Factors Affecting Leader Self-Efficacy: Georgia Leader Assessment Performance
Standards and Leader Preparation Programs

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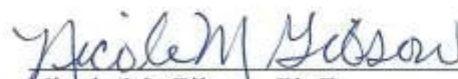B.A., Randolph-Macon Woman's College, 1997

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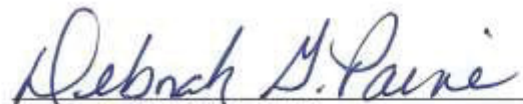
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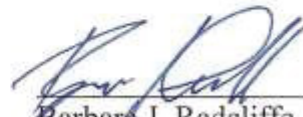
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ABSTRACT

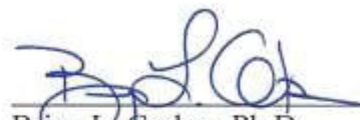Tschannen-Moran and Gareis (2007) explain that a positive sense of self-efficacy in key

accountability areas often correlates with accomplishment of goals for a school principal.

This positive self-efficacy begins with solid training, mentorship, and continuing

curriculum teachings from induction programs (Darling-Hammond, LaPointe, Meyerson,

Orr, & Cohen, 2007; Hall, 2008; Harchar & Campbell, 2010; Hughes, 2010; Versland,

2009). This causal-comparative study sought to discover the level of confidence Georgia

principals had in themselves and their induction program elements when implementing

the four new accountability domains in GaDOE's (GaDOE) Leader Keys Effectiveness

System (LKES): School Leadership, Organizational Leadership, Human Resources

Leadership, and Professionalism and Communication. This information can be used by

state departments of education and by university leadership programs to better define

training curricula needed to create positive self-efficacy for principals in their new areas

of evaluation.

    This project focused on all Georgia public school principals and was conducted

via online survey using demographic data and the Principal Sense of Efficacy Scale

(PSES) created by Tschannen-Moran and Gareis (2004). Frequency data were given for

areas of greatest preparation and areas of needed training for the four LKES domains.

The area of LKES School Leadership skills was ranked highest for principal preparation

and Human Resources Leadership skills as area of most need. Two Multivariate Analysis

of Variance (MANOVA) were used to infer possible causation between PSES leadership

self-efficacy levels (tied to LKES subscales) and the selected independent variables –

certification level, induction program type, level of school, and school setting. No

statistically significant results were found, so separate univariate Analysis of Variance (ANOVAs) were run for each independent variable. Again, no statistically significant results were found; however, upon calculating Cohen's *d* effect size for the highest and lowest mean in each group, Masters/PL or L-5 and Doctorate/PL or L-7 within the group of certificate level came back with moderate ($d = .42$) practical significance. While this study focused solely on Georgia's College and Career Ready Performance Index (CCRPI) Leader Keys, future research could use correlated leader standards in other states to determine best methods for preparing leaders for coming changes.

Keywords: self-efficacy, principals, LKES, Leader Keys, accountability

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DEDICATION

To my father, Carroll, who always supported my dreams with quiet advice, encouragement, and love… Even though you are no longer here to see this celebration, I have so many other great memories of your voice and expressions of pride as we reached our goals in life. I know you'll be looking down from Heaven and see me fulfill my promise to you to complete the final steps of this doctorate process.

Also, to my husband and to my son… Michael, you are an amazing husband, and I'm so thankful God (and Kenya) sent you to me! Thank you for taking on all of the home responsibilities, for getting our child tucked into bed when I was working late into the night on research, for helping revive my crashed technology, for listening and sympathizing, and for never wavering in telling me I was intelligent enough, resilient enough, and talented enough to do this degree as well as any other dream I have. Reece, you're growing up so fast and were so patient these past few years sharing your "mommy time" with my classes and dissertation. You have my full attention now! Thank both of you for your support, patience, and love that made this goal possible. I love and appreciate you. I look forward to moving from researching for this dissertation to researching for our travel destinations from now on!

Chapter I

INTRODUCTION

Toffler (1990) once said of the post-industrial society, "the illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn" (p. 414). This has been especially true for the twenty-first century school principal. The ever fluctuating role remained both paradoxical and symbiotic in its duties of leadership and management. Certainly, the modern administrator could not lead in an unmanaged environment, but focusing primarily on management of facilities and personnel sometimes meant a harmful deficit of instructional and of professional leadership for educators in a building (Kelley & Peterson, 2007).

Deal and Peterson (1994) explained that the building-level leader must create a place of balance, a setting for both the artistry of building a community and the technical detail of solving and preventing issues through management of the facility. Yet, these simultaneous roles are contradictory in nature as the leadership tasks and manager responsibilities vie for attention in the hectic and ever-changing role of principal (Deal & Peterson, 1994). A subsequent stressful confusion about the job itself and the resulting poor sense of self-mastery for leader and management principalship duties may also contribute to a dearth of candidates willing to stay in or to train for the profession (Kelley & Peterson, 2007). It was important, then, for current administration and for universities' induction program faculty to define fully the new duties of those desiring to be principals.

They must work together to better equip administrators with the timely and relevant leadership and management skills required for the twenty-first century principal. This assists those already serving as leaders and others newly entering the profession during an extremely volatile period of paradigm shifts for public education.

In the transition from training for the industrial society to preparation for the current twenty-first century college and career preparation, many have faulted the American education system and its leaders for failing to make necessary shifts in teaching and learning (Friedman, 2007; Ravitch, 2010). As with any organization, metamorphosis of purpose, mission, and shared vision is necessary for the education system to survive in a changing world, and, to survive, school leaders must evolve along with the growing needs of their students and community (Bennis, 1994; Blanchard, 2010; Kouzes & Posner, 2007; Senge, 1990). Collins (2005) explained that leadership is transforming in nature and "no matter how much you have achieved, you will always be merely good relative to what you can become.... The moment you think of yourself as great, your slide toward mediocrity will have already begun" (p. 9).

Defining great leadership in successful organizations most often includes an explanation of ability and openness to change as needs dictate. Tschannen-Moran and Gareis (2007) explained that a positive sense of self-efficacy in key accountability areas is often closely correlated with accomplishment of goals for a leader in schools. This self-expectation of successfulness in creating change through principalship roles such as communication, organizational management, human resource management, and instructional planning all correspond with the effective leader research. These studies are currently driving the newest state accountability measures for school administrators (U.S.

Department of Education [USDOE], 2008; USDOE, 2012). Simply stated, leaders achieve best when they believe they have the skills to do so. They also must have a willingness to cultivate areas of new expertise with the ever-changing requirements of the organization (DuFour, DuFour, Eaker, & Karhanek, 2004; Georgia Department of Education [GaDOE], 2012d). Subsequently, leaving a legacy of greatness within a successful educational institution requires leaders to apply Toffler's (1990) "learn, unlearn, and relearn" (p. 414) advice as they move into the new millennium of educational philosophy.

Twenty-first century principals must remember what they have experienced and learned about political relationships, communication with stakeholders, and financial resource management. However, they must unlearn the mindset of industrialized educational norms and assembly-line thoughts of getting students from one grade to the next with a standardized set of teaching and learning strategies (Friedman, 2007; Marzano, Waters, & McNulty, 2005; Ravitch, 2010). Ultimately, to move from good to great organization and legacy, they must develop a relevant, shared vision and mission. In addition, they must set goals for instruction, community involvement, and facility management that will prepare students for the flattened world of college and career (Bryson, 2004; Collins, 2005; Friedman, 2007; GaDOE, 2012c; Ricci, 2011). When principals believe they have the facilities and skills to be proficient in the day-to-day tasks and long-term planning of school administrators, they tend to act according to this perception, embodying the effective practices that make a great leader (Tschannen-Moran & Gareis, 2007). This sense of positive self-efficacy often begins with solid training, mentorship, and continued education in the principalship induction programs (Darling-

Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Hall, 2008; Harchar & Campbell, 2010; Hughes, 2010; Versland, 2009).

Quality of leadership degree programs and training, in foundational areas of educational accountability, is a key piece in the self-efficacy of principals (Hughes, 2010; Keith, 2011; Lynch, 2012; Styron & LeMire, 2009). Thus, instructional practices and needs of current administrators should be a consideration when preparing school administrators for the new, increased accountability standards in twenty-first century educational settings (Hess & Kelley, 2007; Hughes, 2010; Kelley & Peterson, 2007; Lazaridou, 2009; Militello, Gajda, & Bowers, 2009). When areas of self-doubt occur in the ability to successfully manage all of the duties and responsibilities expected of principals, they may feel overwhelmed by the need to relearn different skill sets and to rethink the educational structure prevalent in the United States' public school systems (Styron & LeMire, 2009). The next task of re-teaching faculty, staff, parents, community, and boards of education to adapt to the coming changes and mindset shifts may cause many school administrators to flounder in their forward momentum. They simply lack confidence in their training and ability to fulfill the communication and instructional leadership role (Kouzes & Posner, 2007; Lynch, 2012; Stronge, 2008; Styron & Styron, 2011). This could lead to a lower sense of self-efficacy, or a feeling of inadequacy in a leader's ability to meet the multiple challenges outlined in state and federal accountability guidelines for leaders (Militello et al., 2009).

With these challenges, many times the question of where to start first, with so many radical process evolutions, becomes the key element. States such as Georgia answered the question of where and how to initiate the process, mandating that change

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start with teachers and school leaders and then giving research-based support as well as built-in accountability measures to guide the leader in this new terrain (GaDOE, 2012b). As part of the Leader Assessment on Performance Standards (LAPS) in the Leader Keys Effectiveness System (LKES), principals must self-assess how they rank on certain leader assessment domains and subsequent standards: School, Organizational, Human Resources Leadership, as well as Professionalism and Communication (GaDOE, 2012c). This sense of self-efficacy on the job in identified areas of accountability is meant to make the leader aware of deficiencies as well as strengths in the LAPS domains and to direct them toward professional learning and growth for higher self-efficacy and leader effectiveness.

Statement of the Problem

While Departments of Education (DOEs) across the nation tighten expectations and mandates for administrative induction and certification, the advent of College and Career Ready Performance Index (CCRPI) in Georgia and the evaluative measures of effectiveness that accompanied it oblige most Colleges of Education to update preparation goals for their graduates. This necessitates leadership program faculty taking a closer look at recent graduates who plan to become school leaders and then determine these administrators' sense of self-efficacy with the changes and breadth of expertise that the LKES brings (GaDOE, 2012a). Colleges of Education induction programs need to make adjustments to the current curriculum accordingly if their alumnae were to persevere among the many shifts in educational paradigm (Darling-Hammond et al., 2007; Dembowski, 2007; Garrison-Wade, Sobel, & Fulmer, 2007; Twale & Place, 2005).

It is also imperative that this modification of program training involve state DOE facilitators, Regional Education Services Agencies (RESA), and local school systems. In bringing these stakeholders together to determine needs through research within the school systems, the agencies provide more experienced administrators with the opportunity to address gaps, stemming from differing educational emphases and leadership expectations through the years (Kelley & Peterson, 2007; Lynch, 2012; Murphy, 2007; Nelson, de la Colina, & Boone, 2008; Styron & Styron, 2011). Considering the necessity of these changes for the ongoing relevancy of university leadership induction programs in Georgia, post No Child Left Behind (NCLB), it was important that this study consider principals with differing educational training experiences. The study also looks at administrators in a variety of school levels and settings when surveying for self-efficacy and its relationship to university preparation.

Conceptual Framework

Beginning with the twenty-first century, school administration was no longer about maintaining discipline or securing the building at the end of the day; all aspects of the job began to be based on one goal – preparing students for college and careers of the future (Association for Career and Technical Education, 2010; GaDOE, 2012c). With the implementation of the NCLB Act of 2001, a reauthorizing the Elementary and Secondary Education Act (ESEA), instructional accountability for student achievement became administrators' main focus (Cotton, 2003; No Child Left Behind [NCLB], 2003). The more recent ESEA/NCLB state waivers further defined a new era of principal responsibilities as states such as Georgia changed the rulebook for accountability. These states moved beyond the single-factor pass/fail ratio and redefined some of the negative

reward and punishment philosophy of reform inherent in NCLB's Adequate Yearly

Progress (AYP) (Cotton, 2003; GaDOE, 2012b; Ravitch, 2010). Georgia's CCRPI, the

Single Statewide Accountability System instrument of Georgia's ESEA/NCLB state

waiver, instead embraced a system of scoring administrators through Leader

Effectiveness Measures (LEMs) in multiple areas: performance standards, student

growth and achievement, and governance/leadership abilities incorporating much more

than test scores and student management (GaDOE, 2012c). These three categories

currently make up the evaluation system for leaders in Georgia known as the LKES,

which the state introduced to ensure movement toward and practice of research-proven

elements of effective leaders (GaDOE, 2012c).

　　　　With the continuous tightening of NCLB accountability standards through the

years, principals across the United States today find themselves either making the

transformations expected or departing (sometimes voluntarily, sometimes forced) from

the role (Dee & Jacob, 2010; Hughes, 2010; Ravitch, 2010). Changes to education are

highly debated and the research supporting the new NCLB movements often

controversial. The transition of paradigms from industrial to twenty-first century,

globalized educational communities continues to move forward, however, and to amend

the face of teacher, administrator and student learning (Cotton, 2003; Darling-Hammond

et al., 2007; Dee & Jacob, 2010; Dembowski, 2007; Friedman, 2007; Ravitch, 2010).

　　　　Much of the current research on leadership induction programs and principal self-

efficacy reflected the aforementioned change in traditional principalship roles (Hughes,

2010; Keith, 2011; Militello et al., 2009; Nelson et al., 2008; Styron & LeMire, 2009;

Styron & Styron, 2011; Versland, 2009); however, new CCRPI waiver responsibilities

add greater dimensions of change for Georgia's administrators (GaDOE, 2012c). The resulting pedagogical shift to next generation assessments of learning and higher order processing also intensifies the accountability demands in student achievement results (Duncan, 2010; Tucker, 2009). This, consequently, introduces new challenges for school administration as they attempt to update professional learning on limited budgets. They are also managing twenty-first century technology resources with twentieth century equipment and community mindsets (Center for K-12 Assessment and Performance Management at ETS, 2010; Friedman, 2007; Hess & Kelley, 2007; Rebell, 2012). These recent philosophical shifts called for immediate strategic planning via new leadership research to revise former processes in the school. They also called for a mentality of systemic changes in training within the state and systems currently affected (Darling-Hammond et al., 2007). For educational leaders, especially in states such as Georgia with the implementation of Georgia's CCRPI and other single statewide accountability measures, these changes necessitated another look at the connection between educational leaders' career expectation self-efficacy and their university training programs' emphases.

Even as state educational agencies' actions balanced precariously on USDOE's NCLB (2003) waiver approvals, the local communities, parents, and faculty members continue to rely upon their building principals to provide calm and informed leadership during massive curriculum and accountability changes affecting their system (Schuster, 2012). This pressure to ease the confusion and to correct misinformation that can spread rapidly during a period of change adds an even greater dimension of stress to the role of principalship with upcoming LKES climate surveys. Along with this burden is the

administrators' present uncertainty about their own degree of efficacy in state and national waiver accountability areas, a factor which could also turn away those who may have once aspired to the role of principalship (Darling-Hammond et al., 2007). Thus, training and mentoring current and future principals toward a positive sense of self-efficacy in the areas of school and organizational leadership, human resources management, professionalism, and communication (four domains of administrator accountability in the GaDOE NCLB waiver) all aided the twenty-first century principal in maintaining a successful career record (Darling-Hammond et al., 2007; Deal & Peterson, 1994; GaDOE, 2012c; Hess & Kelley, 2007; Keith, 2011; Lynch, 2012).

Researchers reporting on instructional leadership preparation for the new millennium (Lynch, 2012), found dramatic differences in university programs' emphases and state DOEs' support (Darling-Hammond et al., 2007), and on the current sense of self-efficacy in principals which all lead to one clear point. The administrative skill areas needed for the new NCLB waivers had not previously been prevalent in any standardized form across the nation (Hess & Kelley, 2007; Hughes, 2010; Keith, 2011; Kelley & Peterson, 2007; Styron & LeMire, 2009; Styron & Styron, 2011; Versland, 2009; Willer, 2011). There was a discrepancy in what was taught during preparation programs and what the new principalship role, defined by DOE waivers, embodied today (GaDOE, 2012d; GaDOE, 2012b; USDOE, 2012). A new direction in proficient leadership at all levels and standards provided by states was required for survival in the actual role of principal, especially as effectiveness measures such as Georgia's LKES evaluation system is mandated in the coming school year. These changes may have proven to be another reason for mass exodus from principalship opportunities for those not self-

sufficient in managing the many tiers of the twenty-first century school (Darling-Hammond et al., 2007; GaDOE, 2012c; Kelley & Peterson, 2007).   Not only had the new accountability measures of NCLB waivers caused trepidation, but the new educational leadership responsibilities also came with an elevated level of faculty frustration. This was in part due to new demands on time and personal resources (corresponding Georgia Teacher Keys Effectiveness System or TKES) that the principal had to address on a daily basis (Dee & Jacob, 2010; Hargreaves & Fink, 2007; Murphy, 2007; USDOE, 2012).

Further, outside stakeholder issues such as parent confusion and anger about drastic increases in academic expectations, as well as community uncertainty from frequently changing government education initiatives, deepened the strenuous demands on the principal's time and patience (Dee & Jacob, 2010; Lynch, 2012). While this peace keeping role of handling the barrage of problems dropped into a principal's daily life was not new, it still provides novel challenges to today's leader. These include self-efficacy in areas of instruction, with the addition of nationally aligned standards; in personnel assessments, with the unprecedented accountability expectations; and in professional learning, with the drastically higher text complexity and literacy expectations (GaDOE, 2012a). With the shifts came essential changes in rigor, relevancy, and readiness for college and career goals that the principal must address on the instructional and organizational level (Center for K-12 Assessment and Performance Management at ETS, 2010; NCLB, 2003; USDOE, 2012).

Unfortunately for the modern principal, state departments of education did not always match the layers of demands with feasible solutions to budgetary shortfalls. Nor did they provide answers for time and personnel constraints and significant learning gaps

in increasing populations of economically disadvantaged, homeless or transitory subgroups (Dee & Jacob, 2010; Rebell, 2012). Fiscal responsibilities as well as targeted academic-achievement goals, therefore, continue to be a need of modern principals as the implement the new CCRPI expectations (Association for Career and Technical Education, 2010; Bryson, 2004; Darling-Hammond et al., 2007; Dee & Jacob, 2010; Styron & Styron, 2011). Principals, however, are still expected to provide necessary programs and resources, and schools in the new system will be judged through financial efficiency ratings for effective use of funds based on student achievement data (GaDOE, 2012a). This mix of old and the revamped/elevated new standards for leaders posed a problem in finding best practices for preparing school administrators, for educational leadership programs still reflected NCLB in its AYP format.

Purpose of the Study

The purpose of this work was not to fault leadership degree programs, administrative approaches, nor the knowledge base, which have evolved in the past decades in the understanding that theoretical leadership awareness must eventually lead to practice-based curriculum for administrators to better fit their twenty-first century roles (Darling-Hammond et al., 2007). Rather, it was to serve as a possible tool for reevaluating the focus of such programs as well as enhancing their training outreach to more experienced principals already working in Georgia schools. It was also to serve as a guide for future research in other states moving to similar leader effectiveness rating systems. This research supported aspiring leaders and educational leader preparation programs to better prepare post-AYP era administrators, specifically in Georgia, for CCRPI and the connected LKES accountability measures. The goal was to increase the

awareness of the role of self-efficacy in the preparation of education leaders and their future success.

Research Questions:

1. In which Leader Keys Effectiveness System (LKES) Leader Assessment on Performance Standards (LAPS) domains do current Georgia school administrators believe they are best prepared by their leadership programs when serving in the role of principal?

2. In which LKES LAPS domains do current Georgia school principals believe they need additional training to reach the level of proficient or exemplary according to the LKES domain levels?

3. Are there significant differences of self-efficacy in LKES skill areas based on highest level of state leadership certification (masters/L-5, specialist/L-6, doctorate/L-7) or on induction program type (online only, hybrid traditional and online, traditional face-to-face only)?

4. Are there significant differences of self-efficacy in LKES skill areas based on factors of level of school (primary/elementary, middle/junior high, high, or P-12) or school setting (rural, urban, suburban)?

Definitions

The following terms have been defined as they apply to this study:

Certified Leadership Preparation Programs. Any Georgia Professional Standards Commission accredited university leadership degree programs (MED, Specialist, EDD levels or add-ons leading to leadership certification).

Principal/School Administrator. The designated leader of a primary/elementary, middle/junior high, high, or P-12.

Self-Efficacy. The self-held belief that a person is either lacking in aptitude for a task and is unable to learn due to personal deficiencies or the belief that a person is able to continually improve when faced with a challenge and to be successful at a task by applying current expertise, knowledge, and the ability to use current aptitudes to learn new skills as needed (Bandura, 1993); Schunk (2012) further explains the act of measuring self-efficacy as "individuals assess[ing] their skills and their capabilities to translate those skills into action" (p. 146) as with principals feeling of preparedness for the specific roles and duties asked of school principals in the Teacher Keys Effectiveness System (TKES).

College Readiness. Having the necessary academic, technical, and work ethic skills, upon high school graduation, to succeed in any college, university, or work-training program (Association for Career and Technical Education, 2010).

Career Readiness. The Association for Career and Technical Education (ACTE) defines this as having core academic skills including the ability to apply knowledge to real-world problem; employability skills helping the graduate keep a job and advance in the chosen career field: critical analysis, ethical and creative thinking, teamwork, professionalism, etc.; and technical skills including certification and licensure requirements (2010).

Georgia's College and Career Ready Index. The result of the state of Georgia's waiver process to bypass AYP laws in ESEA/NCLB; The index components target student college and career preparation through rigorous and relevant academics, greater

accountability measure variety for teachers and leaders, improvement of schools which features emphasis on twenty-first century, global competitiveness through college and career ready common core standards for all students, and a single statewide accountability system (USDOE, 2012).

Leader Keys Effectiveness System (LKES). Evaluation system developed by GaDOE to assess school and system leadership more consistently and with better comparability across the state. The purpose is to help leaders grow in their roles of educational administrators as they begin implementation of the new College and Career Ready Performance Index system. The four domain areas for leader effectiveness are School Leadership (climate, achievement), Organizational Leadership time demands, schedule, operational policies, prioritizing, discipline), Human Resources Leadership (student learning, managing change, and motivating learners), and Professionalism and Communication. (shared vision, positive image of school, community values, and ethical behavior among personnel) (GaDOE, 2012a; GaDOE, 2012d).

Leadership Certification. Certification given by state agencies, such as the state of Georgia's Professional Standards Commission, to professional educators who have obtained select criteria such as Georgia's requirements that the certified recipient have the following: assignment of leadership roles by the employing school system, a master's degree in Educational Leadership (or a master's degree in an accepted field with five years to complete a higher degree in Educational Leadership), and completion of a state designated formal leadership assessment (Georgia Professional Standards Comission Rule 505-2-.300, 2012).

Induction Program Delivery Method Type. Leadership certification programs are offered in three general setting types: online only (all classes take place online), hybrid (classes are divided between traditional face-to-face and online studies), and traditional (classes are all face-to-face with instructor and cohort or peers).

School Setting (rural, suburban, urban). Status determined by the National Center for Educational Statistics (NCES) locale codes with the Census Bureau of the United States. According to the NCES explanation of coding, "the codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau" (National Center for Education Statistics, 2014a).

School Level (primary/elementary, middle/junior high, high, or P-12). According to the NCES, schools are classified by the state departments of education guidelines according to the pedagogical practices and grade level constituting the school's population. Elementary schools, for instance, are defined as having any combination of pre-kindergarten through seventh grade, and high schools usually include a combination of ninth through twelfth grades. Middle schools include any combination of fifth through eighth grades (National Center for Education Statistics, 2014b).

Research Design

The research for this quantitative, causal-comparative study focused on current Georgia administrators, on their induction curriculum background as well as demographic data, and on their sense of preparation, or self-efficacy, for the challenges of the principalship included in the state's CCRPI and subsequent LKES tasks. The causal-comparative design allowed for existing differences in principalship self-efficacy levels to be analyzed through the lenses of multiple variables for possible causes. This type of research is often referred to as *ex post facto* as it does not introduce experimental elements into the research setting but tries to identify which elements, present or past, may explain an outcome variable (Fraenkel & Wallen, 2009). In this study, the researcher updated and used a databank of Georgia school principals' e-mail from former studies to request information from the state's administrators via an online survey which featured ordered response attitude scales. Creswell (2009) suggested, one benefit to the survey design for research is the rapid return of information within a limited time.

Prior research studies seeking similar information for NCLB era administrators in the United States focused on self-perceived competence on the job for educational leaders (Hughes, 2010; Keith, 2011; McHatton, Boyer, Shaunessy, & Terry, 2010; Styron & LeMire, 2009; Versland, 2009; Willer, 2011; Young, Madsen, & Young, 2010). These studies provided valid and reliable survey pieces to gain information from the Georgia principals in this dissertation. From the selection of surveys available, one similarly aligned study by Versland (2009) included a Principal Sense of Efficacy Scale (PSES) by Tschannen-Moran and Gareis (2004).

Use of the PSES, an attitude scale instrument, provided quantification of perception responses on the topic of self-efficacy in state-related leadership accountability measures (Tschannen-Moran & Gareis, 2004). The resulting cross-sectional data from this sample of Georgia's school principals allowed for generalizations about leaders regarding highest and lowest areas of self-judged preparedness on current leadership role standards (Fraenkel & Wallen, 2009). The continued roll-out of Georgia's LKES process and the need for immediate and current evidence on administrator training needs made survey research the preferable method of gaining information about self-efficacy on the standards. In addition, the research investigated how independent variables such as school level or highest leadership certification program factors may affect leader confidence within the differing expectations of performance.

The PSES has been used in a variety of studies and is a valid and reliable measure for self-efficacy of principals. The instrument itself offered leaders an approximate continuous scale ("none at all" to "a great deal") when responding to levels of self-confidence in their ability to perform the given duties of the principalship such as the ability to "create a positive learning environment," "generate enthusiasm for a shared vision," and "…motivate teachers" (Tschannen-Moran & Gareis, 2004). Creswell's (2009) guide for sample survey research was followed during administration: identifying the purpose and type of survey (self-administration) and determining data collection strategy (cross-sectional, web-based questionnaire). The first stage of the survey was conducted via Internet and included an initial e-mail with the survey link, explanation of research and its possible valuable link to LKES readiness information.

The e-mail also gave assurance that the instrument would take around five minutes to answer. This was sent to all principals in Georgia public schools, whose systems did not require an internal research review process for external surveys ($N =$ 1,124). The reminder e-mail was sent four days later and then resent one additional time three days following as this survey period came during spring break, and many principals did not check their e-mail until the following Monday. Any incomplete surveys were eliminated from the data analysis. After procuring 35% ($n = 397$) of the Georgia principal population's responses for a convenience sample, analysis began. Two Multivariate Analysis of Variance (MANOVA) procedures, were used to infer possible differences among groups of leaders. Separate univariate ANOVAs were used to determine if there were any practical significance among groups when MANOVA testing revealed no statistically significant differences. The dependent variable, self-perceived efficacy levels on the leadership standards in the PSES as tied into the subscales of LKES, were analyzed for differences when considering independent variables of certification level, induction program type, level of principal's school, and principal's school setting.

Significance of the Study

This research was considered relevant because it moved from past focuses on NCLB school implementation changes to dramatic paradigm shifts in college and career readiness. These CCRPI effective teaching and learning standards were based on US DOE approved waivers and higher-expectations of effectiveness at all performance standards in plans such as Georgia's LKES (GaDOE, 2012c; USDOE, 2012). This new movement in education called for additional research on the connection between self-

efficacy in the role of principal and the new standards for leadership outlined in plans such as Georgia's Leader Keys (GaDOE, 2012a; GaDOE, 2012d).

The research was deemed important because it explores personal experiences with background preparation programs as well as demographic data and the relationship of these induction program areas to the leaders' sense of self-efficacy in elements of greatest importance to the principalship. The research survey revealed induction curriculum elements perceived to be least and most effective in accountability roles as principal. The answers also attempted to identify better possible correlations between self-efficacy in LKES performance indicators and factors of certification levels, induction program types, levels of school, and school settings demographics to self-efficacy. Twenty-first century administrators, whether urban or rural, elementary, middle, or high, and regardless to type and level of degree, took on the multitude of responsibilities and roles inherent in the title of principal. They now aimed for proficiency in the four domains of LKES effective standards of management and leadership with the implementation of LKES (GaDOE, 2012c). The level of positive self-efficacy felt while handling all issues in this role became even more relevant with the continually changing pedagogy of leadership and leadership preparation in education (Darling-Hammond et al., 2007; Hughes, 2010; Lazaridou, 2009; Lynch, 2012; Versland, 2009).

This research helped to fill an important role in preparing educators with the onset of new CCRPI measures, evaluated through LKES domains and standards in the state of Georgia (GaDOE, 2012c). Imperatively, research took another look at professional development and induction program elements and proceeded to change curricula paradigms based on which curriculum elements best served to positively influence

principal success and self-efficacy (GaDOE, 2012b). This research also broadened current leader self-efficacy studies as it sought to reveal which elements may need revising to be applicable in the job of public school principal during the radical, philosophical changes in Georgia's education system. These shifts included DOE mandates for twenty-first century administrators across the US, including the new leader performance standards that went into creating Georgia's LKES accountability measures (GaDOE, 2012c).

By focusing this research on Georgia principals' self-efficacy ratings, through the timely viewpoint of CCRPI accountability, the information gained aimed to help leadership preparation programs better serve their current and past students as a new era of principalship duties arose. The results, thus, could have direct impact on the curriculum design and learning of future administrators. Further, these university programs could look more closely at how past field and classroom experiences are serving current administrator needs in diverse program types, school settings, and school levels. By looking more closely at former students, leadership programs could improve alumni's chances of success by offering targeted training opportunities to build individualized skill sets in perceived deficit areas, appropriate to the ongoing CCRPI and state ESEA/NCLB accountability changes (GaDOE, 2012b; Lynch, 2012). Although building principals' duties still included a focus on school-wide conduct and facility control, this task became an interwoven concern among the varied administrative roles of the modern principal, as evidenced in the LKES system (GaDOE, 2012c; Kelley & Peterson, 2007; Militello et al., 2009).

Limitations of the Study

The limitations and threats to validity in this method of causal-comparative study came in the lack of ability to randomize the sample and in the presence of existing independent variables (Fraenkel & Wallen, 2009). The study was dependent upon the number of responses received, instead of variety of roles or other independent variables, to complete the needed analysis in a timely manner. In addition, the survey instrument (PSES), while a valid and reliable instrument, tested self-perception or personal opinion instead of reflecting on less subjective data from student achievement, teacher effectiveness measures, and public stakeholder involvement numbers (Tschannen-Moran & Gareis, 2004). This data, however, came with the fiscal year 2015 implementation of the LKES process in Georgia schools. The purpose of this study's data collection was, in contrast, to find a preliminary and current (as well as non-punitive) understanding of the perceived leadership strengths and areas of need for training in the present principal population, prior to the statewide roll-out of the LKES process in the fall of 2014. Results were meant to aid, in advance of the total implementation, university induction programs. They also may be used by local school boards in determining what supplemental professional learning was needed as principals begin the GaDOE's LEMs process (GaDOE, 2012d; GaDOE, 2012b).

Organization of the Study

This dissertation is divided into five chapters. Chapter 1 provides an overview of the study including the problem statement, the purpose of the study, a conceptual framework for the study, a brief description of the methodology employed, and possible limitations to the study. Chapter 2 includes the review of literature for the Georgia DOE waiver LKES and its four domains of accountability: School Leadership, Organizational

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Leadership, Human Resources Leadership, as well as Professionalism and Communication. These domains are a part of the Leader Assessment on Performance Standards (LAPS). This chapter also contains a brief evolution of expectations from principal teachers in the early years of school administration to the twenty-first century Administrator struggling to meet a variety of job duties and political expectations for preparation of students in the ever-flattening world of careers (Association for Career and Technical Education, 2010; Friedman, 2007). Chapter 3 introduces the casual-comparative methodology of the study using a quantitative survey. Chapter 4 reports the findings of the study, and Chapter 5 closes the research with a summary of findings and possible options for extending the results to other venues of research.

Chapter II

REVIEW OF LITERATURE

This chapter presents an overview of the literature on the changing role of

American school leadership through the centuries. Defined are the roles of principalship

from the initial teacher leader in the one-room schoolhouse to the all-encompassing

organizational leader of today's educational institutions. The chapter discusses the most

recent movement from the federally mandated No Child Left Behind (NCLB) Act of

2001, a reauthorizing the Elementary and Secondary Education Act (ESEA) to the state

accountability waivers, and defines Georgia's College and Career Ready Performance

Index (CCRPI) and Leader Keys performance domains.

The Changing Role of the Principal

Throughout its history from nineteenth century principal teacher to modern

administrator, the job of school principal emphasized instructional, personnel,

community, and facility issues (Kelley & Peterson, 2007; Pierce, 1935). The degree of

emphasis on each of these shifted in time with changing student achievement

expectations from state and national government (Kelley & Peterson, 2007; Lynch, 2012;

Pierce, 1935). However, the core paradox of how to define oneself within the role as

well as how to determine time priorities, as a leader or manager, continued to be a point

of contention for principals in the field as well as for institutions training future principals

for the role (Deal & Peterson, 1994; Keith, 2011; Willer, 2011). With the advent of

twenty-first century state waivers from the legislation of ESEA/NCLB, the "flattening"

world of education and the subsequent changes to the role of school leadership become even more complicated to define (Friedman, 2007; USDOE, 2012).

Principal roles now include goals for changing stakeholders' paradigms to a more global perspective of career and college preparation through academic and technology literacy along with quantitative and analytical reasoning based on real-world problem solving techniques in the educational setting. Manager roles of the principal include attempts to spend dwindling funds on building technological resources to meet these changes and then monitoring the necessary changes in teacher professional skillsets to assure adequate student growth (Hess & Kelley, 2007). The modern principal and principal training program also must begin to shift in focus to adapt for the new higher-order expectations in student achievement and the rapidly growing international realm of education (Dee & Jacob, 2010; Friedman, 2007). All of this often is done with already limited resources and concerns of further political unrest about tax increases and efficient, constitutionally sound use of allocations for schools in the public sector (Rebell, 2012). Past resources concerning principal roles reflect this shift and the impact on changing needs of leaders (Dembowski, 2007; DuFour et al., 2004; GaDOE, 2012a; Lynch, 2012; Pierce, 1935; Styron & Styron, 2011; Willer, 2011).

Much of the recent years' literature featuring university induction courses and the topic of self-efficacy reflected the former AYP era principal (Hess & Kelley, 2007; Hughes, 2010; Kelley & Peterson, 2007; Militello et al., 2009; Versland, 2009). A few of the daily job descriptions filled by modern educational leaders include building maintenance director, data analyzer, professional learning presenter, parent involvement coordinator, attendance enforcer, political mediator for stakeholders, financial officer,

and curriculum development leader (Darling-Hammond et al., 2007; Hess & Kelley, 2007; Meyer, Macmillan, & Northland, 2011). Kelley and Peterson (2007) describe the role as unpredictable, filled with impromptu questions and issues literally around every corner of the principal's walk, and unavoidable problems solved with "brevity, variety, and fragmentation characteriz[ing]" the principal's day (p. 356). However, while the typical day may hold frequent unforeseen complications, the overall vision of student achievement toward college and career preparation offers a clear guide or litmus test for most of these daily impromptu decisions: does the request or solution to the problem advance the school's academic goal or distract stakeholders from it?

The New NCLB Waiver Expectations

Cotton (2003), one of many guiding resources for Georgia's LKES system, defined the successful principalship as having not only a safe, welcoming, and respectful school environment for all stakeholders but also a balanced, shared vision of student achievement for all (GaDOE, 2012c). The author suggested that these effective behaviors flourish in an environment of positivity and perseverance. She also suggested of goal communication and support from each stakeholder group, as well as an atmosphere focused on shared decision making and clearly understood procedures dedicated to assuring the goal of student growth (Cotton, 2003). Imbedded within the new LKES performance standards, which contribute to the LEM score for Georgia administrators, are requirements for best practices relating to these suggested actions for effective leaders.

The LKES performance standards require maintenance of a positive school climate through data-led decisions, shared leadership with stakeholders, and frequent

communication of issues, vision, and actions as well as outcomes of these elements

(GaDOE, 2012c). All of these factors create a successful educational leadership process

and are all goals and accountability measures for administrators within the new leader

standards of Georgia's Elementary and Secondary Education Act waiver (Cotton, 2003;

GaDOE, 2012). Researchers suggested, however, that maintaining success in all of these

areas, including the ever important student achievement, graduation rate, teacher

retention, and long-term fiscal and strategic goal planning, often proves an elusive goal

for new school administrators who lack mastery of important induction elements

(Lazaridou, 2009; Militello et al., 2009; Okpala, Chapman, & Fort, 2011; Rebell, 2012).

While leaders have a multitude of sources outlining the practices of effective

leaders, most attempted to focus on a few areas at a time when learning the trade. LKES

and the new expectations for Georgia administrators pushes leaders to become proficient

in all areas to provide maximum outcome results in school climate, student attendance,

effective teacher retention, student growth and student demographic gap achievement

(Blanchard, 2010; Burns, 2010; Conner, 2006; Cotton, 2003; GaDOE, 2012c; Kouzes &

Posner, 2007; Marzano et al., 2005). Indeed, the leaders very certificate can be in

jeopardy with the new laws of administrator accountability. Seventy percent of the

leader's evaluation score is based upon student academic achievement and growth data of

the school, all of which is directly dependent upon ability to manage instructional needs,

retain highly qualified and effective teachers, and appropriate time and funding to

maximize potential of all students (GaDOE, 2012c). This can become overwhelming if

an administrator is ill-prepared to manage and lead at the highest level and to balance the

two practices for the most effective outcomes.

Administrator Self-Efficacy and Training in the Post-AYP Era

Administrative practices such as solid mentoring opportunities (Hall, 2008), student achievement support (DuFour et al., 2004), faculty and stakeholder undercurrents (Militello et al., 2009), and even special subgroup law enforcement (McHatton et al., 2010) often define stakeholder perceptions about a beginning principal and the principal's self-perception (Meyer et al., 2011). Practice and professional learning in these areas become an imperative part of induction programs for leaders at the university, and students in these programs must decipher early how to handle the conflicting roles of administrative leadership and facility management (Deal & Peterson, 1994; Dembowski, 2007). In response to this need for multiple perspectives and higher tiers of effectiveness in the real world of the principalship, local systems must continue the job-based training portion of administration while working closely with universities and state agencies to continue skill support and mentoring after the leadership degree has been obtained (Harchar & Campbell, 2010; Meyer et al., 2011; Okpala et al., 2011).

Georgia's new leader preparation program effectiveness measure (LPPEM), compiled for their Race to the Top application and ESEA/NCLB waiver, combines the elements of university training and readiness for the career of administrator with induction elements at the local level. These elements include mentoring and orientation to the particular system position (GaDOE, 2012b; GaDOE, 2012d). Without induction program fundamentals like master administrator guidance and mentoring programs as well as authentic learning tasks, school systems cannot assure successful initial application and continued implementation of the desired, new leadership skills (Hall, 2008; Tschannen-Moran & Gareis, 2007). Because of the overwhelming expectations

and accountability for new administrators, systems not providing mentoring and continued induction elements risk losing their investment of resources (Ricci, 2011; Hall, 2008). Such instruction may include effective planning practices for daily facility and personnel management issues as well as twenty-first century college and career skill preparation and long-term, and systemic strategic planning for increasing state goals (GaDOE, 2012c). It must also include sense of efficacy on leadership tasks, using assessments such as Tschannen-Moran and Gareis's (2004) Principal Sense of Efficacy Scale (PSES) which gives specific feedback for ranked self-evaluations on leadership skills.

The PSES instrument found significant correlations among principals' self-efficacy levels and leader induction program instruction type and coursework ($p = .000$) (Versland, 2009). Hughes (2010), using the PSES, noted variances between skill-based, and theory-based programs as opposed to combined skill and theory or no principal preparation also significantly contributed to measure new principals' self-efficacy, $F(3,33) = 2.963$, $p = .046$. Use of this scale can help aspiring principals identify areas for further study and real-world practice as well as helping current administrators to seek professional learning and mentoring in identified weak leadership skills. Self-efficacy is a key attribute for successful goal setting and attainment in leaders (Bandura, 1993; Tschannen-Moran & Gareis, 2007). The researchers also did construct validity by comparing their findings with those of previous research instruments for self-efficacy such as Forsyth and Hoy's work alienation scale (1978). This was the previous study done by Tschannen-Moran with Woolfolk Hoy (2001) for teacher sense of efficacy, as well as Dimmock and Hattie's work with principal self-efficacy and relationship to

factors such as gender and student level of socio-economic status (1996). As previous

research suggested, Tschannen-Moran and Gareis (2004) found a significant negative

relationship, $r = - 0.45$, $p < 0.01$, for principals' sense of self-efficacy and their sense of

work alienation and no significant correlation between self-efficacy and the gender or

race of principals and the student socio-economic status.   Recent research using

Tschannen-Moran and Gareis's PSES instrument found significant correlations among

principals' self-efficacy levels and leader induction program instruction as well as self-

efficacy and relevancy of leader preparation coursework ($p = .000$) (Versland, 2009).

Hughes (2010), using the PSES, found that differences in highest leadership program

type (skill-based, theory-based, combined skill and theory, or no principal preparation)

also significantly contributed to measure new principals' sense of efficacy on the job

when looking at the PSES category of management tasks, $F(3, 33) = 2.963$, $p = .046$.

    While the national recession caused continued educational funding decreases, the

many expectations and roles of school building administrators in the past few years

expand to encompass jobs traditionally held by other personnel. Some of these include

curriculum and graduation coaches, parent involvement coordinators, instructional

technology services, Title program self-auditors, grant writers, and other building and

personnel-issue management responsibilities. With the implementation of the NCLB and

AYP, emphasis for the administrator shifted from keeping order to keeping all kids in

school and achieving on grade level as defined by a state mandated measure of

accountability (Cotton, 2003; Ravitch, 2010; USDOE, 2008). Reducing at-risk student

failures and increasing progress for measures of accountability at the building-level

through stakeholder training were at the forefront of this educational reform initiative (Cotton, 2003; GaDOE, 2012d; USDOE, 2008).

Along with the outside governmental expectations of accountability, today's principals must also understand political dynamics and stakeholder undercurrents, convincing an often more tradition-bound public that the dramatic paradigm shifts in education are for the good of society and betterment of the nation's schools (Meyer et al., 2011). Within the first crucial years, principals acting as change agents require relevant guidance and experience (from their own career or through a mentor) that lead them to successful decisions (Hall, 2008; Militello et al., 2009). Administrators often reflect back to university preparation programs and local system workshop training when addressing the various situations in the principalship from maintenance budgeting to laws related to special education individual education plans (IEP), and they translate this learning into change actions for their schools (Marzano et al., 2005).

Having appropriate training in certain categories of leadership is crucial, but what are the most critical need topics for new administrators? GaDOE, as part of the new CCRPI waiver, defined four central need areas for leader accountability and self-efficacy (GaDOE, 2012a). Georgia's leader performance domains—school leadership, organizational leadership, human resources leadership, and, lastly, professionalism and communication—provide the basis for evaluation of leader quality in the Georgia Leader Keys Evaluation System (GaDOE, 2012a). These four areas, based on research of effective leader practices, reflected some of the most respected theories for successful leadership in the past few decades, specifically in school administration (Cotton, 2003;

Darling-Hammond et al., 2007; Kouzes & Posner, 2007; Marzano et al., 2005;

Tschannen-Moran & Gareis, 2004).

School Leadership Self-Efficacy

School Leadership accountability under the new Georgia NCLB flexibility waiver

includes the leader key areas of instructional leadership and school climate (GaDOE,

2012a). Within the instructional leadership accountability standards is the idea of a

shared vision for teaching and learning among all stakeholders (GaDOE, 2012a). School

climate builds from this strategic planning with the inclusion of rigorous academic

requirements toward college and career preparation as well as encompassing management

of a positive and safe school environment where higher standards of teaching and

learning may take place (GaDOE, 2012a). Both strategic planning for shared vision and

purpose as well as development of school climate for higher-order teaching and learning

are essential elements to creating a globally relevant and forward thinking educational

environment in an administrator's school (Association for Career and Technical

Education, 2010; Cotton, 2003; Deal & Peterson, 1994; Dembowski, 2007; DuFour et al.,

2004; Friedman, 2007; Kouzes & Posner, 2007).

In order to reach this level of college/career readiness accountability in a facility,

however, the principal must build a professional learning community in which teachers

and staff feel safe to learn through exploration (DuFour, 2004; DuFour et al., 2004;

Maxwell, 1998). Simultaneously, the administrator must aggressively set a consistent

course of education for parents, students, and community about the needs and goals of

educating young men and women for the future of a globalized world (Friedman, 2007;

Ravitch, 2010). This new educational emphasis is not the oft mentioned three – Reading,

Writing, and Arithmetic – of educational memories expounded upon by the local elders, nor is it even the parent or teacher's generation of career preparation expectations in most cases. The paradigm shift in educating students for twenty-first century careers in a twenty-first century classroom is not the traditional industrial age management of assembly line learning but a vision, plan, and action for accountability in education that prepares students for careers and academic application yet unknown in the world (Conner, 2006; Friedman, 2007). Along with this planning comes the responsibility of sharing leadership decisions and obtaining stakeholder opinion, insights, and understanding (GaDOE, 2012c).

All of these considerations must be accounted for in a leader's daily school decisions, long-term strategic plan, and communications strategy. Many of the studies, focused on schools during the AYP era, already noted a change in the challenges of the principalship from management to accountability in academics being the primary concern for administrators' days (Dee & Jacob, 2010; Dembowski, 2007; Hughes, 2010; Lynch, 2012; Militello et al., 2009; Styron & Styron, 2011; Versland, 2009). The challenges of moving a school toward a shared vision of career and college readiness, as well as the new task set before administrators of creating paradigm changes within the safety of a positive school climate, lend themselves to a healthier, research-based school accountability system for the new organizational leader. This next leadership role embodies the criteria of data driven planning and management of finances, personnel, and other resources (GaDOE, 2012c).

Organizational Leadership Self-Efficacy

Organizational Leadership accountability under the new Georgia NCLB flexibility waiver includes the leader key areas of planning and assessment as well as organizational management (GaDOE, 2012a). The twenty-first century school leader's day often consists of split second decisions and directive comments made through the guiding lens of a well-planned strategic goal, vision, and action pathway (Kelley & Peterson, 2007; Virga, 2012; Willer, 2011). Bryson (2004), explained that the United States is rapidly changing in its working demographics as many Baby Boomers retire from the workforce; this leaves new, less-experienced leaders to take the reins of the country's organizations. These new leaders face a rapidly evolving society whose new goals and dreams reflect the changing family dynamics, political shifts in ideals, and cultural changes within the generations and within the ethnicity makeup of the society itself (Bryson, 2004; Conner, 2006; Kelley & Peterson, 2007). What the modern educational organization seeks is a change leader who can take the facility into the next millennium. This person must excel at modeling the creation of a fresh, systemically created mission and set of goals that will reflect the changing belief systems of their globalized world and stakeholder clientele (Kouzes & Posner, 2007; Senge, 1990).

In the case of Georgia school-level administrators, this system and vision of change is defined by the CCRPI and LKES accountability measures, including specific paths of action for administrators in the waiver's leadership standards (GaDOE, 2012a). One method for planning includes Deming's cycle, used by training agencies such as Georgia Leadership Institute for School Improvement to assist leaders in creating systems for decision making based on the latest research and their current resources. This cycle entails four repeating steps: plan, do, check, act (Plan Do Check Act, 2011). Along with

creating a strategic plan and sequence for attaining the organization's goal through data

research (plan), modeling and communicating academic rigor through professional

learning communities and communication with stakeholders (do), the leader must

constantly monitor the climate and resources of the building for continued success

strategies (check). The leader must also work to enable and encourage the human

resources of faculty, staff, students, and stakeholders through an environment of trust, fair

evaluation and feedback, support, as well as celebration of achievement steps (act)

(Blanchard, 2010; GaDOE, 2012a; Kouzes & Posner, 2007; Plan Do Check Act, 2011).

Human Resources Leadership Self-Efficacy

Human Resources Leadership accountability under the new Georgia NCLB

flexibility waiver includes the leader key areas of Human Resources Management and

Teacher/Staff Evaluation (GaDOE, 2012a). Although Hattie (2003) found that, beyond

the student's own background and cognitive capabilities, the teacher has the next largest

effect on student achievement and learning, the principals' effect on school achievement

is still highly debated. This is due in part to the diversity of variables (school setting,

principal retention rates, growth in the position, frequent changes to skill sets and

academically defined success) and lack of systemic research within these studies (Branch,

Hanushek, & Rivkin, 2012; Witzers, 2003). While CCRPI emphasizes value-added

growth data for teachers and academic achievement for student groups, the waiver also

links much responsibility for the school's overall success to the effectiveness of a

leader's management and leadership skills in the four domain areas (GaDOE, 2012c).

This intensified scrutiny of leadership performance outcomes moves states closer

to researching the true impact of principals': safety, scheduling, evaluating instruction,

analyzing individual data per teacher to inform professional learning needs, and the all-important communication of vision, plans, action, and successes to the stakeholders (Cotton, 2003; Darling-Hammond et al., 2007; GaDOE, 2012b; Witzers, 2003). As Stronge (2008) argued, the link between effectiveness of a school and leadership often comes through school climate created by the level of internal and external communication and shared leadership, both primary responsibilities of the building principal.   However, the breadth of trend data for years spent at different school settings as an administrator is not yet available to argue in this study (GaDOE, 2012a).

One role that seems to continually show a result of success in administrator effectiveness studies is the act of leading a professional learning community or organization where teachers are treated as true professionals, continually seeking to grow in best practices: differentiation, relationship building, real-world connections, technology and literacy integration (Branch et al., 2012; Cotton, 2003; DuFour et al., 2004; Ravitch, 2010; Senge, 1990; Witzers, 2003). This also leads to another effectiveness factor for leaders, who remain as leader of an organization for several years: recruiting, retaining, and training, or, the right people, in the right seats, on the right bus, at the right time for your students' needs based on data-driven decisions (Branch et al., 2012; Collins, 2005). These tasks generally belong to the building principal or school leadership. The leader performance keys of human resource management and teacher/staff evaluation in the new NCLB waiver system of LKES demand that principals train anew for providing the best possible educators for their students. They also expect administrators to hold not only themselves to higher standards of accountability but also to direct this same growth in teachers (GaDOE, 2012a; GaDOE, 2012b; GaDOE, 2012d).

Many administrators argue that skills such as hiring and retaining quality personnel, as well as developing resources for professional learning, are lacking in their leadership training (Hess & Kelley, 2007).

These administrators also struggle in the essential Human Resources Leadership expectations of knowing when to hold and continue working with a teacher and when to simply, and legally, begin the often tedious process of removing them from their livelihood due to continued ineffective teaching practices and irreparable damage to kids (Collins, 2005; Hess & Kelley, 2007; Militello et al., 2009). The consummate educational leader must be able to get the right people riding along in the bus, to use Collins' (2005) analogy. Yet, the leader must also use fair personal, professional, and academic standards to judge movements to different seats for those who can be an asset in a different role. Further, the leader must know when a different bus (change of career) is called for with those unwilling to change with the systemic demands and vision of the TKES CCRPI accountability and school vision expectations (Beckhard & Pritchard, 1992; Collins, 2005; Maxwell, 1998; Militello et al., 2009; Schuster, 2012; Senge, 1990; USDOE, 2012). With this necessary move, however, must follow the administrative skills of professionalism in maintaining confidentiality, yet transparency about how decisions are made so that teachers are not afraid of to grow as an educator through experimental practices (Kouzes & Posner, 2007).

Professionalism and Communication Self-Efficacy

Professionalism and Communication accountability under the new Georgia NCLB flexibility waiver includes the leader performance standards of Professionalism as well as Communication and Community Relations (GaDOE, 2012a). The role of administrator

carries important political implications, and school systems, with their direct link to communities and families, elicit strong emotions. Whether these feelings toward local education are positive or negative depends greatly upon the communicative ability of the school leader as well as the leader's ability to recognize diversity of opinion in the community and to build a common culture (Beckhard & Pritchard, 1992; Cotton, 2003; Deal & Peterson, 1994; Kouzes & Posner, 2007; Maxwell, 1998; Young et al., 2010). It is imperative that stakeholders from the entire school community (faculty, staff, parents/guardians, students, and businesses) understand the goal of the school. They must partake in developing the vision and mission for obtaining this goal, and participate in the action of maintaining and progressing the goal steps; it is the principal leader who renews energy, organizes, and continually focuses this effort (Beckhard & Pritchard, 1992; Bryson, 2004; Collins, 2005; Hargreaves & Fink, 2007; Ricci, 2011).

This successful strategic planning element, accordingly, does not evolve clearly without a strong leader vision and administrative voice that can repeatedly direct differing ideas of various factions back to the main goal – preparing students for twenty-first century college and career expectations (Bryson, 2004; Cotton, 2003; DuFour et al., 2004; GaDOE, 2012d; Maxwell, 1995).   These school leaders face a rapidly evolving society and local community whose new goals and dreams reflect the changing family dynamics, political shifts in ideals, and cultural changes within the generations and within the ethnicity makeup of the society itself (Bryson, 2004; Deal & Peterson, 1994; Young et al., 2010). One of the main challenges within these diverse generational views comes in the education of the public on what today's students need in curriculum and schools in technology funding to prepare the new generation of world citizens (Bryson, 2004;

Friedman, 2007). Creating awareness of this new educational horizon, beyond the three

schoolhouse Rs of the past, falls in the hands of the twenty-first century educational

administrator. Bryson (2004) has addressed the process of constructing a specific and

targeted plan with stakeholder input that leaders can use as a tool to solve issues in an

ever-changing environment. This Strategy Change Cycle includes determining the need

as a team and gaining agreement and climate of support from parties involved,

determining resources available, then clarification and communication of issues facing

the organization and establishing the shared mission, vision, and goal steps to accomplish

the needed steps (Bryson, 2004).

Key is the leader's ability to communicate the modern education mission and then

involve stakeholders in the research, planning, and performance of action steps that aids

in the evolution of this goal, creating a shift in support (financial and verbal) for the local

school and principal. As Collins (2005) explains in his flywheel analogy, the key is for

those listening to not only believe the goal or mission but also to trust that the leader can

fulfill (or recruit others to fulfill) what is necessary to achieve the task. In the current

economic downturn, this job is accomplished through a dynamic leader's ability to

communicate the current need and the ultimate payoff of educational goals for the

community.

Summary

Many of the responsibilities of leadership stay consistent even as the world of

education evolves: safety of charges, orderliness of the organization, and effectiveness of

practices toward the goal of educating our future citizens. However the accountability

and level of expectations from the role of principal-leader to today's twenty-first century

principal as leader has drastically increased. This changed along with the needed breadth and depth of knowledge, skills, and awareness of multiple layers of management and leadership skills in the role (Blanchard, 2010; Branch et al., 2012; Cotton, 2003; Deal & Peterson, 1994; USDOE, 2008). As the change from industrialized style education to individualized focus on college and career readiness moves through the nation's educational system as well as the political and social agendas, it is essential that the leaders of America's schools also shift their administrative methods to meet the shifting needs (Conner, 2006; Cotton, 2003; Deal & Peterson, 1994; Dembowski, 2007; Friedman, 2007). In this chapter, the movement from the federally mandated NCLB Act to the state accountability waivers was discussed and will define Georgia's CCRPI and Leader Keys performance domains (GaDOE, 2012c; Ravitch, 2010; USDOE, 2012). These leader performance domains and standards encompassing instructional leadership, organizational leadership, human resources leadership, as well as professionalism and communication in Georgia's NCLB waiver are essential to the progression of the new principalship role. Further, all of these skills build upon years of literature arguing the paradox of management and leadership in the administrative career (Bennis, 1959; Blanchard, 2010; Burns, 2010; Cotton, 2003; Deal & Peterson, 1994; GaDOE, 2012c; Greenleaf, 1977; Hunter, 1998; Marzano et al., 2005; Senge, 1990)

Chapter III

RESEARCH DESIGN AND METHODOLOGY

Chapter 3 describes the research design and methodology used in this study. The chapter begins by clarifying the need for this research and presenting the research methodology choice. Finally, the population targeted in the study and procedures used for gathering and analyzing survey data are described.

The purpose for this study was to identify the impact of major education paradigm shifts, from NCLB mandates to the more recent Georgia ESEA waiver. Specifically, the study sought levels of on the job related self-efficacy of Georgia principals as they transition to broader expectations for their roles as a result of Georgia's Leader Keys Effectiveness System (LKES) and the mastery of all skill sets it encompasses (GaDOE, 2012c). The aim of this research was to determine principals' sense of job related self-efficacy in the new LKES administrator accountability skill areas. The study disaggregated principals' self-efficacy survey responses by demographic data to identify significant differences, if any, in administrators' responses according to level of certification or type of induction program as well as the principals' school level and setting. The following research questions led to the choice of a quantitative causal-comparative design in which principals rated their self-efficacy on the LKES skills as part of the quantitative survey.

The following questions guided the research process of this study:

1. In which Leader Keys Effectiveness System (LKES) Leader Assessment on Performance Standards (LAPS) domains do current Georgia school administrators believe they are best prepared by their leadership programs when serving in the role of principal?

2. In which LKES LAPS domains do current Georgia school principals believe they need additional training to reach the level of proficient or exemplary according to the LKES domain levels?

3. Are there significant differences of self-efficacy in LKES skill areas based on highest level of state leadership certification (masters/L-5, specialist/L-6, doctorate/L-7) or on induction program type (online only, hybrid traditional and online, traditional face-to-face only)?

4. Are there significant differences of self-efficacy in LKES skill areas based on factors of level of school (primary/elementary, middle/junior high, high, or P-12) or school setting (rural, urban, suburban)?

After studying Creswell's (2009) information about various methodology designs, a causal-comparative plan with survey instrumentation was chosen. According to Fraenkel and Wallen (2009), causal-comparative research serves the purpose of comparing more than one group on a pre-existing, differing criterion. In the case of this study, groups include Georgia school principals. The criterion variable is the quantifiable level of principals' self-efficacy when asked about current and essential leadership roles and standards.

Causal-comparative research is a non-manipulated or *ex post facto* research because the researcher studies a sample of the population who already possess the

outcome criterion being studied; experimental variables are not interjected into the study (Fraenkel & Wallen, 2009). Causal-comparison research allowed for existing differences in principalship self-efficacy levels to be analyzed quantitatively through the lenses of multiple predictor or independent variables for possible causes and interactions. By choosing a quantitative design, featuring survey instrumentation with attitudinal scales, the research plan followed current practices in leadership self-efficacy literature. Following Creswell's (2009) guidance for conducting and analyzing quantitative research as well as Fraenkel and Wallen's (2009) advisement for survey usage in a causal-comparative design, a research model depicting the design and implementation process was developed. The model is shown in Figure 1.
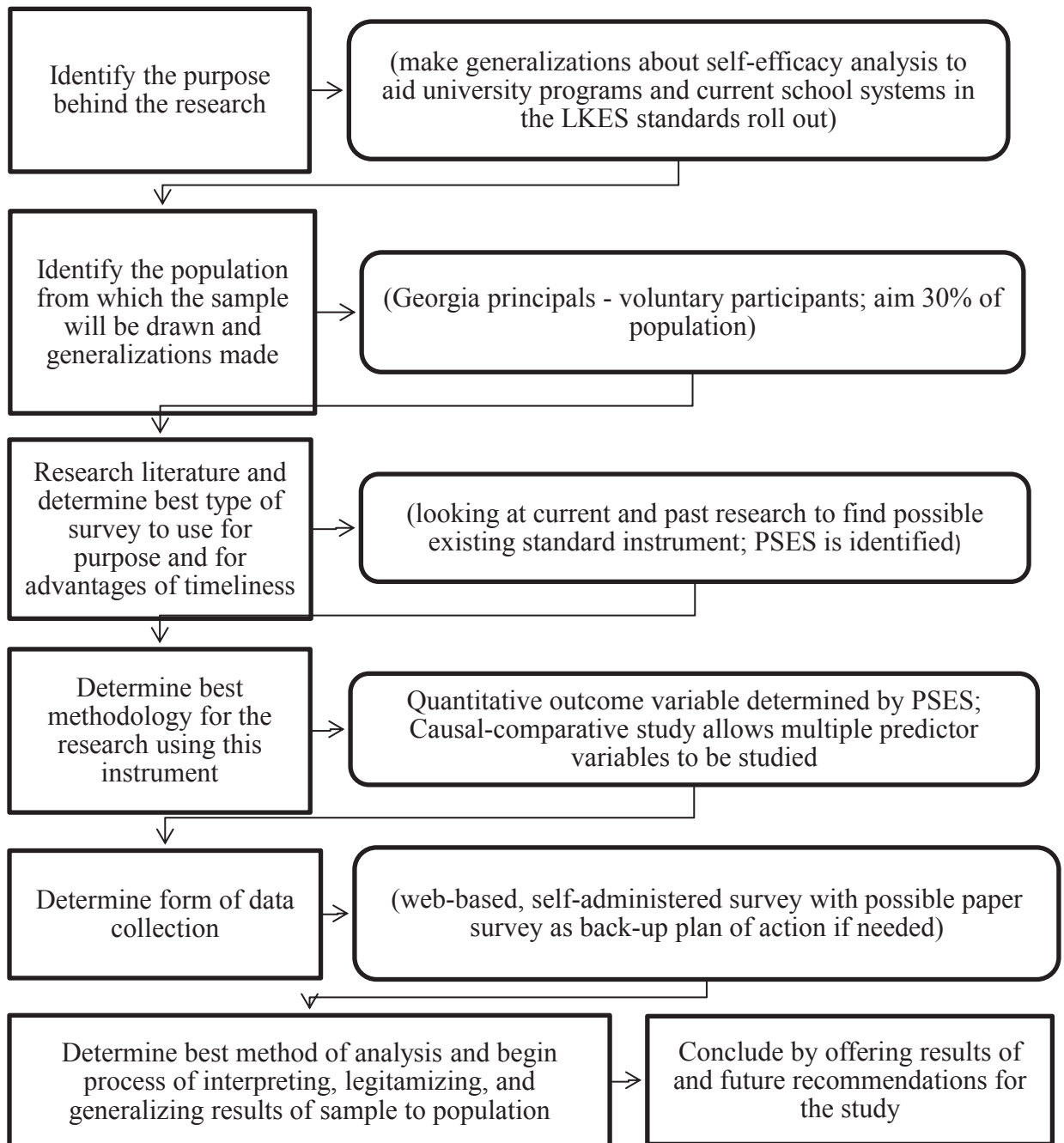
```
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Identify the purpose │───────▶│ (make generalizations about self-efficacy  │
│ behind the research  │        │ analysis to aid university programs and    │
│                      │        │ current school systems in the LKES        │
│                      │        │ standards roll out)                        │
└─────────────────────┘        └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Identify the         │───────▶│ (Georgia principals - voluntary            │
│ population from which │        │ participants; aim 30% of population)       │
│ the sample will be   │        │                                            │
│ drawn and            │        │                                            │
│ generalizations made │        │                                            │
└─────────────────────┘        └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Research literature  │───────▶│ (looking at current and past research to   │
│ and determine best   │        │ find possible existing standard            │
│ type of survey to use │        │ instrument; PSES is identified)            │
│ for purpose and for  │        │                                            │
│ advantages of        │        │                                            │
│ timeliness           │        │                                            │
└─────────────────────┘        └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Determine best       │───────▶│ Quantitative outcome variable determined   │
│ methodology for the  │        │ by PSES; Causal-comparative study allows   │
│ research using this  │        │ multiple predictor variables to be         │
│ instrument           │        │ studied                                    │
└─────────────────────┘        └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Determine form of    │───────▶│ (web-based, self-administered survey with  │
│ data collection      │        │ possible paper survey as back-up plan of   │
│                      │        │ action if needed)                          │
└─────────────────────┘        └──────────────────────────────────────────┘
          │
          ▼
┌──────────────────────────────────────┐   ┌──────────────────────────────┐
│ Determine best method of analysis and │──▶│ Conclude by offering results  │
│ begin process of interpreting,         │   │ of and future recommendations │
│ legitamizing, and generalizing results │   │ for the study                 │
│ of sample to population                │   │                               │
└──────────────────────────────────────┘   └──────────────────────────────┘
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Figure 1. Research model for the study. This figure illustrates steps adapted from

quantitative survey information in Creswell (2009) as well as causal-comparative steps in

Fraenkel and Wallen (2009).

Population and Sample

Of the many levels in administration throughout the state, the key players most directly affected by the leader evaluation element in the CCRPI waiver seemed to be the building-level principals and assistant principals, as most central office and state DOE personnel are not held accountable through the LKES instrument. The possibilities were narrowed even further by choosing convenience sampling. Principals in public schools and public charter systems falling under the new CCRPI mandates for leaders were selected. This simplified the issue of having different job perspectives as the LKES accountability system and connected CCRPI public accountability are directly associated with the building-level principal (USDOE, 2012). Central office administration are omitted from the current LKES survey evaluation and assistant principals, while still judged by the LKES and the school's success, are not always given the full range of responsibilities for managerial and leadership duties as are principals.

The self-efficacy principal preparation study in Georgia used a nonrandom convenience sample of subjects identified from a recently updated database of Georgia school principals. Georgia has a total of 2,245 administrators (444 or 20% high school, 479 or 21% middle school, 1322 59% elementary/primary school/PK-12) (GaDOE, 2013).   This was narrowed further when all systems requiring a separate internal review of surveys were removed from the e-mail list and when 33 of the e-mails provided bounced or returned as wrong addresses by the survey system. This left a population of 1,124 principals (206 or 18% high school, 251 or 22% middle school, and 667 or 59% primary/elementary/PK-12 principals as defined by GADOE principals' e-mail list and school description).   The exact number of advanced degree levels and program types for

principals in the state of Georgia is unknown. However, school setting is available and, according to a 2011-2012 census of public schools in Georgia, approximately 29% are urban (city or town designation), 31% are suburban, and 39% are rural schools in rural areas (National Center for Education Statistics, 2014a).

Creswell (2009) remarked that most quantitative studies use random sampling, this causal-comparative study involved a particular selection of participants with limited numbers; the use of nonrandom sampling in this case was more beneficial in gaining the needed percentage of responses in the distinct population. The sample of administrators receiving the survey varied in school level (primary/elementary, middle/junior high, high, or P-12 – which was categorized eventually with the primary/elementary group due to limited numbers), location (rural, urban, suburban), certification/degree levels (Masters/PL or L-5, Specialist/PL or L-6, and Doctorate/PL or L-7), and preparation program types (online or hybrid versus traditional face-to-face at different institutions).

According to Fraenkel and Wallen (2009), cross-sectional data should allow for generalizations. In this case, data were taken from a sample of Georgia's school principals and should provide a basis for generalizations of self-efficacy in current leadership practices for the representative population.

This study used a causal-comparative design wherein the quantitative PSES survey collects responses regarding feelings of self-efficacy and demographic information (Tschannen-Moran & Gareis, 2004). The previously validated survey used in this study came from former studies similar in nature to this work; the Principals Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2007) featured ordered response, attitudinal scale items concerning daily demand areas of the principalship. Narrowing

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from over 50 items in the original survey (Tschannen-Moran & Woolfolk Hoy, 2001),

Tschannen-Moran and Gareis discovered 18 questions with three subscales (factor

loadings ranging from .42 to .82) most useful for identifying the full range of duties for

the modern principal: management (operational procedures, paperwork, and prioritizing),

instructional (shared vision, positive learning environments, and curriculum practices),

and moral or ethical leadership considerations (positive image and communication

practices, school spirit, and ethical guidance) (Tschannen-Moran & Gareis, 2004).

Management questions of the PSES involved topics of the principal's sense of

efficacy when handling the time demands of the job, scheduling and prioritizing, stress,

and operational policies.   Instructional question topics included motivation of teachers,

vision and change, fostering positive environment, and working to facilitate student

achievement and learning. The final category in the PSES detailed morality tasks of the

school leader including management and promotion of perceptions about the school and

within the school as well as ethical concerns among the faculty and staff (Tschannen-

Moran & Gareis, 2004). For the purposes of linking gathered data with Georgia's LKES

training needs for this sample and the principal population, the 18 self-efficacy survey

questions were matched with the appropriate LKES domains. Figure 2 provides a list of

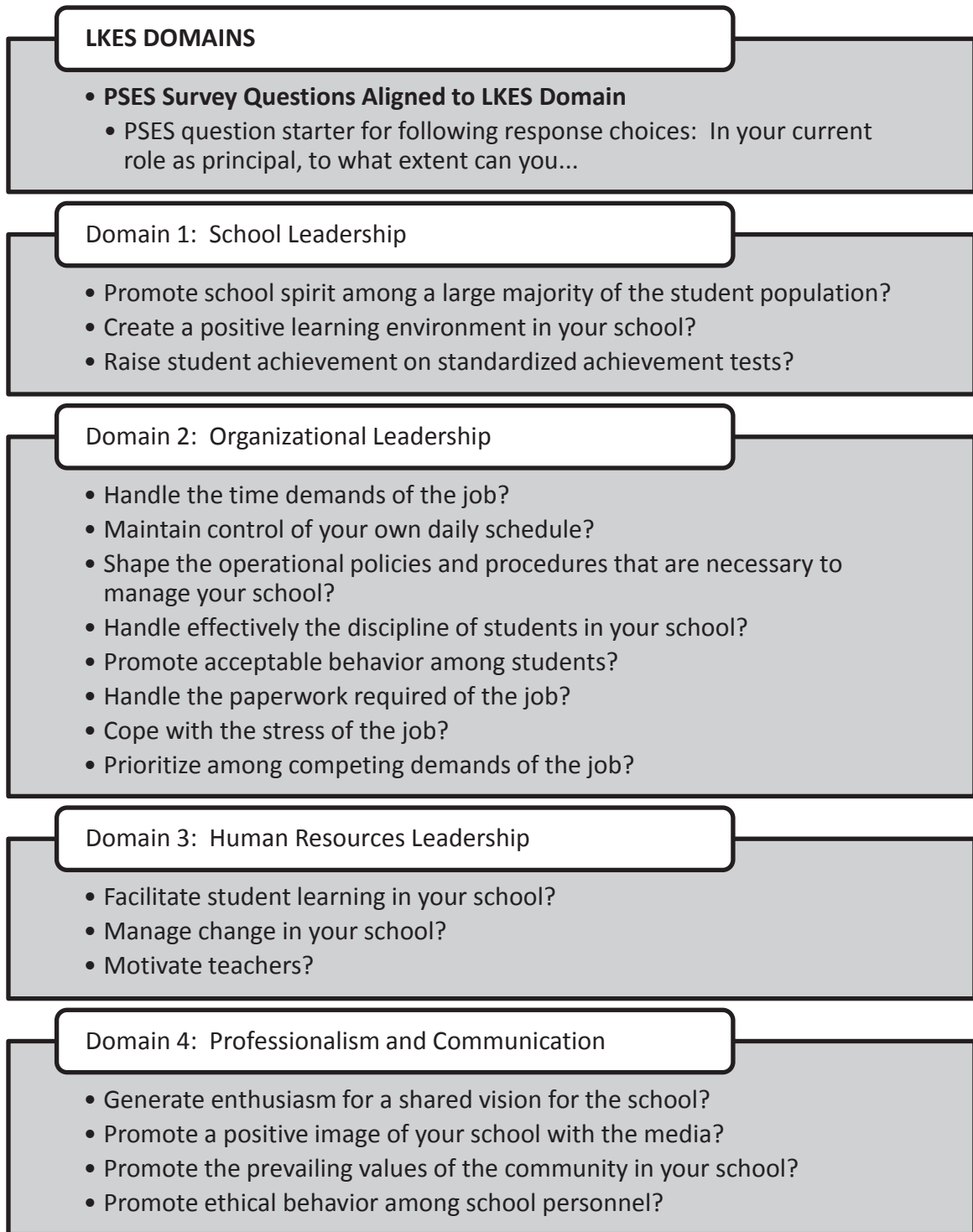PSES survey questions aligned with the LKES domains.

LKES DOMAINS

- **PSES Survey Questions Aligned to LKES Domain**
  - PSES question starter for following response choices: In your current role as principal, to what extent can you...

Domain 1: School Leadership

- Promote school spirit among a large majority of the student population?
- Create a positive learning environment in your school?
- Raise student achievement on standardized achievement tests?

Domain 2: Organizational Leadership

- Handle the time demands of the job?
- Maintain control of your own daily schedule?
- Shape the operational policies and procedures that are necessary to manage your school?
- Handle effectively the discipline of students in your school?
- Promote acceptable behavior among students?
- Handle the paperwork required of the job?
- Cope with the stress of the job?
- Prioritize among competing demands of the job?

Domain 3: Human Resources Leadership

- Facilitate student learning in your school?
- Manage change in your school?
- Motivate teachers?

Domain 4: Professionalism and Communication

- Generate enthusiasm for a shared vision for the school?
- Promote a positive image of your school with the media?
- Promote the prevailing values of the community in your school?
- Promote ethical behavior among school personnel?

Figure 2. LKES and PSES Alignment. This figure illustrates information taken from GaDOE LKES Fact Sheets (2012c) and the PSES Instrument (Tschannen-Moran & Gareis, 2007).

The three subscales comprising the PSES (management, instructional, and moral leadership) included specific survey questions linked to each of these three factors (Tschannen-Moran & Gareis, 2004). For purposes of linking the PSES questions to the duties and responsibilities outlined in the LKES, the PSES subscale questions were divided as follows. School Leadership consisted of two moral (school spirit and positive learning environment) and one instructional leadership question (student achievement) from the PSES subscale factors. Organizational Leadership included six PSES management subscale factor survey questions (time demands, schedule, operational policies, paperwork, stress, prioritizing) and two moral questions (discipline, behavior among students). Human Resources included three instructional questions (student learning, managing change, and motivating learners), and Professionalism and Communication included one instructional factor question from the PSES (shared vision). It also encompassed three moral questions (positive image of school, community values, and ethical behavior among personnel) (GaDOE, 2012c; Tschannen-Moran & Gareis, 2004).

The PSES has been used in a variety of studies and is a valid and reliable measure for self-efficacy of principals (Tschannen-Moran & Gareis, 2004). The instrument provided leaders with a nine-point ordered response scale ("none at all" to "a great deal") when responding to levels of self-confidence in their ability to perform the given duties of the principalship. These areas directly connected to the state of Georgia's new LKES standards, asking questions about the ability to "create a positive learning environment," about professional learning and communication in "shared vision," and the ability to

retain effective teachers through motivational practices (GaDOE, 2012c; Tschannen-Moran & Gareis, 2004).

This study's survey consisted of four demographic questions (Table 1), two questions specific to LKES domain skill area preparation (Table 2), and the Principal Sense of Efficacy Scale (PSES) containing 18, fixed-response questions linked with the four Leader Assessment on Performance Standards (LAPS) domains (Tables 3 - 6). The PSES gave options to respondents on an ordered response scale (1 being "none at all" to 9 "a great deal") when responding to levels of self-confidence in leader respondents' abilities to perform the given duties of the principalship such as the ability to "create a positive learning environment," "generate enthusiasm for a shared vision," and "…motivate teachers" (Tschannen-Moran & Gareis, 2004). The online web survey service distributed the surveys via e-mail links, coded them with random identification numbers for anonymity, and recorded responses, sending the reminder e-mails to gather the greatest number of responses. Responses were then analyzed for both frequency data on Research Questions 1 and 2 (best preparation area in LKES domains and area of additional training needed) and inferential data on Questions 3 and 4 (statistical differences in domain subgroup responses for independent variables). As Creswell (2009) suggested, the use of survey design in this instance aided in the generalization of data from a particular sample of administrators in Georgia to a possible revelation about university preparation programs' emphases throughout the United States. In particular, this research provided more information on the feelings of leadership skill efficacy as defined by the state of Georgia's LKES domains. These are School Leadership, encompassing standards for instructional decisions and school climate; Organizational

Leadership, including planning, assessment, and overall facility management; Human Resources Leadership, focusing on hiring, retention, and evaluation practices; and Professionalism and Communication, addressing professional standards and continued development, ethical behavior, as well as communication and engagement of stakeholders (GaDOE, 2012c).

Continuing with Versland's (2009) template as well as additional information requests, the survey asked for demographic data to better identify possible target populations for additional training for university and system leadership training program coordinators. The survey requests information on level of school principalship (primary/elementary, middle/junior high, high, or P-12) and on school geographic location (urban, rural, suburban). The survey also asks principals to identify their highest level of degree obtained in a leadership program (masters/L-5, specialist/L-6, doctorate/L-7) and their highest leadership degree program type (online only, hybrid traditional and online, traditional face-to-face only). Online and hybrid choices were eventually combined for analysis due to limited ($n = 14$) for the online choice in the sample of principals.

Procedures

Permission to conduct the study was obtained by the Valdosta State University Institutional Review Board (IRB) prior to contacting respondents (see Appendix D). The survey used in this study was administered in the spring of 2014 via e-mail with the link embedded into the message as well as a brief explanation of the research and its purpose as a valuable link to LKES readiness data. To encourage participation, the e-mail included assurance that the instrument took no more than 5 to 10 minutes to complete. A

second and then third reminder were sent via e-mail with a similar message and count of surveys needed to reach the 30% goal. Principals were asked to answer questions regarding their perceptions of preparation on-the-job on the PSES instrument (Tschannen-Moran & Gareis, 2004). The required 338 or 30% of principals in the sample was met, with a total of 397 principals finally responding prior to the close of the survey. All responses for this survey were returned within a 2 week total period.

Data Analysis

After 35% of the surveyed population responded, analysis of the quantitative data was performed by entering the available data into the Statistics Package for the Social Sciences (SPSS). Two Multivariate Analysis of Variance (MANOVA) were used first to infer possible statistical significance of independent variables (certification level, induction program type, level of school, and school setting) and the PSES self-efficacy levels (the dependent variable). The PSES questions were grouped by subscale of the corresponding LKES domain expectations for school leaders. Demographic frequency data were reported in the form of percentages for categorical data; other descriptive statistics included subscale means, standard deviations, and median scores for items. Survey items (18 PSES questions on self-efficacy with a 9-point fixed-response scale) were grouped by total mean score for each LKES domain items: School Leadership, Organizational Leadership, Human Resources Leadership, and then Professionalism and Communication to answer the last two research questions. Research Questions 1 and 2 were detailed with frequency data for choice of each of the above categories.

1. In which Leader Keys Effectiveness System (LKES) Leader Assessment on Performance Standards (LAPS) domains do current Georgia school administrators

believe they are best prepared by their leadership programs when serving in the

role of principal?

2. In which LKES LAPS domains do current Georgia school principals believe they

need additional training to reach the level of proficient or exemplary according to

the LKES domain levels?

Inferential statistics were used to determine liklihood of differences in perceived

preparedness when considering the PSES and connected LKES domains from the

surveyed sample to the general population of principals. Two MANOVA procedures in

SPSS were used to analyze possible differences in the four LKES subscale leadership

domains (School, Organizational, Human Resources, Professionalism and

Communication), measuring self-efficacy levels for differing independent variables

presented in the sample. Multivariate Analysis of Variance, or MANOVA, is

recommended when attempting to find if several levels of independent variables (in this

case: four leadership certification levels and three induction program types; four school

levels and three school settings) have an effect on the dependent variable (self-efficacy)

individually or in conjunction with another independent variable (Field, 2009). These

tests for variances answered the third and fourth research questions including the

following independent variable groupings and were based upon the possibility of

variations in answers when independent variables are included.

The independent variable subscale in the first MANOVA were highest level of

leadership degree (masters/L-5, specialist/L-6, doctorate/L-7) and highest leadership

degree program type (online or hybrid traditional and online and traditional face-to-face

only). The second analysis for statistical differences in variables was level of school

principalship (primary/elementary, middle/junior high, high, or P-12) and school

geographic location (urban, rural, suburban). Statistical significance was assessed at

$\alpha = .05$. Statistical tests were conducted at a 95% confidence interval and post hoc

comparison data run, but there was no statistical significance found for variables based on

the LKES domain categories and independent variables of certification level, certification

program type, school grade levels, and school setting. Additional univariate Analysis of

Variance (ANOVAs) were run to determine if some practical significance could be

determined for the highest and lowest mean in each independent variable group. Cohen's

d effect size was then calculated, but only a moderate effect size ($d = .42$) was found

within one of the groups: Human Resources Leadership and certification level of

Masters/PL or L-5 and Doctorate PL or L-7.

Two hypotheses for the study were based upon questions three and four, which

attempt to determine significant differences in self-efficacy when looking at highest

leader certification level and highest leadership program type as well as level of school in

which the leader works and the school setting. Both of these hypotheses were disproved.

Hypotheses:

1. There are significant differences of self-efficacy in LKES skill areas based on
    leadership certification level and on induction program type.
2. There are significant differences of self-efficacy in LKES skill areas based on
    factors of level of school and school setting.

Chapter Summary

Educational stakeholders including politicians, parents, community, and students expect principals to be a jack-of-all-trades, but, in attempting to prepare them for this broad range of responsibilities, broad induction program foci may cause the leaders to be master of no trade. This causal-comparative study identified elements of induction programs that principals considered successful or not as applicable in preparing administrators for their difficult role. It also identified which elements, according to the sample of school leaders, were needed to fully prepare for the position of principal today. Subjects were chosen for the quantitative survey from a non-random sample of Georgia administrators. This leader sample completed all items of a survey containing attitudinal self-efficacy scale responses, demographic information, and preparation program queries.

Because school principals have a steadily increasing number of roles and accountability measures tied to their position, university leadership preparation programs and DOE induction training must continue to identify key leadership education elements in their state that result in better self-efficacy and retention for these administrators. This study sought to give timely information about the needs and strengths of current Georgia pricipals via survey responses linked to the new LKES accountability standard domains of School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication.

Chapter IV

RESULTS

The purpose of this study was to identify the self-perceived strengths and areas of

needed training for current Georgia principals prior to the fall 2014 statewide

implementation of the Leader Keys Effectiveness System (LKES). The responses were

to aid local school boards as well as universities' school leadership certification programs

in determining what supplemental professional learning may be needed for administrators

(GaDOE, 2012d; GaDOE, 2012b). The survey consisted of four demographic questions

(Table 1), two questions specific to LKES domain skill area preparation (Table 2), and

the Principal Sense of Efficacy Scale (PSES) containing 18 questions linked with the four

Leader Assessment on Performance Standards (LAPS) domains (Tables 3 - 6). The

online web survey service distributed the surveys via e-mail links and recorded

responses, sending the reminder e-mails to gather the targeted 30% or greater response

rate.

A final response rate of 35% was reached. Descriptive statistics were calculated

for percentage rates, mean, and standard deviation, and assumptions were tested for each

subscale and independent variable. Median was determined and added to the data where

applicable, and separate Analysis of Variance procedures (ANOVAs) performed on the

PSES data when no statistical significance was found in the Multivariate Analysis of

Variance (MANOVA) data analysis. The responses provided by a sample of school

principals in the state of Georgia ($n = 397$), as well as analysis of subsequent inferential

data in the Statistics Package for the Social Sciences (SPSS) (IBM Corporation, n.d.),
provided possible insight into the guiding research questions for this study.

Research Questions:

1. In which Leader Keys Effectiveness System (LKES) Leader Assessment on
   Performance Standards (LAPS) domains do current Georgia school administrators
   believe they are best prepared by their leadership programs when serving in the
   role of principal?

2. In which LKES LAPS domains do current Georgia school principals believe they
   need additional training to reach the level of proficient or exemplary according to
   the LKES domain levels?

3. Are there significant differences of self-efficacy in LKES skill areas based on
   highest level of state leadership certification (masters/L-5, specialist/L-6,
   doctorate/L-7) or on induction program type (online only, hybrid traditional and
   online, traditional face-to-face only)?

4. Are there significant differences of self-efficacy in LKES skill areas based on
   factors of level of school (primary/elementary, middle/junior high, high, or P-12)
   or school setting (rural, urban, suburban)?

Organization of Data Analysis

The research questions were used to organize the findings. The categorical data
results from questions one and two, self-perceived preparation for LAPS domains, are
discussed using descriptive frequency statistics. To answer questions three and four,
where there were multiple outcome and levels of independent variables, Field (2009)
suggested multivariate analysis of variance (MANOVA) as the statistical test for finding

differences in groups of independent variables on a set of dependent variables. In a

MANOVA, a multivariate test with all dependent variables combined and a separate

univariate test for each variable (DV) are run. This approach was chosen, instead of

separate ANOVAs, to reduce the Type I error rate (Pallant, 2005). The data were used to

determine if independent variables (certification level, certification program type, school

levels, and school setting) differed significantly on LAPS domain measures.

Description of the Sample

All principals in Georgia public schools, whose systems did not require an

internal research review process for external surveys, were included in the population

(N = 1,124; n = 397). Of the 1,124 online surveys successfully emailed to current

principals in these systems, 397 (response rate of 35%) were completed and analyzed.

Surveys missing responses were eliminated from data analysis.

Of the principals who responded, 60.2% indicated that their highest level of

certification was a Specialist/PL or L-6. Most of the principals surveyed were trained in

a traditional face-to-face classroom for their highest degree (65.99%). Of the 397

principals in the sample, over half (56.68%) were administrators at primary/elementary

levels. Middle/jr. high and high school level principals were almost even with 21.41%

and 21.16%, respectively. The majority of the leaders served in rural school settings

(71.03%). Table 1 presents descriptive statistics for the demographic data.

Table 1

Independent Variable Frequency Data (n = 397)

Statistic	Frequency	Percentage
State Leadership Certification Level		
Masters/ PL or L-5	42	10.58
Specialist/ PL or L-6	239	60.20
Doctorate/ PL or L-7	116	29.22
Program Type of Highest Certification/Degree		
Online only	14	3.53
Hybrid of online and face-to-face classes	121	30.48
Traditional face-to-face classes only	262	65.99
Level of Principal's School		
Primary/Elementary	225	56.68
Middle/Jr. High	85	21.41
High	84	21.16
P-12	3	0.76
Setting of Principal's School		
Rural	282	71.03
Urban	33	8.31
Suburban	82	20.65

Analysis of Data for Research Questions 1and 2

Research Question 1: In which Leader Keys Effectiveness System (LKES) Leader Assessment on Performance Standards (LAPS) domains do current Georgia school administrators believe they are best prepared by their leadership programs when serving in the role of principal?

Research Question 2: In which LKES LAPS domains do current Georgia school principals believe they need additional training to reach the level of proficient or exemplary according to the LKES domain levels?

To address the first two research questions, which LKES assessment domains current Georgia school administrators believe they were best prepared by leadership programs (Question 1) and which domains they felt more training was needed (Question

2), general frequency distributions were entered into SPSS. Principals were given

choices from the four LKES domains to respond to the first two research questions:

School Leadership, Organizational Leadership, Human Resources Leadership, and

Professionalism and Communication. The results from the categorical data collected

(Table 2) indicated principals felt best prepared by their highest leadership

certification/degree program (Research Question 1) in the area of School Leadership

(39.29%). This was followed by Organizational Leadership at 24.43%. Of the 397,

almost 42% responded with Human Resources Leadership when asked in which domain

they felt they would like additional training to reach proficient or exemplary

accountability status (Research Question 2). The next choice for training need area was

Organizational Leadership domain strategies (29.97%).

Table 2

LKES Domain Area Preparation Frequency Data (n = 397)

Statistic	Frequency	Percentage
Research Q1: LKES standard – best prepared		
Domain 1 [a]	156	39.29
Domain 2 [b]	97	24.43
Domain 3 [c]	62	15.62
Domain 4 [d]	82	20.65
Research Q2: LKES standard – training needed		
Domain 1 [a]	73	18.39
Domain 2 [b]	119	29.97
Domain 3 [c]	166	41.81
Domain 4 [d]	39	9.82

Note. Domains based on Leader Assessment on Performance Standards domains in Georgia Leader Keys Effectiveness System (GaDOE, 2012c).
[a] Domain 1: School Leadership (positive environment, student achievement, etc.).
[b] Domain 2: Organizational Leadership (time demands, operational policy, discipline, paperwork, etc.).
[c] Domain 3: Human Resources Leadership: (facilitating learning, managing change, motivating, etc.).
[d] Domain 4: Professionalism and Communication (shared vision, community image and values, ethical behavior).

Data Screening

The Principal Sense of Efficacy Scale contained general leadership skills directly tied to the new Georgia LKES performance domains: School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication (GaDOE, 2012b). Use of the PSES, an attitude scale instrument, provided a way to quantify perception of self-efficacy for the sample on Georgia's leadership accountability measures (Tschannen-Moran & Gareis, 2004). The PSES offered an ordered response scale (1 being "none at all" to 9 "a great deal") to principals responding to levels of self-confidence in abilities to perform the given duties of the principalship such as the ability to "create a positive learning environment," "generate enthusiasm for a shared vision," and "…motivate teachers" (Tschannen-Moran & Gareis, 2004).

To assess for internal consistency and reliability for items on the PSES, Cronbach's Alpha was computed. Alpha coefficient ranges from 0 to 1, and internal consistency strength is determined by the closeness of an item's rating to 1.0. Gliem and Gliem (2003) suggsted anything .7 and higher is acceptable, with .8 being good, and .9 excellent for internal consistency of items. In Tables 3, 4, 5, and 6, the descriptive statistics for each of the four Georgia LAPS domains are presented along with discussion of statistical assumptions met for each subscale.

School Leadership

Items 5, 6, and 7 on the PSES referred respectively to accountability measures of school spirit, positive learning environment, and raising student achievement. These items matched expectations in Georgia's LKES accountability domain of School Leadership. When the three questions were taken as a sum total of internal consistency

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for the subscale of School Leadership self-efficacy, the domain had an acceptable .74 reliability rating on Cronbach's Alpha (Table 3). Therefore, items were summed across to create a total subscale score for each respondent. Prior to analysis, the DV (subscale score) was assessed for assumptions of homogeneity of variance using Levine's Test of Equality of Error Variances using Box's M test in SPSS, as well as checking for univariate normality, as suggested by Field (2009). A large sample size ($n = 397$) should have ensured robust data calculation results (Field, 2009; Pallant, 2005). After checking for outliers using Mahalanobis distances multiple regression calculations and the SPSS Explore command for finding outliers in data presented, it was noted that only one respondent exceeded the expected critical value.

Since there was a large sample size, it was normal to have some outliers, and the histograms did not reveal any extreme cases. Boxplots showed a few outliers, and an investigation of the 5% trimmed mean with the original mean for each domain subscale did not reveal a huge difference in percentage within the SPSS analysis. Scholars of SPSS seem to agree that the robustness of data would not mandate removal of a few outliers in the data based on the findings (Field, 2009; Pallant, 2005). Plot diagrams for each domain also revealed the appropriate upward linearity trends (Pallant, 2005). Visual analysis of histogram charts, as well as Q-Q and box plots in SPSS for School Leadership revealed that the data were normally distributed for this sample with a skewness of -0.667 ($SE = .122$) and a kurtosis of 0.791 ($SE = .244$). At the $\alpha = .05$ level of significance for Levene's test, the results verified that the sample maintained homogeneity of variance. Box's M test was not significant when tested at $p = 0.001$ (equality of covariance) for the sample.

Table 3

School Leadership PSES Mean, Median, and Standard Deviation Scores

Statistic	*M*	*Mdn*	Range	*SD*
PSES Items				
5	7.46	8.0	1.0-9.0	1.33
6	7.83	8.0	3.0-9.0	1.22
7	6.80	7.0	3.0-9.0	1.27
Total School Leadership	22.08	22.0	8.0-27.0	3.10

Note. (*n = 397*) Cronbach's Alpha for Domain 1 items = .74.

Organizational Leadership

Domain 2, Organizational Leadership, matched eight items on the PSES (3, 11-15, 17, and 18), which measured self-efficacy in the leadership areas of time demands, daily schedule, policies/procedures, discipline, behavior, paperwork, stress, and prioritizing in the role of principal. This subscale maintained a .91 (excellent) on Cronbach's Alpha test of internal consistency (Table 4). At the $\alpha = .05$ level of significance for Levene's test, there is not enough evidence to suggest that all variances are equal for this single DV; however, the larger sample size may insure robustness if other assumptions are met according to both Field (2009) and Pallant (2005). Otherwise, the data appear to be normally distributed and samples are independent, so all other assumptions are met, including equality of covariance, tested using Box's M. Visual analysis of histogram charts, as well as Q-Q and box plots in SPSS for School Leadership showed that the data were normally distributed for this sample in Organizational Leadership responses with a skewness of -0.447 (*SE* = .122) and a kurtosis of -0.67 (*SE* = .244).

Table 4

Organizational Leadership PSES Mean, Median, and Standard Deviation Scores

Statistic	*M*	*Mdn*	Range	*SD*
PSES Items				
3	6.70	7.0	1.0-9.0	1.68
11	6.07	6.0	1.0-9.0	2.70
12	6.56	7.0	1.0-9.0	1.57
13	7.58	8.0	1.0-9.0	1.35
14	7.64	8.0	2.0-9.0	1.22
15	6.45	7.0	1.0-9.0	1.73
17	6.55	7.0	1.0-9.0	1.72
18	6.57	7.0	1.0-9.0	1.55
Total Org. Leadership	54.11	54.00	24.0-72.0	9.78

Note. (*n = 397*) Cronbach's Alpha for Domain 2 items = .91. Org. = Organizational.

Human Resource Leadership

Domain 3, Human Resources Leadership, aligned with three items (1, 4, and 9) and had an internal consistency reliability rating of .71 in Cronbach's Alpha (Table 5). These items measured self-efficacy for Human Resourcea Leadership domain effective measures in the principalship activities of facilitating student learning, managing change, and motivating teachers. At the $\alpha = .05$ level of significance for Levene's test, variances appeared to be equal and all other assumptions were met for the Human Resource Leadership subscale. Visual analysis of histogram charts, as well as Q-Q and box plots in SPSS for this LAPS domain subscale showed that the data were normally distributed for this sample in Human Resources Leadership with a skewness of -0.425 (*SE* = .122) and a kurtosis of 0.16 (*SE* = .244).

Table 5

Human Resource Leadership PSES Mean, Median, and Standard Deviation Scores

Statistic	*M*	*Mdn*	Range	*SD*
PSES Items				
1	7.41	7.0	3.0-9.0	1.28
4	7.19	7.0	3.0-9.0	1.26
9	7.07	7.0	3.0-9.0	1.35
Total HR Leadership	21.67	22.0	11.0-27.0	3.09

Note. (*n* = 397) Cronbach's Alpha for Domain 3 items = .71. HR = Human Resources.

Professionalism and Communication

Finally, Domain 4, Professionalism and Communication, linked with items 2, 8, 10, and 16 (shared vision, positive image, promoting community values, and promoting ethical behavior) on the PSES and returned a reliability rating of .76 (good) in Cronbach's Alpha test of internal consistency (Table 6). Domain 4 also had the highest self-efficacy mean scores per PSES question of the four domain categories and Domain 1 (School Leadership) the lowest. At the $\alpha = .05$ level of significance for Levene's test, the results verified that the sample maintained homogeneity of variance, and all other assumptions were met. Visual analysis of histogram charts, as well as Q-Q and box plots in SPSS for School Leadership revealed normally distributed data for this sample in Professionalism and Communication responses with a skewness of -0.668 (*SE* = .122) and a kurtosis of .602 (*SE* = .244).

Table 6

Professionalism and Communication PSES Mean, Median, and Standard Deviation Scores

Statistic	*M*	*Mdn*	Range	*SD*
PSES Items				
2	7.70	8.0	3.0-9.0	1.28
8	7.59	8.0	2.0-9.0	1.33
10	7.09	7.0	2.0-9.0	1.33
16	7.59	8.0	3.0-9.0	1.24
Total P and C Leadership	29.97	30.0	14.0-36.0	3.93

Note. (*n* = 397) Cronbach's Alpha for Domain 4 items = .76. P = Professionalism. C = Communication.

Dependent Variables

For the purposes of analysis, the PSES responses given by the study's sample of Georgia principals were grouped into total domain scores. These total scores of self-efficacy for School, Organizational, Human Resources, and Professionalism and Communication leadership accountability domains for LKES were then used as the dependent variables (DV) for this quantitative, causal-comparative study. Two multiple analysis of variance (MANOVA) for independent variable groups of 1) certificate level and leadership degree program type and 2) school level and setting were then used with the total domain score (DV) for each person's self-efficacy rating in Georgia's LAPS measures.

Analysis of Research Question 3

Research Question 3: Are there significant differences of self-efficacy in LKES skill areas based on highest level of state leadership certification (masters/L-5, specialist/L-6, doctorate/L-7) or on induction program type (online only, hybrid traditional and online, traditional face-to-face only)?

The first multivariate analysis of variance (MANOVA) was performed to investigate differences in levels of self-efficacy perception for LKES domains among principals with different levels of certification (masters/L-5, specialist/L-6, and doctorate/L-7) as well as principals' certification leadership program type (online only, hybrid of online and face-to-face, face-to-face only). A low response rate for online only respondents ($n = 14$) led to some discrepancy in variance in the original analysis of SPSS data, so the two choice categories of online only certification program and hybrid of online and traditional were combined to form one variable subscale before continuing with the data estimates. This allowed for assumption testing for equality of variance. The four DVs were identified as total perceived self-efficacy leadership in the domains of School Leadership, Organizational Leadership, Human Resource Leadership, and then Professionalism and Communication.

Following are the inferential statistics drawn from SPSS on the combined dependent variables: $F(8, 778) = .96$, $p = .47$; Pillai's Trace $= .019.$; partial eta squared $= .01$ (low effect size). Due to the number of comparisons in this research, Pallant (2005) suggested applying the Bonferroni adjustment (.05 x 4 DV subscales = .013 new alpha significance level of standard). All of the between-subject effects were above the significance cut point of .013, so there were no perceived differences in group means

according to this analysis when looking at respondents' certification level and leadership certification/degree program type.

Analyzing mean scores, principals with doctorate/L-7 level certificates who had traditional face-to-face only classes for their highest level of leadership certification/degree program indicated that slightly higher levels of perceived School Leadership self-efficacy ($M = 22.57$, $SD = 2.67$) than their counterparts at other levels and with other program types. For Organizational Leadership self-efficacy ratings, principals with Masters/L-5 levels of certification who had either online only or hybrid classes ranked themselves higher on this domain ($M = 56.20$, $SD = 6.46$). On Human Resources Leadership, principals with doctorate/L-7 levels and online or hybrid programs scored themselves highest ($M = 22.25$, $SD = 2.65$). After performing separate univariate Analysis of Variance (ANOVAs) on the data to determine effect size with Cohen's d, it was determined that there was no statistically significant difference between level of certification for the lowest mean, Masters/PL or L-5 ($M = 20.86$; $SD = 3.02$) and Doctorate/PL or L-7 ($M = 22.10$; $SD = 2.88$) on perceived self-efficacy ratings for Human Resources Leadership skills. However, on this group comparison alone, Cohen's effect size value ($d = .42$) suggested possible moderate practical significance. No other IV areas showed a moderate or strong statistical or practical significance level.

Finally, principals with specialists/L-6 levels and online or hybrid programs rated themselves higher than their peers with other levels of certification and type of certification/degree program on Professionalism and Communication ($M = 30.65$, $SD = 3.64$). Ranking themselves lowest in both School Leadership ($M = 21.66$,

SD = 3.86) and Organizational Leadership (*M* = 52.78 , *SD* = 6.90) domains were those with masters/L-5 and traditional classes. Principals with masters/L-5 and online or hybrid classes rated themselves lowest of their peer set in Human Resources Leadership (*M* = 20.40, *SD* = 2.95). Finally, respondents with masters/L-5 and traditional face-to-face only classes had the lowest average on Professionalism and Communication skills questions (*M* = 29.16, *SD* = 4.49).

Analysis of Research Question 4

Research Question 4: Are there significant differences of self-efficacy in LKES skill areas based on factors of level of school (primary/elementary, middle/junior high, high, or P-12) or school setting (rural, urban, suburban)?

A Multivariate Analysis of Variance was performed to investigate differences in levels of self-efficacy perception for LKES domains among principals in different levels of schools (primary/elementary, middle/jr. high, high, and P-12) as well as principals' school settings (rural, urban, suburban). Because only four respondents chose P-12 as their identified school level in the IV, these were combined with the primary/elementary, which would represent the majority of grades in a P-12 school. A nine-point attitudinal scale, the PSES, was used to ascertain opinions of self-efficacy levels for key effective leader skills. These skills were then aligned with Georgia's LKES LAPS domains for four dependent variables: total perceived self-efficacy leadership in the domains of School Leadership, Organizational Leadership, Human Resources Leadership, and then Professionalism and Communication. The independent variables were school level and school setting.

Using Pillai's Trace, because of unequal cell sizes, there appeared to be no statistically significant difference between the answers given by different groups of principals in various levels of schools and different groups of principals at different school settings on the combined dependent variables: $F (8, 772) = .579, p = .795$; Pillai's Trace = .012.; partial eta squared = .01 (effect size low). Due to the number of comparisons in this research, Pallant (2005) suggested applying the Bonferroni adjustment (.05 x 4 DV subscales = .013 new alpha significance level of standard). All of the between-subject effects were above the significance cut point of .013, so there were no perceived differences in group means according to this analysis when looking at respondents' principalship school level and setting.

Analyzing mean scores for this MANOVA, principals at high schools in urban settings indicated that slightly higher levels of perceived School Leadership self-efficacy ($M = 22.75, SD = 3.30$) than their counterparts in other levels and settings. On three different domains suburban middle school principals rated themselves higher than other principals in the sample: Organizational Leadership self-efficacy levels ($M = 59.00, SD = 7.55$), Human Resource self-efficacy levels ($M = 23.50, SD = 2.71$), and Professionalism and Communication self-efficacy levels ($M = 32.06, SD = 3.28$). In contrast, urban middle school principals rated themselves lowest in all four areas: School Leadership ($M = 20.80, SD = 3.05$), Organizational Leadership ($M = 52.30, SD = 10.11$), Human Resources Leadership ($M = 19.60, SD = 3.50$), Professionalism and Communication ($M = 27.80, SD = 3.79$).

Summary

No significant findings appeared in this study's data when performing two separate MANOVAs for differences in group self-efficacy ratings for the four DV subscale domains of Georgia's LKES LAPS: School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication. These MANOVAs tested the study's Research Questions 3 and 4 and used IVs of respondents' levels of certification/degree, type of certification/degree program, grade levels in the principals' schools, and setting of the schools. Cohen's d effect size for the highest and lowest mean in each group, Masters/PL or L-5 and Doctorate/PL or L-7 within the group of certificate level came back with moderate ($d = .42$) practical significance. Analysis did reveal that School Leadership was the most frequent choice principals made when asked in which of the four leadership domain areas they felt their leadership certification/degree program best prepared them (Research Question 1). Human Resources Leadership was the least chosen of the four for that question. Analysis of data for Research Question 2, asking which of the four domains principals felt the need for additional training, revealed that the sample's school leaders desired training in Human Resources Leadership skills. The area least desired for additional training was Professionalism and Communication.

Based on the 35% return rate of survey responses, the confidence interval for this study's sample ($n = 397$; $N = 1124$) is ± 3.78 percent at a 95% confidence level, meaning that 95 out of 100 times the survey would reproduce results within 3.78% of the original study results if the same sample of principals was given this survey.

Chapter V

DISCUSSION

This study analyzed Georgia school principals' self-efficacy in Georgia's four new Leader Keys Effectiveness System (LKES) accountability domains: School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication. These four skill areas make up the foundation for the evaluation component of the LKES known as the Leader Assessment on Performance Standards (LAPS) (GaDOE, 2012c). These LAPS standards account for 30% of the evaluation process for Georgia's school leaders, while an additional 70% of their Leader Effectiveness Measure (LEM) comes from student growth and achievement. Additional evaluation measures at the school level are also found in governance and leadership abilities in climate rating and financial efficiency.

While 195 out of 199 systems in Georgia opted to implement some part of the new evaluation system for teachers and leaders in the state during the 2013-2014 school year, only 35 were in a full pilot of the program, 100 are piloting with select personnel, and 60 are in an actual study year with the LKES system (C. Saxon, personal communication, February 18, 2014). The entire state is mandated to begin full implementation of the program in the 2014-2015 academic year with many leaders still unclear about the extent of mastery or accountability data required for a proficient rating on the overall LKES. This study seeks to identify self-perceived need and strength areas

on LKES, prior to the implementation by Georgia's principals, in order to better guide training for current and future principals by local systems and by university leadership induction programs.

Overview of Study

With the implementation of the new LKES accountability system under the College and Career Ready Performance Index (CCRPI), Georgia school leaders are held to a higher standard of mastery in the four assigned LAPS administrative domains (GaDOE, 2012c). This new emphasis on high levels of expertise in all leadership skills no longer allows for prioritizing student achievement over other job duties such as parent involvement, mutual community value building, and school climate. Because of this overall proficiency expectation, administrators' must perceive their efficacy levels for handling everyday organizational management, human resources accountability, and shared leadership with stakeholders as highly as they rank their abilities in instructional leadership and time management. No area is more important than another, and all components are of equal value when evaluating a principal on the LAPS (GaDOE, 2012c).

This is a paradigm shift for much of the state's educators, who traditionally focused leadership skills on reaching state accountability measures for student achievement, attendance and/or graduation rate. The addition of other foci for leadership accountability mean there is now a need for supplemental training to be proficient in all skills needed for leader effectiveness according to the Leader Effectiveness Measure areas. This training requirement falls on both the local systems to identify needs in current administrators and university leadership programs to adapt curriculum for those

seeking principalship positions in the future. This study sought to identify areas of greatest and least self-perceived strength when looking at primary leadership skills present in the new LAPS domains. It also attempted to help with individualization to certain groups in the state principalship population by identifying any areas of need or strength based on certain characteristics of highest degree/certification, type of degree/certification program, level of school building, and setting of principal's school. This paradigm shift in expectations for the post-NCLB principal mandates that university induction programs for leaders as well as current school systems, regional educational agencies, and state departments of education reevaluate curriculum foci, determine what prior leader training is working for CCRPI principals, and encourage future research in leader self-efficacy areas after the full implementation of Georgia LKES.

Literature Review Summary

While there has always been a need for change in education as communities shift in values and academics expand to include new worlds of careers, the role of the principal has primarily focused on student behavior, building management, and then student achievement accountability (Kelley & Peterson, 2007; Lynch, 2012; Pierce, 1935). The introduction of the newest round of No Child Left Behind waiver accountability measures, including Georgia's CCRPI measures and LKES standards, create a demand for new principal preparation paradigms to deal with the "flattening" world of college and career preparation as well as community expectations for shared leadership in their children's education (Dembowski, 2007; Friedman, 2007; GaDOE 2012c; Ravitch, 2010). With the overwhelming amount of principalship duties already expected daily of administrators in the education system, a system of focusing on student achievement

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accountability obligations was generally the role taken on for most leaders rather than developing the needed balance of instructional, communication, organizational, and human resource skills (Deal & Peterson, 1994; Dee & Jacob, 2010; Ravitch, 2010). This unequal distribution of focus, however, cannot lead to effective leadership in schools and will no longer be rewarded in evaluations that demand evidence for increase and mastery in all leadership domains (Cotton, 2003; GaDOE, 2012c). Principals must determine strength and need areas and train accordingly to receive a proficient rating on each LAPS domain (GaDOE, 2012c). When considering self-effectiveness ratings, the stress of realizing all of the paradigm shifts intrinsic in the more rigorous curriculum and assessment pieces also come with often limited resources and concerns of further political unrest can sometimes be overwhelming unless tempered by experience or advisement of an effective mentor in the multiple skill areas of leadership demanded by the new CCRPI mandates (GaDOE, 2012c; Militello et al., 2009; Rebell, 2012).

The use of training and mentoring for current and future principals is a key topic when discussing the self-efficacy of today's principals in the LKES process. Recent literature discussing university principalship and leader induction courses reflected the former AYP era principal duties instead of newer waiver expectations (Hess & Kelley, 2007; Hughes, 2010; Kelley & Peterson, 2007; Militello et al., 2009; Versland, 2009). Maintenance, data analysis and strategic planning, professional learning planner, parent involvement coordinator, school resource officer, political mediator for stakeholders, financial officer, and instructional leader are just some of the job descriptions today's school building leaders must be trained to take on in the principalship role (Darling-Hammond et al., 2007; Hess & Kelley, 2007; Meyer, Macmillan, & Northland, 2011).

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The effective LKES principal must not only be prepared to see to every angle of school safety in the twenty-first century but also provide a welcoming environment for all stakeholders, a respectful yet firm set of expectations for rigor and relevance in behavior codes and discipline, and a vision of student achievement that goes against recent paradigms for how students show knowledge (Cotton, 2003; GaDOE, 2012c). Cotton (2003) suggested that school administrators may develop a positive school climate through communication, shared leadership, and involvement from each stakeholder group. All of these create an effective school leadership standard, but an administrator often must feel first that they are fully trained and proficient in the skills necessary to gain the shared vision, common mission, and strategic planning organization goals.

Past studies indicated that the feeling of self-efficacy on particular skills may lead to greater leadership success in many areas crucial to today's school principal (Bandura, 1993; Tschannen-Moran & Gareis, 2007). Research of self-efficacy in principals throughout the United States link authentic learning experiences, effective mentoring programs, induction program curriculum focus, and attitudes of perseverance in daily and long term goal management to a greater personal sense of expertise for school leaders (Darling-Hammond et al., 2007; GaDOE, 2012d; Hall, 2008; Hughes, 2010; Keith, 2011; Lynch, 2012; Tschannen-Moran & Gareis, 2007; Versland, 2009). This training must continue to adapt and evolve for current and future principals as new mandates on leaders' time through numerous accountability skills and updated expectations for mastery in all leader domains change the degree of self-efficacy in Georgia's school administration. Going beyond student achievement pass/fail ratio as a means of evaluation for principals, the LKES evaluation methodology drew from effective

practices for induction and training of leaders from these same theories of real-world management and leadership experiences (GaDOE, 2012b; GaDOE, 2012c; GaDOE, 2012d).

Under the domain of School Leadership, emphasis on theories of global and literacy instructional leadership, communication with stakeholders and using effective practices for building school climate all refer back to Cotton (2003), Deal and Peterson (1994), DuFour et al. (2004), and Kouzes and Posner (2007) in their emphasis for leading in the direction of shared vision, more globalized instructional direction for individualized learners, and professional learning in twenty-first century career skills for more effective teachers. School climate also builds from strategic planning in this area with the inclusion of rigorous academic requirements toward college and career preparation as well as encompassing management of a positive, safe, and productive school environment where data research and application for change cause higher standards of teaching and learning may take place (GaDOE, 2012a).   To change mindsets, the principal must seek resources and build a safe professional learning community where teachers are free to experiment and adapt curriculum within the confines of state curriculum mandates (DuFour, 2004; DuFour et al., 2004; Maxwell, 1998). Simultaneously, education of parents, students, and community about the needs and goals for students entering the future of a globalized world is essential (Friedman, 2007; Ravitch, 2010). In order to achieve this shift in thinking and practice for all parties, however, the principal must have a clear, data-driven plan to communicate with stakeholders.

The LKES emphasis on Organizational Leadership involves strategic goals and time management for more effective instruction and individualized learning through data analysis and action of planned steps (Bryson, 2004; Kouzes & Posner, 2007; Senge, 1990). The twenty-first century school leader's day often consists of split second decisions which require a well-planned strategic goal, and vision when making decisions (Kelley & Peterson, 2007; Virga, 2012; Willer, 2011). The world is changing in its working demographics as many Baby Boomers retire, leaving new, less-experienced leaders to take the reins of the country's organizations (Bryson, 2004). With this change also comes a new frontier of community values and changing world structure for educators who are left to frantically find relevance in sometimes antiquated curriculum. With the implementation of new world views on educating students for future careers and strategies with rigorous thinking expectations, these new leaders face challenges and roles never seen before (Bryson, 2004; Conner, 2006; Kelley & Peterson, 2007). Modern school organizations seek change leaders who can take the facility into the next millennium by becoming the instructional guide and curriculum research leader as well as offering public relation, human resource, and mentoring skills. This person must create fresh, systemically created mission, visions, and goals that promote paradigm shifts toward globalized learning and career preparedness (Kouzes & Posner, 2007; Senge, 1990). This cannot be done, though, without an understanding of how to recruit and maintain top quality, teacher leaders.

The domain of Human Resources encompasses the development of school climates which share leadership, recruit and retain effective teachers, and build knowledge of efficient practices through professional learning, all essential elements to

the successful leader's school duties and to student achievement (Cotton, 2003; DuFour et al., 2004; Hattie, 2003; Marzano, 2005; Senge, 1990).   Georgia's CCRPI focuses teacher evaluation by principals on overall observations and on value-added growth data for teachers (GaDOE, 2012c). However, the NCLB waiver also gives a majority of the responsibility for a school's student growth and subgroup gap achievement to the effectiveness of a leader's management and leadership skills in the four domain areas (GaDOE, 2012c).

This accountability for new leadership performance outcomes may lead to further connections between leader effectiveness and broader definitions of school achievement (Cotton, 2003; Darling-Hammond et al., 2007; Hattie, 2003; GaDOE, 2012b; Witzers, 2003). Stronge (2008) argued the positive link between effectiveness of a school and leadership becomes much stronger with valuable internal and external communication and shared leadership.   In order to obtain a valuable vision that guides responsible stakeholder leaders within the school community, however, a principal must learn the art of leading a professional learning community or organization where all parties are treated as a true part of the community of education, continually seeking to grow in effective practices for teaching and learning of students (Branch et al., 2012; Cotton, 2003; DuFour et al., 2004; Ravitch, 2010; Senge, 1990; Witzers, 2003).

Professional learning and leadership roles within the faculty, parents, and students also tends to lead to more effective practices and self-correcting behaviors, all factors that create a positive climate that leads to retention of great teachers, recruiting of highly qualified candidates, and overall growth for the students effected by these educators (DuFour et al, 2004). The LKES accountability measures demand that principals provide

the best possible educators for their students through quality educators and positive climates for instruction and learning. The system expects administrators to hold themselves and teachers to higher standards of accountability, yet many administrators argue that skills such as hiring and retaining quality personnel, as well as developing resources for professional learning, are lacking in their leadership training (GaDOE, 2012a; GaDOE, 2012b; GaDOE, 2012d; Hess & Kelley, 2007).

As with other deficit areas in self-efficacy, this is one domain that must be reconsidered to create successful transitions for current and future educational leaders in the Georgia school systems. The leader must retain the ethical and professional guidelines needed to create a fair evaluation system for teachers and must be savvy enough to know when a reluctant teacher is signaling for training help or if it is time for the faculty member to move on from their non-effective role as they refuse to make the needed systemic changes (Beckhard & Pritchard, 1992; Collins, 2005; Maxwell, 1998; Militello et al., 2009; Schuster, 2012; Senge, 1990; USDOE, 2012). Another area that many administrators will need to address when requesting training for weaker skills is in involvement of the community for school decisions, goal creation, and shared mission of creating college and career ready students.

Skills of building positive and goal oriented community relations, ethics, and planning for shared leadership with all stakeholders define the Professionalism and Communication domain in LAPS. These leadership accountability expectations draw from past literature such as Collins's (2005) good to great emphasis on trust and belief in the mission, Ricci (2011) and Bryson's (2005) organizational strategic planning using all stakeholders, and Deal and Peterson's (1994) focus on balance of artistry and

management skills to engage the community. The role of administrator carries important political implications and prompt strong feelings about the effectiveness of schools and, subsequently, leaders in those schools. Whether feelings are positive or negative in nature depends greatly upon the principal's ability to communicate and include stakeholders in creating a vision and mission that honors the new standards of education. The leader must also recognize and be able to deal with diversity of opinion in the community, taking these differences and building a supportive and common cultural goal (Beckhard & Pritchard, 1992; Cotton, 2003; Deal & Peterson, 1994; Kouzes & Posner, 2007; Maxwell, 1998; Young et al., 2010).

Stakeholders must not only understand the vision of rigorous and globalized learning but also participate in the action of maintaining and helping energize the goal with each step. (Beckhard & Pritchard, 1992; Bryson, 2004; Collins, 2005; Hargreaves & Fink, 2007; Ricci, 2011). This successful strategic plan requires strong vision and direction from the school leader who can redirect differing ideas of various factions back to the main goal – preparing students for twenty-first century college and career expectations (Bryson, 2004; Cotton, 2003; DuFour et al., 2004; GaDOE, 2012d; Maxwell, 1995). One of the main challenges for redirection comes in the need for re-educating the public on what today's students need in curriculum rigor and relevance to future careers as well as in technology literacy funding to prepare the new generation of world citizens (Bryson, 2004; Friedman, 2007). Bryson (2004) constructed specific plans that can be used with stakeholder input as a tool to gain support and fresh perspectives in an ever-changing environment. This Strategy Change Cycle uses organizational leadership but also must include school instructional and human resource planning in the

educational setting, as well as incorporating communication of issues to establish the shared mission, vision, and goal steps to accomplish the needed steps (Bryson, 2004).

Conceptual Framework

With the implementation of the NCLB Act of 2001, a reauthorizing the Elementary and Secondary Education Act (ESEA), instructional accountability began to drive the administrative agenda for leadership skill mastery in many schools (Cotton, 2003; NCLB, 2003). The more recent ESEA/NCLB state waivers redefined duties of the principalship when dealing with new standards for accountability. Georgia's LKES, for instance, measures beyond student scores, attendance, or graduation rate which were the heart of NCLB's AYP and developed LAPS domains and other accountability skills to more fully respond to needs of the entire school organization, including school climate, financial efficiency of programs, communication, human resource management along with the instructional demands inherent in the principal's job duties (Cotton, 2003; GaDOE, 2012b; Ravitch, 2010). Georgia's CCRPI, the Single Statewide Accountability System instrument of Georgia's ESEA/NCLB state waiver, targets Leader Effectiveness Measures (LEMs) in multiple areas: performance standards, student growth and achievement, and governance/leadership abilities incorporating much more than standardized, multiple choice test scores and student management (GaDOE, 2012c; Tucker, 2009). With the introduction of the LKES and the new blueprint for more effective measures of achievement in schools, the state ensures that principals and other school building administrators must make the changes necessary to ensure practice of research-proven effective leader strategies of leaders and managers (Dee & Jacob, 2010; Ravitch, 2010). Otherwise, they may find themselves without certification within a few

short years due to lack of personal proficiency ratings and possible decreasing student growth scores (GaDOE, 2012c).

While some studies have been done supporting the need for identification of self-efficacy in school administrators for use in more focused training of leaders, the emphasis has been pre-waiver, in other states, and with old NCLB accountability measures influencing perceived needs for induction programs and professional learning (Hughes, 2010; Keith, 2011; Militello et al., 2009; Nelson et al., 2008; Styron & Styron, 2011; Versland, 2009; Willer, 2011). These studies reflected the change in principalship duties and the increased goals of student preparedness in academics for the twenty-first century leader, but results tended to favor training in instructional goals more heavily than the underlying administrative and management duties identified in more recent changes to NCLB such as Georgia's LKES and LAPS accountability measures (Keith, 2011; Styron & Styron, 2011; GaDOE, 2012c). In opposition to the past emphasis on student achievement accountability as the leader's only means of assessment in the principalship role, the implementation of LKES with balance of all areas of administration mean greater need for identification of current and future leader's proficiency in their newly evaluated duties (Ravitch, 2010; GaDOE, 2012c).

New CCRPI waiver responsibilities add greater dimensions of change for Georgia's administrators (GaDOE, 2012c). The resulting pedagogical shifts to next generation assessments with higher order thinking skills and technology expectations will take a great deal of planning and change for administration. Tests such as the upcoming Georgia Milestone assessment with constructed response answers for both reading and math in fiscal year 2015, for instance, demands a new and different approach to training

all stakeholders: students, teachers, parents, and communities on what successful thinking and scoring looks like for Georgia's schools in the first year of implementation (Introducing Georgia Milestones, 2014; Duncan, 2010; Tucker, 2009). Subsequently, this provides new fiscal and political challenges for school administration as they scramble to provide information to parents, training to teachers, and shifts of mindset in students used to lower level knowledge questions and ready answer choices in paper-pencil format (Center for K-12 Assessment and Performance Management at ETS, 2010; Friedman, 2007; Hess & Kelley, 2007; Rebell, 2012). Strategic planning with immediate systemic changes in philosophy of teaching and learning are required of all schools affected by the new changes (Darling-Hammond et al., 2007). Thus, these changes necessitated another look at the connection between educational leaders' career expectation self-efficacy and their university training programs' emphases, including the implementation of strong mentorship programs for current and future principals through colleges and local systems (Hall, 2008).

This study used the four set LAPS domains for leadership to better define what practices suggested in past research may help today's Georgia principal. This research also sought to identify areas of greatest strength in current preparation programs and areas that may need additional training support for principals. In addition, the study wished to identify any significant differences in self-efficacy for principals at different certification or degree levels, with different induction program type training, with different levels of students, or in different settings for their schools. The quantitative study focused on surveying the current population of Georgia's school principals on their levels of self-efficacy in key leadership skill areas of the LAPS evaluation instrument.

Population of the Study

Georgia's original principal population had a total of 2,245 administrators (444 or 20% high school, 479 or 21% middle school, 1322 59% elementary/primary school/PK-12) (GaDOE, 2013). This group population was narrowed further for survey contact purposes when all school systems requiring a separate internal review of surveys were removed from the e-mail list and when 33 of the e-mails sent to principals bounced or returned as wrong addresses by the survey system. This left a population of 1,124 principals with valid e-mail addresses. Of these, 206 or 18% were high school, 251 or 22% were middle school, and 667 or 59% were primary/elementary/ PK-12 principals; this was similar to the original group of all Georgia principals in category sizes, so sample conclusions from this study should be able to be generalized to the entire state principal population.

Continuing with comparisons of the potential population to the final sample size in each category, a 2011-2012 census of public schools in Georgia listed approximately 29% of schools as urban (city or town designation), 31% as suburban, and 39% as rural schools in rural areas (National Center for Education Statistics, 2014a). The final sample participants included 397 principals of Georgia schools, a 35% ($N = 1,124$) return rate for completed surveys in the study. Frequency demographic data and inferential altitudinal scale data were analyzed to find any significant differences in responses according to level of certification or type of induction program as well as the principals' school level and setting.

This study's sample was close to state percentages on level of school (57% primary/elementary/PK-12 school, 21% middle, and 21% high) but were not as close on

setting category size, with 71% identifying their school as rural in location as opposed to 39% coded as urban within the state. However, this large rural percentage could have reflected a discrepancy in the vocabulary between census listing "town" as an urban setting and principals removed from urban centers considering themselves to be rural (National Center for Education Statistics, 2014a). The other independent variable statistics for the exact number of advanced degree levels and program types for all principals in the state of Georgia are unknown, but in this sample of Georgia principals, 11% held Masters degrees/PL or L-5 certificates, 60% held Specialist/PL or L-6, and 29% held Doctorate/PL or L-7 levels. The majority had traditional face-to-face only classes (66%) for their highest degree or certification level courses.

Results of Research

The following research questions led to the choice of a quantitative causal-comparative design in which principals may rate their self-efficacy on the LKES skills as part of the quantitative survey. These resulting data analysis for each question will be discussed in separate sections for Research Questions 1 and 2 and then for 3 and 4.

Research Question 1: In which Leader Keys Effectiveness System (LKES) Leader Assessment on Performance Standards (LAPS) domains do current Georgia school administrators believe they are best prepared by their leadership programs when serving in the role of principal?

Research Question 2: In which LKES LAPS domains do current Georgia school principals believe they need additional training to reach the level of proficient or exemplary according to the LKES domain levels?

When given a choice among the four LKES domains: School Leadership,

Organizational Leadership, Human Resources Leadership, and Professionalism and

Communication, principals chose School Leadership (n = 156; 39.29%) as their area of

best preparation in their highest university certification degree program. Given the

emphasis on this domain's skills among college's induction programs for school leaders,

it is not surprising that this would be higher among the four choices for self-perceived

strengths. This area includes shared leadership theories of creating a universal vision

among stakeholders and also a management of all aspects of the building for sustaining a

rigorous, safe, and positive academic climates within the facility, both of which are major

foci in university leadership curriculum in the twenty-first century (Hess & Kelley,

2007). Theory has often dictated that a leader who can generate a common goal and

mission, along with managing the building in a systemic manner to make the mission

happen, makes a successful leader at any organization and level (Blanchard, 2010;

Bryson, 2004). Therefore, effective School Leadership domain preparation has often

been at the forefront of many traditional leadership degree programs.

In answer to Research Question 2, the choice of Human Resources Leadership (n

= 166; 41.81%) as the domain of greatest need for training could be surprising if

considering that most programs include aspects of this effective leadership skill within

their School Leadership curriculum of facility and organizational mission management.

It makes more sense, however, when looking at the current emphasis on accountability of

the school leader in the community and in politics. For the Georgia principal, this

includes evaluation of all aspects of human resource management. From highly

qualified hires, professional development for both struggling teachers and those needing

merely to continue growth in school data goals, to retention of effective teachers, and new systems of evaluating teachers that encompass "totality of evidence" instead of one or two classroom observations (GaDOE, 2012d).

In the case of evaluation training in certification and degree programs, Hess and Kelley (2007) found that most principal preparation programs were lacking in direct instruction for recruitment and placement of teachers, and the companion piece to this, evaluating teachers and faculty, was also given little emphasis in the curriculum. Because the new Teacher Keys Effectiveness System (TKES) will be a legal issue for administrators, linking teacher certification levels and possible job security with the principal's evaluation of the teacher in aspects beyond the classroom, Georgia administrators indeed may feel a little insufficient to the new system task. After gaining this insight into the areas administrators felt most prepared for the new LKES system and the areas of most need for additional training, it was necessary to understand if there were any significant differences in the groups identifying the strength and need areas. Do principals with higher certification levels or different types of training rate themselves alike on their self-efficacy in leadership standards for the LKES areas? Do principals at elementary, middle and high or in rural, suburban, and urban settings differ in their feelings of efficacy? To find the answers to these two research questions, two Multivariate Analysis of Variance (MANOVA) were performed.

Research Question 3: Are there significant differences of self-efficacy in LKES skill areas based on highest level of state leadership certification (masters/L-5, specialist/L-6, doctorate/L-7) or on highest leadership induction program type (online only, hybrid traditional and online, traditional face-to-face only)?

Research Question 4: Are there significant differences of self-efficacy in LKES skill areas based on factors of level of school (primary/elementary, middle/junior high, high, or P-12) or school setting (rural, urban, suburban)?

No significant differences were found in the MANOVA results for either set of independent variables (IVs) in Research Questions 3 or 4. Separate univariate Analysis of Variance tests (ANOVAs) were then run for each variable separately, and no significant results were found in this method. However, visual analysis of data seemed to indicate that principals in the degree/certification level categories of Doctorate/PL or L-7 and Masters/PL or L-5 differed in their answers to the dependent LKES subscale variables (Figures 3-6), with the lower degree/certification corresponding with lower levels of self-efficacy. Upon noting this difference, Cohen's *d* effect size for highest and lowest mean in each group was calculated and a moderate practical significance found (*d* = .42).
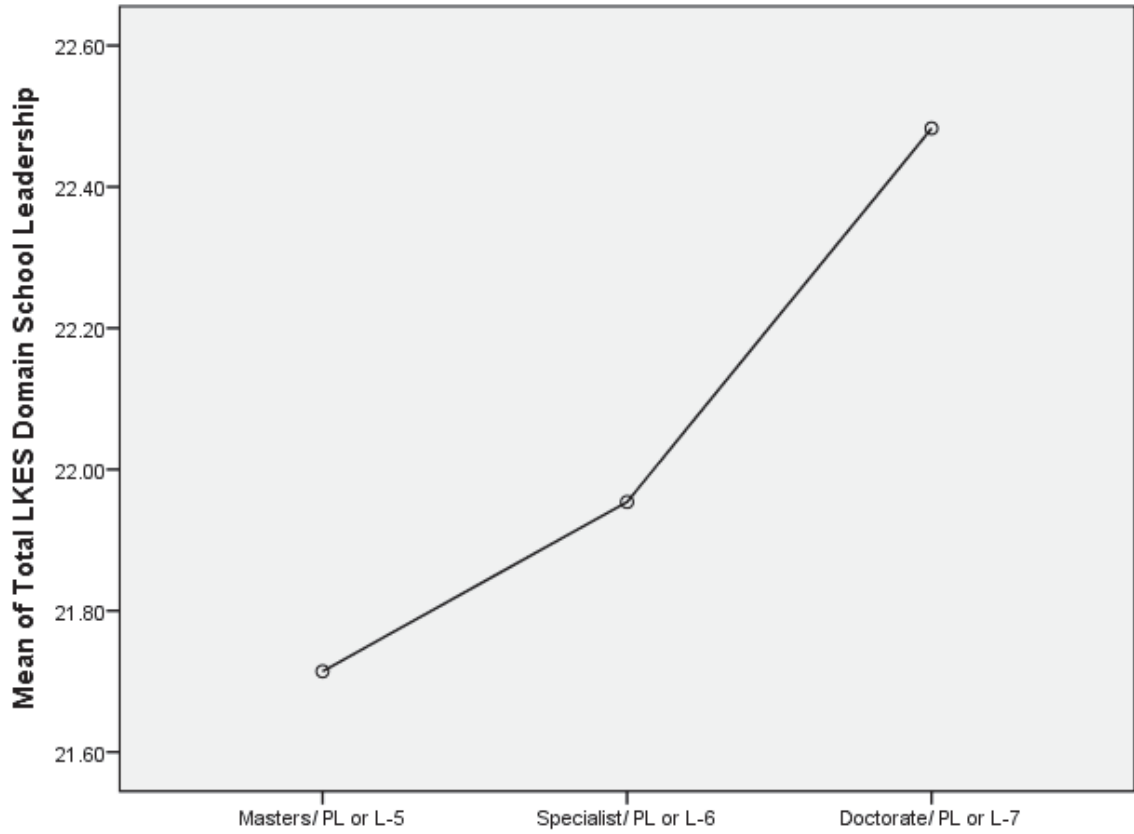
Figure 3

School Leadership and Degree/Certification Level Mean Comparison
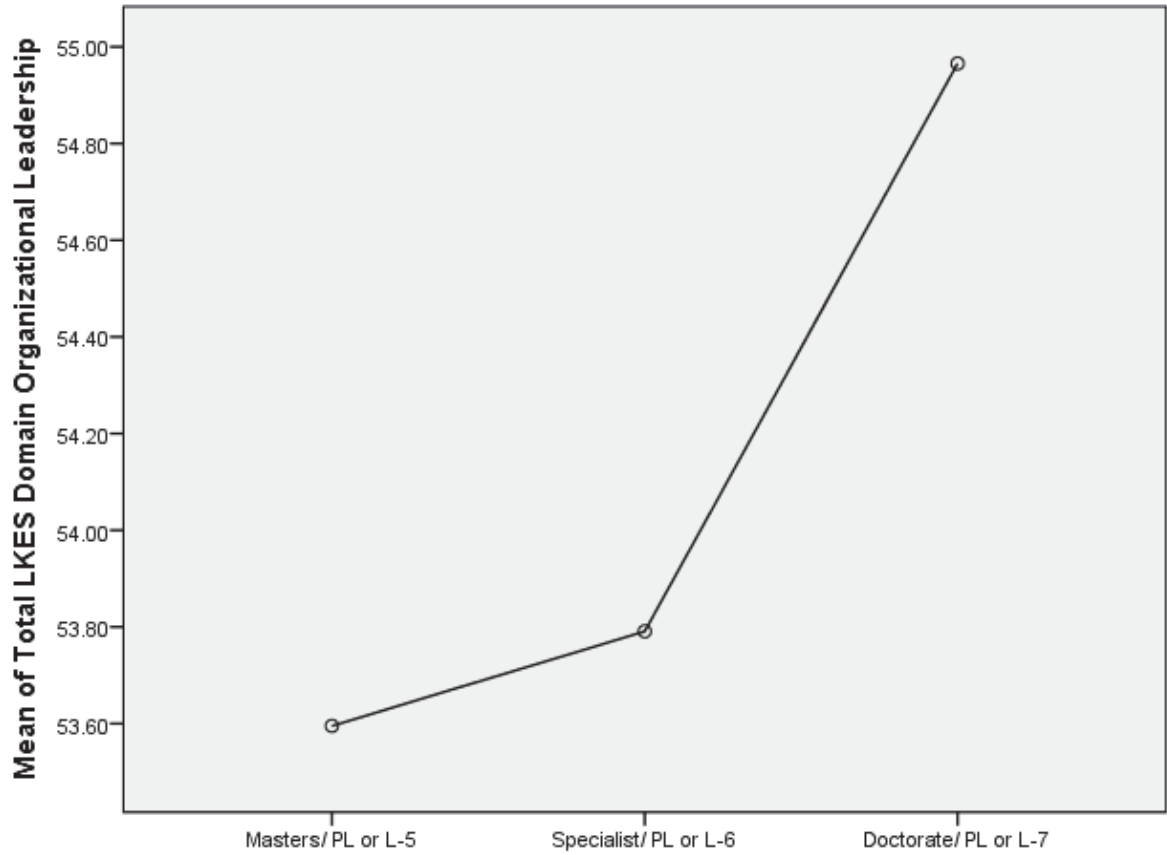
Figure 4

Organizational Leadership and Degree/Certification Level Mean Comparison
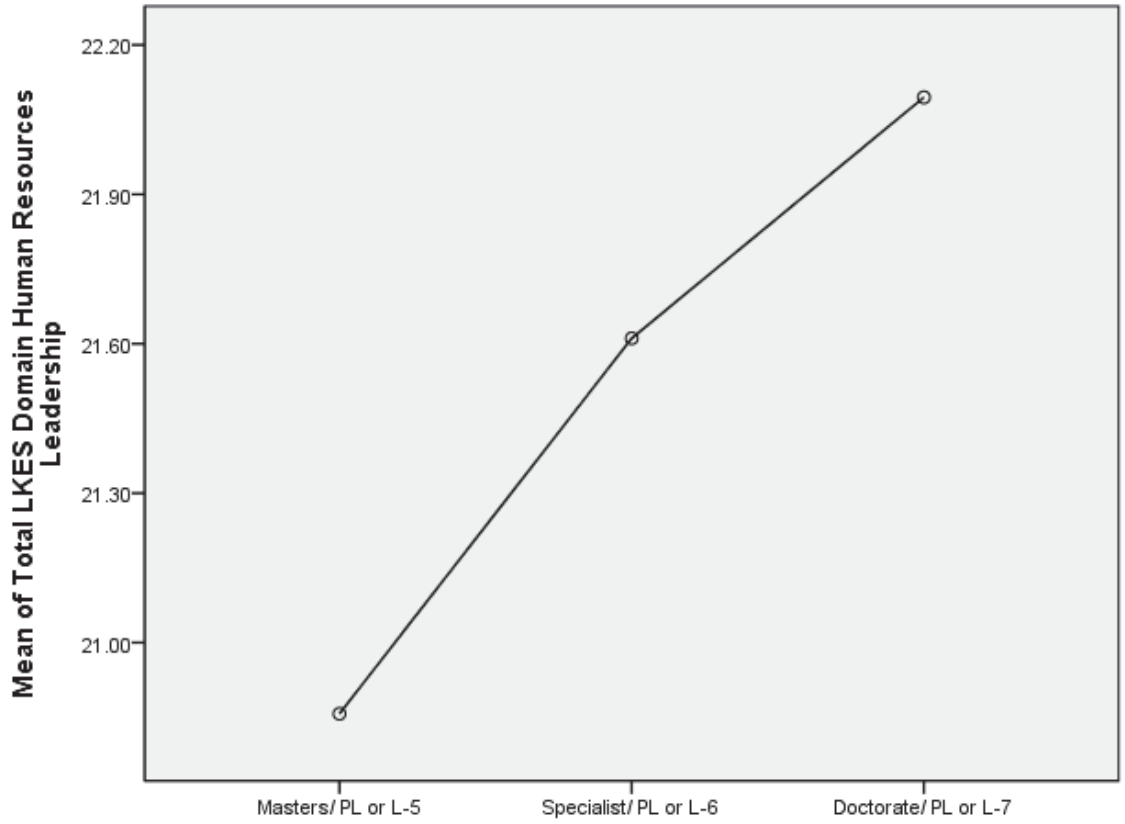
Figure 5

Human Resources Leadership and Degree/Certification Level Mean Comparison
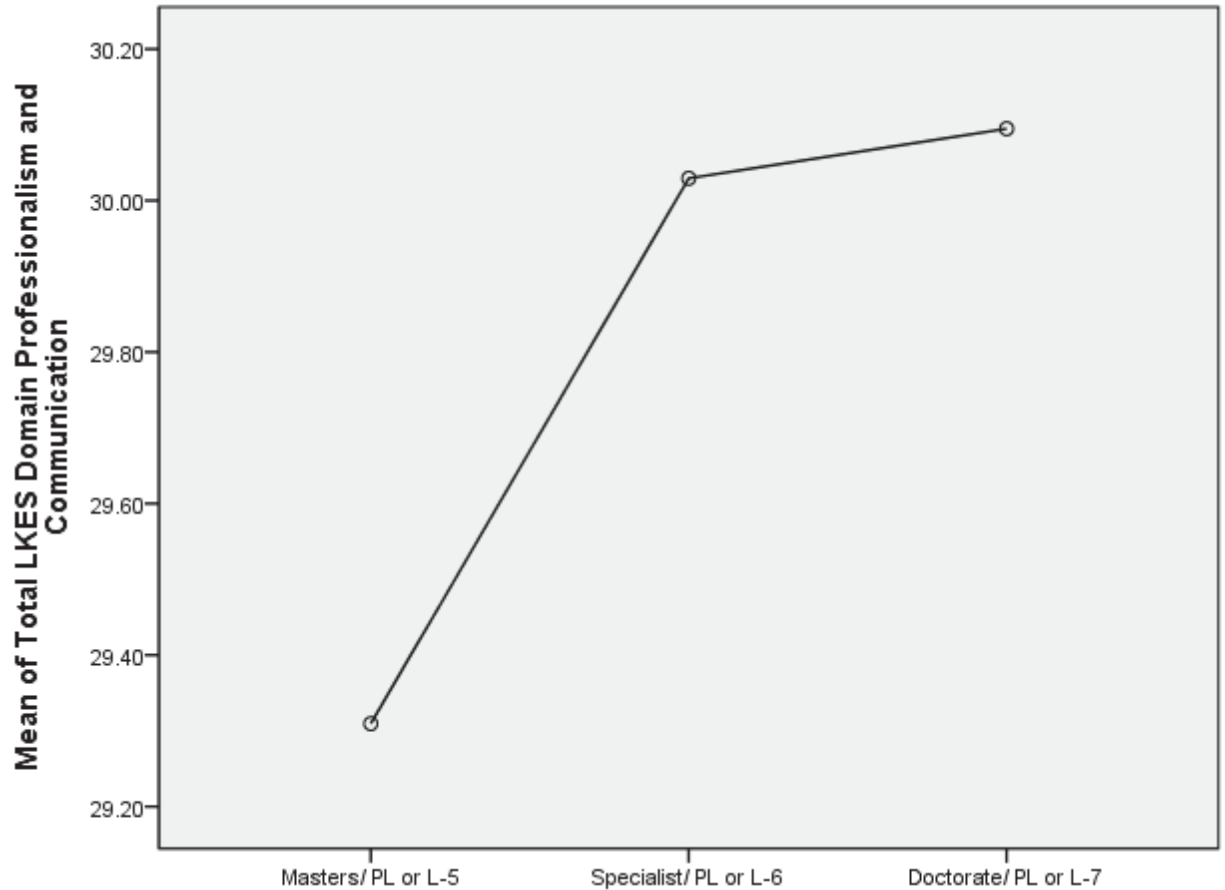
Figure 6

Professionalism and Communication and Degree/Certification Level Mean Comparison

Although this moderate practical significance was found in degree/certification level and self-efficacy scores on the LKES domain areas, results from the overall study of the two sets of IVs indicate that there were no statistically or practically significant differences in self-efficacy for groups of principals with differing induction background types, different levels of schools, and different settings of schools. While many other studies have suggested some statistical differences may occur for principals' self-efficacy when considering number of years as the lead building administrator, none found have studied the significance or lack thereof for principals at different levels of degree or certification

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(Fisher, 2014; Willer, 2011). Other similar research studied new leader induction and

self-efficacy (Hughes, 2010; Versland, 2009) and perceived needs of twenty-first century

principals for induction and training programs. Among the latter, suggestions of assigned

mentors for increased self-efficacy in leadership skills and authentic learning tasks

relevant to the principalship role were suggested (Garrison-Wade et al., 2007; Hall,

2008; Kelley & Peterson, 2007; Lazaridou, 2009; Lynch, 2012; McHatton et al., 2010;

Tschannen-Moran & Gareis, 2007; Willer, 2011).

Bandura (1993) found that people with higher self-efficacy tended to perceive

problems as challenges to be overcome rather than obstacles that blocked them from

getting to their goals. Those with higher self-efficacy in leadership areas tend to have

higher perseverance and persistence in accomplishing their set tasks (Versland, 2009).

Gaining this sense of ability to accomplish tasks in certain areas of the principalship role,

however, takes preparation in areas of need for all levels of leader, and this is best done

with mentoring, modeling, goal guidance and self-efficacy assessment as part of the

training and induction of current and future principals (Tschannen-Moran & Gareis,

2004). There may be no significance in self-efficacy levels for principals at differing

school levels, settings, or program types when looking at the LKES domain tasks in the

Principal Sense of Efficacy Scale. However, the moderate practical significance found

for level of degree may be a result of this set of principals' greater years spent gaining the

very elements suggested for efficacy. These include experience of authentic tasks, errors,

and successes; acquisition of a variety of mentors in both the system of work and in the

university degree levels; and practice with setting realistic goals that work.

Recommendations

      This study serves as a means of introducing more current research on post-NCLB waiver principalship duties and self-efficacy, specifically in the state of Georgia with the new CCRPI and LKES responsibilities for school leaders. The connection between leader self-efficacy and successful organizations had been established previously (Bandura, 1993; Tschannen-Moran & Gareis, 2007). However, the increased emphasis on all areas of leader accountability for Georgia's LKES evaluation principals necessitated further investigation of how well current principals were prepared for the coming paradigm shifts. This information, along with subsequent studies after the full implementation of LKES for all systems in Georgia, should be used to complete the two additional goals of this research. One was identifying specific areas of current administrator strengths and need in LAPS skill training for the purpose of helping principals succeed in present positions. Second was using these results to adjust present university leader induction curriculum to better serve future principals. The two goals work in tandem as local school systems, RESAs, and DOE experts will need to increase their connections with state accredited university leadership program personnel to assure consistent training emphasis for both current and future school leaders on LKES standards. It is essential that these partnership continue to address changing needs in leader self-efficacy as the new LKES standards are implemented in fiscal year 2015.

      Based on the results of this study, the sample of current Georgia principals felt best prepared by their highest leadership degree program in the area of School Leadership, which included skills in student achievement guidance (former NCLB area of accountability), instructional leadership, and positive environment. This finding should

be viewed with celebration that emphasis on twenty-first instructional leadership in leader certification programs has been successful in building self-efficacy; however, this must be concluded with caution. Although initial training for CCRPI and Georgia's leader accountability measures had been instituted in the past few years through state RESAs and DOE information sessions, some administrators may still lack understanding in the full implications of what the change to LKES means to their certification status. Seventy percent of their LEM score and eventual renewal of state certification is reliant upon a new standard of student achievement goals (with Georgia Milestone assessments) and the latest measure of student growth for all groups. This sample of principals may feel they have sufficient knowledge in the area of instructional leadership at this point, but implementation of TKES and LKES, constructed response and Next Generation type assessments, new technology emphases on assessing students, and continued differences in how to address all groups of students for growth with different pedagogy may change administration's level of comfort in School Leadership. Thus, self-efficacy in this domain should be reassessed for continued successful preparation or possible reevaluation of curriculum needs following full statewide roll out this year.

Human Resources Leadership was identified as the domain of greatest need for current administrators in this study. This LAPS area encompasses both the initiation side of hiring, mentoring, training, and retention of effective teachers and the evaluation side judging total teacher effectiveness. Subsequently, it has a strong connection to an administrator's success in instructional leadership skills and could be imperative in maintaining high CCRPI scores for the principal's school. New graduates of leader programs as well as experienced principals must understand the paradigm shifts from

traditional human resource management roles of administration, which consisted of brief meetings, occasional training mandates, and a couple of quick observations, to a more involved role of guidance. Just as the new CCRPI and effectiveness systems of evaluation require students of every grouping to show growth, the LKES requires that principals understand and help teachers of every level in their building grow professionally. This maturing toward proficient or exemplary status in the teacher effectiveness methodology, is aided by specific feedback and direct mentoring by the principal or administrative designee.

Most Georgia principals, again, have had some initial training on the TKES process that guides the evaluation piece, but this new effectiveness measure has been in its pilot phase for most participating schools, and many other principals have never actually practiced the full methods. Because this new system requires totality of evidence, extensive documentation, six standards-based observations per certified faculty member, and additional training and professional learning requirements, many principals may feel overwhelmed with the additional added workload when considering their self-efficacy in this area. Preparation of current principals for levels of proficiency in the tasks ahead in TKES evaluation falls on local systems, RESAs, and the DOE in Georgia. In addition, collaboration among these agencies and university leadership degree programs should commence within the year for the purpose of preparing future administrators in retention and training of effective teachers. While programs currently teach much of the theory behind the CCRPI and TKES/LKES curriculum (shared vision and leadership, systemic change, curriculum leadership), university programs may begin better preparing those wishing to enter principalships by requiring participation in the

LKES evaluation process itself. The performance side of many college courses may begin to require actual evaluation, professional learning planning for need areas after observations, and practice scenarios fitting into the daily challenges faced by principals who are now adding implementation of TKES and accountability of LKES requirements on top of an already hectic schedule. Any changes in the leadership curriculum should align closely with the new CCRPI waiver methodology and include elements for effective Organizational Leadership, the second highest rated need area in this survey. Shifts to time management, workload organization, and communication of expectations as well as resources for training less effective teachers and communicating growth of students through new sources of state data should accompany curriculum paradigm changes for new principals.

It is important that the reevaluation of current university leader induction program curriculum foci is based on post-NCLB waiver mandates and incorporates the data from continued self-efficacy evaluation of principals. The focus of such programs should help prepare aspiring administrators in leadership programs as well as reaching out in continued education of principals already working in Georgia schools. These changes should better coach post-AYP era administrators, specifically in Georgia, for CCRPI and the connected LKES accountability measures. This would answer the goals of this study in identifying need and strength areas and using this knowledge to increase the awareness of the role of self-efficacy in the preparation of education leaders and their future success.

While it is important to note the need of Human Resources Leadership skills for principals as they begin the process of implementing Georgia's LKES and TKES accountability measures, university programs and local school systems also may want to

take note of other possible needs highlighted by this study. Higher degrees many times may mean greater chance of experience on the job and wider exposure to variety of leaders with differing strengths. It may be important for principal preparation opportunities to seek a greater number of practical leader experiences early in the induction process and to assign a variety of high quality mentors throughout the career of a principal. It may also aid programs and their alumni to direct dedicated attention to self-assessing efficacy areas and targeting points of need for both aspiring and current principals throughout their years as school leader.

Implications for Future Research

Future research with the LKES LAPS domains may wish to focus on self-efficacy for principals with differing number of years' experience, for those obtaining a degree at different time periods, or for gender, as these were not addressed in this study. Another suggestion for further study would be to include self-assessment scores from the LKES instrument itself on the four domain areas compared with a post-assessment of efficacy once all school systems in the state have implemented the first year of the evaluation piece. This could also be taken further to correlate training programs with efficacy results after implementation of the TKES and LKES evaluation processes. While no significant self-efficacy results were found between school levels (elementary, middle, and high) in this study or between setting (rural, suburban, urban), future years research may reveal a difference in either of these two independent factors once principals have participated in the LKES training statewide and implemented the components over a period of years. Future study on initial feelings of efficacy and levels of self-perceived

success on these tasks after several years under the system would help further guide the changes needed in induction and school workshop training for principals.

Conclusion

With the new LKES system, fifty percent of a Georgia principal's yearly evaluation score depends on teachers moving students; twenty percent more of the evaluation score is based on Achievement Gap Reduction for Subgroups each year. This means the majority of the principal's evaluation for eventual re-certification, seventy percent, relies on what the teacher is doing in the classroom and how the student is performing with that instruction. Only 30% of this LKES measure takes the actual documentation of actions and perception data of personnel and community into account (GaDOE, 2012c). This basically means that all of the good intentions and good training in the world mean nothing if you can't motivate your teachers to use best practices and your students to show growth no matter the background, attendance rate, or special needs.

This is fair as far as job descriptions are concerned, as it supports perception with data results, but are principals ready for the hard discussions and variety of watchdog tendencies for every facet of the building management and leadership skills this entails? This is where the LAPS component becomes all important in self-efficacy for administrators. Perception of competency in these leadership areas tends to result in better success for principals (Tschannen-Moran & Gareis, 2004). It is where administrators build these skills and is a roadmap of effective practices to help monitor strengths and needs development areas that will reflect in student data. No longer can an administrator have strengths in one or two areas of student achievement and be proficient at their job. They must now excel in all four leadership areas defined by the Georgia

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LKES domains with the new data accountability measures (student achievement on all levels and all contents, alignment of all curriculum to state standards and higher order assessments, student percentile growth, subgroup gaps, financial efficiency, climate ratings).

- School Leadership (Instruction and School Climate)
- Organizational Leadership (Planning and Assessment and Organizational Management)
- Human Resources Leadership (HR Management and Teacher/Staff Evaluations)
- Professionalism and Communication (Professional Ethics and Training as well as Communication and Community Relations)

The role of school principal changed in the twenty-first century to include goals for changing stakeholders' paradigms to a global perspective, for career and college preparation through academic and technology literacy, for real-world based problem solving, and for higher-order analysis, technology, and communication in Next Generation Assessment components (Friedman, 2007; Tucker, 2009). Modern principals and our principal training programs also must begin to shift in focus to adapt for the new higher-order expectations in student achievement and the rapidly growing international realm of education (Dee & Jacob, 2010; Friedman, 2007). Hopefully this research acts as a cornerstone for future studies to help aid current principals in their needs for the changes presented in Georgia's LKES and other statewide accountability programs.

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APPENDIX A

School Administrator Self-Efficacy Consent Form With Questionnaire

On first page of survey link:

PSES - Dissertation Survey - AMHaney

INFO: Following is a very short Ed.D. dissertation survey regarding your personal feelings of confidence in performing the new Georgia LKES performance standards as a principal. As a busy principal piloting LKES myself, I understand how valuable your time is, and I appreciate your participation in this survey.

   A summary of the anonymous responses will be used to complete requirements for my dissertation on factors affecting principals' self-efficacy as we approach mandatory LKES implementation. The anonymous, analyzed summary of results may also be used by local systems, RESAs and universities to provide helpful mentoring services for current and aspiring school leaders as they attempt to perform at a proficient or exemplary rating on all four LKES performance standard domains.

   This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

   Questions regarding the purpose or procedures of the research should be directed to Angela Haney at (912)458-6999 or amhaney@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

❍ Please Click "next" on the bottom right to begin (1)

Questions 1-6: Please answer the following few demographic questions and questions concerning preparedness for the Georgia Leader Key Effectiveness System (LKES) domains.

Q1) Select the highest level of state leadership certification you have received from the answer choices below.
❍ Masters/ PL or L-5 (1)
❍ Specialist/ PL or L-6 (2)
❍ Doctorate/ PL or L-7 (3)

Q2) Select the program type of your highest leadership certification/degree.
❍ Online only (1)
❍ Hybrid of online and face-to-face classes (2)
❍ Traditional face-to-face classes only (3)

Q3) In which of the following Georgia LKES performance standard domains do you feel your highest leadership certification/degree program prepared you best?
- ○ Domain 1: School Leadership (positive environment, student achievement, etc.) (1)
- ○ Domain 2: Organizational Leadership (time demands, operational policy, discipline, paperwork, etc.) (2)
- ○ Domain 3: Human Resources Leadership: (facilitating learning, managing change, motivating, etc.) (3)
- ○ Domain 4: Professionalism and Communication (shared vision, community image and values, ethical behavior) (4)

Q4) In which of the following Georgia LKES domains do you feel you would like additional training to reach the level of proficient or exemplary in the accountability system?
- ○ Domain 1: School Leadership (positive environment, student achievement, etc.) (1)
- ○ Domain 2: Organizational Leadership (time demands, operational policy, discipline, paperwork, etc.) (2)
- ○ Domain 3: Human Resources Leadership: (facilitating learning, managing change, motivating, etc.) (3)
- ○ Domain 4: Professionalism and Communication (shared vision, community image and values, ethical behavior) (4)

Q5) Which choice most represents the levels present at the school where you currently serve as principal?
- ○ Primary/Elementary (1)
- ○ Middle/Jr. High (2)
- ○ High (3)
- ○ P-12 (4)

Q6) Which choice most represents the school setting where you currently serve as principal?
- ○ Rural (1)
- ○ Urban (2)
- ○ Suburban (3)

Please Click "next" to submit your answers above and to go on to the last section of this survey.

INFO: Question 7:   18 Item Principal Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2004)   This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for principals in their school activities.   Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.   (This quick response, 18 item scale is the last piece of this survey. Thank you for your participation!)

Q7) Please respond to each of the questions by considering the combination of your current ability, resources,   and opportunity to do each of the following in your present position. Click one circle on EACH row.   -"In your current role as principal, to what extent can you…"

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
1. facilitate student learning in your school? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
2. generate enthusiasm for a shared vision for the school? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
3. handle the time demands of the job? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
4. manage change in your school? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
5. promote school spirit among a large majority of the student population? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
6. create a positive learning environment in your school? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
7. raise student achievement on standardized tests? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
8. promote a positive image of your school with the media? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
9. motivate teachers? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
10. promote the prevailing values of the community in your school? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
11. maintain control of your own daily schedule? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
12. shape the operational policies and procedures that are necessary to manage your school? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
13. handle effectively the discipline of students in your school? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
14. promote acceptable behavior among students? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
15. handle the paperwork required of the job? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
16. promote ethical behavior among school personnel? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
17. cope with the stress of the job? (1)	○	○	○	○	○	○	○	○	○

	None At All 1 (1)	2 (2)	Very Little 3 (3)	4 (4)	Some Degree 5 (5)	6 (6)	Quite A Bit 7 (7)	8 (8)	A Great Deal 9 (9)
18. prioritize among competing demands of the job? (1)	○	○	○	○	○	○	○	○	○

Once you have chosen an answer on each row above, please click "next" to submit your answers. This survey is now complete. Thank you!

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APPENDIX B

Author's Permission To Use Principals' Sense Of Efficacy Scale

December 31, 2012

Angela Haney,

 I am pleased that you will contribute to the knowledge base of these important topics. You have my permission to use the Principal Sense of Efficacy Scale that I developed with Chris Gareis in your dissertation research. The best citation to use is:

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

You also have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale) that I developed with Anita Woolfolk Hoy in your research. Please use the following as the proper citation (even though the earlier name was used in that article):

Tschannen-Moran, M & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

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

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

 All the best,

Megan Tschannen-Moran

The College of William and Mary
School of Education
PO Box 8795
Williamsburg, VA 23187-8795
Telephone: 757-221-2187
http://wmpeople.wm.edu/site/page/mxtsch

APPENDIX C

Survey Communication - E-Mail Requests For Participation

E-mail explanation of survey – E-mail Round 1:

Greetings, fellow Georgia principals!

Please help! As a principal myself, I know how valuable your time is and thank you in advance for helping with this **very short (about 5 minutes) doctoral dissertation survey**. I am currently conducting research for my doctoral program at Valdosta State University concerning Georgia principals' feelings of preparedness for the common accountability measures in the state's Leader Keys Effectiveness System (LKES), which you will be introduced to this coming year, if not already practicing in a pilot or previous implementation of the evaluation system.

Follow this link to the Survey:
Take the Survey

I'm hoping for at least 30% participation from the state principals, so your willingness to take just a few minutes from your busy schedule will definitely be appreciated. Your participation is voluntary, and your answers will remain anonymous. Questions regarding this study may be directed to me via e-mail or by phone at (912)458-6999. Research data will be used to determine how to improve current induction programs for new principals as well as how to aid in preparing current principals for the new accountability measures.

Below you will find another hyperlink to the survey. Clicking indicates your willingness to participate in the study and opens the survey for completion.

Sincerely,

Angela M. Haney

Follow this link to the Survey:
Take the Survey

E-mail explanation of survey – E-mail Round 2 & 3:

Greetings, fellow Georgia principals!

Please help! As a principal myself, I know how valuable your time is and thank you in advance for helping with this **very short (about 5 minutes) doctoral dissertation survey**. I am currently conducting research for my doctoral program at Valdosta State University concerning Georgia principals' feelings of preparedness for the common accountability measures in the state's Leader Keys Effectiveness System (LKES), which you will be introduced to this coming year, if not already practicing in a pilot or previous implementation of the evaluation system.

Follow this link to the Survey:
Take the Survey

I'm hoping for at least 30% participation from the state principals (146 more needed now - every response counts!), so your willingness to take just a few minutes from your busy schedule will definitely be appreciated. Your participation is voluntary, and your answers will remain anonymous. Questions regarding this study may be directed to me via e-mail or by phone at (912)458-6999. Research data will be used to determine how to improve current induction programs for new principals as well as how to aid in preparing current principals for the new accountability measures.

Below you will find another hyperlink to the survey. Clicking indicates your willingness to participate in the study and opens the survey for completion.

Sincerely,

Angela M. Haney

APPENDIX D

Exemption from Institutional Review Board

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: IRB-03047-2014   INVESTIGATOR: Angela Haney

PROJECT TITLE: Factors that may affect Leader Self Efficacy, Georgia LEader Assessment Standards and Leader Preparation Programs

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board oversight under Exemption Category(ies) :2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal:

NONE

☐ If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth W. Olphie   3/25/14
Elizabeth W. Olphie, IRB Administrator   Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Revised: 12.13.12