, opinions, and beliefs (see McGrath, 2021). For this purpose, I journaled before and after performing any research-related tasks, including choosing participants, creating an interview procedure, gathering data through semi-structured interviews, and data analysis. Therefore, I used journaling as a reflexivity protocol to mitigate researcher bias.

Methodology

The methodology section details how I collected and used data from participants in the study. Thus, this section contains the criteria for participant selection, the use of instruments, recruitment procedures, data collection, and data analysis. These components are crucial in addressing research questions in qualitative research and warranting the reproducibility of the findings.

Participant Selection

The general population was high school principals and teachers in urban, public high-performing high schools in the United States. The target population was teachers and principals working in high-performed high schools in one urban, southern district of the United States. The high schools selected for the study were found via a district website that ranked schools and displayed their statistics. The district website categorized seven high schools as being high performing.

I exhaustively sampled principals of the seven high schools who met the inclusion criteria of being employed in high-performing high schools in the chosen urban school district. Six of the seven principals participated in the study. As a middle school assistant principal in the same school district, I had access to the names and email addresses of the teachers at those high schools. Thus, teachers were conveniently sampled based on their identification within the six high-performing high schools represented by the sample. A total of 21 teachers and six principals completed the questionnaire.

Instrumentation

There were three instruments utilized in the study. First, in qualitative studies, the researcher themselves is an instrument (Wa-Mbaleka, 2018). As such, I prepared and administered the study's second research instrument, a semi-structured interview questionnaire with open-ended questions. Researchers use semi-structured interviews to gain knowledge about a certain subject from qualified individuals (Adeoye-Olatunde & Olenik, 2021).

I designed the open-ended questions to allow the participants to expand upon their thoughts without constraint. I also designed the questionnaire to understand principals' leadership styles before and after the COVID-19 pandemic. The goal was to compare the principals' self-perceived leadership styles and the teachers' perspectives of their principal's leadership styles. To this end, there were different surveys for teachers and principals (see Appendix A).

Population and Sample

The target population was principals and teachers working at high-performing high schools in one urban school district in the southern United States. The sample consisted of six principals and 21 teachers from high-performing schools. The inclusion criteria did not include provisions for gender or age. Teachers and principals from all genders and ages were eligible to participate if they worked at one of the seven high-performing high schools in the urban school district chosen for this study.

According to Hennink and Kaiser (2021), data saturation occurs when data analysis results in no new ideas, with the data starting to repeat. Data saturation is

essential in ensuring content validity, and it is a crucial sign that the sample adequately addresses the problem under investigation. Moreover, data saturation indicates that the data accurately reflects the importance and complexity of the issues under investigation (Hennink & Kaiser, 2021).

A sample size of 12 to 18 participants is usually selected in qualitative interview-based studies because this same size generally results in data saturation (Guest et al., 2020; Vasileiou et al., 2018). Specifically, Guest et al. (2020) demonstrated that data saturation occurs in most interview-based qualitative studies after interviewing 12 participants. Thus, a sample size of six principals may not have allowed for data saturation and was an engineered limitation of the study. However, I did observe repeating patterns of responses in the data from the principals, suggesting that I had reached saturation. I also observed saturation in the data from the 21 teachers who participated in the study.

Data Collection

I began data collection after receiving approval from the Prairie View A&M University IRB Review Board (IRB Protocol #2022-074). I also received approval from the chosen school district to conduct the study. To begin data collection, I emailed the principals and teachers working at the seven high-performing high schools, as identified by the district website. The email contained a recruitment flyer with information about the study (Appendix B), a recruitment letter (Appendix C), the interview questions for both principals and teachers (Appendix A), and the approval letter from the district.

Six principals and four teachers responded to that email with completed questionnaires. Since the number of responding teachers was less than needed to reach saturation, I converted the questionnaire into a Google form and resent the participation email to the identified teachers. An additional 18 teachers completed the Google form. In total, six principals and 21 teachers completed the survey. All surveys received from principals and teachers were saved with pseudonyms, such as P1, P2, ..., and P6 for the principals and T1, T2, ..., and T21 for the teachers, to preserve the confidentiality and anonymity of the participants. I redacted all personally identifiable information on the surveys.

Data Analysis Plan

I used content analysis to analyze the email-based semi-structured interviews. Content analysis is commonly used when a study generates large amounts of non-numerical data (see Lindgren et al., 2020). While analyzing data, I examined the data and identified and categorized themes following the recommendations of Elliott (2018). The fundamental purpose of the data analysis process is to arrange the data, find patterns, and identify themes to elucidate important information relevant to the principal leadership practices and the research questions while combining the data to enable the researcher to make inferences (see Raskind et al., 2018). Coding captures significant ideas surrounding the data without losing meaning (Saldaña, 2011). I used a seven-phase process during data analysis:

Phase One: familiarization: I became familiar with the interview data by reading each questionnaire-based interview multiple times.

Phase Two: coding: I conducted coding to text segments. During this phase, I primarily used codes derived from the theoretical foundations of the study. I began using the NVivo qualitative software to aid in code and theme organization at this phase.

Phase Three: pattern recognition: I grouped like text segments together within codes.

Phase Four: constant-comparative: I read responses across all participants by interview questions to further solidify codes. Specifically, I read the participants' responses to each interview question (IQ). I read each participant's response to IQ1, then IQ2, and so on, until all IQs had been exhausted. This step allowed me to analyze the data across participants.

Phase Five: I read responses from participants at the same school to determine whether there were similarities and differences between principals' and teachers' responses.

Phase Six: theming: I organized codes for my research questions to develop themes. I defined and refined the codes and themes as appropriate.

Phase Seven: I reviewed the data holistically to ensure that the codes and themes were consistent with the entire data set. I examined the data and data analysis holistically to ensure that a logical meaning was extracted to answer each research question.

Issues of Trustworthiness

It is important to consider the instruments, data collection and analysis procedures, and data suitability when conducting qualitative research. Connelly (2016) defined a study's trustworthiness as the degree of the researcher's confidence in the data,

transcriptions, and procedures used to ensure the research was of high caliber. Four critical components of credibility, transferability, dependability, and confirmability must be addressed to establish confidence in qualitative research.

Credibility

A study is credible when it accurately captures its participants' perspectives (Saldaña, 2011). According to Morse (2015), credibility involves ensuring that the results of qualitative research are believable from the research participant's perspective. Participants can trust published research findings because they believe them to be their own.

This study was credible because the study participants answered honestly, and I did not alter their paper-based interview answers. Thus, the data accurately reflects the participant's experiences, thoughts, and views. I also ensured credibility by using verbatim quotations from the participants in reporting the data (see Daniel, 2019). Lastly, I addressed credibility through journaling (see McGrath, 2021). In the journalling process, I made notes regarding my thoughts and feelings throughout the research process to ensure the researcher's reflexivity (see McGrath, 2021).

Transferability

Transferability in qualitative research is the ability of a study's findings to be applied to different people or places. Transferability seeks to answer the questions encompassing the extent to which the study results can be generalized or applied to other groups, contexts, or settings (Lindgren et al., 2020). Creswell and Poth (2018) noted that ensuring the transferability of a research study involves furnishing sufficient details on

the procedures employed to conduct the study. Hence, I presented an elaborate account of the methods and procedures utilized to draw conclusions from the research data.

The study also utilized sampling sufficiency and thick description to enhance transferability (Kyngäs, 2020). Sampling sufficiency means that a qualitative study contains the appropriate sample size that accurately represents the phenomenon and population. A thick description lets the reader comprehend the study's phenomenon and compare it to other circumstances (Shenton, 2004). The results of this study may not be transferable to the general population of principals. Only six principals participated in the study. However, the data for the principals reached saturation, lending credence to the notion that the results may be transferable.

Dependability

Dependability is a critical component of trustworthiness and the validity of the data in literature that focuses on the consistency of the results (Lincoln & Guba, 1985). Dependability gives a framework in which the researcher reviews the analysis process to ensure it is aligned with the standards for the chosen designated design (Korstjens & Moser, 2017). Dependability in a qualitative study is challenging, as the researcher is tasked with presenting enough information to allow future researchers to repeat the study and generate similar data (Shenton, 2004).

I ensured dependability in this study by rigorously documenting the research methods. I also addressed that dependability was assured through the establishment of an audit trail for all research documents and the processes and decisions made for the research study. I established an audit trail in my journal throughout each step of the

research process to ensure that details were recorded in a manner such that other researchers could repeat the study.

Confirmability

Confirmability is the capacity of others to confirm or verify findings in a research project (Elo et al., 2014). As described previously, I employed reflexivity processes throughout the study (see Ravitch & Carl, 2021). I also acknowledged prior experiences, especially since I was employed as a principal at a high-performing middle school when I conducted the study. This will allow the reader to make decisions regarding the veracity of the presented findings (Lincoln & Guba, 1985; Yin, 2018).

When reviewing and conducting interviews, I used a reflective journal to record personal reflections to ensure I did not contribute any biases to the data analysis. This research was enhanced through confirmability by: (1) supplying a large amount of evidence to support claims. I ensured this by providing verbatim quotations from participants; (2) ensuring the accuracy of the results by providing a detailed description of the methodology. I accomplished this by keeping a detailed log of each step regarding the research process in my journal; (3) declaring and acknowledging preconceptions. I ensured my awareness of preconceptions by using the reflexivity protocols previously mentioned; and (4) giving weight to participants' experiences and perspectives rather than my own. I ensured this by providing my codebook and using verbatim participant quotes.

Ethical Considerations

I followed strict ethical procedures when conducting my research. This study confined to interviews related to work and presented minimal risk since the questions only pertained to participants' professional work experience. I avoided addressing any sensitive or emotional subjects in this research study. Prairie View A&M University IRB Board granted permission to approach participants and collect data. I did not conduct research until I was granted that authorization.

All research can present risks to the participants. Therefore, the researcher must maintain the participants' well-being throughout the research period (Connelly, 2016). The well-being of the subjects is guaranteed by upholding established ethical norms throughout the procedure. The Belmont Report detailed these expectations (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). They consist of justice, kindness, and respect for people. Throughout the entire research, I worked diligently to uphold these three ethical principles.

As I enlisted participants from my professional network, I sought and received permission to conduct the study from the school district containing the six high-performing high schools in the study. Additionally, given that the participants were a part of my professional network, I worked to protect the identity of the participants by asking them to communicate with me through secure methods, including password-protected email. I declared the nature of the study and the researcher's intentions to protect the participants' confidentiality on the participant recruitment email. I informed all

participants that they could withdraw from the research project without facing any negative consequences.

The study did not identify the school district or the high schools where the participants worked to protect participant privacy. Instead, I assigned a pseudonym to each participant in all study materials. All participants were aware of the measures I implemented to safeguard their privacy. I also ensured confidentiality by removing any personally identifiable information from transcripts, including names of employers, supervisors, or other identifiers associated with the participant. Furthermore, I redacted their place of employment. All the participant data gathered during the collection process remained confidential through pseudonyms. I responsibly stored all the raw (transcripts) and analyzed data, which will be kept safely for five years as Prairie View A & M University requires. I secured the data on a password-protected laptop in my home office.

Summary

The purpose of this basic qualitative study was to examine the impact of principals' leadership styles on teacher instructional methods. In this chapter, I presented the data collection techniques, summarized the problem and the importance of the study. I evaluated the qualitative nature of the study and explained why the chosen methodology and research design were a good fit for this study. Since I aimed to understand the participants' perspectives, thoughts, and opinions regarding principal leadership styles, I argued that a qualitative methodology with a generic research design was the best fit for this study. I next described the data collection and analysis procedures I used in the study. Finally, I described positionality and involvement in the study, explained how I analyzed

the data using coding and thematic analysis, and addressed trustworthiness and ethical considerations. In Chapter IV, I detail the findings of this research study.

CHAPTER IV

RESULTS

Principals are essential leaders in the K-12 educational system in the United States, providing guidance for students, staff, and teachers. Numerous studies in academic literature have focused on the leadership required to mediate effective school improvement and reform (Leithwood et al., 2020a, 2020b; Sun et al., 2019). However, there are fewer reports in the literature regarding principals' leadership at high-performing schools. Moreover, the literature compared principals' intended leadership styles and teachers' perspective of principals' leadership practices is less extensive the academic literature. Therefore, this basic qualitative study aimed to examine the impact of principals' leadership styles on teacher instructional methods. To affect this purpose, I engaged with principals and teachers at high-performing schools in Texas, United States, to examine the impact of principals' leadership styles and practices on teachers' instructional styles and students' academic outcomes.

Participant Demographics

This study involved two groups of participants: principals and teachers at high-performing high schools. The participants were assigned pseudonyms based on their schools. For example, Principal 1 and Teachers 1A and 1B represented the same high-performing high school. Table 1 shows the demographic characteristics of the principals interviewed in this study. The participants' ages, highest level of education, and number of years in different educational leadership positions are provided. I also asked

participants to indicate the number of years they believed themselves to be practicing transformational leadership theory.

Table 1

Demographic Characteristics of the Participating Principals

Principal	Age range	Highest degree	Years in education	Years as principal	Years in position	Years as transformational leader
Principal 1	31-40	Masters	12	5	5	5
Principal 2	41-50	M.Ed.	21	12	11	14
Principal 3	51-60	M.Ed.	32	18	18	18
Principal 4	51-60	Masters	30	17	0.33	15
Principal 5	31-40	Ph.D.	11	4	1	4
Principal 6	41-50	Ed.D.	15	7	1	10

The six principals who participated in this study had varied levels of experience as school administrators and represented various age groups. Specifically, two principals were in their 30s, two participants were in their 40s, and two participants were in their 50s. All the principals had advanced degrees. Two principals had doctorate degrees, and the other four principals had master's degrees in education or a related field.

All participants had at least 11 years of experience in education and at least four years of experience as a principal. The principals believed themselves to be transformational leaders for their entire tenure as principals. The demographic characteristics of the principals suggested they were experts in education, principalship, and transformational leadership.

The second population interviewed in this study were teachers at high-performing high schools in Texas. There were 21 teachers who completed the questionnaire, representing seven schools. The demographic characteristics of the participating teachers are shown in Table 2.

Table 2*Demographics Characteristics of the Participating Teachers*

Teachers	Age range	Highest degree	Degree Field	Years		
				Years in education	as teacher	Years in position
Teacher 1A	31-40	B.S.	Mathematics	6	2	2
Teacher 1B	51-60	B.S.	Chemistry	34	34	20
Teacher 1C	51-60	M.Ed.	Education	43	43	12
Teacher 2A	51-60	Ph.D.	N/A	30	30	6
Teacher 2B	51-60	Masters	Art & Art History	29	29	9
Teacher 3A	41-50	M.Ed.	Student Development	20	20	10
Teacher 3B	41-50	Masters	Secondary Social Studies	18	18	18
Teacher 3C	41-50	B.S.	N/A	10	10	10
Teacher 3D	41-50	Ph.D.	N/A	21	17	8
Teacher 4A	51-60	B.A.	Teaching	34	34	23
Teacher 4B	41-50	Ph.D.	Chiropractic	13	13	13
Teacher 4C	21-30	B.S.	Biology	7	7	2
Teacher 4D	51-60	Ph.D.	English, Linguistics	33	20	20
Teacher 4E	41-50	B.S.	Professional Writing	25	19	19
Teacher 4F	41-50	B.S.	N/A	17	15	15
Teacher 5A	51-60	M.Ed.	Educational Leadership	32	30	15
Teacher 5B	31-50	Masters	N/A	8.5	8.5	8.5
Teacher 6A	51-60	B.S.	N/A	15	15	14
Teacher 6B	41-50	M.Ed.	Education Administration	16	16	4

Teacher pseudonyms are numbers for pairing with their principals. For instance, Teachers 4A, 4B, and ..., 4F teach at the school led by Principal 4. Teachers 7A and 7B work together, but their principal did not complete the survey. The participants had extensive levels of education and experience teaching. Eight participants (38.1%) had

bachelor's degrees, nine participants (42.9%) had master's degrees, and four participants had doctorate degrees. Of these participants, 17 had more than 10 years of experience as teachers, and most of those years at their current school. These demographic characteristics indicated that the participants had extensive experience as teachers and were qualified to participate in the study.

Research Findings

In this section, I present the research findings from the study. Analysis of the participant' answers is organized according to each research question. In RQ1, I describe principals' and teachers' perspectives of the current leadership styles of principals. In SQ1, the influence of the COVID-19 pandemic on principals' leadership styles are presented. In RQ2, the participants' perspectives of the influence of principals on teachers' instructional style and methods are described. Finally, in RQ3, the participants' perspectives of how their leadership impacts student achievement are described.

RQ1: Examination of Principals' Leadership Styles

The aim of RQ1 was to determine principals' and teachers' perspectives of the current leadership styles of principals. To establish a baseline for this discussion, I first asked the participants their definition of transformational leadership. Other types of leadership were also assessed are described within the discussion of RQ1. Specifically, I queried participants about their use of visionary, transactional, commanding, and democratic leadership practices.

Principals' Use of Transformational Leadership

I first prompted the principals to define transformational leadership. I evaluated their responses to identify the four transformational leadership tenets: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Their responses to this question are shown in Table 3.

Table 3

Participants' Definitions of Transformational Leadership

Principal	Leadership Tenet Identified	Excerpt from survey
Principal 1	Change Leadership	"A leader implementing substantial changes."
Principal 2	Inspirational Motivation	"Transformational leadership is when a leader involves the teachers and employees in school improvement and decision making and general workings of the campus."
Principal 3	Idealized Influence, Inspirational Motivation	"Transformational leadership is leading by example, being a role model, being visible on campus, and developing a positive rapport with students, educators, parents, and all key stakeholders committed to a common vision of academic mastery."
Principal 4	Inspirational Motivation, Intellectual Stimulation	"A leader who creates a culture of collaboration and generates creativity among his staff to move the campus forward."
Principal 5	N/A	N/A
Principal 6	N/A	N/A

Most of the principals identified important aspects of transformational leadership in their definitions. For instance, Table 3 shows that Principal 2 identified involving teachers and employees in school improvement decisions as part of transformational leadership. According to Bass and Avolio (1994), Principals 2 and 4 described

inspirational motivation, whereby leaders create a sense of purpose and encourage team spirit. Principal 2 further explained:

I believe that building relationships is a very important part of transformational leadership so that teachers can grow and give their input in a safe environment. The leader would work collaboratively with teachers, as well as give them ownership over projects on campus and autonomy in their own work.

Principal 3 identified idealized influencing, noting that transformational leaders should serve as role models for the educational community. Principal 3 also identified inspirational motivation by identifying leaders as contributing to a “common vision of academic mastery.” Principal 4 identified intellectual stimulation, explaining that leaders should promote the creativity of their staff. Principals 5 and 6 declined to answer this question. However, the other principals collectively identified three of the four transformational leadership tenets: idealized influence, intellectual stimulation, and inspirational motivation.

After examining the participants’ definitions of transformational leadership, I next asked the principals how they demonstrated the use of this leadership style before 2019. The participants’ answers to this question represented their leadership practices before the COVID-19 pandemic disrupted education in the United States in 2020. The participants’ use of transformational leadership is described in Table 4 with excerpts from their interviews.

Table 4*Principals' Use of Transformational Leadership Before the COVID-19 Pandemic*

Leadership tenet		Excerpt from survey
Principal	exemplified	
Principal 1	Individualized Consideration	"I identified factors that contributed to the school being high performing and how to enhance and recruit students from the community and students not high-performing to give them an opportunity to receive their high school diploma and associate degree."
Principal 2	Intellectual Stimulation	"Teachers have always had autonomy over their classroom and curriculum. I always tell them that I hire the professional and the leader for that classroom. It is their job to meet the goals and objectives, managing their classroom and developing appropriate curriculum and instructional plans."
Principal 3	Idealized Influence	"Although the managerial role is extremely important, I have always chosen to be very transparent with ideas and expectations, being a visible leader on campus, and never forgetting what it is like to be a student as well as teacher."
Principal 4	Inspirational Motivation	"I had to create an environment of collaboration among new individuals to the leadership team and teachers on campus. I had to find their strengths and provide opportunities to lead others."

Principal 5	N/A	“I worked as a principal in a turnaround school and demonstrated transformational leadership with working strategically in creating systems and structures to successfully turn around my school and get it out of improvement required status.”
Principal 6	N/A	“I used data-driven practices to increase student achievement, attendance, and teacher retention at [my school].”

Four principals described different transformational leadership qualities in their responses to this question. Principals 5 and 6 did not specifically identify transformational leadership tenets but showed the importance of goal-oriented leadership. Regarding transformational leadership, Principal 1 worked to identify students in the community who were not high-performing but could be, exemplifying individualized consideration. Principal 1 further explained, “[I] lowered the matrix scores so students could enter the campus more easily. I [addressed] unjust policies, such as students needing intervention, student culture, and not exiting students.” Principal 1 used individualized consideration to identify students needing assistance.

Principal 2 showed intellectual stimulation by allowing teachers autonomy over their curriculum and classroom practices. Principal 2 also demonstrated individualized consideration by allowing teachers to express their concerns. Principal 2 said, “I have always had an open-door policy for teachers to express their concerns and ideas for improvement in their own areas or around the campus.” Principal 3 exemplified idealized

influence, serving as a role model for teachers and students. Principal 3 also stressed the importance of engaging school stakeholders in important decisions: "I constantly met with teachers, staff, administration, and parents to discuss the vision of our school and goals towards improvements." In this way, Principal 3 also demonstrated inspirational motivation. Collectively, the principals identified the use of the four transformational leadership tenets. The participants were also asked to describe their use of other leadership styles, including affiliative, commanding, democratic, transactional, and visionary leadership. Each principal gave different perspectives on using the different types of leadership in conjunction with transformational leadership.

Affiliative Leadership

The affiliative leadership style involves growing personal bonds and striving toward team well-being (Wissing et al., 2021). Affiliative leadership focuses on harmony rather than results. Some principals described the use of affiliative leadership. For instance, Principal 1 said, "Knowing what people value the most will assist with making more informative decisions as the principal." Principal 1 described using affiliative leadership by learning about their staff's goals and values to adjust their leadership style to each individual. Principal 2 uses affiliative leadership when designing the strategic plan and vision for the school. Principal 2 said:

If you have teachers that feel that they are treated with respect and that they are involved in the major decisions of the campus, this will take care of the students. For example, I always invite teachers to participate in master schedule planning

for the upcoming school year. This makes a teacher feel ownership in campus programs which positively impacts messaging to students.

Principal 2 believed that the affiliate leadership style not only influences teachers but impacts their communication with students. Principal 4 also described affiliative leadership's use to ensure that teachers' voices are heard, and their suggestions are implemented. Principal 4 said, "Staff must see that their input matters to the success of the organization." Thus, the participants described the use of affiliative leadership in their leadership practices.

Commanding Leadership

The commanding leadership style involves telling followers what tasks to perform and when to perform them (Nordin et al., 2020). Principal 2 believed that some teachers require commanding leadership, especially when they are new to the profession. Principal 2 said, "A less skilled teacher may need the direction of a commanding leader." Principal 2 recognized that different teachers need different aspects of leadership, including commanding leadership for new teachers. Principal 3 also described the use of some aspects of commanding leadership, saying, "I believe there is a finesse to utilizing aspects of the commanding leadership in which a leader is direct but also delicate in articulating and delivering those expectations." Principal 3 believed that they could articulate commands without necessarily being commanding, which facilitated their use of this leadership style. Principal 4 believed that commanding leadership is especially important when working on school reform. Principal 4 said, "If you are given the task to turn a

campus around due to their performance on state and district tests, then commanding leadership must be used.” The participants noted that commanding leadership has its place in K-12 education but like other leadership styles, is situational. The participants generally agreed that commanding leadership is important for some staff and could hinder others.

Democratic Leadership

The democratic leadership style stresses working together through dialogue and seeking consensus to drive decision-making (Woods, 2004). Principal 2 believed that leadership should be flexible and responsive to individual needs. They identified democratic leadership as important in some instances. Principal 2 said, “You may have a highly effective teacher that knows how to get results, the teacher will need feedback, but most of all, they will need a democratic style of leader.” All participants spoke about having an open-door policy in which teachers and staff could communicate their concerns. The participants believed that their open-door policies allowed staff to voice their concerns, which could be addressed through proper democratic leadership.

Visionary Leadership

Visionary leaders try to inspire and motivate people to pursue a long-term vision, without addressing the minutiae of getting there or focusing on steps to attain the vision. Some principals stressed the importance of having a strong vision and working toward that vision. For example, Principal 1 said, “Taking the time to communicate a vision, communicating the expectation, and a lot of listening from all stakeholders helps me make more informed decisions to impact the campus.” Principal 1 described visionary

leadership as communicating a strong vision and expectations. Principal 4 believed that visionary leadership is important in some situations, especially during a school reform process. Principal 4 said, “If you are building a campus from scratch, then your leadership style is that of a visionary leader.” Visionary leadership is strongly aligned with transformational leadership, especially regarding the use of inspirational motivation, which many participants mentioned during their interviews.

Summary of RQ1

In RQ1, I examined the principals’ use of different types of leadership styles. This question was intended to be independent of the influence of the COVID-19 pandemic. The participants described the use of various leadership styles, including transformational, visionary, democratic, affiliative, and commanding leadership. The principals believed that varying their leadership styles to different situations allowed them to be more effective leaders for each staff member. They also noted that within transformational leadership theory, each of the four tenets was important for effective school leadership.

SQ1: How COVID-19 Influenced Principals’ Leadership Styles

The aim of SQ1 was to examine principals’ and teachers’ perspectives of how the COVID-19 pandemic impacted principals’ leadership styles. To this end, I asked principals how they used transformational leadership during the pandemic. The participants described changes to their transformational leadership styles during the pandemic, shown in Table 5.

Table 5*Principals' Use of Transformational Leadership During the COVID-19 Pandemic*

Principal	Leadership tenet exemplified	Excerpt from survey
Principal 1	Individualized Consideration	“Post-COVID, I invest[ed] in instructional technology and I was flexible and listened to staff. Focus more on employee and student retention for positive morale.”
Principal 2	Individualized Consideration	“I became more closely involved with each individual employee and touched base personally more frequently, checking on general wellness and support where needed. Some of them needed more assistance in learning how to work or teach remotely than others.”
Principal 3	Individualized Consideration	“In attempts to return to normalcy, I became aware of the greater need to incorporate social and emotional support to students and colleagues. We extended our counseling staff so the new hire could dedicate to social and emotional support. I approved the hiring of associate teachers periodically to assist with the overall well-being of teachers who then had more time to plan lessons, collaborate with colleagues, and grade assessments.”
Principal 4	Idealized Influence	“Everyone's ideas were valid and contributed to the success of the school. In planning the opening of the school, I made sure that we had representatives from all grade levels to help develop our plan, procedures, and protocols for keeping everyone safe.”
Principal 5	Individualized Consideration	“My leadership strategies had to adjust to ensure I was supporting teachers and encouraging their health and well-being as part of building culture. There was a lot of insecurity and overall nervousness about teaching virtually and the risk of getting sick, I had to take that all into account with everything I did.”
Principal 6	N/A	“There was greater use of digital resources to support teachers and to facilitate PLCs, faculty meetings, and coaching sessions after the onset of the Covid-19 pandemic.”

Some principals changed their leadership styles, while others did not. For instance, Principal 1 described using individualized consideration before and after the pandemic but used it in different ways. After the pandemic, they described working towards employee and student retention by boosting morale, which required individualized consideration of student and employee concerns. Principal 6 described using virtual learning communities as distinct from their leadership before the pandemic. Thus, some principals did not change their approach to transformational leadership during the COVID-19 pandemic.

Other principals changed their approach to leadership during the pandemic. For instance, Principal 2, who prioritized intellectual stimulation before the pandemic, described using individualized consideration during the pandemic to ensure teacher wellness. Similarly, Principal 3 shifted from prioritizing idealized influence to individualized consideration, citing a need for greater investment in student and employee wellness and emotional support. As shown in Tables 4 and 5, Principal 4 shifted from using inspirational motivation to idealized influence, placing value on establishing a common vision among teachers and school staff. Principal 5 described being task-oriented before the pandemic but explained the need for individualized consideration during the pandemic. Thus, some principals changed their approach to transformational leadership during the pandemic by prioritizing different tenets within transformational leadership theory.

The teachers were also asked to describe their principals' leadership styles during the COVID-19 pandemic. The teachers generally had mixed reviews of their principals'

leadership styles and influences during the pandemic. Some participants described their principals as having superior leadership, whereas others found their principals' leadership capabilities to be lacking. The teachers' thoughts regarding their principals' leadership practices during the pandemic are shown in Table 6.

Table 6

Teachers' Opinions of Their Principals' Leadership During the Pandemic

Teacher	Analysis	Excerpt from survey
1A	Effective Leadership	<p>"The way she relayed information was crucial in us understanding that things were constantly changing, and our flexibility was necessary. I felt like she handled new protocols well and kept clear communication with us regarding what needed to be done."</p>
1B	Transformational Leadership: Individualized Consideration	<p>"She helps us with technology and with pedagogical strategies, so we could implement them in our virtual classes. She also worked with us in a one-to-one section in order to help us to improve teaching in a virtual scenario."</p>
1C	Flexible Leadership	<p>"Flexible scheduling for class meeting times; flexible assignment due dates; support for curriculum development."</p>

2A	Supportive Leadership	“My principal had tried her best to provide the most appropriate technology before and even after COVID-19.”
3A	Effective Leadership	“He just lets us know that we’re doing our jobs and then he lets us do them. We don’t have a lot of extra random stuff we have to do. He buffers us as much as possible from stupid bureaucracy.”
3B	Flexible Leadership	“Creating flex planning days for members of the same department.”
3C	Supportive Leadership	“My principal made sure to lead us through by ensuring we had resources and guidelines for both online and in-person classes.”
3D	Supportive Leadership	“My principle helped enormously during the pandemic. He realizes that the #1 challenge facing teachers is limited time so he guards our time by making sure that assaults on our time are as limited as he can make them.”
4A	Realistic Leadership	“Manageable expectations.”
4B	Flexible Leadership	“Flexibility and understanding but with adherence to guidelines.”

4C	Effective Leadership	“They set schedules in place and developed policies that helped students engage more. For example, we allowed more students to exempt their final exams if they reached a certain level of achievement (grades) during the virtual year.”
4D	Negative Review	“Minimal.”
4E	Neutral Review	“Working with the admin team were given basic guidelines and timelines, but most development came from departmental system developments.”
4F	Flexible Leadership	“The principal would allow us to give one on one tutorials online.”
5A	Negative Review	“Leadership was very limited, in fact, it was more direct instruction as to how to conduct using the technology. I feel this is an area that could of been much stronger.”
5B	Transformational Leadership: Individualized Consideration	“At the time, my then-principal lead by being available around the clock. She watched virtual lessons, offered feedback and kept in touch with teachers daily to ensure learning still happened.”

6A	Transformational Leadership: Individualized Consideration, Idealized Influence	<p>“She personally called and checked on staff. She conducted Zoom check-ins that were personal only so staff could share and support each other. At beginning of pandemic, she covered classes for teachers who were sick or were in quarantine and insisted family is first.”</p>
6B	Effective Leadership	<p>“My principal communicated clearly on the implementation of virtual curriculum, provided useful feedback on questions or concerns, and provided any needed technology for curriculum implementation.”</p>
7A	Effective Leadership, Supportive Leadership	<p>“Our principal gave us a clear outline of expectations in terms of the class schedule and daily expectations for learning and then let us find the best way to be creative and teach within those bounds. They also asked what resources we needed and ensured that we were able to find funding to support those needs.”</p>

7B	Flexible Leadership	“Flexibility and understanding in uncertain times yet continuing to hold teachers and students to high expectations.”
----	---------------------	---

The teachers valued good communication from principals during the COVID-19 pandemic. Teacher 1A described their principal as effectively communicating changes to the learning environment and new policies as information became available. Teacher 1C also appreciated their principal’s communication, saying, “Good communications and encouragement via regular messaging.” Many other teachers also described their principals as communicating with them consistently about changes being implemented to the virtual curriculum. The participants who cited their principals as being effective communicators also indicated they had effective leadership during the pandemic. Thus, effective communication was one way the principals successfully led their teachers during the COVID-19 pandemic.

The teachers valued flexibility from their principals during the COVID-19 pandemic. Teacher 1C highlighted the flexibility of their principal regarding scheduling and due dates. Teacher 3B valued their principals’ commitment to flexibility by allowing flex planning days so that teachers could effectively plan for changes to their curricula. Teacher 3C reiterated the flexibility of Principal 3, describing:

He only brought to us what we absolutely had to complete to support our students and did not waste our time with frivolous requests or expectations. In addition, he has provided "flex" days for departments in order to lesson plan and grade as

teachers do not often have the same planning period due to our courses and having a smaller staff.

Teachers 3A, 3B, 3C, and 3D described their principal as supportive but flexible, providing them the instructional and technological support necessary to lead during the COVID-19 pandemic. Other participants appreciated the flexibility of their principals. For instance, Teacher 6A recounted that Principal 6 stepped in and taught in the place of teachers who were sick or whose families were sick. This is an example of idealized influence or leading by example.

Of the 21 teachers who completed the survey, only three gave their principals neutral or negative reviews of their leadership during the COVID-19 pandemic. Teachers 4D and 5A found leadership during the pandemic to be minimal or weak and indicated that improved leadership could have led to a better transition to online learning. The other 18 teachers described their principals' leadership as supportive, flexible, effective, or realistic, ensuring they felt supported during the pandemic. Some teachers indicated their principals' use of transformational leadership, especially idealized influence, and individualized consideration, which was similarly appreciated.

RQ2: Influence of Principal Leadership on Teachers' Instructional Style

The aim of RQ2 was to examine the perspectives of teachers and principals regarding how principal leadership style impact teachers' instructional style and methods. To address this research question, both principals and teachers were asked how principals' leadership styles influence teachers' instructional styles. Table 7 shows the principals' thoughts regarding their role in influencing teachers' instructional styles.

Table 7*Principals' Perspectives of Their Influence on Teachers' Instructional Styles*

Principal	Leadership Tenet Exemplified	Excerpt from survey
Principal 1	Intellectual Stimulation, Idealized Influence	<p>“[Teachers are] able to make informed decisions to ensure alignment; Streamline instructional practices to the school improvement plan; Grade-level professional learning communities (PLC).”</p>
Principal 2	Intellectual Stimulation	<p>“I believe that my leadership practices are very different and truly allow teachers to flourish, try new things, make mistakes, and learn in a safe environment.”</p>
Principal 3	Inspirational Motivation	<p>“Teachers have more time to plan, collaborate, grade assessments, etc. I also believe our work environment is even more like a family, and hopefully, teachers feel greater support from the administration in terms of understanding and addressing their needs.”</p>
Principal 4	Individualized Consideration	<p>“Before Covid, we had more time to plan, review and implement our instructional plan. During Covid, another element was</p>

		introduced into the picture which was self-care.”
Principal 5	Individualized Consideration	<p>“My leadership strategies had to adjust to ensure I was supporting teachers and encouraging their health and wellbeing as part of building culture. There was a lot of insecurity and overall nervousness about teaching virtually and the risk of getting sick, I had to take that all into account with everything I did.”</p>
Principal 6	Intellectual Stimulation	<p>“By giving teachers improved tools (data trackers, additional reports, small group instruction) and training, they were push their students to higher achievement levels.”</p>

The participants believed that their transformational leadership practices influenced teachers’ instructional styles. Some principals, Principals 2 and 6, embraced intellectual stimulation, allowing teachers to design their curricula while promoting student achievement. Other principals believed that their use of inspirational motivation influenced teachers’ instructional styles. For instance, Principal 4 said, “As leaders, we had to continue to motivate staff through encouragement when their work seemed endless. We affirm our staff work daily to keep pushing the needle forward.” Principal 4

believed that affirming teachers provided an environment for them to feel supported. Thus, the principals described using different transformational leadership tenets to influence teachers' instructional styles.

An interesting avenue of inquiry pursued in this study was the comparison of principals' and teachers' responses to the same questions. The collection of both perspectives allows for an evaluation of the efficacy of principals' intended transformational leadership practices. As shown in Table 6, Principal 1 indicated they provided support to allow teachers to make informed decisions regarding their teaching practices. Teachers 1A and 1B, led by Principal 1, indicated that their principal used intellectual stimulation to influence their instructional styles. A comparison of Teacher 1A and 1B's response to that of their principal is shown in Table 8.

Table 8

Comparison of School 1 Participants' Perspectives of Principal 1's Leadership Style

Participant	Leadership Tenet Exemplified	Excerpt from survey
Principal 1	Intellectual Stimulation, Idealized Influence	<p>"[Teachers are] able to make informed decisions to ensure alignment; Streamline instructional practices to the school improvement plan; Grade-level professional learning communities (PLC)."</p>
Teacher 1A	Intellectual Stimulation	<p>"She has clear expectations for us as teachers, but I also felt a clear trust in doing my job, such that she didn't micromanage and</p>

Teacher 1B	Intellectual Stimulation	<p>allowed me to instruct my students in the way I felt was best. She does a good job of providing support and guidance when asked.”</p> <p>“Our principal has a strong influence on my instructional practices. She inspired me to do research inside my Chemistry Lab. She also wants me to develop my style in the assessment process in Chemistry, so we have a positive modification to improve academic results in our students.”</p>
------------	-----------------------------	---

Notably, for participants from School 1, the principal described the use of intellectual stimulation and idealized influence to influence teachers’ instructional styles, and the participating teachers also recognized their principals’ use of intellectual stimulation. As shown in Table 8, the teachers from School 1 both acknowledged their principals’ use of intellectual stimulation in allowing them to design and implement their own curricula. A comparison of the participants from School 2 is shown in Table 9.

Table 9

Comparison of School 2 Participants' Perspectives of Principal 2's Leadership Style

Participant	Leadership tenet exemplified	Excerpt from survey
Principal 2	Individualized Consideration	<p>"I have a teacher at another high school in HISD where she was being recommended for termination. Here she was forced to follow the SSO and Principal's mandated uniform instructional practices. I saw her potential, hired her, and encouraged her. I knew that she could become a leader in her area. She became an AP Reader and had the highest AP scores in the district for her grade level and subject."</p>
Teacher 2A	Individualized Consideration	<p>"My principal had coached me how to use the strategies to check for understanding and use the feedback for reteaching."</p>
Teacher 2B	Individualized Consideration	<p>"My present Principal is very supportive when I need anything, for example, supplies. My last principal where I came from was very hands-off."</p>

At School 2, Principal 2 prioritized the use of individualized consideration by ensuring that their teachers felt supported by providing individual attention. Teachers 2A and 2B both emphasized their principals' use of individualized consideration. For instance, teacher 2A highlighted that their principal stayed after school to provide feedback on their teaching. For Principals 1 and 2, their corresponding teachers recognized the use of their principals' intended transformational leadership tenets.

Some teachers identified transformational leadership tenets not identified by their principals. A comparison of School 3's participants is shown in Table 10.

Table 10

Comparison of School 3 Participants' Perspectives of Principal 3's Leadership Style

Participant	Leadership tenet exemplified	Excerpt from survey
Principal 3	Inspirational Motivation	<p>“Teachers have more time to plan, collaborate, grade assessments, etc. I also believe our work environment is even more like a family, and hopefully, teachers feel greater support from the administration in terms of understanding and addressing their needs.”</p>
Teacher 3A	Intellectual Stimulation, Inspirational Motivation	<p>“Our principal trusts that we’re knowledgeable in our content areas so we can also spend a lot of time on content-specific professional development for higher-level classes, like APs.”</p>
Teacher 3B	Inspirational Motivation	<p>“Support our educational methodology, supports us with parents.”</p>
Teacher 3C	Inspirational Motivation, Individualized Consideration, Idealized Influence	<p>“My principal provides autonomy in my classrooms and with my delivery of the curriculum. He is supportive and funds new/creative/innovative practices especially with my electives.”</p>

Teacher 3D	Individualized Consideration	“My principal has allowed me to take all the opportunities that College Board has selected me for. Covering my classes with a sub so that I can attend the reading and support my work on College Board's pilot committee for a PBL for AP Human Geography.”
------------	------------------------------	--

There were four teachers led by Principal 3 who responded to the questionnaire. In their questionnaires, they highlighted the four transformational leadership tenets. The teachers described their principal as motivating, inspiring a vision, and investing in each of them individually. School 4 was represented by its principal and six teachers. The participants' descriptions of how their instructional styles were affected by their principals are shown in Table 11.

Table 11

Comparison of School 4 Participants' Perspectives of Principal 4's Leadership Style

Participant	Leadership tenet exemplified	Excerpt from survey
Principal 4	Individualized Consideration	“Before Covid, we had more time to plan, review and implement our instructional plan. During Covid, another element was introduced into the picture which was self-care.”

Teacher 4A	Negative Review	“Added stress- lack of communication and planning.”
Teacher 4B	Inspirational Motivation	“High expectations coupled with the flexibility to choose how and what is taught to advance and reinforce concepts. Not a micromanager.”
Teacher 4C	Neutral Review	“I don't feel like my principal has impacted my instructional practices.”
Teacher 4D	Individualized Consideration	“Communicating acknowledgment and encouragement: noticing teachers’ good work and openly acknowledging the work; a card or note of feedback or appreciation.”
Teacher 4E	Neutral Review	“It has more driven assessment procedures and makeup based on principal trying to appease parent and student complaints.”
Teacher 4F	Neutral Review	“The principal did not motivate me to improve on my instructional practices in any way...my students motivated me.”

Based on the participants’ interviews, Principal 4 had challenges with communicating with their teachers. Principal 4 intended to use individualized consideration to influence teachers’ instructional styles. However, the teachers

interviewed from School 4 did not recognize Principal 4's intended use of individualized consideration, except for Teacher 4D. Teacher 4A believed that Principal 4 lacked communication with teachers, whereas Teachers 4C, 4E, and 4F did not identify a transformational leadership tenet; instead, they gave their principal a neutral review. Within the framework of RBT, Principal 4 and the teachers viewed Principal 4's actions differently because of their unique experiences.

Another participating school also appeared to have challenges with communication between the principal and teachers. School 5 had its principal, and two teachers participate in the study. The opinions of the participants from School 5 are shown in Table 12.

Table 12

Comparison of School 5 Participants' Perspectives of Principal 5's Leadership Style

Participant	Leadership Tenet Exemplified	Excerpt from Survey
Principal 5	Individualized Consideration	<p>"My leadership strategies had to adjust to ensure I was supporting teachers and encouraging their health and wellbeing as part of building culture. There was a lot of insecurity and overall nervousness about teaching virtually and the risk of getting sick, I had to take that all into account with everything I did."</p>
Teacher 5A	Negative Review	<p>"Leadership was very limited, in fact, it was more direct instruction as to how to conduct</p>

		using the technology. I feel this is an area that could have been much stronger.”
Teacher 5B	Idealized Influence, Inspirational Motivation	<p>“My principal is an effective instructional coach and leader. She has sat in on a number of lessons and given clear, concise feedback that was easy to implement. She has also led meetings regarding college board curriculum implementation which is extremely knowledgeable on as well.”</p>

The teachers from School 5 had mixed reviews of their principal. Teacher 5A found the leadership of Principal 5 to be lacking, whereas Teacher 5B believed their principal to be a strong, transformational leader exhibiting idealized influence and inspirational motivation. RBT theory would suggest that Teacher 5A is viewed Principal 5's actions from a different perspective, thereby producing different perspectives. Thus, the participants from Schools 4 and 5 indicated that one way that principals can improve their influence on teachers' instructional styles is to communicate effectively with staff to ensure a common vision with common expectations.

A common theme among the participating teachers was that principals influenced teachers' instructional styles when they used individualized consideration to promote teacher professional development. Teacher 7A, whose principal did not participate in the study explained:

I am rather cynical when it comes to administration. The best leaders have been the ones who had a vision for the school, stated it with clarity and then stayed out of the way. The more the administrator was able to ensure the school received the support we needed from the district and pushed back on initiatives that did not align with the school vision, the better the school year ran. Additionally, while providing general instructional support/professional development is helpful, the best administrators took the time to provide targeted assistance to the teachers/departments in need of help without making the entire staff sit through a training that was not applicable to everyone. To conclude, in terms of my instructional practices, I found that I was able to grow and learn more from my peers. In this sense, the hiring process to find competent and skilled teachers as co-workers was the main way a principal affected my teaching practices.

Teacher 7A acknowledged that when principals promoted their professional development, they were more likely to change and adapt their instructional styles based on acquiring new knowledge. Therefore, the major way in which principals influence teachers' instructional styles is by providing professional development opportunities.

RQ3: Influence of Principal and Teacher Leadership on Student Achievement

The aim of RQ3 was to examine the perspectives of teachers and principals regarding how principals' leadership styles and teachers' instructional styles and methods impact student achievement. I asked teachers and principals their thoughts regarding how principal leadership influenced student achievement. A comparison of their perspectives is described in this section. Participants from Schools 1 and 2 are shown in Table 13.

Table 13*Schools 1 and 2 Participants' Perspectives Regarding Student Achievement*

Participant	Leadership Tenet Exemplified	Excerpt from survey
Principal 1	Idealized Influence, Inspirational Motivation	Leading by example in terms of being data-driven; listening to students; trusting and being transparent; allowing the students to have a voice; communicating expectations and holding them to accountability.
Teacher 1A	Individualized Consideration, Idealized Influence	“I think it helps that we are at a smaller school because she does a good job of getting to know the students. This in itself can motivate students when they know there is accountability and someone rooting for them to do their best. She allows students opportunities to correct their mistakes.”
Teacher 1B	Idealized Influence	“Students see the principal’s leadership style inside the classrooms by actively participating in the everyday learning process. Students selected her as a role model to follow, so the students will achieve success by acting like the principal.”

Principal 2	Idealized Influence	<p>“I demonstrated and expected a similar type of leadership in the classrooms. This way, students are put in a rigorous, challenging environment that they may have never experienced. However, it is a safe environment where relationships are built, allowing students to feel comfortable with making mistakes. I believe that this is where the retention of learning and rigor can come.”</p>
Teacher 2A	Inspirational Motivation	<p>“There was a direct relationship between the principal’s leadership and student’s achievement. Students performed well when treated and guided well by teachers who work well when motivated by the principal.”</p>
Teacher 2B	Idealized Influence	<p>“I am still getting to know my present principal, so I will see how things go. He appears to be seen and out and about. So, I think it's good for the student.”</p>

Principal 1 described their role in promoting student achievement as providing transparent leadership, setting a vision for the school, and providing leadership consistent with that vision. Principal 1, therefore, identified the use of idealized influence and inspirational motivation. Notably, both teachers also identified their principal's use of idealized influence. Teacher 1B described their principal as being an important role model for students, as shown in Table 12. Principal 2 also identified their use of idealized influence, reiterated by Teacher 2B. Teacher 2B believed that Principal 2's leadership impacted student achievement in the classroom. Based on the participants from Schools 1 and 2, one way that principals' leadership influenced students' academic achievement was through idealized influence. Participants believed that principals serve as role models for student learning as they emphasize and demonstrate a clear vision for student achievement.

While Principals 1 and 2 emphasized the use of idealized influence, Principal 3 believed that inspirational motivation is critical for promoting student learning. School 3's participants' thoughts are described in Table 14.

Table 14*School 3 Participants' Perspectives Regarding Student Achievement*

Participant	Leadership Tenet Exemplified	Excerpt from survey
Principal 3	Inspirational Motivation	<p>“I emphasized the need for teachers to take into consideration non-academic needs of students while still emphasizing the importance of having high academic expectations with the normal rigor associated with our curriculum.”</p>
Teacher 3A	Neutral Review	<p>“Nothing specific, the students don’t necessarily know him that well, again, he lets us do our thing and lets his staff of two APs handle their areas.”</p>
Teacher 3B	Inspirational Motivation, Idealized Influence	<p>“Our principal leads bus duty and walks the campus at lunch to interact with the students. He comes on the PA to offer encouragement during standardized testing and attends sports and club events to support them.”</p>
Teacher 3C	Inspirational Motivation	<p>“The students are provided the space to grow and exhibit critical thinking.</p>

Teacher 3D	Inspirational Motivation	<p>Because of that, they become self-sufficient and higher performing overall. He is accessible to all students while holding them accountable for their decisions.”</p> <p>“We have an open and free campus where the students are willing to take risks and explore and I believe that that comes from the top down.”</p>
------------	-----------------------------	---

Principal 3 believed in creating a safe environment for students to learn and make mistakes while also prioritizing their non-academic well-being and health. The teachers at School 3 recognized their principal’s efforts in this area, with three of them citing inspirational motivation as an important element of principal leadership influencing student achievement.

The teachers at Schools 5 and 6 highlighted their principals’ use of the four transformational leadership tenets. They specifically believed that their principals’ use of these tenets influenced student achievement from the top down. The participants’ descriptions of their principals’ leadership regarding student achievement are shown in Table 15.

Table 15*Schools 5 and 6 Participants' Perspectives Regarding Student Achievement*

Participant	Leadership Tenet Exemplified	Excerpt from Survey
Principal 5	Idealized Influence	<p>"It helped them to both buy in to what I was asking of them and also know that I could support them, and I was willing to get in the work with them and work side by side in the trenches."</p>
Teacher 5A	Neutral Review	<p>"I feel the learning takes place in my room thus the principal can only have a small connection to a student's attitude. Such as building-wide policy changes that upset students may filter into the classroom for a period of time, but the overall relationship to learning is limited."</p>
Teacher 5B	Idealized Influence, Inspirational Motivation	<p>"Because the principal is visible, students know who she is and have a clear understanding of her expectations. They know what they are supposed to do and not do. They also know the risks</p>

		associated with not performing well in classes.”
Principal 6	Intellectual Stimulation, Individualized Consideration, Idealized Influence	<p>“School leaders set the tone for professional performance and student achievement on their campuses. By giving teachers improved tools (data trackers, additional reports, small group instruction) and training, they were pushing their students to higher achievement levels.”</p>
Teacher 6A	Inspirational Motivation	<p>“Students who respect their principal respect the process of learning. Her expectations were not only high for her staff, but also for her students. Every student was held accountable, yet also rewarded.”</p>
Teacher 6B	Inspirational Motivation, Intellectual Stimulation	<p>“School leaders should set high expectations for students. My principal does this by setting goals for the campus. School leaders should develop students' talents. This is done on my campus by offering multiple elective</p>

courses where students can develop on their interests.”

The principals at schools 5 and 6 believed they impacted student achievement by using idealized influence, individualized consideration, and intellectual stimulation. Principal 5 believed that students viewed them as role models, especially when they participated in leading instruction. Teacher 5B reiterated these thoughts, adding that Principal 5 also motivated the students to perform well. Teacher 6A and 6B similarly noted the importance of inspirational motivation, finding that students are motivated to achieve by their principal. Based on the participants’ responses, their principals’ use of inspirational motivation, idealized influence, and intellectual stimulation influenced student academic achievement.

Summary

Chapter 4 featured a presentation of the outcomes concerning the research questions of the study. I compared principals’ and teachers’ perspectives of principals’ leadership. In RQ1, I analyzed the principals’ perspectives of their leadership styles. The analysis indicated they identified the use of transformational, visionary, democratic, affiliative, and commanding leadership. The principals and teachers discussed their leadership styles in response to the COVID-19 pandemic. The teachers highlighted the importance of effective, flexible, and reliable leadership.

Next, in RQ2, I examined how principals influenced teachers’ instructional styles, finding that teachers valued professional development opportunities to enhance their

teaching and instructional capabilities. Finally, in RQ3, the participants described that principal leadership was essential for student learning and academic outcomes, particularly through the demonstrating transformational leadership. This analysis paves the way for Chapter V, where I position the study's results within the broader context of the literature, assess the implications of the study for future research, and provide recommendations to enhance the leadership of principals in high-performing schools.

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Effective primary and secondary school instructional leadership promotes college preparedness and competency, allowing for high rates of student advancement. The fundamental goal of educational leadership is to improve academic achievement by enhancing school systems and resources, as well as providing training for administrators and teachers (Daniëls et al., 2019). Creating an engaging and successful student-learning environment requires teacher motivation. Motivated teachers inspire and empower their students, resulting in improved academic achievements and a productive school atmosphere (Skaalvik & Skaalvik, 2018).

Educational institutions and leaders must place teacher motivation at the forefront of their efforts to foster the development of successful teachers (Pelletier & Rocchi, 2016). Likewise, the school and students' overall success are affected by the principal's ability to provide motivation and inspiration (Avolio et al., 1999). Therefore, it is critical to understand how teachers and principals view school leadership, especially regarding teachers' instructional styles and methods. Consequently, the purpose of this study was to examine how the impact of principals' leadership styles was perceived by principals and teachers serving in the same school. The study further examined, from both principals' and teachers' perspectives, how a principal's leadership impacted teachers' instructional style and methods and student achievement.

Summary of Research Findings

In RQ1, I explored the different types of leadership styles principals employ. It was emphasized that this examination was carried out independently of the influence of the COVID-19 pandemic. Specifically, the participating principals described utilizing various leadership styles, including transformational, visionary, democratic, affiliative, and commanding leadership. They believed that adapting their leadership approach to different situations enabled them to become more effective leaders for each staff member.

Furthermore, within the context of transformational leadership theory, the principals acknowledged the significance of each of the four tenets in fostering effective school leadership. In SQ1, I examined the participants' beliefs regarding how principals' leadership styles changed during and after the COVID-19 pandemic. Many teacher participants highlighted the inherent flexibility of their principals' leadership as being advantageous during this period. However, some participants, especially those from School 4, reported a lack of leadership from their principal, despite Principal 4's efforts to be a transformational leader during the pandemic.

In RQ2 and RQ3, I examined the impact of principals' leadership styles. In RQ2, the focus shifted to how principals influenced teachers' instructional styles. The study revealed that teachers valued professional development opportunities as they saw these opportunities as a means for enhancing their teaching skills and instructional capabilities. For example, the participants believed principals' support and guidance were crucial in fostering an environment where teachers could develop and grow professionally.

Finally, in RQ3, the participants discussed the essential role of principal leadership in shaping student learning and academic outcomes, mainly through transformational leadership. Transformational leadership practices were found to have a positive impact on student achievement and overall academic performance. Overall, the findings of the study shed light on the diverse leadership styles employed by principals and how these styles influenced teachers' instructional approaches and highlighted the vital role of transformational leadership in enhancing student learning and academic outcomes. In the remainder of the chapter, I examine the interpretation of the findings, discuss the study's limitations, offer recommendations, and explore the implications for both practice and future research.

Interpretations of the Findings

The study's findings revealed that participating principals employed leadership styles, including transformational, visionary, democratic, affiliative, and commanding leadership. These leadership styles were seen as adaptable approaches that enabled principals to become more effective leaders for each staff member. Transformational leadership was highlighted for its positive impact on student achievement and overall academic performance. On the other hand, the literature review included various studies emphasizing the importance of different leadership styles in improving school outcomes. For example, principals who set high-performance goals were linked to better schools and student achievement (Nettles & Herrington, 2007).

This study found that teachers valued professional development opportunities facilitated by principals, as they believed it enhanced their instructional capabilities. The

principals' support and guidance were crucial in fostering an environment where teachers could develop and grow professionally. This finding aligns with the literature, highlighting the significance of principal support in positively impacting teachers' and student outcomes. Establishing learning communities and supportive relationships by educational leaders have been found to improve student achievement (Pan & Chen, 2021). Conversely, inadequate leadership exhibited by administrators contributes to declining student performance in public schools (Naidoo, 2019).

The study emphasized the importance of considering teacher perspectives while exploring organizational and leadership characteristics. Teachers' opinions of principals were found to be influenced by factors that were under the principal's control. The literature also underscores the role of principal leadership styles in influencing teachers' teaching approaches. For instance, an authoritarian leadership style may limit teachers' creativity and innovation in the classroom (Abu Nasra & Arar, 2020). In contrast, a collaborative approach to leadership positively impacts teacher and student outcomes (DuFour & Mattos, 2013).

The study highlighted the significance of professional development in improving teachers' instructional practices. For example, principals' selection of purposeful and data-driven professional development sessions positively influenced teachers' perspectives. This aligns with the literature, which stresses the importance of continual professional development for teachers to stay abreast of the latest research and best teaching techniques (Robinson & Gray, 2019). Additionally, studies show that practical tip-based professional development could have been more effective, depriving instructors

of understanding the underlying concepts necessary for adaptive competence (Grossman et al., 2009; Robinson & Gray, 2019).

Within the study, School 4 merited interesting findings which can be applied to the REB theory to understand why Principal 4 and the teachers viewed Principal 4's actions differently. According to REB theory, individuals' emotions and behaviors are influenced by their thoughts and attitudes. The perspectives and experiences of Principal 4 and the teachers led them to interpret the same observed behaviors differently. For instance, Teacher 4A perceived a lack of communication and planning from Principal 4, while Teacher 4B saw inspirational motivation and flexibility in instructional approaches. These perspectives might be rooted in the teachers' unique experiences, beliefs, and attitudes, leading to varying emotional and behavioral responses. I also used the framework of transformational leadership to analyze Principal 4's leadership qualities. Transformational leaders aim to inspire and motivate followers, promoting growth and positive change (Bass & Avolio, 1994). Specifically, Principal 4 intended to use individualized consideration as a transformational leadership tenet to influence teachers' instructional styles. However, the teachers' perspectives of Principal 4's actions did not uniformly align with this intention. While Teacher 4D recognized Principal 4's efforts of individualized consideration, other teachers gave neutral reviews, and one teacher, (Teacher 4A, provided a negative review. The findings suggest that Principal 4 faced challenges communicating with their teachers. This lack of effective communication influenced how teachers perceived Principal 4's leadership style. Some teachers recognized efforts of individualized consideration, while others perceived a need for

more impact on their instructional practices. This variation in perspective might be attributed to the individualized nature of transformational leadership, where different teachers respond differently to leadership approaches.

Transformational leadership has value even in difficult circumstances, as evidenced by the findings of SQ1 regarding the COVID-19 pandemic. Specifically, the context of the COVID-19 pandemic might have played a role in the differences in perspectives. Most of the teachers described their principal's leadership as exemplary during the COVID-19 pandemic, citing flexibility, inspirational motivation, and superior communication. Teacher 4A was the only teacher to express negative views about their principal. Teacher 4A's negative review and mention of stress and lack of communication during the pandemic highlighted the additional challenges faced by educators during that time.

According to the findings, introducing self-care and other elements due to the pandemic might have influenced Principal 4's leadership approach and affected teachers' perspectives. Furthermore, the findings also indicated that Teacher 4B appreciated the transformational leadership qualities exhibited by Principal 4, which included inspirational motivation and a lack of micromanagement. This positive perspective indicates that certain teachers might be more receptive to specific leadership styles based on their preferences and values.

The REB theory explains the variation in perspectives based on individual experiences and beliefs in the context of the two theoretical frameworks. That is, my study confirms the REB model, as it provided an important framework for analyzing the

context and results of the study. At the same time, the Transformational Leadership model helps understand Principal 4's intentions and actions as a leader. Combining these frameworks offered a comprehensive analysis of the study's purpose and sheds light on the complexities of leadership and the role of individual experiences in shaping perspectives.

The application of REB theory in understanding differences in teachers' and principals' perspectives of leadership styles is significant (Ellis, 1962). According to the REB model, individual experiences and reactions to behaviors differ based on thoughts, feelings, and emotions (Ellis, 1991). This can lead to varying perspectives of the same observed leadership behaviors among teachers and principals in the same school. For instance, some teachers may perceive a principal's individualized consideration positively, while others may not recognize it at all (Abiogu et al., 2021). Understanding these differences can help principals and teachers improve their interactions and establish more productive relationships.

The study's focus on transformational leadership aligns with the conceptual framework (Bass, 1985; Burns, 1978). As described by Burns (1978), transformational leadership involves motivating and inspiring followers to achieve higher levels of performance and moral purpose. The study's findings support the importance of transformational leadership in educational settings, as principals who exhibit transformational leadership practices create environments where teachers and students flourish (Hauserman & Stick, 2013). The emphasis on individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation in

transformational leadership aligns with the study's findings on the positive impact of this leadership style on teachers' instructional practices and student outcomes.

The conceptual framework and literature on transformational leadership emphasize the pivotal role of principals as transformational leaders in shaping school culture and influencing teacher and student outcomes (Anderson, 2017; Leithwood, 1994). Principals who display transformational leadership behaviors positively influence teachers' professional development, job satisfaction, and instructional practices (Andriani et al., 2018; Mansor et al., 2021). Moreover, transformational leadership enhances teacher and student motivation and fosters a sense of personal and civic obligation (Clifton, 2019). The study's findings on the essential role of principal leadership in shaping student learning and academic outcomes through transformational practices strongly align with this perspective.

Transformational leadership leads to enhanced teacher practices. Many of the teachers in this study felt empowered by their principal and strived to perform better in the classroom. Furthermore, these teachers cited their principal as an essential component of their motivation to provide exemplary teaching practices for their students. At the same time, the teachers believed that transformational leadership enhanced student outcomes. Leithwood and Jantzi (2006) found similar results, indicating that teachers enhanced their teaching practices when their principals exhibited transformational leadership practices. Not only did the teachers desire to enhance their teaching practices, but the teachers also believed that principal leadership enhanced students' outcomes. Teacher 1A indicated that students were motivated to perform based on leadership from

their principals. These findings are consistent with the findings of Leithwood and Jantzi (2000) who found that students were more engaged with school activities when their principals displayed transformational leadership. Therefore, transformational leadership leads to enhanced teacher practices and student outcomes.

Furthermore, the study's findings highlight the importance of effective communication and adaptability in leadership styles, especially in challenging contexts like the COVID-19 pandemic. Principals should consider individualized approaches to meet teachers' needs and preferences while inspiring and motivating them through transformational leadership practices. Understanding and addressing teachers' varying perspectives can contribute to a positive school culture and improved instructional practices, ultimately benefiting student outcomes (Orsini & Rodrigues, 2020). The study underscores the importance of transformational leadership in educational settings and its positive impact on teachers' instructional approaches and student outcomes. It also highlights the significance of recognizing differences in perspectives among teachers and principals using the REB theory as a framework for understanding and resolving potential conflicts. By acknowledging the role of principals as transformational leaders and supporting their development in this leadership style, educational institutions can create a positive and thriving school culture that fosters teacher growth and enhances student learning and academic performance (Mansor et al., 2021; Yue et al., 2019).

Limitations of the Study

In establishing trustworthiness, the study meticulously addressed the components of credibility, transferability, dependability, and confirmability. However, it is crucial to

acknowledge certain limitations that may have affected the reliability and generalizability of the findings (Connelly, 2016). The study's sample size was limited to only six principals, even though data saturation was obtained. The small number of participants may limit the results' applicability to a larger population of principals, thereby limiting the representation of all principal perspectives and leadership styles (Saldaña, 2011).

Second, the study's findings were influenced by the unique setting in which the research was conducted, which included elements such as the type of school, regional influences, and current educational regulations. As a result, caution should be exercised when attempting to apply the findings to different educational settings or cultural contexts. Thirdly, during the study, my (~~the researcher~~) role as a principal at a high-performing middle school could introduce personal biases and prior experiences that inadvertently influenced data collection, analysis, and interpretation (McGrath, 2021). Some subjectivity may still exist despite adopting reflexivity procedures to reduce such biases. Fourth, establishing reliability can be difficult because of the various interpretations of qualitative research. Although the methodology and analysis methods of the study were meticulously recorded for replication, total consistency remains challenging to obtain.

Furthermore, the qualitative aspect of the research may limit its generalizability and confirmability, as understanding human experiences includes subjectivity that may prevent others from properly recreating the study and reaching the same results (Connelly, 2016). Furthermore, while genuine participant quotes and a clear methodological description were used to improve confirmability, the intricacy and

diverse nature of qualitative research phenomena cannot be adequately conveyed by evidence alone (Shenton, 2004). Finally, because the study was conducted at a specific time, its time and context sensitivity should be emphasized. As a result, prospective changes in leadership styles or educational practices that may occur or reactions to changing circumstances need to be addressed. Finally, despite using numerous strategies to demonstrate trustworthiness, researchers and readers should consider the limitations above when interpreting and applying the study's conclusions. Being conscious of these limits can prevent overgeneralization and encourage an appreciation of the data's context-specific character.

Recommendations

Future research should seek to replicate the study with a more significant and diverse sample of principals and teachers to improve the generalizability of the findings. A larger sample size may enable a more comprehensive depiction of different leadership styles and their impact on teacher and student results (Korstjens & Moser, 2017). Furthermore, integrating participants from various types of schools and cultural contexts might provide insights into how leadership styles differ across educational settings.

Longitudinal studies that follow administrators and teachers over time can provide more in-depth knowledge of the long-term consequences of different leadership styles on instructional practices and student achievement. Longitudinal studies can document changes in leadership styles over time and their consequences for school culture and academic achievement (Shenton, 2004). While the current study used qualitative methods to explore perspectives and experiences, a mixed-methods approach in future research

could be beneficial. Combining qualitative and quantitative data, such as surveys or performance statistics with analysis of text, may provide a more comprehensive understanding of the linkages between leadership styles, teacher perspectives, and student results (Saldaña, 2011). Comparing the efficacy of various leadership styles on teacher instructional practices and student results may also offer educational leaders' significant insights. Specifically, comparative studies can investigate the specific advantages and disadvantages of each leadership style and their suitability for diverse school environments.

Further research could delve into the effectiveness of leadership development programs in promoting transformational leadership among principals. Investigating the influence of specific training interventions on leadership behaviors and school culture can help guide the development of more tailored and effective leadership development initiatives. A more in-depth examination of teachers' perspectives on leadership styles and their influence on instructional practices could offer valuable insights. Understanding the factors shaping teachers' perspectives and responses to different leadership styles can inform strategies for enhancing teacher engagement and professional growth.

It may also be worthwhile to investigate the impact of external variables, such as the COVID-19 pandemic, on leadership behaviors and teacher attitudes. Understanding how difficult conditions alter leadership behaviors and teacher responses can assist school leaders in adapting their tactics during crises. Comparing leadership styles and their effects on instructional practices and student results at various educational levels

like ~~(e.g.,~~ elementary, middle, and high school, may indicate potential variances in leadership effectiveness based on students' developmental requirements.

Finally, future research on educational leadership might build on the current study's merits while resolving its delimitations. Researchers can provide more thorough insights into the links between leadership styles, teacher perspectives, and student results using bigger sample sizes, mixed-methods approach, and longitudinal designs. Exploring the impact of the school context, external factors, and leadership development programs may also inform the development of successful leadership practices that foster positive school cultures and improve student achievement.

Implications

Based on the study's findings, the potential impact for positive social change is significant, particularly in the context of urban K–12 schools. The study highlighted differences in perspectives between principals and teachers regarding leadership styles and their impact on instructional practices. By understanding these gaps, school leaders can engage in open dialogue with teachers, promoting mutual understanding and alignment of goals. Bridging the perspective gap can foster a more collaborative and supportive school environment where principals and teachers work together to improve student outcomes (Cansoy, 2019; Leithwood et al., 2020a; Nation et al., 2020).

The study underlined the significance of principal-facilitated professional development opportunities. School administrators should invest in continuing and intentional professional development programs for teachers to create positive social change. These programs should be data-driven and based on recent research and teaching

methodologies (Naidoo, 2019). Student learning and accomplishment can also be improved by providing teachers with the tools and knowledge to improve their teaching techniques.

According to studies, transformational leadership has a favorable impact on student achievement and instructional techniques (Anderson, 2017; Leithwood & Sun, 2012). Therefore, school leaders should prioritize the development and cultivation of transformational leadership skills. Training programs and leadership development activities can also assist principals in becoming more inspirational, motivating, and supportive leaders, benefiting teachers and students in the long run (Valentine & Prater, 2011). The current study acknowledged the impact of external variables on leadership practices and teacher perspectives, such as the COVID-19 epidemic. School leaders should be aware of the unique obstacles that educators confront during times of crisis and adapt their leadership tactics accordingly.

Addressing teachers' emotional and communicative needs during challenging times can significantly impact their instructional practices and overall job satisfaction. Specifically, urban K-12 schools frequently confront unique issues due to high student turnover, poverty, and limited resources (Nation et al., 2020). Understanding administrators' and teachers' opinions and experiences in various circumstances is critical for creating solutions that match their needs. Policies and procedures in schools should be sensitive to the needs of urban schools to create supportive and empowered learning environments. The study underlined the significance of incorporating research-based approaches into leadership and professional development.

When judging leadership styles, professional development programs, and school improvement strategies, school leaders should be guided by empirical research.

Evidence-based leadership can result in more effective leadership and better outcomes for teachers and students (Cortellazzo et al., 2019; Khan et al., 2020). Recognizing the importance of principal support on teachers' instructional capacity, involving teachers in decision-making, and promoting shared leadership is critical. Principals can establish a collaborative and participatory culture where teachers feel respected and driven to offer their ideas and knowledge.

Further study and assessment are required to ensure continued development. School leaders should encourage and support current research projects investigating the efficacy of leadership techniques and their effects on student outcomes. Schools can strive for constructive social change and increased student accomplishment by constantly seeking to understand and improve educational leadership.

Conclusions

The study's findings shed light on the significance of strong instructional leadership in primary and secondary schools. Educational leaders play a critical role in fostering college readiness and student advancement by enhancing academic attainment and providing engaging learning environments. Teachers who are inspired and empowered by good leadership contribute to higher academic attainment and a more productive school environment. Thus, teacher motivation and principal leadership are critical determinants of the success of schools and students. This study explored different leadership styles principals employ, including transformational, visionary, democratic,

affiliative, and commanding leadership. Transformational leadership stood out for its positive impact on student achievement and academic performance. Additionally, the study revealed that principals' support and guidance in the form of professional development opportunities significantly contributed to teachers' instructional capabilities and growth.

Understanding teachers' opinions and experiences concerning principals' leadership styles is critical for fostering a positive school culture. The study underscored the need to consider teacher viewpoints when researching leadership traits. Teachers' impressions of principals were influenced by elements beyond the principal's control, such as leadership styles. The study emphasized the importance of principal support in having a beneficial impact on teachers and pupils while also emphasizing the possible adverse effects of ineffective administration leadership. Moreover, the study applied the REB theory to understand variations in perspectives between principals and teachers. The combination of REB theory and the Transformational Leadership model offered a comprehensive analysis of leadership and the role of individual experiences in shaping perspectives.

The study's findings highlighted several key takeaways for effective educational leadership: principals should prioritize the development of transformational leadership qualities, as they positively impact teachers' instructional practices and student outcomes. Supportive professional development opportunities should be purposeful and data-driven to enhance teachers' instructional capabilities and job satisfaction. School leaders should

foster open dialogue with teachers to bridge perspective gaps regarding leadership styles and their impact on instructional practices.

In addition, principals must be attentive to the unique challenges faced by educators, adapting their leadership approaches, particularly during challenging times like the COVID-19 pandemic. Evidence-based leadership and professional development practices should guide school leaders' decisions to promote positive social change and improved student achievement. Creating a collaborative school culture through shared leadership and involving teachers in decision-making can foster a supportive and empowering learning environment. Understanding and addressing the specific challenges of urban K-12 schools is essential for developing tailored solutions that meet their unique needs. Additionally, school leaders should encourage ongoing research initiatives to continuously explore the effectiveness of leadership practices and enhance overall school outcomes.

Finally, good instructional leadership significantly impacts student achievement and school success. Educational institutions may produce good social change and improve student academic outcomes by understanding and exploiting varied leadership styles, encouraging teacher motivation, and establishing collaborative school settings. The study's findings can help educational leaders and legislators improve teaching practices and boost student success. However, more research and evaluation are required to ensure continual progress and inform evidence-based leadership approaches.

An important conclusion of this study is that teachers generally view, acknowledge, and appreciate principals with transformational leadership styles. The

participants in this study were able to identify their principals' use of transformational leadership tenets. Using RBT theory as a framework allowed for the identification of leadership practices and incongruencies in communication that may hinder teacher-principal communication. Lapses in communication were found to be the major hindrance to teacher recognition of a principal's use of transformational leadership. Thus, an important conclusion of this study is that principals can enhance their transformational leadership capacities by increasing the frequency and effectiveness of their communication.

REFERENCES

- Aarons, G. A. (2006). Transformational and transactional leadership: Association with Attitudes towards evidence-based practice. *Psychiatric Services*, 57(8), 1162-1169. <https://doi.org/10.1176/ps.2006.57.8.1162>
- Abbas, M., & Ali, R. (2021). Transformational versus transactional leadership styles and project success: A meta-analytic review. *European Management Journal*. <https://doi.org/10.1016/j.emj.2021.10.011>
- Abdullah, J. B., & Kassim, J. M. (2011). Instructional leadership and attitude towards organizational change among secondary schools principal in Pahang, Malaysia. *Procedia-Social and Behavioral Sciences*, 15, 3304-3309. <https://doi.org/10.1016/j.sbspro.2011.04.290>
- Abiogu, G. C., Ede, M. O., Agah, J. J., Ebeh, J. J., Ejionueme, L. K., Asogwa, E. T., Ekwueme, F. O., Agu, P., Nwafor, B., Omeke, F., & Ogoke, J. (2021). Effects of rational emotive behavior occupational intervention on perceptions of work value and ethical practices: implications for educational policy-makers. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 39, 638–671. <https://doi.org/10.1007/s10942-021-00389-0>
- Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: Mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186-202. <https://doi.org/10.1108/IJEM-04-2019-0146>

- Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *Journal of the American College of Clinical Pharmacy*, 4(10), 1358-1367. <https://doi.org/10.1002/jac5.1441>
- Afshari, L. (2022). Idealized influence and commitment: A granular approach in understanding leadership. *Personnel Review*, 51(2), 805-822. <https://doi.org/10.1108/PR-03-2020-0153>
- Alarifi, S., & Alharbi, J. (2019). Transformational leadership on follower's creativity: An empirical study. *International Journal of Knowledge Management Studies*, 10(2), 138–156. <https://doi.org/10.1504/IJKMS.2019.099128>
- Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational leadership and innovation: The mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education*, 24(5), 670–693. <https://doi.org/10.1080/13603124.2019.1588381>
- Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship between transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1–22. <https://files.eric.ed.gov/fulltext/EJ1083099.pdf>
- Alston, M. (2020). *Research for social workers: An introduction to methods*. Routledge.
- Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review*, 93(1), 1-13. <https://www.jstor.org/stable/90012919>

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The influence of leadership styles and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 1(2), 105-114. <https://doi.org/10.52690/jswse.v1i2.33>
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of Occupational and Organizational Psychology*, 72(4), 441-462. <https://doi.org/10.1348/096317999166789>
- Aydogdu, S., & Asikgil, B. (2011). An empirical study of the relationship among job satisfaction, organizational commitment and turnover intention. *International Review of Management and Marketing*, 1(3), 43-53.
- Balyer, A. (2012). Transformational leadership behaviors of school principals: A qualitative research based on teachers' perceptions. *International Online Journal of Educational Sciences*, 4(3), 581-591. <https://www.acarindex.com/dosyalar/makale/acarindex-1423904284.pdf>

- Banks, T., & Zions, P. (2009). Teaching a cognitive behavioral strategy to manage emotions rational emotive behavior therapy in an educational setting. *Intervention in School and Clinic, 44*(5), 307-313. <https://doi.org/10.1177/1053451208330893>
- Baptiste, M. (2019). No teacher left behind: The impact of principal leadership styles on teacher job satisfaction and student success. *Journal of International Education and Leadership, 9*(1). <https://files.eric.ed.gov/fulltext/EJ1212519.pdf>
- Barbuto, J. E., Jr. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership & Organizational Studies, 11*(4), 26-40. <https://doi.org/10.1177/107179190501100403>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. The Free Press.
- Bass, B. M., & Avolio, B. (1994). *Improving organizational effectiveness through transformational leadership*. Sage.
- Bass, B. M., & Avolio, B. (2000). *Multifactor leadership questionnaire*. Redwood City, CA: Mind Garden, Inc.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Taylor & Francis Group.
- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Batista-Foguet, J. M., Esteve, M., & van Witteloostuijn, A. (2021). Measuring leadership an assessment of the Multifactor Leadership Questionnaire. *PLoS ONE, 16*(7), Article e0254329. <https://doi.org/10.1371/journal.pone.0254329>

- Beckert, J., & Suckert, L. (2021). The future as a social fact. The analysis of perceptions of the future in sociology. *Poetics*, 84, 101499.
<https://doi.org/10.1016/j.poetic.2020.101499>
- Bektaş, F., Kılınç, A. Ç., & Gümüş, S. (2022). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational Studies*, 48(5), 602-624.
<https://doi.org/10.1080/03055698.2020.1793301>
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226-244.
<https://doi.org/10.1080/13603124.2016.1147608>
- Bellibaş, M. Ş., Polatcan, M., & Akyürek, M. İ. (2022). Principal leadership typologies and their relationship with teacher self-efficacy and commitment: A latent profile mediation analysis. *Educational Management Administration & Leadership*, Article 17411432221139932. <https://doi.org/10.1177/17411432221139932>
- Berkovich, I., & Eyal, O. (2021). Transformational leadership, transactional leadership, and moral reasoning. *Leadership and Policy in Schools*, 20(2), 131-148.
<https://doi.org/10.1080/15700763.2019.1585551>
- Biggerstaff, J. K. (2012). *The relationship between teacher perceptions of elementary school principal leadership style and teacher job satisfaction* [Doctoral dissertation, Western Kentucky University]. TopScholar.
<https://digitalcommons.wku.edu/diss/22>

- Blackwell, D. H., & Young, T. (2021). Understanding the relationship between urban-centric locale and teachers' perceptions of school leadership as a working condition. *Urban Education*, 56(1), 91-122.
<https://journals.sagepub.com/doi/pdf/10.1177/0042085916677347>
- Borg, E., & Drange, I. (2019). Interprofessional collaboration in school: Effects on teaching and learning. *Improving Schools*, 22(3), 251-266.
<https://doi.org/10.1177/136548021986481>
- Boyce, J., & Bowers, A. J. (2018). Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. *Journal of Educational Administration*, 56(2).
<https://doi.org/10.1108/JEA-06-2016-0064>
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303-333.
<https://doi.org/10.3102/0002831210380788>
- Bristol, T. J., & Esboldt, J. (2020). Curricular contradictions: Negotiating between pursuing national board certification and an urban district's direct instruction mandate. *Harvard Educational Review*, 90(3), 474-496.
<https://doi.org/10.17763/1943-5045-90.3.474>
- Brown, K. M., Benkovitz, J., Muttillio, A. J., & Urban, T. (2011). Leading schools of excellence and equity: Documenting effective strategies in closing achievement gaps. *Teachers College Record*, 113(1), 57-96. <http://eric.ed.gov/?id=EJ913417>

- Bruggencate, G., Luyten, H., Scheerens, J., & Slegers, P. (2012). Modeling the influence of school leaders on student achievement: How can school leaders make a difference? *Educational Administration Quarterly*, 48(4), 699–732.
<https://doi.org/10.1177/0013161x11436272>
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Burroughs, N., Gardner, J., Lee, Y., Guo, S., Touitou, I., Jansen, K., & Schmidt, W. (2019). A review of the literature on teacher effectiveness and student outcomes. *Teaching for eExcellence and Equity: Analyzing Teacher characteristics, Behaviors and Student Outcomes With TIMSS*, 7-17. https://doi.org/10.1007/978-3-030-16151-4_2
- Butcher, J. (2020). *Public-private virtual-school partnerships and federal flexibility for schools during COVID-19*. Mercatus Center.
<https://www.mercatus.org/system/files/butcher-virtual-schools-covid-19-mercatus-v1.pdf>
- Cansoy, R. (2019). The relationship between school principals' leadership behaviours and teachers' job satisfaction: A systematic review. *International Education Studies*, 12(1), 37-52. <https://eric.ed.gov/?id=EJ1201517>
- Carl, N. M., & Ravitch, S. M. (2021). Addressing inequity through youth participatory action research: Toward a critically hopeful approach to more equitable schools. *Action Research*, 19(2), 433–448. <https://doi.org/10.1177/1476750318804623>
- Chappelear, T. C., & Price, T. (2012). Teachers' perceptions of high school principal's monitoring of student progress and the relationship to student achievement.

International Journal of Educational Leadership Preparation, 7(2), 1–16.

<http://eric.ed.gov/?id=EJ973796>

Chrispeels, J. H., & Martin, K. J. (1998). Becoming problem solvers: The case of three future administrators. *Journal of School Leadership*, 8(3), 303-331.

<https://doi.org/10.1177/105268469800800304>

Clifton, S. (2019). *Transformational leadership in public schools within impoverished areas* [Doctoral dissertation, Walden University].

<https://scholarworks.waldenu.edu/dissertations/7790>

Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*, 51(1), 95-115. <https://doi.org/10.1177/1741143220968170>

Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing: Official Journal of the Academy of Medical-Surgical Nurses*, 25(6), 435-436.

<https://www.proquest.com/openview/44ffecf38cc6b67451f32f6f96a40c78/1?pq-origsite=gscholar&cbl=30764>

Cortellazzo, L., Bruni, E., & Zampieri, R. (2019). The role of leadership in a digitalized world: A review. *Frontiers in Psychology*, 10, 1938.

<https://doi.org/10.3389/fpsyg.2019.01938>

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th edition). SAGE Publications.

- Daniel, B. K. (2019, June). What constitutes a good qualitative research study? Fundamental dimensions and indicators of rigour in qualitative research: The TACT framework. In *Proceedings of the European conference of research methods for business & management studies* (pp. 101-108).
<https://eprints.lincoln.ac.uk/id/eprint/36421/1/ECRM19-Proceedings-Download.pdf#page=116>
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110–125.
<https://doi.org/10.1016/j.edurev.2019.02.003>
- Danielsen, A. G., Wiium, N., Wilhelmsen, B., & Wold, B. (2010). Perceived support provided by teachers and classmates and students' self-reported academic initiative. *Journal of School Psychology*, 48(3), 247-267.
<https://doi.org/10.1016/j.jsp.2010.02.002>
- Dare, P. S., & Saleem, A. (2022). Toward success while tackling the change in a pandemic age: Path-goal theory leadership as a win-win gadget. *Frontiers in Psychology*, 3860. <https://doi.org/10.3389/fpsyg.2022.944145>
- Darling-Hammond, L., Wechsler, M. E., Levin, S., & Tozer, S. (2022). Developing effective principals: What kind of learning matters? *Learning Policy Institute*.
<https://eric.ed.gov/?id=ED620192>
- DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). The principal-teacher churn: Understanding the relationship between leadership turnover and teacher attrition.

Educational Administration Quarterly, 58(1), 76-109.

<https://doi.org/10.1177/0013161X211051974>

Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004).

Transformational leadership and team performance. *Journal of Organizational Change Management*, 17(2), 177–193.

<https://doi.org/10.1108/09534810410530601>

Drescher, M. A., Korsgaard, M. A., Welpe, I. M., Picot, A., & Wigand, R. T. (2014). The dynamics of shared leadership: Building trust and enhancing performance.

Journal of Applied Psychology, 99(5), 771–783. <https://doi.org/10.1037/a0036474>

DuFour, R., & Mattos, M. (2013). Improve schools. *Educational leadership*, 70(7), 34-

39. http://www.tdschools.org/wp-content/uploads/2013/08/PLC_Mattos-DuFour-Article.pdf

Dugan, A. D. R. (2021). The congruence of teachers' and principals' perspectives of learning-centered leadership behaviors of principals within international Christian schools and the impact on organizational commitment of teachers (Doctoral dissertation, Bethel University (Minnesota)).

<https://spark.bethel.edu/cgi/viewcontent.cgi?article=1748&context=etd>

Dyson, B. P., Linehan, N. R., & Hastie, P. A. (2010). The ecology of cooperative

learning in elementary physical education classes. *Journal of Teaching in Physical Education*, 29(2), 113-130. <https://doi.org/10.1123/jtpe.29.2.113>

- Eliophotou Menon, M. (2014). The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*, 52(4), 509–528. <https://doi.org/10.1108/jea-01-2013-0014>
- Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), 2850-2861. <https://doi.org/10.46743/2160-3715/2018.3560>
- Ellis, A. (1957a). Outcome of employing three techniques of psychotherapy. *Journal of Clinical Psychology*, 13, 344–350. [https://doi.org/10.1002/1097-4679\(195710\)13:4<344::AID-JCLP2270130407>3.0.CO;2-9](https://doi.org/10.1002/1097-4679(195710)13:4<344::AID-JCLP2270130407>3.0.CO;2-9)
- Ellis, A. (1957b). Rational psychotherapy and individual psychology. *Journal of Individual Psychology*, 13(1), 38.
- Ellis, A. (1962). Reason and emotion in psychotherapy. Lyle Stuart.
- Ellis, A. (1991). The revised ABC's of rational-emotive therapy (RET). *Journal of rational-emotive and cognitive-behavior therapy*, 9(3), 139-172. <https://doi.org/10.1007/BF01061227>
- Elmore, R. (2008). *Leadership as the practice of improvement. Improving school leadership, Volume 2: Case studies on system leadership*. OECD Publication. http://www.teindia.nic.in/Files/Improving_sch_Leadership/Improving_Sch_Leadership_OECD-Vol-2.pdf

- Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014). Qualitative content analysis: a focus on trustworthiness. *SAGE*. 2.
<https://doi.org/10.1177/2158244014522633>
- Eva, K. W. (2020). Strange days. *Medical Education*, 54(6), 492-493.
<https://doi.org/10.1111/medu.14164>
- Fairman, J. C., & Mackenzie, S. V. (2015). How teacher leaders influence others and understand their leadership, *International Journal of Leadership in Education*, 18(1), 61-87. <https://doi.org/10.1080/13603124.2014.904002>
- Fancera, S. F., & Bliss, J. R. (2011). Instructional leadership influence on collective teacher efficacy to improve school achievement. *Leadership and Policy in Schools*, 10(3), 349–370. <http://eric.ed.gov/?id=EJ933436>
- Farnsworth, D., Clark, J. L., Hall, J., Johnson, S., Wyoscki, A., & Kepner, K. (2020). *Transformational leadership: The transformation of managers and associates*. University of Florida. <https://edis.ifas.ufl.edu/pdf/HR/HR02000.pdf>
- Fernet, C., Guay, F., Senecal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28(4), 514–525.
<https://doi.org/10.1016/j.tate.2011.11.013>
- Franklin, H., & Harrington, I. (2019). A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms. *Journal of Education and Training Studies*, 7(12), 1-12.
<https://hdl.handle.net/1959.11/27556>

- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
- Fuller, K., & Stevenson, H. (2019). Global education reform: Understanding the movement. *Educational Review*, 71(1), 1-4.
<https://doi.org/10.1080/00131911.2019.1532718>
- Ganon-Shilon, S., & Schechter, C. (2019). School principals' sense-making of their leadership role during reform implementation. *International Journal of Leadership in Education*, 22(3), 279-300.
<https://doi.org/10.1080/13603124.2018.1450996>
- Gaziel, H. H. (2007). Re-examining the relationship between principal's instructional/educational leadership and student achievement. *Journal of Social Science*, 15(1), 17-24. <https://doi.org/10.1080/09718923.2007.11892557>
- Gbollie, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*.
<https://doi.org/10.1155/2017/1789084>
- Gess-Newsome, J., Taylor, J. A., Carlson, J., Gardner, A. L., Wilson, C. D., & Stuhlsatz, M. A. (2019). Teacher pedagogical content knowledge, practice, and student achievement. *International Journal of Science Education*, 41(7), 944-963.
<https://doi.org/10.1080/09500693.2016.1265158>
- Ghamrawi, N. (2013). The relationship between the leadership styles of Lebanese public school principals and their attitudes towards ICT versus the level of ICT use by

their teachers. *Open Journal of Leadership*, 2, 11-20.

<https://doi.org/10.4236/ojl.2013.21002>

Gioia, D. (2021). A systematic methodology for doing qualitative research. *The Journal of Applied Behavioral Science*, 57(1), 20-29.

<https://journals.sagepub.com/doi/pdf/10.1177/0021886320982715>

Glaser, B. G., & Strauss, A. L. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge, New York.

<https://doi.org/10.4324/9780203793206>

Goddard, Y., & Kim, M. (2018). Examining connections between teacher perceptions of collaboration, differentiated instruction, and teacher efficacy. *Teachers College Record*, 120(1), 1-24. <https://doi.org/10.1177/016146811812000102>

Grant, D. G. (2020). *Transcending compromise: Principal practices predicting teacher effectiveness and teacher morale* (Doctoral dissertation, The Claremont Graduate University).

<https://www.proquest.com/openview/fb5f9605c248897f14e72fd38160edd3/1?cbl=44156&pq-origsite=gscholar>

Gray, L. M., Wong-Wylie, G., Rempel, G. R., & Cook, K. (2020). Expanding qualitative research interviewing strategies: Zoom video communications. *The qualitative report*, 25(5), 1292-1301. Retrieved from: <https://www.iths.org/wp-content/uploads/2.-Expanding-Qualitative-Research-Interviewing-Strategies.pdf>

Greenwood-Ericksen, M. B., & Kocher, K. (2019). Trends in emergency department use by rural and urban populations in the United States. *JAMA Network Open*, 2(4),

e191919-e191919. <https://jamanetwork.com/journals/jamanetworkopen/article-abstract/2730472>

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. Wallace Foundation. <https://cahnfellowsprograms.org/wp-content/uploads/2021/11/How-Principals-Affect-Students-and-Schools.pdf>

Grissom, J. A., Kalogrides, D., & Loeb, S. (2015). The micropolitics of educational inequality: The case of teacher– student assignments. *Peabody Journal of Education*, 90(5), 601-614. <https://doi.org/10.1080/0161956X.2015.1087768>

Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal*, 48(5), 1091–1123. <https://doi.org/10.3102/0002831211402663>

Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching*, 15(2), 273–289. <https://doi.org/10.1080/13540600902875340>

Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PloS One*, 15(5), e0232076. <https://doi.org/10.1371/journal.pone.0232076>

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352. <https://doi.org/10.1080/0305764032000122005>

- Hallinger, P., & Heck, R. H. (1998). Exploring the principal's role in school effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-191. <https://doi.org/10.1080/0924345980090203>
- Hallinger, P., Wang, W. C., & Hallinger, P. (2015). The evolution of instructional leadership. In *Assessing instructional leadership with the principal instructional management rating scale*, 1-23. https://doi.org/10.1007/978-3-319-15533-3_1
- Hannah, S. T., Perez, A. L., Lester, P. B., & Quick, J. C. (2020). Bolstering workplace psychological well-being through transactional and transformational leadership. *Journal of Leadership & Organizational Studies*, 27(3), 222-240. <https://doi.org/10.1177/1548051820933623>
- Hardman, B. K. (2011). *Teacher's perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools* [Doctoral dissertation, University of South Florida]. Digital Commons. <https://digitalcommons.usf.edu/etd/3726>
- Hauserman, C. P., & Stick, S. L. (2013). The leadership teachers want from principals: Transformational. *Canadian Journal of Education*, 36(3), 184-203. <https://files.eric.ed.gov/fulltext/EJ1057940.pdf>
- Hawkins, P. (2021). *Leadership team coaching: Developing collective transformational leadership*. Kogan Page Publishers.
- Heasley, C., & Palestini, R. H. (2021). *Aligning mind and heart: Leadership and organization dynamics for advancing K-12 education*. Rowman & Littlefield.

Hechinger Report. (2011). *Why school leadership matters*. The Hechinger Report.

<https://hechingerreport.org/why-school-leadership-matters/>

Henkel, T. G., Marion, J. W., Jr., & Bourdeau, D. T. (2019). Project manager leadership behavior: Task-oriented versus relationship-oriented. *Journal of Leadership Education*, 18(2), 1.

<https://commons.erau.edu/publication/1270/>

Hennink, M., & Kaiser, B. N. (2021). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 114523.

<https://doi.org/10.1016/j.socscimed.2021.114523>

Holstad, T. J., Korek, S., Rigotti, T., & Mohr, G. (2014). The relation between transformational leadership and follower emotional strain: The moderating role of professional ambition. *Leadership*, 10(3), 269-288.

<https://doi.org/10.1177/1742715013476083>

Hopkins, D. (2008). Realizing the potential of system leadership. In B. Pont, D. Nusche, & D. Hopkins (Eds.), *Improving school leadership, Volume 2: Case studies on system leadership*. OECD publication.

http://www.teindia.nic.in/Files/Improving_sch_Leadership/Improving_Sch_Leadership_OECD-Vol-2.pdf.

Hoy, W. K., & Miskel, C. G. (2001). *Educational administration, theory, research and practices* (6th ed.). McGraw Hall.

- Huck, C., & Zhang, J. (2021). Effects of the COVID-19 pandemic on K-12 education: A systematic literature review. *New Waves-Educational Research and Development Journal*, 24(1), 53-84. <https://eric.ed.gov/?id=EJ1308731>
- Humphrey, A. (2012). Transformational leadership and organizational citizenship behaviors: The role of organizational identification. *The Psychologist-Manager Journal*, 15(4), 247.
- Hymel, S., & Katz, J. (2019). Designing classrooms for diversity: Fostering social inclusion. *Educational Psychologist*, 54(4), 331-339.
<https://doi.org/10.1080/00461520.2019.1652098>
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
<https://doi.org/10.3102/00028312038003499>
- Ingersoll, R. M. (2003). The teacher shortage: Myth or reality? *Educational Horizons*, 81(3), 146-152. <https://www.jstor.org/stable/42926477>
- Iqbal, S., Farid, T., Khan, M. K., Zhang, Q., Khattak, A., & Ma, J. (2020). Bridging the gap between authentic leadership and employees' communal relationships through trust. *International Journal of Environmental Research and Public Health*, 17(1), 250. <https://doi.org/10.3390/ijerph17010250>
- Ismail, M. R. (2012). Teachers' perceptions of principal leadership styles and how they impact teacher job satisfaction. Colorado State University.
<https://www.proquest.com/openview/9f2df3a1c14e6efcb4c38e3c47510e87/1?cb1=18750&pq-origsite=gscholar>

- Jacobsen, C. B., Andersen, L. B., Bøllingtoft, A., & Eriksen, T. L. M. (2022). Can leadership training improve organizational effectiveness? Evidence from a randomized field experiment on transformational and transactional leadership. *Public Administration Review*, 82(1), 117-131. <https://doi.org/10.1111/puar.13356>
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39. <https://doi.org/10.1177/016146811211401004>
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators' leadership styles, school culture, and organizational image. *Sage Open*, 10(1), Article 215824402090208. <https://journals.sagepub.com/doi/pdf/10.1177/2158244020902081>
- Kamenetz, A. (2020, March 26). The biggest distance-learning experiment in history: Week one. *NPR*. <https://www.npr.org/2020/03/26/821921575/the-biggest-distance-learning-experiment-in-history-week-one>
- Kelley, C., & Peterson, K. D. (2007). The work of principals and their preparation: Addressing critical needs for the twenty-first century. In M. Fullan (Ed.), *The Jossey-Bass reader on educational leadership* (2nd ed.). Jossey-Bass.
- Kersaint, G., Lewis, J., Potter, R., & Meisels, G. (2007). Why teachers leave: Factors that influence retention and resignation. *Teaching and Teacher Education*, 23(6), 775-794. <https://doi.org/10.1016/j.tate.2005.12.004>
- Khalifa, M. (2020). *Culturally responsive school leadership*. Harvard Education Press.

- Khan, M. A., Ismail, F. B., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behavior, organizational culture, and organizational citizenship behavior. *Sage Open*, 10(1), 2158244019898264. <https://doi.org/10.1177/2158244019898264>
- King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61–63. <https://eric.ed.gov/?id=EJ644984>
- Klar, H. W., & Brewer, C. A. (2013). Successful leadership in high-needs schools: An examination of core leadership practices enacted in challenging contexts. *Educational Administration Quarterly*, 49(5), 768–808. <https://doi.org/10.1177/0013161X13482577>
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's leadership competencies in improving the quality of education. *Journal of Social Work and Science Education*, 1(2), 181-193. <https://doi.org/10.52690/jswse.v1i2.47>
- Korstjens, I., & Moser, A. (2017). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Kowalski, T. J. (2010). *The school principal—Visionary leadership and competent leadership*. Taylor and Francis.
- Kugelmass, J., & Ainscow, M. (2004). Leadership for inclusion: a comparison of international practices. *Journal of Research in Special Educational Needs*, 4(3), 133-141. <https://doi.org/10.1111/j.1471-3802.2004.00028.x>

- Kyngäs, H. (2020). Qualitative research and content analysis. *The application of content analysis in nursing science research*, 3-11. https://doi.org/10.1007/978-3-030-30199-6_1
- Ladd, H. F. (2011). Teachers' perceptions of their working conditions how predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, 33(2), 235-261. <https://doi.org/10.3102/0162373711398128>
- Lai, M., Wang, L., & Shen, W. (2017). Educational leadership on the Chinese mainland: A case study of two secondary schools in Beijing. *London Review of Education*, 15(2), 317–328. <https://doi.org/10.18546/lre.15.2.13>
- Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Knigge, M., & Spörer, N. (2022). The effect of school leadership on implementing inclusive education: How transformational and instructional leadership practices affect individualised education planning. *International Journal of Inclusive Education*, 26(9), 943-957. <https://doi.org/10.1080/13603116.2020.1752825>
- Lan, T. S., Chang, I. H., Ma, T. C., Zhang, L. P., & Chuang, K. C. (2019). Influences of transformational leadership, transactional leadership, and patriarchal leadership on job satisfaction of cram school faculty members. *Sustainability*, 11(12), 3465. <https://doi.org/10.3390/su11123465>
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498–518. <https://doi.org/10.1177/0013161X94030004006>

- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and leadership*, 28(1), 27-42.
<https://doi.org/10.1080/13632430701800060>
- Leithwood, K., Harris, A., & Hopkins, D. (2020a). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.
<https://doi.org/10.1080/13632434.2019.1596077>
- Leithwood, K., & Jantzi, D. (1990). Transformational leadership: How principals can help reform school cultures. *School Effectiveness and School Improvement*, 1(4), 249-280. <https://doi.org/10.1080/0924345900010402>
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.
<https://doi.org/10.1108/09578230010320064>
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
<https://www.tandfonline.com/doi/abs/10.1080/09243450600565829>
- Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706. <https://doi.org/10.1177/0013161x10377347>
- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. Wallace Foundation: New York, NY.

- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387-423.
<https://doi.org/10.1177/0013161X11436268>
- Leithwood, K., Sun, J., & Schumacker, R. (2020b). How school leadership influences student learning: A test of “The four paths model”. *Educational Administration Quarterly*, 56(4), 570-599. <https://doi.org/10.1177/0013161X19878772>
- Lending, T., & Mrazek, D. (2014). *School leadership: A call to action* [YouTube video]. <http://www.youtube.com/watch?v=YEjmlECpz9g>
- Liang, T. L., Liu, T. M., Wu, R. F., & Chao, Y. G. (2015). Principals’ leadership behaviors related to teachers’ professional development: The mediating effects of teachers’ self-directed learning. *International Institute of Social and Economic Sciences*. <https://ideas.repec.org/p/sek/iacpro/2704741.html>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Lindgren, B., Lundman, B., & Graneheim, U. (2020). Abstraction and interpretation during the qualitative content analysis process. *International Journal of Nursing Studies*, 108, 103632. <https://doi.org/10.1016/j.ijnurstu.2020.103632>
- Liu, P. (2016). Technology integration in elementary classrooms: Teaching practices of student teachers. *Australian Journal of Teacher Education*, 41(3), 6.
<https://search.informit.org/doi/abs/10.3316/aeipt.210561>
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating

roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453.

<https://doi.org/10.1177/1741143220910438>

Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*, 21(3), 315-336. <https://doi.org/10.1080/09243453.2010.486586>

Mahfar, M., Xian, K. H., Ghani, F. A., Kosnin, A., & Senin, A. A. (2018). Irrational beliefs as mediator in the relationship between activating event and stress in Malaysian fully residential school teachers. *Asian Social Science*, 14(10), 21–30. <https://doi.org/10.5539/ass.v14n10p21>

Makgato, M., & Mudzanani, N. N. (2019). Exploring school principals' leadership styles and learners' educational performance: A perspective from high-and low-performing schools. *Africa Education Review*, 16(2), 90-108. <https://doi.org/10.1080/18146627.2017.1411201>

Mansor, A. N., Abdullah, R., & Jamaludin, K. A. (2021). The influence of transformational leadership and teachers' trust in principals on teachers' working commitment. *Humanities and Social Sciences Communications*, 8(1), 1-9. <https://doi.org/10.1057/s41599-021-00985-6>

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370–397. <https://doi.org/10.1177/0013161x03253412>

- Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD Books.
- McGee, G. W. (2021). Closing the achievement gap: Lessons from Illinois' Golden Spike high-poverty high-performing schools. In *Closing the Achievement Gap* (pp. 97-125). Routledge.
- McGovern, J. (2017). Capturing the lived experience: Getting started with interpretive phenomenology research. *SAGE Research Methods Cases*.
<https://doi.org/10.4135/9781526405418>
- McGrath, R. (2021). Journalling and memoing: Reflexive qualitative research tools. *Handbook of Qualitative Research Methodologies in Workplace Contexts*, 245–262. <https://doi.org/10.4337/9781789904345.00022>
- McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Association for Supervision and Curriculum Development.
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology*, 57(1), 487-503. <https://doi.org/10.1146/annurev.psych.56.091103.070258x>
- Mestry, R. (2017). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education (University of KwaZulu-Natal)*, (69), 257-280.
http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682017000200012

- Meyer, A., Richter, D., & Hartung-Beck, V. (2022). The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy. *Educational Management Administration & Leadership*, 50(4), 593-612. <https://doi.org/10.1177/1741143220945698>
- Middleton, K. V. (2020). The longer-term impact of COVID-19 on K–12 student learning and assessment. *Educational Measurement: Issues and Practice*, 39(3), 41-44. <https://doi.org/10.1111/emip.12368>
- Mihas, P. (2019). Narrative analysis. (2nd edition). SAGE research methods datasets.
- Miller, K. (2003). School, teacher, and leadership impacts on student achievement. *Mid-Continent Research for Education and Learning, Policy Brief*, 1–7. <https://www.bradthiessen.com/html5/m340/4i%20Marzano.pdf>
- Mineo, D. L. (2014). The importance of trust in leadership. *Research Leadership Review*, 20(1), 1-6. <https://files.eric.ed.gov/fulltext/EJ1038828.pdf>
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.
- Mohd Adnan, S. N. S., & Valliappan, R. (2019). Communicating shared vision and leadership styles towards enhancing performance. *International Journal of Productivity and Performance Management*, 68(6), 1042-1056. <https://doi.org/10.1108/IJPPM-05-2018-0183>
- Mombourquette, C. (2017). The role of vision in effective school leadership. *International Studies in Educational Administration*, 45(1), 19-36.

https://www.researchgate.net/publication/317589799_The_Role_of_Vision_in_Effective_School_Leadership

- Moolenaar, N. M., Daly, A. J., & Slegers, P. J. C. (2010). Occupying the principal position: Examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly*, 46(5), 623–670. <https://doi.org/10.1177/0013161X10378689>
- Moore, K. D. (2014). *Effective instructional strategies: From theory to practice*. Sage Publications.
- Morine-Dersheimer, G., & Kent, T. (1999). The complex nature and sources of teachers' pedagogical knowledge. *Examining pedagogical content knowledge: The construct and its implications for science education*, 21-50.
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212–1222. <https://doi.org/10.1177/104973231558>
- Moustakas, C. E. (1994). *Phenomenological research methods*. Sage Publications.
- Mulford, B. (2008). The leadership challenge: Improving learning in schools. *Australian Council for Educational Research*. Australian Education Review No. 53. http://www.acer.edu.au/research_reports/AER.html.
- Mulisa, F. (2022). When does a researcher choose a quantitative, qualitative, or mixed research approach? *Interchange*, 53(1), 113-131. <https://doi.org/10.1007/s10780-021-09447-z>

- Murphy, J. (1988). Methodological, measurement, and conceptual problems in the study of instructional leadership. *Educational Evaluation and Policy Analysis*, 10(2), 117–139. <https://doi.org/10.3102/01623737010002117>
- Naidoo, P. (2019). Perceptions of teachers and school leadership teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2), 1534-1543. <https://doi.org/10.15700/saje.v39n2a1534>
- Naraian, S., & Amrhein, B. (2022). Learning to read ‘inclusion’ divergently: enacting a transnational approach to inclusive education. *International Journal of Inclusive Education*, 26(14), 1327-1346. <https://doi.org/10.1080/13603116.2020.1807624>
- Nation, M., Christens, B. D., Bess, K. D., Shinn, M., Perkins, D. D., & Speer, P. W. (2020). Addressing the problems of urban education: An ecological systems perspective. *Journal of Urban Affairs*, 42(5), 715-730. <https://doi.org/10.1080/07352166.2019.1705847>
- National Academies of Sciences, Engineering, and Medicine. (2020). *Building capacity for teaching engineering in K-12 education*. National Academies Press.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. U.S. Department of Health and Human Services. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

- Ndiritu, A. W., Mbugua, J. M., & Ndiritu, C. N. (2019). Lessons for school principals from transformational leadership characteristics. *Journal of Education and Practice, 10*(12), 44-51. <https://core.ac.uk/download/pdf/234642553.pdf>
- Nettles, S. M., & Herrington, C. (2007). Revisiting the importance of the direct effects of school leadership on student achievement: The implications for school improvement policy. *Peabody Journal of Education, 82*(4), 724–736. <https://doi.org/10.1080/01619560701603239>
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education, 8*(2), 90-97. <https://doi.org/10.1007/s40037-019-0509-2>
- Niessen, C., Mäder, I., Stride, C., & Jimmieson, N. L. (2017). Thriving when exhausted: The role of perceived transformational leadership. *Journal of Vocational Behavior, 103*, 41–51. <https://doi.org/10.1016/j.jvb.2017.07.012>
- Nikolopoulou, K., Gialamas, V., & Lavidas, K. (2021). Habit, hedonic motivation, performance expectancy and technological pedagogical knowledge affect teachers' intention to use mobile internet. *Computers and Education Open, 2*, 100041. <https://doi.org/10.1016/j.caeo.2021.100041>
- Noor, S., Wahyu, W., & Suhaimi, S. (2019). Relationship principal leadership to work motivation, morale teacher and teacher performance of state junior high schools. *Journal Of K6 Education and Management, 2*(1), 15-22. <https://jk6em.org/index.php/jkemorg/article/view/42>

- Nordin, M. N., Mustafa, M. Z., & Razzaq, A. R. (2020). Headmaster leadership effect on task load of special education integration program teacher. *Humanities & Social Sciences Reviews*, 8(2), 451-456. <https://doi.org/10.18510/hssr.2020.8251>
- Olaghere, A. (2022). Reflexive integration of research elements in mixed-method research. *International Journal of Qualitative Methods*, 21, 16094069221093137. <https://doi.org/10.1177/16094069221093137>
- Opiyo, R. A. (2019). Inclusive practice and transformative leadership are entwined: Lessons for professional development of school leaders in Kenya. *Global Journal of Transformative Education*, 1(1), 52-67. <https://doi.org/10.14434/gjte.v1i1.25981>
- Organization for Economic Co-operation and Development (OECD). (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. <http://www.oecd.org/education/school/34990905.pdf>
- Orsini, C., & Rodrigues, V. (2020). Supporting motivation in teams working remotely: The role of basic psychological needs. *Medical Teacher*, 42(7), 828-829. <https://doi.org/10.1080/0142159X.2020.1758305>
- Orsini, C., Tricio, J., Segura, C., & Tapia, D. (2020). Exploring teachers' motivation to teach: A multisite study on the associations with the work climate, students' motivation, and teaching approaches. *Journal of Dental Education*. <https://doi.org/10.1002/jdd.12050>
- Osbeck, L. M. (2014). Scientific reasoning as sense-making: Implications for qualitative inquiry. *Qualitative Psychology*, 1(1), 34-46. <https://doi.org/10.1037/qup0000004>

- Osborne-Lampkin, L., Folsom, J. S., & Herrington, C. D. (2015). A systematic review of the relationships between principal characteristics and student achievement (REL 2016–091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
<http://ies.ed.gov/ncee/edlabs>
- Owusu-Agyeman, Y. (2021). Transformational leadership and innovation in higher education: A participative process approach. *International Journal of Leadership in Education*, 24(5), 694-716. <https://doi.org/10.1080/13603124.2019.1623919>
- Özdemir, G., Sahin, S., & Öztürk, N. (2020). Teachers' self-efficacy perceptions in terms of school principal's instructional leadership behaviours. *International Journal of Progressive Education*, 16(1), 25-40. <https://eric.ed.gov/?id=EJ1244970>
- Özdemir, N. (2019). Principal leadership and students' achievement: Mediated pathways of professional community and teachers' instructional practices. *KEDI Journal of Educational Policy*, 16(1), 81-104.
- Padilla-Diaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science? *International Journal of Educational Excellence*, 1(2), 101-110.
http://www.anagmendez.net/cupey/pdf/ijee_padilla_diaz_1_2_101-110.pdf

- Pan, H. L. W., & Chen, W. Y. (2021). How principal leadership facilitates teacher learning through teacher leadership: Determining the critical path. *Educational Management Administration & Leadership*, 49(3), 454-470.
<https://doi.org/10.1177/1741143220913553>
- Pan, H. L. W., Nyeu, F. Y., & Chen, J. S. (2015). Principal instructional leadership in Taiwan: Lessons from two decades of research. *Journal of Educational Administration*, 53(4), 492–511. <https://doi.org/10.1108/jea-01-2014-0006>
- Pan, H. L. W., Nyeu, F. Y., & Cheng, S. H. (2017). Leading school for learning: Principal practices in Taiwan. *Journal of Educational Administration* 55(2), 168–185. <https://doi.org/10.1108/jea-06-2016-0069>
- Park, H., & Jun, M. N. (2007). The effect of student, teacher, and school characteristics on middle school students' Korean, English, and mathematics achievement outcomes. *The Korean Journal of Educational Psychology*, 21(1), 145–168.
- Park, J. H., Lee, I. H., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly*, 55(5), 742-780.
<https://doi.org/10.1177/0013161X18821355>
- Paterson, T. A., Luthans, F., & Jeung, W. (2014). Thriving at work: Impact of psychological capital and supervisor support. *Journal of Organizational Behavior*, 35(3), 434-446. <https://doi.org/10.1002/job.1907>

- Pelletier, L. G., & Rocchi, M. (2016). Teachers' motivation in the classroom. In W. Liu, J. Wang, & R. Ryan. (eds.). *Building autonomous learners*. Springer.
https://doi.org/10.1007/978-981-287-630-0_6
- Petersen, A.-L. (2014). Teachers' perceptions of principals' ICT leadership. *Contemporary Educational Technology*, 5(4), 302-315.
<https://doi.org/10.30935/cedtech/6132>
- Peterson, J. S. (2019). Presenting a qualitative study: A reviewer's perspective. *Gifted Child Quarterly*, 63(3), 147–158. <https://doi.org/10.1177/0016986219844789>
- Pietsch, M., & Tulowitzki, P. (2017). Disentangling school leadership and its ties to instructional practices—an empirical comparison of various leadership styles. *School Effectiveness and School Improvement*, 28(4), 629-649.
<https://doi.org/10.1080/09243453.2017.1363787>
- Ping, C., Schellings, G., & Beijaard, D. (2018). Teacher educators' professional learning: A literature review. *Teaching and Teacher Education*, 75, 93–104.
<https://doi.org/10.1016/j.tate.2018.06.003>
- Pisseth, H. (2011). *Teachers' perceptions of their principals' leadership capacities* [Master's Thesis, Royal University of Phnom Penh].
https://www.academia.edu/4338814/TEACHERS_PERCEPTIONS_OF_THEIR_PRINCIPALS_LEADERSHIP_CAPACITIES
- Ponnock, A. R., Torsney, B. M., & Lombardi, D. (2018). Motivational differences throughout teachers' preparation and career. *New Waves Educational Research & Development*, 21(2), 26–45.

https://www.researchgate.net/publication/332449163_Motivational_Differences_Throughout_Teachers'_Preparation_and_Career

- Pont, B. (2020). A literature review of school leadership policy reforms. *European Journal of Education*, 55(2), 154-168. <https://doi.org/10.1111/ejed.12398>
- Pont, B., Nusche, D., & Moorman, H. (2008). Improving school leadership: Policy and practice, *OECD*. <https://www.oecd.org/education/school/44374889.pdf>
- Pratt, M. K. (2017). What is transactional leadership? *TechTarget*.
<https://www.techtarget.com/searchcio/definition/transactional-leadership>
- Price, H. E. (2015). Principals' social interactions with teachers. *Journal of Educational Administration*, 53(1), 116–139. <https://doi.org/10.1108/jea-02-2014-0023>
- Purwanto, A., Bernarto, I., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Effect of transformational and transactional leadership style on public health centre performance. *Journal of Research in Business, Economics, and Education*, 2(1), 29–42. <https://doi.org/10.31933/dijdbm.v1i1.88>
- Quin, J., Deris, A., Bischoff, G., & Johnson, J. T. (2015). Comparison of transformational leadership practices: Implications for school districts and principal preparation programs. *Journal of Leadership Education*, 14(3)
- Radinger, T. (2014). School leader appraisal—A tool to strengthen school leaders' pedagogical leadership and skills for teacher leadership. *European Journal of Education*, 49(3), 378-394. <https://doi.org/10.1111/ejed.12085>

- Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, 15(3), 329–354.
<https://doi.org/10.1016/j.leaqua.2004.02.009>
- Raman, G., Peng, N. L., & Chen, I. C. (2020). Mediating effect of idealized influence between relationship emotional intelligence and intention to perform: Conceptual study. *Asian Social Science*, 16(10), 1–69.
<https://pdfs.semanticscholar.org/184a/7cb1bfb0eeac1863135451d054209da424e0.pdf>
- Raskind, I. G., Shelton, R. C., Comeau, D. L., Cooper, H. L. F., Griffith, D. M., & Kegler, M. C. (2018). A review of qualitative data analysis practices in health education and health behavior research. *Health Education & Behavior*, 46(1), 32–39. <https://doi.org/10.1177/1090198118795019>
- Robertson, D. A., Breckenridge Padesky, L., & Brock, C. H. (2020). Cultivating student agency through teachers' professional learning. *Theory into Practice*, 59(2), 192–201. <https://doi.org/10.1090/00405841.2019.1705090>
- Robinson, V., & Gray, E. (2019). What difference does school leadership make to student outcomes? *Journal of the Royal Society of New Zealand*, 49(2), 171–187.
<https://doi.org/10.1080/03036758.2019.1582075>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674.
<https://doi.org/10.1177/0013161x08321509>

- Ruairc, G. M., Ottesen, E., & Precey, R. (2013). Leadership for inclusive education. In: Leadership for inclusive education. Studies in inclusive education, vol 18. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6209-134-4_1
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.
- Saleem, A., Aslam, S., Yin, H., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390.. Retrieved from <http://dx.doi.org/10.3390/su12083390>
- Scallon, A. M., Bristol, T. J., & Esboldt, J. (2021). Teachers' perceptions of principal leadership practices that influence teacher turnover. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/19427751211034214>
- Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. <https://eric.ed.gov/?id=ED430537>
- Schaefer, M. B., Abrams, S. S., Kurpis, M., Abrams, M., & Abrams, C. (2020). Making the unusual usual: Students' perspectives and experiences of learning at home during the COVID-19 pandemic. *Middle Grades Review*, 6(2), Article 8. <https://scholarworks.uvm.edu/mgreview/vol6/iss2/8>
- Sebastian, J., Allensworth, E., Wiedermann, W., Hochbein, C., & Cunningham, M. (2019). Principal leadership and school performance: An examination of instructional leadership and organizational management. *Leadership and Policy in Schools*, 18(4), 591-613. <https://doi.org/10.1080/15700763.2018.1513151>

- Shafi, M., Lei, Z., Song, X., & Sarker, M. N. I. (2020). The effects of transformational leadership on employee creativity: Moderating role of intrinsic motivation. *Asia Pacific Management Review*, 25(3), 166–176.
<https://doi.org/10.1016/j.apmr.2019.12.002>
- Shava, G. N., & Nkengbeza, D. (2019). Qualitative research paradigm: A design for distance education researchers. *The Namibia CPD Journal for Educators*, 5, 237-258. <https://doi.org/10.32642/ncpdje.v5i0.1251>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/efi-2004-22201>
- Shepherd-Jones, A. R., & Salisbury-Glennon, J. D. (2018). Perceptions matter: The correlation between teacher motivation and principal leadership styles. *Journal of Research in Education*, 28(2), 93-131. <https://eric.ed.gov/?id=EJ1201598>
- Shirrell, M., Hopkins, M., & Spillane, J. P. (2019). Educational infrastructure, professional learning, and changes in teachers' instructional practices and beliefs. *Professional Development in Education*, 45(4), 599-613.
<https://doi.org/10.1080/19415257.2018.1452784>
- Silva, J. P., White, G. P., & Yoshida, R. K. (2011). The direct effects of principal-student discussions on eighth grade students' gains in reading achievement: An experimental study. *Educational Administration Quarterly*, 47(5), 772–793.
<https://doi.org/10.1177/0013161x11404219>

- Skaalvik, E. M., & Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education, 21*(5), 1251-1275. <https://doi.org/10.1007/s11218-018-9464-8>
- Soehner, D., & Ryan, T. (2011). The interdependence of principal school leadership and student achievement. *Scholar-Practitioner Quarterly, 5*(3), 274-288. <https://files.eric.ed.gov/fulltext/EJ974355.pdf>
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership and leadership, 22*(1), 73–92. <https://doi.org/10.1080/13632430220143042>
- Sowell, M. (2018). It's what principals do: Influencing teachers to support students. *Current Issues in Middle Level Education, 23*(1), 1-21. <https://files.eric.ed.gov/fulltext/EJ1191666.pdf>
- Spreitzer, G. M., Lam, C. F., & Fritz, C. (2010). Engagement and human thriving: Complementary perspectives on energy and connections to work. In A. B. Bakker, A.B. Bakker (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 132-146). New York: Psychology Press.
- Stanley, D. A. (2021). "I want to leave ASAP": Black women teachers discuss the role of administrative support and teacher turnover. *Journal of School Leadership, 31*(3), 209–226. <https://doi.org/10.1177/1052684620904021>
- Steinle, C., Eichenberg, T., & Stolberg, M. (2008). "Full range leadership" model: Critical appraisal and suggestions for further development. *Journal of Leadership, 3*(2), 101–124. <https://doi.org/10.1007/s12354-008-0007-7>

- Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals*. ASCD.
- Stump, M., Zlatkin-Troitschanskaia, O., & Mater, O. (2016). The effects of transformational leadership on teachers' data use. *Journal for Educational Research Online*, 8(3), 80–99. <https://doi.org/10.25656/01:12807>
- Stutterheim, S. E., & Ratcliffe, S. E. (2021). Understanding and addressing stigma through qualitative research: Four reasons why we need qualitative studies. *Stigma and Health*, 6(1), 8. <https://doi.org/10.1037/sah0000283>
- Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499-523. <https://doi.org/10.1080/09243453.2015.1005106>
- Sun, J. A., Ibrahim, A., Mamat, M., & Nawi, M. A. A. (2017). Teacher perception on principals leadership style and school climate in Kelantan. *World Applied Sciences Journal*, 35(11), 2468-2473. <https://doi.org/10.5829/idosi.wasj.2017.2468.2473>.
- Sun, M., Liu, J., Zhu, J., & LeClair, Z. (2019). Using a text-as-data approach to understand reform processes: A deep exploration of school improvement strategies. *Educational Evaluation and Policy Analysis*, 41(4), 510-536. <https://doi.org/10.3102/0162373719869318>
- Sunaengsih, C., Anggarani, M., Amalia, M., Nurfatmala, S., & Naelin, S. D. (2019). Principal leadership in the implementation of effective school management. *Mimbar Sekolah Dasar*, 6(1), 79. <https://doi.org/10.17509/mimbar-sd.v6i1.15200>

- Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46(1), 31-56.
<https://doi.org/10.1177/1094670509353043>
- Szeto, E., & Cheng, A. Y. N. (2018). Principal–teacher interactions and teacher leadership development: Beginning teachers’ perspectives. *International Journal of Leadership in Education*, 21(3), 363-379.
<https://doi.org/10.1080/13603124.2016.1274785>
- Tai, M. K., & Omar, A. K. (2022). Essential practices of school principals in developing professional learning communities in schools: a systematic literature review 2010-2019. *International Journal of Learning and Intellectual Capital*, 19(4), 291-311.
<https://doi.org/10.1504/IJLIC.2022.123900>
- Taylor, M. (2022). *The noble school leader: The five-square approach to leading schools with emotional intelligence*. John Wiley & Sons.
- Ten Cate, O. T. J., Kusurkar, R. A., & Williams, G. C. (2011). How self-determination theory can assist our understanding of the teaching and learning processes in medical education. AMEE Guide No. 59. *Medical Teaching*, 33(12), 961–973.
<https://doi.org/10.3109/0142159x.2011.595435>
- Thornton, K. (2021). Leading through COVID-19: New Zealand secondary principals describe their reality. *Educational Management Administration & Leadership*, 49(3), 393-409. <https://doi.org/10.1177/1741143220985110>

- Tingle, E., Corrales, A., & Peters, M. L. (2019). Leadership development programs: Investing in school principals. *Educational Studies*, 45(1), 1-16.
<https://doi.org/10.1080/03055698.2017.1382332>
- Tondeur, J., Scherer, R., Baran, E., Siddiq, F., Valtonen, T., & Sointu, E. (2019). Teacher educators as gatekeepers: Preparing the next generation of teachers for technology integration in education. *British Journal of Educational Technology*, 50(3), 1189-1209. <https://doi.org/10.1111/bjet.12748>
- Tschannen-Moran, M., & Gareis, C. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, 53(1), 66-92. <https://doi.org/10.1108/JEA-02-2014-0024>
- Turner, C., Adame, D., & Nadworny, E. (2020). “There’s a huge disparity”: What teaching looks like during coronavirus. NPR.
<https://www.npr.org/2020/04/11/830856140/teaching-without-schools-grief-then-a-free-for-all>.
- Turner, M. J. (2016). Rational emotive behavior therapy (REBT), irrational and rational beliefs, and the mental health of athletes. *Frontiers in Psychology*, 7, 1423.
<https://doi.org/10.3389/fpsyg.2016.01423>
- US Department of Education. (2021). *What is educational leadership*.
<https://www.ed.gov/>
- Valentine, J. W., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 95(1), 5-30. <https://doi.org/10.1177/0192636511404062>

- Vanblaere, B., & Devos, G. (2016). Exploring the link between experienced teachers' learning outcomes and individual and professional learning community characteristics. *School Effectiveness and School Improvement*, 27(2), 205–227. <https://doi.org/10.1080/09243453.2015.1064455>
- Van den Berghe, L., Soenens, B., Aelterman, N., Cardon, G., Tallir, I. B., & Haerens, L. (2014). Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. *Psychology of Sport and Exercise*, 15(4), 407–417. <https://doi.org/10.1016/j.psychsport.2014.04.001>
- van der Kleij, F. M. (2019). Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. *Teaching and Teacher Education*, 85, 175-189. <https://doi.org/10.1016/j.tate.2019.06.010>
- Vangrieken, K., Grosemans, I., Dochy, F., & Kyndt, E. (2017). Teacher autonomy and collaboration: A paradox? Conceptualising and measuring teachers' autonomy and collaborative attitude. *Teaching and Teacher Education*, 67, 302-315. <https://doi.org/10.1016/j.tate.2017.06.021>
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterizing and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, 18(1), 1-18. <https://doi.org/10.1186/s12874-018-0594-7>

- Versland, T. M., & Erickson, J. L. (2017). Leading by example: A case study of the influence of principal self-efficacy on collective efficacy. *Cogent Education*, 4(1), 1286765. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1286765>
- Waddell, J. H. (2010). Fostering relationships to increase teacher retention in urban schools. *Journal of Curriculum and Instruction*, 4(1), 70-85. <https://doi.org/10.3776/joci.2010.v4n1p70-85>
- Wa-Mbaleka, S. (2018). Introduction to the Asian qualitative research association special issue. *The Qualitative Report*, 22(13), 3383_ <https://doi.org/10.46743/2160-3715/2017.3433>
- Warrick, D. D. (2011). The urgent need for skilled transformational leaders: Integrating transformational leadership and organization development. *Journal of Leadership, Accountability, and Ethics*, 8(5), 11–26. <https://www.lindenwood.edu/files/resources/the-urgent-need-for-skilled-transformational-leade.pdf>
- Warsen, G. D. (2020). Between a rock and a hard place: Using change theories to navigate a transactional environment. *International Journal of Educational Leadership Preparation*, 192. Accessed at: https://www.icpel.org/uploads/1/5/6/2/15622000/ijelp_volume_15_spring_2020.pdf#page=197
- Watson, T. N., & Bogotch, I. (2016). (Re)Imagining school as community: Lessons learned from teachers. *School Community Journal*, 26(1), 93-114. <https://files.eric.ed.gov/fulltext/EJ1104392.pdf>

- Webber, C. F., Scott, S., Aitken, E. N., Lupart, J., & Scott, D. E. (2013). Leading assessment for enhanced student outcomes. *School Leadership and leadership*, 33(3), 240-255. <https://doi.org/10.1080/13632434.2013.773885>
- Webster, K., & Litchka, P. (2020). Planning for effective school leadership: Teachers' perceptions of the leadership skills and ethical behaviors of school principals. *Educational Planning*, 27(1), 31-47. <https://eric.ed.gov/?id=EJ1250500>.
- Welsh, R. O., & Swain, W. A. (2020). (Re) defining urban education: A conceptual review and empirical exploration of the definition of urban education. *Educational Researcher*, 49(2), 90-100. <https://doi.org/10.3102/0013189X20902822>
- Wepner, S. B., & Gómez, D. W. (2020). *Entrepreneurial leadership: Strategies for creating and sustaining partnerships for K-12 schools*. Rowman & Littlefield Publishers.
- Wirawan, H., Tamar, M., & Bellani, E. (2019). Principals' leadership styles: the role of emotional intelligence and achievement motivation. *International Journal of Educational Management*, 33(5), 1094-1105. <https://doi.org/10.1108/IJEM-04-2018-0127>
- Wissing, M. P., Schutte, L., Liversage, C., Entwisle, B., Gericke, M., & Keyes, C. (2021). Important goals, meanings, and relationships in flourishing and languishing states: Towards patterns of well-being. *Applied Research in Quality of Life*, 16(2), 573-609. <https://doi.org/10.1007/s11482-019-09771-8>

- Wiyono, B. B. (2018). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education*, 21(6), 705-725. www.doi.org/10.1080/13603124.2017.1318960
- Woods, A. M., & Weasmer, J. (2004). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing House*, 77(3), 118-121. <https://doi.org/10.1080/00098650409601242>
- Woods, P. (2021). *Strategies, commitment and identity; Making and breaking the teacher role*. Routledge library editions: Education mini-set teachers & teacher education research. <https://doi.org/10.4324/9780203125526-21>
- Woods, P. A. (2004). Democratic leadership: drawing distinctions with distributed leadership. *International Journal of Leadership in Education*, 7(1), 3-26. <https://doi.org/10.1080/1360312032000154522>
- Yin, R. K. (2018). Case study research and applications: Design and methods. Sage.
- Yoon, S. Y. (2016). Principals' data-driven practice and its influences on teacher buy-in and student achievement in comprehensive school reform models. *Leadership and Policy in Schools*, 15(4), 500-523. <https://doi.org/10.1080/15700763.2016.1181187>
- Young, M. D., Winn, K. M., & Reedy, M. A. (2017). The every student succeeds act: Strengthening the focus on educational leadership. *Educational Administration Quarterly*, 53(5), 705-726. <https://doi.org/10.1177/0013161X17735871>

- Yue, C. A., Men, L. R., & Ferguson, M. A. (2019). Bridging transformational leadership, transparent communication, and employee openness to change: The mediating role of trust. *Public relations review*, 45(3), 101779.
<https://doi.org/10.1016/j.pubrev.2019.04.012>
- Yukl, G. A. (2002). *Leadership in organizations* (5th ed.). Prentice Hall.
- Zacher, H., Pearce, L. K., Rooney, D., & McKenna, B. (2014). Leaders' personal wisdom and leader–member exchange quality: The role of individualized consideration. *Journal of Business Ethics*, 121, 171–187. <https://doi.org/10.1007/s10551-013-1692-4>
- Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., & Buntins, K. (2020). *Systematic reviews in educational research: Methodology, perspectives and application* (p. 161). Springer Nature.
<http://library.oapen.org/handle/20.500.12657/23142>
- Zhao, Y. (2018). *Understanding principal's instructional leadership: A theoretical and empirical analysis in China*. Beijing Normal University Publishing Group.
- Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China? *Educational Administration Quarterly*, 53(3), 409–447.
<https://doi.org/10.1177/0013161x17706152>

Appendix A: Surveys Used in This Study

Survey for Teachers

Demographic Questions

1. What is your age range? 21-30? 31-40? 41-50? 51-60?
2. What is your highest degree of education? In what field did you earn your degree?
3. What certifications do you hold?
4. How long have you worked in the field of education at any school?
5. How many years have you been a teacher at any school?
6. How long have you been or were you a teacher in a high-performing high school in a southern metropolitan area or urban district?

Interview Questions

1. In what ways has your principal's leadership affected your instructional practices?
Can you give a few specific examples?
2. How did your principal lead and support you through the Covid-19 pandemic?
Can you give a few specific examples?
3. In what ways did your principal's leadership motivate you to improve instructional practices that lead to student success? Can you give an example of a before and after COVID-19 scenario?
4. In what ways do you trust the leadership of your principal? Why?
5. How does your principal encourage feedback, collaboration, and participation in making decisions? Can you give a few specific examples?

6. How is the students' learning affected by the principal's leadership style? Can you give a few specific examples?
7. What do you see as a direct correlation between the principal's leadership and student achievement? Can you give a few specific examples?
8. How does your principal create a positive environment that is conducive for teaching and learning? Can you give a few specific examples?
9. In what ways can your instructional practices improve to achieve student success? Can you give a few specific examples?
10. What are the most important lessons you have learned about following a transformational leader? Can you give a few specific examples?

Survey for Principals

Demographic Questions

1. What is your age range? 21-30? 31-40? 41-50? 51-60?
2. What is your highest degree of education? In what field did you earn your degree?
3. What certifications do you hold?
4. How long have you worked in the field of education at any school?
5. How many years have you been a principal at any school?
6. How long have you been or were you a teacher in a high-performing high school in a southern metropolitan area or urban district?

7. How long have you been a principal in a high-performing high school in a southern metropolitan area or urban district?
8. How many years do you think you've been a transformational leader?

Interview Questions

1. What is your definition of transformational leadership?
2. How did you demonstrate transformational leadership prior to 2019? Can you give a few specific examples?
3. How did you demonstrate transformational leadership during the CoVID-19 pandemic? Can you give a few specific examples?
4. In what ways did your leadership strategies change during the Covid-19 pandemic?
5. How have you demonstrated transformational leadership after the CoVID-19 pandemic? Can you give a few specific examples?
6. In what ways did your leadership strategies change after the Covid-19 pandemic?
7. How has your leadership strategies affected your teachers' instructional practices? Can you give an example of a before and after scenario?
8. In what ways did your demonstration of leadership affect your teachers' ability to improve student success? Do you have a qualitative and/or quantitative measure of student success you can share?

9. What characteristics do you believe a transformational leader should possess to positively impact teachers' effectiveness?

Question #10 and #11 refers to identifying different characteristics of other leadership styles. Please refer to the following information for this question.

- *Affiliative Leadership* - this leadership style involves growing personal bonds and striving towards team well-being. Affiliative leadership focuses on harmony, rather than results.
- *Commanding (Directive, Coercive) Leadership* - this leadership style is about telling people what things to do and when to do them.
- *Democratic (Participative) Leadership* - this leadership style stresses working together through dialogue and seeking consensus to drive decision-making.
- *Transactional leadership* - Transactional leaders focus on performance and results. The leader acts as a role-model for others to follow.
- *Visionary leadership* - Visionary leaders try to inspire and motivate people to pursue a long-term vision, without addressing the minutiae of how to get there, or by focusing on steps to attain the vision.

10. Do you think aspects of other leadership styles are also important for positively impacting **teachers'** effectiveness? If so, what are they? Why?

11. Do you think aspects of other leadership styles are also important for positively impacting **students'** effectiveness? If so, what are they? Why?

12. As a principal, what role do you play to create a positive environment for teaching and learning? Can you give one specific example of an interaction?

13. What is your strategy for mentoring teachers? Why?

14. How do you develop trust with your teachers?

15. What do you see as the relationship between developing teachers and student success? Why?
16. In what ways can you modify your leadership strategies to improve teacher performance?
17. In what ways can your leadership behaviors improve and motivate teachers' behavior that will result in student achievement?

Appendix B: Recruitment Flier



**VOLUNTEERS NEEDED
FOR A RESEARCH STUDY**

- *This is for a research study to explore how principals' use of transformational leadership influences teachers' instructional practices and student achievement.*

Researcher:
John Santos
Doctoral Candidate,
Prairie View A&M
University

Principal's leadership is one aspect that influences overall school success for students, teachers, and administrators (Wiyono, 2018).

Transformational leadership is an approach where the leader encourages others with a plan that makes them energized and encourages them to work cooperatively toward a common goal. Elements include individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Osbourne-Lampkin, et. al., 2015).

- Questionnaire will be emailed, and responses sent directly to John Santos
- The questionnaire will take approximately 30 minutes to complete.

Your participation is anonymous and is your consent.

EMAIL: JSANTOS1906@GMAIL.COM OR
CALL: 713-245-0805

Appendix C: Recruitment Letter

Potential Research Study Participant,

My name is John Santos, and I am a doctoral student at Prairie View A&M University in the Educational Leadership and Counseling program, as well as an Assistant Principal at Baylor College of Medicine Academy at Ryan. I am requesting your help with my research study on the Teacher's Perceptions of Principals Motivational Behavior in High Performing High School in an Urban School District. The purpose of his qualitative hermeneutic phenomenological research will focus on how principals' leadership styles, particularly transformational leadership, affect teachers' instructional practices and help students achieve specified benchmarks and standards. Hermeneutic phenomenology is defined as the art of interpreting text and deals with understanding human existence while discovering the meaning of experiences (Green, Solomon, and Spence, 2021). Your participation in this study will help contribute to the body of research on transformational leadership, teacher's instructional practices, and students' achievement. A better understanding of principals' motivational behavior with positively influence the school's culture and students' achievement.

Based on your role as serving at a high-performing high school in an urban school district, you have been selected to participate in a questionnaire that will take approximately 30-45 minutes. The information you provide during your interview will be transcribed word for word and used for data collection. All information provided and discussed in the questions will be kept confidential and your identity will not be revealed at any point in the study. Your participation will remain anonymous and is your consent.

There are no foreseeable risks associated with participating in this study and no benefits are offered in exchange for your participation. If you wish to contribute to this study and participate in the questionnaire, please provide your responses on the provided questionnaire. Your participation in the questionnaire is your consent.

If you have questions, complaints, or concerns you may contact John Santos via email jsantos1906@gmail.com or phone at 713-245-0805. Thank you in advance for your time and contribution to this study. Your participation is greatly appreciated.

Thank you,

John Santos
Doctoral Student
Prairie View A&M University
Educational Leadership and Counseling

Appendix D: Curriculum Vita

John Santos, Ph.D.
13834 Palmer Glen Lane
Houston, Texas 77044
jsantos1906@gmail.com
713-245-0805

Education:

2015-2023, Prairie View A&M University, Prairie View, TX
 Degree: Doctor of Philosophy in Educational Leadership

2004-2005, Prairie View A&M University, Prairie View, TX
 Degree: Master of Education in Administration

1997-2002, Lamar University, Beaumont, TX
 Degree: Bachelor of Business Administration
 Major: Marketing

1997-2002, Lamar University, Beaumont, TX
 Degree: Bachelor of Business Administration
 Major: Management Information Systems

Experience:

Dean/Baylor College of Medicine Academy/Houston ISD 07/2018-Present

Houston Independent School District

- Devising plans for the ELAR team that produce 96% of students' approaches on STAAR Reading and instrumental in other content areas to contribute to an A-rating campus.
- Improve instructional practices by utilizing statistical performance data.
- Investigate staff or student issues, respond to grievances, and resolve conflicts, ensuring resolutions align with school district policies and best practices.
- Develop and execute in-service training and a wide range of targeted professional development programs to maximize educator and staff capabilities.
- Cultivate grade-level leaders to advance oversight and improve instruction.
- Study and implement policies and procedures and guide human resources and personnel selection, retention, transfer, promotion, and termination.
- Champion inclusive, student-centered culture rooted in teamwork and respect.
- Collaborate with district leadership to develop and implement vision, mission, philosophy, goals, objectives, curriculum, and extra-curricular activities.
- Analyze data to inform decision-making, draft and deliver reports, and interpret and apply Federal and state laws, regulations, board policies, and procedures.
- Implement policies and procedures and guide human resources and personnel selection, retention, transfer, promotion, and termination.

Assistant Principal/ Klein Cain High School 07/2017-06/2018

Klein Independent School District

- New campus activation team member

- Special Education Coordinator
- Textbook/Warehouse/Furniture Administrator
- Testing Coordinator Assistant

Curriculum Assistant Principal/ Teague Middle School 09/2011-07/2017

Aldine Independent School District

- Develop Campus Master Schedule
- District Trainer for Teacher Appraisal System
- 504 Coordinator
- Title I Administrator
- 7th & 8th-grade level administrator
- Campus Administrator over Transportation
- Supervise Custodial Staff
- Limited English Proficiency (LEP) Administrator
- Special Education Administrator

Assistant Principal/ Parker Intermediate 08/2011-07/2011

Aldine Independent School District

- Administrator over discipline for all grade levels
- Oversee curriculum and other activities for the Social Studies, Special Education, and Physical Education Departments
- Campus Administrator over Transportation
- Supervise Custodial Staff and Child Nutrition Services
- Chaired Early Intervention Team (EIT)
- Chairperson of Response to Intervention (RTI) Team
- Developed and Distributed duties and responsibilities for all paraprofessionals
- Oversee Implementation of all Safe and Secure School Procedures
- Chairperson of Positive Behavior Support (PBS)
- Developed structure and procedures for the Special Assignment Classroom (SAC)
- Administrator for Gaining Appropriate Performance (GAP)
- Developed and Distribute Duty Roster for all staff members
- Standardized Dress Code Liaison
- Trained and Implemented Fred Jones strategies school-wide
- Implemented Good Behavior Group and Incentive Committee

Special Education Teacher/Plummer Middle School 08/2005-06/2007

Aldine Independent School District

- Life-skills teacher
- Worked with partially contained students
- Assistance football/basketball/soccer coach

Special Education Teacher/ Caraway Intermediate School 08/2002—07/2005

Aldine Independent School District

- 6th Grade Resource -English Language Arts
- 5th Grade Resource-Math Teacher

Key Qualifications and Skills

- Texas Certified Principal (EC-12)
- Texas Certified Teacher in Special Education (EC-12)
- Instructional Leadership Development Certification
- T-TESS Certification
- Plan and instruct each subject area using various teaching aids and motivational and implementation strategies to engage students in active learning.
- Incorporate learning modality principles into classroom and individual instruction. Develop and conduct inter-grade activities.
- Implement technological approaches to subject material. Research educational resources on the Internet. Assist with information retrieval.

Professional Affiliations

- National Association of Secondary School Principals (NASSP)
- Alpha Phi Alpha Fraternity, Incorporated

Presentations

- Leadership Academy – Inspiring and mentoring future leaders (i.e., administrators, counselors, testing coordinators, instructional specialists, and department chairs)
- Teacher Appraisal System Training
- 504 Introduction and Implementation
- Title I Introduction and Implementation
- Gifted & Talented Students – creating more depth & complexity for students
- Special Education Training – best practices and implementation of the six co-teaching methods
- Discipline Management – strategies to enhance classroom management

Research

- Educators' Perspective of Principal's Motivational Behavior in a High Performing High Schools in an Urban Setting