Characteristics of Principal Leadership Influencing

School Culture


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Dedication

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This is for you, Bruce.

Abstract

The primary purpose of this study is to examine characteristics of principal leadership influencing school culture as viewed by stakeholders involved in the International Schools Group (ISG) in Saudi Arabia. A secondary purpose of this study is to inform ISG educational leaders about the perspectives of their respective stakeholder groups regarding principal leadership characteristics and school culture.

Four research questions guided this study. The research questions focused on the characteristics of principal leadership that influence school culture as viewed by ISG parents, support staff, teachers, administrators, and Board of Trustees members. Other questions were analyzed according to perspectives from each division within ISG: the American Division, the British Division, and the International Division; gender; and Western and non-Western nationalities.

A mixed methods study was conducted for this research. The design included an electronic survey, focus groups, and individual interviews, and data were gathered through qualitative and quantitative methods. Using a concurrent triangulation strategy, quantitative data were analyzed using SPSS v. 18. Descriptive statistics were used for research question 1, an ANOVA for research question 2, and t-tests for research questions 3 and 4. Qualitative data was analyzed by comparing and contrasting the results from the focus groups and individual interviews to determine similarities and differences.

Using a one-way factorial ANOVA, the results indicate that there are statistically significant differences in seven leadership characteristics as viewed by the American Division, the International Division, and the British Division. An independent sample 2-

way t-test was conducted to determine if there were any statistically significant differences in gender perspectives or Western and non-Western perspectives. Five leadership characteristics were statistically significant according to gender, while the findings indicate that there were 14 characteristics that were statistically significant between Western and non-Western participants.

Qualitatively, focus groups and individual interviews resulted in identifying two primary leadership characteristics that influence school culture: being an effective communicator and being ethical while demonstrating integrity.

It is hoped that this dissertation will help ISG leaders and other educational professionals understand the role that leaders play in impacting school culture.

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**Chapter 1- Introduction**

It is not the teachers, or the central office people, or the university people who are

really causing schools to be the way they are or changing the way they might be.

It is whoever lives in the principal's office. (Barth, 1976, p. 10)

**Rationale and Purpose**

This study focuses on International Schools Group (ISG) stakeholder views of

principal leadership characteristics and how these characteristics influence school culture.

Northouse (2007) asserts that in the last ten years, schools, organizations, and

communities have become far more global. The challenge for leaders is to understand

how cultural differences and perspectives affect leadership performance. Deal and

Kennedy (1982) suggest that culture is an old-fashioned idea familiar to business leaders.

The study of culture now encompasses school culture. Principals play a key role. Along

with a myriad of other responsibilities, principals spend considerable time in building

cohesive school cultures. McEwan (2003) indicates that effective principals must

understand school culture, facilitate, model, and lead by utilizing a variety of leadership

characteristics.

Stolp and Smith (1995) describe the critical role of the leader when they indicate

that the actual power of the school principal ranges somewhere between inefficacy and

total responsibility. Schein (1985) describes leadership and culture formation as being

intertwined and that the primary and most essential responsibility of leadership is to

develop an organizational culture and shape the creative process of its evolution.

As an educational leader of the school, one of the principal's primary responsibilities is to ensure the existence of a school culture that facilitates student success. Cunningham and Gresso (1993) suggest, "Successful educators spend considerable time developing an effective school culture, since nothing can be accomplished if the culture works against needed reform…It is through school culture that we have the greatest chance of improving what our students learn" (p. 19).

Leithwood, Louis, Anderson, and Wahlstrom (2004) assert that principals have both direct and indirect effects on teaching and student achievement, and consequently play a role as contributors to the culture and climate of a school. The principal's role has evolved over time and is much more complex today than in previous years. It is all-encompassing: instructional leader, school manager, disciplinarian, communicator, envisioner, evaluator, change agent, and culture builder. Hallinger and Heck (1998) state that effective schools that make a difference in student achievement are led by principals who contribute in a significant and meaningful way to the culture of the school. The diversity that exists in many schools today contributes to the complex role of the principal, who must understand the cultural expectations of diverse communities in which they work. Hallinger and Heck further contend "…leaders operate within environmental (i.e. societal) and organizational cultures and affect how other participants interpret organizational events and thus influence how they behave" (p. 176).

Additionally, there is a strong correlation between a positive school culture and increased student achievement, improved teacher productivity, and teacher satisfaction. Wahlstrom and Lewis (2008) assert that principal leadership is the key factor in

supporting student achievement. Deal and Peterson (1999) discuss the importance of student achievement and school culture, stating "School culture affects every part of the enterprise from what faculty talk about in the lunch room, to the type of instruction that is valued, to the way professional development is viewed, to the importance of learning for all students" (p. 7). Understanding the culture of the school, a leader may be far more effective in establishing a school culture in which students can succeed.

Another purpose of this study is to expand the knowledge of International Schools Group's educational leaders with respect to stakeholder views of leadership characteristics and how these characteristics influence school culture. ISG comprises 60 different nationalities of students and staff members within the six schools of the District. With knowledge of ISG stakeholder views, the educational leader will have a better understanding of how to contribute to the culture of the school. McEwan (2003) asserts:

> Excellent principals watch, listen, ask questions, and become cultural anthropologists as they examine documents, interview informants, and observe behavior and listen to conversations in the teachers' lounge, in hallways, and in meetings. Their goal is to uncover and understand the cultures of their schools. (p. 94)

Importantly, it is anticipated that ISG educational leaders will gain a thorough understanding of the similarities and differences regarding their own leadership characteristics and how, as school leaders, they influence school culture. It is important for ISG educational leaders to understand the culture of the school in order to use this knowledge to promote best instructional practices for student achievement.

Additionally, this study is significant because it takes into account national cultures, school culture, leadership styles, and leadership characteristics. In adding to the body of research, this study identifies the views that International Schools Group stakeholders have about leadership, as well as delineate principal leadership characteristics that influence school culture.

**Statement of Study Purpose**

The purpose of this study is to examine stakeholder views of principal leadership characteristics and how these characteristics influence school culture.

**Research Questions**

The findings address the following questions:

1. What are the characteristics of principal leadership that influence school culture as viewed by ISG stakeholders (i.e. parents, support staff, teachers, administrators, Board of Trustees)?

2. Is there a difference in principal leadership characteristics identified by the three ISG divisions (American, British, and International)?

3. Is there a difference in principal leadership characteristics identified by nationality of ISG stakeholders?

4. Is there a difference in principal leadership characteristics identified by gender of ISG stakeholders?

**Limitations of Study**

This study is limited to the six schools that comprise the International Schools Group, which are Dhahran British Grammar School, Dhahran Elementary/Middle School, Dhahran High School, ISG Dammam, ISG Jubail, and Yanbu International School.

ISG is organized into three divisions: the British division, the American division, and the International division. Dhahran British Grammar School is in the British division, offers the National Curriculum of England, and is taught and administered predominantly by British-trained educators. Dhahran Elementary/Middle School, Dhahran High School, ISG Jubail, and Yanbu International School are in the American Division, which delivers a typical American curriculum and is taught and administered predominantly by North American-trained educators. ISG Dammam comprises the International Division. The International Division offers a modified American curriculum, inclusive of home and host country languages (Hindi, Urdu, Filipino, and Arabic). Teachers in the International Division are predominantly from the Middle East, the Philippines, India, and Pakistan. There is an American-educated principal, two American-educated Vice Principals, one Vice-Principal educated in the Philippines, and one Vice-Principal educated in India serving as leaders in the school.

**Definitions of Key Terms**

    **International Schools Group (ISG).**

International Schools Group is a district of six schools located in Saudi Arabia. Middle States Association of Colleges and Schools (MSA) accredits five of the schools (Dhahran Elementary/Middle School, Dhahran High School, ISG Dammam, ISG Jubail,

and Yanbu International School). The Council of International Schools (CIS) accredits the sixth school, Dhahran British Grammar School. Schools within ISG offer either an American or British curriculum.

**Leadership.**

Leadership involves influence, action, leaders and followers, and an outcome (Marzano, 2005; Northouse, 2007; Spillane, 2006). Northouse (2007) indicates that there are as many definitions of leadership as researchers who write about the topic. Northouse defines leadership as a process in which there is an individual who influences a group of individuals who are working towards a common goal. Northouse continues by further defining the process of leadership as a transactional event affecting the relationship between leaders and followers. Northouse's definition of leadership is the operational one referred to throughout this dissertation.

**Leadership style.**

According to Puccio, Murdock, and Mance (2006), leadership style is the way leaders influence others with whom they work through formal or informal interactions.

**Positive school culture.**

Kent Peterson (2002) describes a positive school culture as one that includes five components: a widely shared sense of purpose and values, norms of continuous learning and improvement, a commitment to and sense of responsibility for the learning of all students, collaborative and collegial relationships, and opportunities for staff reflection, collective inquiry, and sharing personal practice.

**School culture.**

Anthropologists, sociologists, and historians have differing views on the definition of culture. School culture is one of the most complex concepts in education, one which encompasses patterns of behaviors, rituals, traditions, celebrations, basic assumptions, and shared beliefs.  Hofstede and Hofstede (2010) define organizational culture as the collective programming of the mind that distinguishes the members of one organization from another rather than a particular country. Deal and Peterson (1999) simplify the definition of culture by defining it as "the way we do things around here" (p. 3).

Edgar Schein's (1992) research on culture has led to perhaps the most comprehensive and widely recognized definition. Schein defines culture as:

> A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p.12)

This researcher applies Schein's definition throughout the dissertation.

**Context of International Schools Group, Saudi Arabia**

In 1964, Saudi Arabian International Schools, Dhahran District began as a single school on the grounds adjacent to the American Consulate in Dhahran, Saudi Arabia. With an initial enrollment of 22 students, the school became known as Dhahran Academy. In 1968, a large influx of expatriates entered the Eastern province region of

Saudi Arabia, causing Dhahran Academy to expand in scope. By 1975, Dhahran

Academy provided education for students in kindergarten through grade nine.

Expatriate growth in other communities within the Kingdom led to the creation of

a district of schools. During its history and in response to company requests and

community needs, SAIS operated schools in Abqaiq, Al-Hasa, Dhahran, Qassim, Hafr

Al-Batin, Jubail, Khamis Mushayt, Medina, Rahima, Tabuk, Taif, Udhailiyah, and

Yanbu. As government projects were completed and others begun throughout the

Kingdom, SAIS opened and closed several schools depending on population demands.

During the early 1980s, an increase of British, Indian, Pakistan, and Filipino

students added to the diversity of the district's population, and in 1983, the first British

school utilizing the National Curriculum of England opened on the Dhahran campus. A

year later, a second British school opened in Jubail. Despite the Gulf War of 1991, the

schools remained operational and in August 1992, another school opened, bringing the

total number of SAIS schools to eleven. Additionally, SAIS schools were subdivided into

three distinct divisions: the American division offering a North American curriculum, the

British division offering the National Curriculum of England, and the International

division offering a modified American curriculum utilizing Western pedagogical

techniques and practices.

In response to a 1999 request by the Ministry of Education, Saudi Arabian

International Schools became known as International Schools Group (ISG).

ISG is a not-for-profit institution organized and operated exclusively for the

education of the expatriate population. Only in recent years, and with special permissions

from the Ministry of Education, have Saudi Arabian nationals been allowed to attend ISG schools. The school system operates under the auspices and direction of the Department of Private and Foreign Education Schools, Ministry of Education, Kingdom of Saudi Arabia.

Organizationally the Board of Trustees, a policy-making authority of 12 representatives serving two-year terms, governs ISG. Led by the Superintendent of Schools, ISG has a Deputy Superintendent, an Assistant Superintendent of Government Relations, three Directors (Business Operations and Finance, Support Services, and Human Resources), six site principals, eight assistant principals, and 425 staff members. Table I represents the International Schools Group organizational chart that delineates the governance, administrative and staffing structure.

Table 1

*International Schools Group (ISG) Organizational Structure*
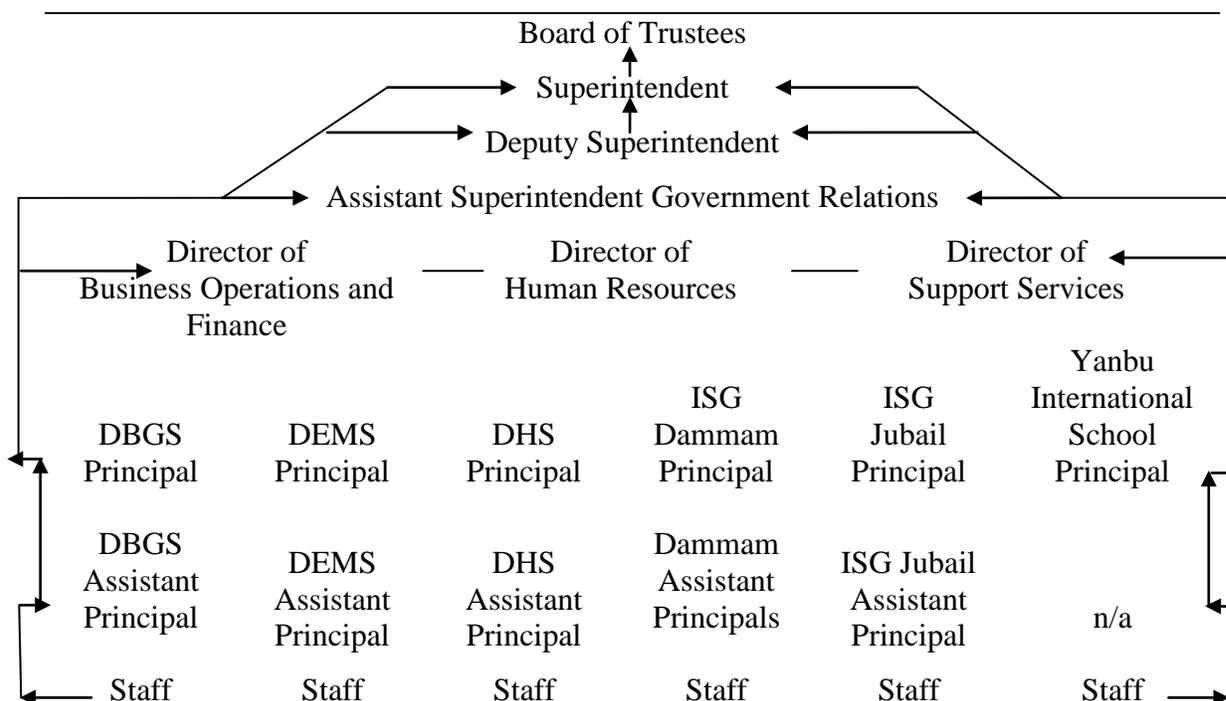
In 2008, the Ministry of Education instituted a rule stipulating that all Muslim students, must have Ministry of Education approval to attend foreign education schools if the students were of other than Western nationalities. Currently there are 2023 Muslim students enrolled in ISG schools. The new ruling has had a minor impact on student enrollment throughout ISG schools.

Throughout the Kingdom of Saudi Arabia, ISG currently operates six schools located in Yanbu, Jubail, and Dammam, and three on the Dhahran campus. ISG opened a seventh school, Sara Village School, in August 2010. This school is operated for British Aerospace Systems, and as such is a British Division (National Curriculum) school. Figure 1 shows a map of the Kingdom of Saudi Arabia.



*Figure 1.* Map of Kingdom of Saudi Arabia

The total ISG District student population exceeds 3200 students. The diversity of ISG schools throughout the Kingdom of Saudi Arabia includes 60 different student nationalities as represented in Table 2.

Table 2

*International Schools Group Student Nationalities Per School*

| Home Country | ISG Dammam | Dhahran British Grammar School | Dhahran Elementary School | Dhahran High School | ISG Jubail | Yanbu International School |
|---|---|---|---|---|---|---|
| Anglo | 143 | 278 | 192 | 244 | 235 | 33 |
| Latin Europe | 4 | 0 | 4 | 1 | 1 | 0 |
| Nordic Europe | 3 | 0 | 1 | 5 | 4 | 0 |
| Germanic Europe | 2 | 6 | 3 | 3 | 6 | 3 |
| Eastern Europe | 1 | 8 | 0 | 4 | 3 | 0 |
| Latin America | 3 | 5 | 12 | 24 | 11 | 2 |
| Middle East | 638 | 59 | 77 | 69 | 14 | 7 |
| Sub-Saharan Africa | 26 | 16 | 2 | 6 | 0 | 0 |
| Southern Asia | 150 | 51 | 30 | 66 | 89 | 243 |
| Confucian Asia | 16 | 1 | 25 | 14 | 13 | 5 |
| Total | 986 | 424 | 346 | 436 | 376 | 293 |

The teaching and administrative staff number approximately 280 and represent over 28 nationalities while the approximately 80 support staff represent 19 countries. Each ISG school (Dhahran British Grammar School, Dhahran Elementary/Middle School, Dhahran High School, ISG Dammam, ISG Jubail, and Yanbu International School) has one site principal. Additionally, Dhahran British Grammar School, Dhahran

Elementary/Middle School, Dhahran High School, and ISG Jubail have one site assistant principal. ISG Dammam has four assistant principals. Table 3 represents the nationalities of International Schools Group support staff per school. Table 4 represents nationalities of International Schools Group teachers per school. Table 5 represents nationalities of International Schools Group administrators per school as grouped according to regional clusters of the world as defined by House et al. (2004).

Table 3

*International Schools Group Support Staff Nationalities Per School*

| Home Country | ISG Dammam | Dhahran British Grammar School | Dhahran Elementary School | Dhahran High School | ISG Jubail | Yanbu International School |
|---|---|---|---|---|---|---|
| Anglo | 0 | 8 | 3 | 1 | 9 | 2 |
| Latin Europe | 0 | 0 | 0 | 0 | 0 | 0 |
| Nordic Europe | 0 | 0 | 1 | 0 | 0 | 0 |
| Germanic Europe | 0 | 0 | 0 | 0 | 0 | 1 |
| Latin America | 0 | 0 | 1 | 0 | 0 | 0 |
| Middle East | 3 | 0 | 3 | 3 | 1 | 1 |
| Sub-Saharan Africa | 0 | 1 | 0 | 1 | 0 | 0 |
| Southern Asia | 28 | 0 | 7 | 5 | 1 | 8 |
| Confucian Asia | 0 | 0 | 0 | 0 | 1 | 0 |
| Total | 31 | 9 | 15 | 10 | 12 | 12 |

Table 4

*International Schools Group Teacher Nationalities Per School*

| Home Country | ISG Dammam | Dhahran British Grammar School | Dhahran Elementary School | Dhahran High School | ISG Jubail | Yanbu International School |
|---|---|---|---|---|---|---|
| Anglo | 10 | 27 | 20 | 26 | 30 | 20 |
| Eastern Europe | 2 | 0 | 2 | 0 | 4 | 0 |
| Confucian Asia | 0 | 0 | 0 | 1 | 0 | 0 |
| Germanic Europe | 0 | 0 | 0 | 0 | 2 | 0 |
| Latin America | 0 | 0 | 1 | 1 | 0 | 0 |
| Middle East | 5 | 1 | 4 | 7 | 1 | 5 |
| Southern Asia | 59 | 1 | 3 | 2 | 2 | 4 |
| Sub-Saharan Africa | 3 | 2 | 0 | 0 | 0 | 0 |
| Total | 79 | 31 | 30 | 37 | 39 | 29 |

Table 5

*International Schools Group Administrator Nationalities Per School*

| Home Country | ISG Dammam | Dhahran British Grammar School | Dhahran Elementary School | Dhahran High School | ISG Jubail | Yanbu International School |
|---|---|---|---|---|---|---|
| Anglo | 2 | 2 | 2 | 2 | 2 | 1 |
| Southern Asia | 2 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 2 | 2 | 2 | 2 | 1 |

**Summary**

Chapter one provides the rationale and context for this dissertation and why it is

important to examine stakeholder views of principal leadership characteristics and how

these characteristics influence school culture. As educational leadership continues to evolve, the principal plays an increasingly complex role in today's diverse schools. Fullan (2001) indicates that leaders of today must operate under difficult, unknown, and complex circumstances. The demands upon the principal are numerous. With schools becoming far more global than in the past (Northouse, 2007), principals must understand the perspectives of leadership as viewed by their various stakeholders. Additionally, a principal who wants to lead a school forward must understand the culture of the school, what makes it dynamic, and how its culture influences the leadership process. Within International Schools Group there are increasingly diverse populations of student, parents, and staff. It is critical for leaders to understand stakeholders' views about leadership characteristics that influence school culture. Bass and Avolio (1993) state, "The organization's culture develops in large part from its leadership while the culture of an organization can also affect the development of its leadership" (p. 113). The educational leader must have a thorough understanding of national culture, school culture, and leadership characteristics that influence school culture so that a school culture can be built and sustained in which students can achieve.

> It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office.  (Barth, 1976, p. 10)

## Chapter 2- A Review of the Literature

"To truly change the [school], you need to change the culture" (Childress & Senn, 1999, p. 7).

### Overview

Chapter 2 provides a review of relevant literature pertaining to culture and leadership. This literature review comprises sections that focus on national culture, school culture, leadership styles, and leadership characteristics of effective principals.

### National Culture

When looking at how culture and leadership affect each other, it is important to thoroughly examine the role that national culture plays within organizational culture. Hofstede and Hofstede (1997) differentiate between national culture and organizational culture by defining national culture as "the collective programming of the mind acquired by growing up in a particular country" (p. 402) and organizational culture as "the collective programming of the mind which distinguishes the members of one organization from another" (p. 402).

Schools, organizations, and communities are becoming increasingly culturally diverse. Northouse (2007) indicates that since World War II globalization has been advancing throughout the world and that people are becoming more interconnected. Within this process of globalization, it is imperative for leaders to have an understanding of cultural differences. Milton Bennett (Paige, 1993) suggests that the difficulty lies in the perceptions of cultural differences which can lead to rejection. Bennett suggests that cultures would be better if they focused on likenesses that promoted a common ground

and understanding. The challenge for schools as they become more diverse is to identify leaders who understand the cultural diversity of their stakeholders, and as Northouse (Northouse, 2007) believes, leaders who are more competent in cross-cultural awareness and practice. According to Hallinger and Leithwood (1998), "The broader societal culture exerts an influence on administrators beyond the influence exerted by a specific organization's culture" and "…a cultural context exists, but our 'acculturated lens' blinds us to its effects" ( p. 128). Gerstner and O'Day, (as cited in Hallinger & Leithwood, 1998) reiterate the importance of leaders understanding national culture stating:

> Because leadership is a cultural phenomenon, inextricably linked to the values and customs of a group of people, we do not expect differences in leadership prototypes to be completely random. Rather they should be linked to dimensions of national culture. (p. 131)

Geert Hofstede (2010), a well-known researcher on national culture, conducted a study in 1973 for IBM that collected data about national culture from over 100,000 respondents in more than 50 countries. His analysis in conjunction with his son, Gert Jan Hofstede, suggests differentiating between national and organizational culture, as well as the identification of dimensions of culture within a nation.

According to Hofstede and Hofstede (2010), national culture differs from organizational culture because of the separate roles played by each and the value placed on cultural manifestations. Important within national culture are practices and values that define a specific nation and subsequently distinguish one nation from another. Practices within a culture contribute to the values to which a particular nation adheres.

Hofstede and Hofstede (2010) and Deal and Peterson (1999) identify practices pertaining to national culture to include symbols, heroes, and rituals. Hofstede and Hofstede define symbols as examples of words, pictures, gestures, or objects that have a particular meaning to one's particular culture while Deal and Peterson indicate that symbols are "things we cannot comprehend on a rational level…expressions of shared sentiments and sacred commitment" (p. 60). Symbols are flexible and may change over time. Hofstede and Hofstede suggest that heroes can be alive or dead, real or imaginary, and are role models for a culture. According to Deal and Peterson, heroes are "the core values of culture" (p. 58). The third factor, rituals, are activities that are socially essential in a culture (Hofstede and Hofstede, 2010) while Deal and Peterson (1997) further define the significance of rituals by asserting that they are "procedures or routines that are infused with deeper meaning" (p. 32). To someone from another nation, symbols, heroes, and rituals are visible, however, a lack of understanding may exist regarding their cultural meaning to a particular group.

Hofstede and Hofstede (2010) further their analysis by identifying four dimensions of national culture. The dimensions provide a basis of comparison to other cultures. The dimensions of culture as identified by Hofstede and Hofstede are power distance, collectivism and individualism, femininity and masculinity, and uncertainty avoidance. Later, a fifth dimension, long-term orientation and short-term orientation was added.

The first dimension, power distance, as defined by Hofstede and Hofstede (2005) is "the extent to which the less powerful members of institutions and organizations within

a country expect and accept that power is distributed unequally" (p. 402). Essentially, it describes how a society handles the fact that people are unequal. In the IBM study, the data analysis is furthered with the delineation of a power distance index that identified values for 50 countries and three regions in which nations are ranked by dependence relationships.

Hofstede and Hofstede (2010) describe the second dimension as individualism and collectivism. They define collectivism as a dimension of society in which people from birth through death are integrated into strong groups with a strong sense of belonging that produce loyalty towards each other. The opposite factor, individualism, stands for a society in a nation that has loose ties for groups other than the immediate family or the individual. Hofstede and Hofstede use the individualism index to measures the degree of individualism in a country's culture.

The third dimension suggested by Hofstede and Hofstede (2010) is masculinity and femininity. A society that has a strong masculinity foundation is one in which the social gender roles are clearly distinct. According to Hofstede and Hofstede, men in this type of society are assertive, tough, competitive, and focused on materialistic success. Women in a masculine-based society are modest, tender, and concerned about the quality of life for the family. A society that demonstrates a strong feminine foundation has social roles that overlap, demonstrates that men and women are equal in concern about the quality of life, and operate with the same modesty. Hofstede and Hofstede used the MAS, masculinity index, to measure the degree of masculinity with a country's culture.

In *Cultures and Organizations: Software of the Mind,* Hofstede and Hofstede (2005) define uncertainty avoidance, the fourth dimension, as "the extent to which the members of a culture feel threatened by ambiguous or unknown situations" (p. 403). Essentially, uncertainty avoidance is the degree to which there is a need for predictability regarding written and written rules within a culture. The UAI, or uncertainty avoidance index, measures the effect of uncertainty within a culture.

As a result of the work completed by Michael Harris Bond (as cited in Hofstede & Hofstede, 2005) on the Chinese Value Survey, a new dimension emerged. Geert Hofstede labeled the new fifth dimension as long-term and short-term orientation. Originally this dimension was added as a result of work completed with an 'Eastern' perspective, as opposed to a 'Western' bias. Long-term orientation describes "the fostering of virtues oriented towards future rewards, in particular perseverance and thrift" (Hofstede and Hofstede, 2005, p. 401), while short-term orientation is "the fostering of virtues related to the past and present—in particular, respect for tradition, preservation of 'face,' and fulfilling social obligations" (p. 403).

Geert Hofstede and Gert Jan Hostede's (2010) work is not without criticism or gaps. When analyzing national culture, they make the supposition that within each nation there is a uniform national culture and that other cultures (i.e. local culture) may be a part of a national culture, but have little influence on the national culture as a whole. Furthermore, the study by Hofstede and Hofstede was limited to employees of IBM, and not inclusive of employees from other companies. The study effectively excluded other

population groups that might have a different perspective outside of the company perspective of IBM.

Of interest is the correlation in this area between the Hofstede and Hofstede (2010) IBM study and analysis and the GLOBE (Global Leadership and Organizational Behavior Effectiveness Research Program) Study by House, Hanges, Javidan, Dorfman, and Gupta (House, Hanges, Javidan, Dorfman, & Gupta, 2004). The House et al. study provides the strongest findings to date on the connection between culture and leadership. The original 1991 study, *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies* involved predominantly quantitative analytical methods to study the responses from 17,000 managers in over 950 organizations that represent 62 different cultures. In the study, House et al. organize nations into regional clusters. The benefit for the educational leader is that the analysis of the regional clusters provides data that differentiate between the different leadership behaviors that are exhibited and valued by the people within a particular cluster of the world.

The GLOBE Study consists of three phases with three purposes. Phase 1 is the development of research instruments. Phase 2 is the assessment of the nine core attributes as viewed by societal and organizational cultures, a ranking of the 62 participating cultures according to their societal dimensions, and the relationships between cultural dimensions and identified dependent variables. A component of the Phase 2 study was the delineation of specific culturally endorsed leadership behaviors and the degree to which these were influenced by specific cultural characteristics. For the educational leader, it is important to understand what people within a specific regional world cluster

views as effective leadership characteristics. Phase 3 is the investigation of the impact and effectiveness of specific behaviors of leaders, and the effect this has on subordinate's attitudes and performance (House et al., 2004).

House et al. (2004) define regional clusters from the GLOBE Study as a grouping within a region of the world where similarities and differences were analyzed utilizing the characteristics of common language, geography, religion, and historical accounts. The findings of House et al. suggest that each cluster is unique and that the ten regional clusters represent a valid and reliable classification and differentiation of 62 countries of the world. The researchers developed regional clusters to understand better the similarities and differences among GLOBE societies that using a more holistic approach, to delineate leadership attributes specific to each regional cluster, to provide empirical data based upon societal clusters with common cultural values and practices, to provide a framework for understanding the complex nature of multicultural operations, and to ensure an adequate sampling for cross-cultural research (House et al, 2004, p. 179).

As described in the GLOBE Study (House et al., 2004), the ten regional clusters are Confucian Asia, Southern Asia, Latin America, Nordic Europe, Anglo, Germanic Europe, Latin Europe, Sub-Saharan Africa, Eastern Europe, and the Middle East.

Based upon the research findings, House et al. (2004, p. 29) expanded on the five cultural dimensions of Hofstede and Hofstede (2010) to identify nine cultural dimensions that measure both cultural practices (the way things are) and cultural values (the way things should be). The cultural dimensions are uncertainty avoidance, power distance,

institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

For the educational leader, a thorough understanding of the nine cultural dimensions within each regional cluster helps to understand the leadership behaviors that distinguish effective leaders from ineffective leaders as viewed by people within each culture.

The first cultural dimension as defined by House et al. (2004) is uncertainty avoidance. Uncertainty avoidance refers to the "extent to which a society, organization, or group relies on established social norms, rules, and procedures to alleviate unpredictability of future events" (p. 30). Members of high uncertainty avoidance cultures seek to decrease the probability of future events that are unpredictable and that could have a negative effect on the operation of an organization or society.

Similar to the findings of Hofstede and Hofstede (2010), House et al. (2004) define the second cultural dimension, power distance, as "the degree to which members of an organization or society expect and agree that power should be stratified and concentrated at higher levels of an organization or government" (p. 12). Power distance is the division that is created within cultures according to levels within power, authority, prestige, status, wealth, and material possessions.

Institutional collectivism, the third cultural dimension, describes the way in which the organization or society encourages and rewards collective actions and distribution of resources, or whether the priority within the culture is on societal interests or individual goals (House et al., 2004).

The fourth cultural dimension, in-group collectivism, is "the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families" (House et al., 2004, p. 30). Within a culture, this concerns the degree of loyalty that is demonstrated with regard to either an organization or family.

House et al. (2004) indicate that the fifth cultural dimension, gender egalitarianism, describes the emphasis that a particular organization or society places on gender role differences and the degree to which it promotes equality within genders. Essentially, this dimension details whether the biological sex of a person should determine the allocation of roles that one has within the society. House et al. state:

> The more gender egalitarian a society, the less it relies on biology to determine women's and men's social roles….More gender egalitarian societies believe that men and women are suited for similar roles, whereas less gender egalitarian societies believe that men and women should assume different roles. (p. 386)

The sixth cultural dimension, assertiveness, is the degree to which a culture or society encourages and approves of people within the culture being forceful, aggressive, confrontational, and tough, as opposed to mild, meek, and submissive. The value of understanding assertiveness as a predictor of culturally endorsed leadership theories is that it offers a perspective on types of strong leadership characteristics within a culture. House et al. (2004) indicate "cultures rated high in assertiveness are probably more tolerant of strong, directive leaders than cultures rated low, in which a preference for more consultative, considerate leaders seems likely" (p. 428).

Future orientation, the seventh cultural dimension, emphasizes the future planning of the society as opposed to living in the present moment and rewards future-oriented behaviors such as planning, investing in the future, and delaying gratification (House et al., 2004). House et al. assert "societies that are future oriented likely have organizations within them that are also future oriented" (2004, p. 332) and that these societies "tend to show better economic and societal health, more scientific advancement, more democratic political ideals, more empowered gender status, and greater domestic savings" (p. 333). Of importance to school culture, House et al. (2004) indicate that practices are more future oriented within organizations than within societies. With regard to leadership, the construct of future orientation determines the effectiveness of visionary leadership. A visionary leader is one with strong future orientation values.

The eighth cultural dimension, performance orientation, is "the degree to which a collective encourages and rewards group members for performance improvement and excellence" (House et al, 2004, p. 30). From the research findings, House et al. (2004) assert that societies that score higher on performance orientation tend to value training and development; reward performance; value assertiveness, competitiveness, and materialism; expect demanding targets; value taking initiative; believe that schooling and education are critical for success; and value being forthright, explicit, and direct in communications. Their research findings also indicate that societies that score lower on performance orientation tend to value societal and family relationships; emphasize seniority and experience; have performance appraisal systems that emphasize integrity, loyalty, and cooperative spirit; regard being motivated by money as inappropriate; view

merit pay as potentially destructive to harmony; pay particular attention to age in promotional decisions; and emphasize tradition (2004, p. 245). House et al. further indicate that "when organizational level and societal level performance orientation values and practices were considered, significant relationships were found" (2004, p. 273) with regard to leadership types. The research suggests that charismatic leadership (the most valued leadership attribute in societies that have value performance), team-oriented leadership, participative leadership, and humane-oriented leadership are attributes that more likely to be valued as part of a shared leadership belief system in organizations with high performance orientation values. Self-protective leadership, in contrast, is less likely to be valued as part of a shared leadership belief system in organizations with high performance orientation values.

According to House et al. (2004), humane orientation, the ninth cultural dimension, is "the degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others" (p. 30). Characteristics of a high humane society include obedient children, close control of parents, laws against child labor, the promotion of the well-being of others, and the provision of social support to others (House et al., 2004, p. 570). In a low humane orientation society self-interest is important, there are more pathological and psychological problems, there is a lack of support for others with a focus on self-promotion, people are expected to solve their own problems, and family members operate independently (House et al., 2004, p. 570).

According to House et al. (2004), in high humane orientation societies, leaders exhibit more benevolence and holistic concern for those who follow the leader. Leaders

in these societies also establish more informal and personal relationships with subordinates. Leaders in low humane orientation societies are generally less considerate, believe that generosity and compassion do not contribute to the effectiveness of the leader, and have little concern for followers. House et al. summarize their findings by asserting that the more an organization values the humane orientation dimension, the more likely it is to view humane-oriented, team-oriented, charismatic/value-based, and participative leadership as positive attributes, and the less likely it is to value autonomous leadership.

House et al. (2004) define a charismatic/value-based leader as one who has the ability and persona to inspire and motivate others, and one who has high standards and expectations of performance. This type of leader is visionary, inspirational, decisive, and exhibits integrity, while a team-oriented leader is one who emphasizes the team component in an organization and promotes team building for a common purpose. A team-oriented leader is collaborative, diplomatic, and competent (p. 14). The participative leader involves others in the decision-making process and the implementation stage of a decision. Additionally, a participative leader is nonautocratic. Focusing on the human element within an organization by being supportive, considerate, compassionate, and generous are traits characteristic of the humane-oriented leader, who is modest and sensitive to others (House et al., 2004). The autonomous leader promotes independence, uniqueness, and individualism, while the self-protective leader "focuses on ensuring the safety and security of the individual and group through status enhancement and face

saving" (House et al, 2004, p. 14). A leader exhibiting this behavioral style may be self-centered, status-conscious, conflict-inducing, face-saving, and procedural.

The value of the GLOBE Study completed by House et al. (2004) is the delineation of a leadership profile for each of the ten regional clusters, which offers a better understanding of the expectations and importance of leadership behaviors as viewed by people within a specific regional cluster.

According to the GLOBE Study research findings, the Eastern European leadership profile suggests that the ideal leader for this region is someone who is partially charismatic/value-based, team-oriented, and humane-oriented, but is not influenced by others and thinks independently. This person also does not value collaboration or utilize behaviors of participative leadership. This type of leader looks out for the good of self by implementing self-protective behaviors (House et al, 2004). House et al. (2004) suggest that Latin American countries place a higher degree of value on a leader who is team-oriented and charismatic/value-based, with a lesser degree of emphasis on being self-protective, participative, and humane oriented, while the Confucian Asia leader is charismatic/value-based and slightly team-oriented at the same time being self-protective. In this regional cluster, this is viewed less negatively than in other cultures. Further, a Confucian Asian leader would not be expected to be a participative leader.

Similar to the Confucian Asia leadership profile is the Southern Asia leadership profile. These two profiles focus on the leadership behaviors of being self-protective, humane oriented, and team oriented. Additionally, both clusters find participative leadership as ineffective (House et al., 2004).

Nordic Europe and Anglo regional clusters are similar in nature in that they place the most value on leadership that is charismatic/value-based and participative and the least amount of value on leadership that is self-protective. A leader who is modest, compassionate, and sensitive (humane-oriented) is most important to the Sub–Saharan Africa regional cluster, which values a leader who is relatively charismatic/value-based, team oriented, participative, and humane-oriented. Leaders who are autonomous are viewed as ineffective within this regional cluster. A participative, inspirational, and independent leader is highly regarded in the Germanic Europe regional cluster. This person is unique and visionary, but is not concerned with status or being self-protective.

Of note, the Middle East leadership profile differs significantly from the other regional clusters. The Middle East regional cluster places a higher value on leaders who save face, have status, and are independent. This regional cluster suggests leaders who are charismatic, collaborative, team-oriented, and participative are less effective.

A further outcome of the GLOBE project was the delineation of a list of outstanding leadership and negative leadership attributes that was universally endorsed by the 17,000 people in the study. According to the research findings, an exceptional leader is team-oriented and charismatic/value-based. Humane-oriented leadership behaviors are seen as somewhat contributing to effective leadership while autonomous leadership behaviors are viewed as neutral and self-protective as negative with the exception of the Middle East regional cluster (House et al., 2004). House et al. (2004) summarized the significance of their research in stating "Leaders who are aware of a culture's values and practices can make conscious, educated decisions regarding their

leadership practices and likely effects on the day-to-day operations and crisis management within an organization" (p. 712).

Summarizing the work of Hofstede and Hofstede (2010) and House et al. (2004), Adler and Bartholomew (as cited in Northouse, 2007) explain that there are five competencies that leaders need to understand national cultures. Leaders must understand cultural business, political, and environments; need to learn cultural perspectives, tastes, trends, and technologies; need to work simultaneously with people from various cultures; must adapt to living and communicating in other cultures; and need to relate to people from other cultures from a position of equality rather than from superiority.

Northouse (2007) acknowledges that there are criticisms of the House et al. (2004) GLOBE Study. The first criticism is that even though an abundance of cultural perspectives or perceptions on leadership have been formulated, there is not one "clear set of assumptions and propositions that can form a single theory about the way culture relates to leadership or influences the leadership process" (p. 324). Another criticism of is that the labeling process is confusing and vague. A third criticism is that it revolves around the perception of leadership. House et al. based their study on the work of Lord and Maher and did not take into account other leadership frameworks within various cultures.

However, the significance of this study is important for leaders because of the findings and implications of leadership behaviors as valued by regional clusters. The largest of any research study in this area to date, the GLOBE study incorporated over 17,300 people in 62 countries. House et al. (2004) expanded on the work established by

Hofstede and Hofstede (2010) that focused on cultural dimensions. House et. al furthered

the analysis with the addition of several different components (dimensions of culture,

regional cluster characteristics, leadership profiles within a regional cluster, and

universally endorsed leadership attributes). Northouse (2007) places value in the House et

al. study summarizing "The results from [the] GLOBE study about leadership are

generalizable between cultures and within cultures around the world" (p. 323).

**School Culture**

School culture is one of the most complex concepts in education. Hallinger and

Leithwood (1998) believe that organizational culture is only a part of the whole of social

culture and that principals should have a keen understanding of the relationship between

culture and leadership. As early as 1952, a review by Kroeber and Kluckhohn identified

over 150 definitions of school culture. They defined culture as:

> Patterns of behaviors that are acquired and transmitted by symbols over time,
>
> which become generally shared within a group and are communicated to new
>
> members of the group in order to serve as a cognitive guide or blueprint for future
>
> actions. (as cited in Hallinger, 1998, p. 129)

With an abundance of definitions, there is frequently a misunderstanding of the

use of the terms school culture and school climate, which are distinct concepts. Research

findings indicate that school culture is far more intense, complex and has a greater depth

than school climate. Stolp and Smith (Stolp & Smith, 1995) indicate that school climate

has a narrower focus than school culture. Leading researchers (Deal & Peterson, 1999;

Schein, 1992; Stolp & Smith, 1995) explain culture as a broader and deeper term than

school climate with more components that describe the overall feeling and operations of the school.

School climate, as a component of school culture, is a feeling tone, or what is experienced as part of a school. It is the day-to-day events that happen within a school. A school's climate is changed more easily, a consequence of not having deeply embedded basic assumptions that are accepted as part of the culture of the organization. Deal and Peterson (1999) believe that climate is the ethos of the school while Schein (1992) explains climate as the feeling that exists within the organization and how people of the organization interact with each other and outsiders. Essentially, school climate is the personality of the school while school culture includes more historical information that has been internalized by the organization and becomes basic underpinning assumptions from which the school forms its beliefs and operates.

Stoll (1998) believes that each school culture is unique. According to Northouse (2007), anthropologists, sociologists, and leading researchers have differing opinions on the meaning of the word culture. Deal and Peterson (Deal & Peterson, 1999) and House et al. (2004) concur with Northouse by indicating that there is no one universally accepted definition of culture.

Deal and Peterson (1999) define culture as "the shared beliefs and values that closely knit a community together" (p. 3) and the "stable, underlying social meanings that shape beliefs and behavior over time" (p. 3). Northouse (2007) defines culture as "the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people" (p. 302). Gudykunst and Ting-Toomey (as cited in Northouse, 2007) define

culture as "the way of life, customs, and script of a group of people" (p. 302). House et al. (2004) define culture as "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations" (p. 15). Deal and Peterson's (1999) definition of "the way we do things around here" is widely recognized and the most commonly used (Deal & Kennedy, 1982; Deal & Peterson, 1999, p. 3).

Edgar Schein (1992), considered the leading researcher in the field, defines culture as:

> A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

For the purpose of this dissertation, Schein's definition is the one used throughout this study.

Philip Manna (1999) describes the importance of the culture, stating:

> What makes a good school has very little to do with how rich or poor the students are or the type of curriculum that's taught. It has very little to do with special programs, expansive playing fields, huge endowments, snappy uniforms, celebrity alumni, or whether the school is wired to the Internet. What makes a good school, whether it's public or private, religious or nonreligious, charter or non-charter is a feeling. A feeling shared by the entire staff that their particular school is special. The feeling that their school really belongs to them. (p. 47)

Within this dissertation the term organizational culture is used synonymously with school culture.

**Levels of Culture**

To understand the complexity of school culture, it is important to examine it in greater depth. Deal and Peterson (1999) state, "School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments" (p. 4). Hallinger (1998) contends that organizations have their own institutional cultures that are comprised of values, norms, expectations, and traditions that contribute to the interactions of those within the organization. Schein (2004) supports this by asserting that culture is complex, deep, and is comprised of patterns (p. 60). Schein believes that without a thorough understanding of the levels of culture, confusion over its definition can arise. Schein (1992) identifies three distinct levels of culture as artifacts, espoused values, and basic underlying assumptions. According to Schein, "These levels range from the very tangible overt manifestations that one can see and feel to the deeply embedded, unconscious basic assumptions that I am defining as the essence of culture" (p. 16). The three levels have a direct relationship to each other as indicated in the following figure.
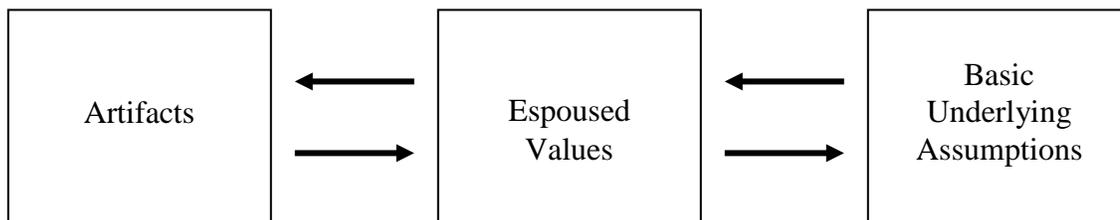


*Figure 2.* Levels of School Culture

Schein (1992) describes the most basic level of culture, artifacts, as structures and processes that are visible within the organization. Artifacts are readily visible to anyone in the organization; they are tangibles that one sees, hears, and feels when entering an organization. They include the architecture of the environment, art works, style of clothing, mission and belief statements, organizational charts, daily rituals, symbols, and signs. Schein (1992) indicates that these manifestations of culture are easy to observe but the most difficult to interpret. Deal and Peterson (Deal & Peterson, 1999) explain artifacts as a way in which students, parents, faculty, and community connect because they provide a link to the purpose and meaning of the school.

Schein (1992) explains the second level of culture, espoused values, as the strategies, goals, and philosophies that contribute to the operational behaviors within the organization which are the most commonly articulated components of culture. According to Detert, Louis, and Schroeder (2001, p. 187), "Values provide meaning for social actions and standards for social behavior; they represent the 'should' and 'ought' of organizational culture." Deal and Peterson's (1999) definition of values is more simplistic: "values are the conscious expressions of what an organization stands for…not simply goals or outcomes; values are a deeper sense of what is important" (p. 26). Over time, espoused values become undiscussable assumptions embedded within the organization. Schein (1992) further describes the relationship of espoused values to artifacts, stating, "values at this conscious level will predict much of the behavior that can be observed at the artifactual level" (p. 21).

According to Schein (1992), one must look deeper to find the essence of culture: basic assumptions. Basic assumptions are described as unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings that drive the behaviors of people within an organization. They are the foundation of the organizational culture, and essentially non-negotiable. Basic assumptions shape thoughts and actions of the group. Ott (Deal & Peterson, 1999) describes assumptions as "…the preconscious system of beliefs, perceptions, and values that guide behavior" (p. 27). They provide stability and a basis for the operational guidelines of an organization.

The importance of a leader's understanding of the culture of an organization cannot be understated. Schein (1992) explains "…the essence of a culture lies in the pattern of basic underlying assumptions, and once one understands those, one can easily understand the other more surface levels and deal appropriately with them" (p. 26). An effective leader understands all levels of a culture, can assess how well each level functions, and can deal with the anxiety that may exist when a level is threatened. Further, an effective leader understands that culture is both a product and a process.

**Positive School Culture**

Deal and Peterson are perhaps the most well known researchers in the area of positive school culture. Deal and Peterson (1999) assert that the culture of an organization directly plays an important role in an organization's performance and that successful schools were ones in which the culture had a primary focus on student learning, a commitment to high expectations, social support for innovation, dialogue, and showed commitment to the search for new ideas and innovations. Deal and Peterson

delineate several elements necessary for a positive school culture, which include a mission focused on student and teacher learning; a rich sense of history and purpose; core values of collegiality, performance, and improvement that embrace quality, achievement, and learning for all; positive beliefs and assumptions about the potential of students and staff to learn and grow; a strong professional community that uses knowledge, experience, and research to improve practice; an informal network that fosters positive communication flow; shared leadership that balances continuity and improvement; rituals and ceremonies that reinforce core cultural values; stories that celebrate successes and recognize heroines and heroes; a physical environment that symbolizes joy and pride; and a widely shared sense of respect and caring for everyone. Further, these elements can be translated into actions that directly correlate with characteristics exhibited by the leadership.

Deal and Peterson (1999) explain that strong, positive, collaborative cultures contribute to an effective educational environment. A positive culture is one that fosters school effectiveness and productivity; improves collegial and collaborative activities that in turn have a positive effect on communication and problem-solving practices; fosters successful change and school improvement; builds commitment and an identity among staff, students, and administrators; strengthens the energy, motivation, and vitality of a school staff, students, and community; and increases the focus of the daily operations and emphasizes what is important and valued within the school. Hallinger (2003) further defines a positive school culture as one that protects instructional time, promotes professional development, maintains high visibility, provides incentives for teachers, and

provides incentives for learning. Hallinger states that ultimately "it is the responsibility of the instructional leadership to align the school's standards and practices with its mission and to create a climate that supports teaching and learning" (2003, p. 332).

**Leadership**

As the educational leader of an organization, the role of the principal in today's school is vastly different from the role of principal of the past. Hallinger and Leithwood (1998) describe the evolution of leadership:

> Predominant notions of the principal's role have evolved from manager, to street-level bureaucrat, to change agent, to instructional manager, to instructional leader, to transformational leader. Within the past decade, there has been a discernable shift in emphasis in the conceptualization of the principal's role. (p. 137)

While the core work of the principal revolves around leading improvement in teaching and learning, the responsibilities of the principal now entail many components, some of which are maintaining and enforcing student discipline, being accountable for statewide standardized testing results, monitoring teacher performance, establishing a collaborative environment and positive school culture, and being accountable to various stakeholders. Michael Fullan (Jossey-Bass, 2000) describes the changing role and responsibilities of the principal as reculturation, stating that the reculturing of schools today involves changing norms, values, skills, and relationships in the organization to involve different ways of working together (p. 161). Marzano (2005) supports the evolution of the principal's roles and responsibilities by indicating that recent research identifies the principal's leadership as significant with regard to school success. Marzano (2005)

further points out that "the research over the last 35 years provides strong guidance on specific leadership characteristics for school administrators and that those characteristics have well-documented effects on student achievement" (p. 6) and a positive school culture. This is further substantiated by studies indicating that principals play a key instructional leadership role by shaping teachers' attitudes concerning students' ability to master school subject matter through raising teachers' expectations for student learning (Hallinger, 1998).

> The importance of leadership is summarized by Cunningham and Gresso (1993):
> Leadership must emphasize the personal values that make a teacher and classroom, a principal and school, and sometimes even an entire school district, display real greatness. The emphasis should be on cultural and personal qualities of achievement, such as self-image, respect, confidence, identity, worth, enthusiasm, pride, wisdom, and commitment. (p. 26)

**Leadership and School Culture**

The role of the principal in shaping school culture is critical to the success of the school. Saphier and King (1985) indicate that if the school culture is strong, significant and continuous improvements in instruction can take place since the culture of the school is the foundation for school improvement. Barth (1990) believes that every good school is led by a good principal and that effective schools comprise strong leadership with a culture of high expectations. Barth (2002) further emphasizes the importance of the principal's impact on the school's culture and the culture's impact on the principal, stating:

Probably the most important—and the most difficult—job of an instructional

leader is to change the prevailing culture of a school. The school's culture

dictates, in no uncertain terms, 'the way we do things around here.' A school's

culture has far more influence on life and learning in the schoolhouse than the

president of the country, the state department of education, the superintendent, the

school board, or even the principal, teachers, and parents can ever have. One

cannot, of course, change a school culture alone. But one can provide forms of

leadership that invite others to join as observers of the old and architects of the

new. The effect must be to transform what we did last September into what we

would like to do next September. (p. 6)

Maeher and Parker (1993) state, "Leaders are not simply the captives of culture.

They can and do affect it" (p. 233). The challenge for the principal in shaping school

culture lies in the ability to accurately assess the culture and determine what steps to take

in a collaborative manner to positively influence that culture. Stolp and Smith (1994)

believe that the most effective change in school culture happens when collaboration

exists among principals, teacher, and students with attention given to the values and

beliefs of the school and share what is important in promoting student and staff learning.

Leadership characteristics exhibited by the principal are a key element in the school

culture. Leithwood, Harris, and Hopkins (2008, p. 27) indicate that principal's leadership

is second only to classroom teaching as an influence on student learning. They agree with

Hallinger (1998) that school leaders improve teaching and learning indirectly, but exert

the most influence through staff motivation, commitment, and establishing positive

working conditions.

Kouzes and Posner (Kouzes & Posner, 2006) believe that leadership is not the

express property of only a select few at the top; rather, the sign of a good leader is turning

followers into leaders and trusting others who can make a difference in the culture of the

school. Essentially, leadership can occur by anyone within an organization. Leadership

involves influence, action, leaders and followers, and an outcome (Marzano, 2005;

Northouse, 2007; Spillane, 2006).

Leading researchers in the field (Fullan, 2001, Senge, 1990, Marzano, 2005,

Bolman, 1995, Deal, 1999, Sergiovanni, 1984, Puccio, 2006) believe that the leader of

today looks for innovative ways to improve the organization, inspires a shared vision,

enables others to act by promoting collaboration, is a role model, is a motivator, and

encourages people by recognizing contributions. In summary, the leader of today honors

people, values contributions, and celebrates accomplishments.

**Leadership Styles**

Cultural leadership begins when managers search their hearts and souls for the

values and beliefs that they are willing to stand behind. The process continues as

others begin to accept and share these beliefs and to shape their behavior

accordingly. (Deal & Kennedy, 1982, p. 191)

Robert Marzano (2005) in *School Leadership That Works* indicates that leadership

studies date back to the works of Plato, Caesar, and Plutarch. Numerous researchers have

written about leadership styles in education and in business. Marzano believes that

essentially there is no difference between leadership in education and leadership in business. There has been significant research completed in the area of leadership styles or types and the characteristics that comprise each style. Major contributors to the body of knowledge include Stogdill and Bass (1981) on trait approach; Hersey and Blanchard (Hersey, 1977) on situational leadership; Greenleaf (1977) and Blanchard and Hodges (2003) on servant leadership; Hallinger, Murphy, Weil, Mesa, and Mitman (1983) on instructional leadership; Marzano (2005) on transformational and transactional leadership; and Spillane (2006) on distributed leadership.

**Trait approach.**

The trait approach to leadership focuses entirely on the actions of the leader rather than those of the followers. According to Northouse (2007), the trait approach concerns the characteristics exhibited by leaders and others. Early in the development of the trait approach, theorists believed that "great men" (Bass, 1981, p. 27) were born with certain traits and that only these men could possess them. In his 1948 review of the trait approach, Ralph Stogdill determined that this was not necessarily the case. Instead, Stogdill (as cited in Northouse, 2007) believed that "an individual with leadership traits who was a leader in one situation might not be a leader in another situation. Rather than being a quality that individuals possessed, leadership was reconceptualized as a relationship between people in a social situation" (p. 15). Personal factors were important, but a greater influence on leadership was the context and situation in which these factors were utilized. Major leadership traits associated with leaders in this approach include intelligence, self-confidence, determination, integrity, and sociability.

Critics of the trait approach fault its inherent weaknesses. There is an infinite list of leadership traits that are not grounded in empirical research and are highly subjective. The trait approach also fails to take into account the variety of situations administrators face in which different leadership characteristics are needed. Northouse (2006) also criticizes the trait approach for its lack of utility for professional development of administrators, since it is based on personal attributes that are not easily changeable. Northouse suggests that the trait approach, while not identifying a specific list of traits, provides direction as to which traits are needed in leadership. Northouse also contends that by utilizing information gathered from personality tests, leaders can reflect upon their strengths and weaknesses and their applicability in leadership.

**Situational leadership.**

The situational leadership style developed by Kenneth Blanchard and Paul Hersey in the late 1960s contends that leaders use different leadership styles that are appropriate to each given situation. Blanchard (2008) asserts that effective leaders can adapt their style according to the developmental level of the people they are working with and that leaders will utilize either directive or supportive behaviors. Consequently, this framework is dependent upon the leader analyzing the needs of the situation and then utilizing the most appropriate leadership style for a particular task. A specific leadership style may vary from person to person.

Situational leadership incorporates four specific operational elements. These elements are directing, coaching, supporting, and delegating. According to Blanchard (2008), a directing leader is one who defines the roles of people and specifically tells

them what to do while closely supervising them. The leader makes decisions, so communication is mostly in one direction. Kelly, Thornton, and Daugherty (2005) describe this as an autocratic or telling leader.

Blanchard (2008) describes the second characteristic of leadership in this style, coaching, as a leader who defines roles and tasks, but seeks input from the follower. The leader continues to make decisions, but in a far more democratic manner. Communication is two-way.

The supporting leader is one who listens and facilitates problem solving and decision making with the followers. According to Blanchard (2008), control for day-to-day decision making and problem solving becomes the responsibility of others.

The fourth characteristic of situational leadership is delegating. A leader who utilizes this characteristic allows people greater autonomy as a result of their having demonstrated competence in previous situations. The leader is still involved in the decision making process, but the control lies with the follower.

Northouse (2006) identifies several strengths in the situational leadership framework. Situational leadership serves as a standard for training for educational leaders. It provides leaders with a practical, as opposed to theoretical, standard when dealing with particular problems in a one on one context. Situational leadership also reiterates that there is not one best style of leadership, but rather the key element is that leaders are flexible and adaptable in working through a situation.

Situational leadership also has criticisms. According to Northouse, one criticism is that it does not have strong empirical underpinnings. Another significant criticism of

this framework is that it does not take into account the demographic characteristics regarding employees' perspectives on leadership, which is the foundation of the GLOBE Study. Additionally, the situational approach does not take into account one-to-one versus group leadership within organizations and how leadership is applied to a particular setting.

**Servant leadership.**

In 1977, Robert Greenleaf suggests that "a new moral principal is emerging which holds that the only authority deserving one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader" (Greenleaf, 1977, p. 10 ). Subsequently, servant leadership has been described as a style in which the leader desires to always help others. The leader is not situated strategically on top, but rather leads from the center of the organization with the primary purpose of being "in contact with all aspects of the organization and the individuals within it as opposed to interacting with a few high-level managers who also occupy positions in the upper strata of the hierarchy" (Marzano, 2005, p. 17). Greenleaf believes that the primary characteristic of a great leader is that the leader is a servant first.

Blanchard and Hodges (2003) expand on the work of Greenleaf by indicating that the servant leader sets the vision of the organization, is a role model of values and behavioral norms, and moves to the bottom of the organizational hierarchy. Marzano (2005) believes that the servant leader must understand the needs of those within the

organization and heals wounds within the organization while using organizational resources wisely.

A fundamental criticism of servant leadership is in the role and relationship of the leader with the followers. Assuming the position of "servant" may indicate to some that there is less authority and respect for the leader while subsequently diminishing the effectiveness of the leader. Supporters of the servant leadership style believe that servant leadership is effective because values, ideals, and others are placed ahead of the personal needs of the leader. This indicates that they have a higher priority and are more important in the organization.

**Instructional leadership.**

Marzano (2005) indicates that the most popular, but less defined, framework in educational leadership for the past 20 years is instructional leadership. Hallinger, Murphy, Weil, Mesa, and Mitman (1983) delineate three primary functions of the instructional leader within this style. The first function is that of defining the school's mission, in which the core belief is to improve student achievement. The second function, managing curriculum and instruction, ensures consistency between established achievement goals, objectives, the usage of curricular materials, and the instructional practices of educators. According to Hallinger et al., the principal must possess knowledge of curriculum and effective instruction, supervise and evaluate instruction, coordinate curricular efforts, and monitor student performance. The third function of instructional leadership is promoting a positive school-learning climate. Hallinger et al. believe that the principal is integral in establishing a culture in which effective instruction

takes place and that the principal has a primary role in influencing attitudes and beliefs of others [teachers] who can subsequently have an effect on student achievement.

A major flaw in instructional leadership concerns the three components of this framework, as they place an enormous burden upon the principal to be the sole instructional leader of the organization. It is challenging for the principal to possess knowledge of curriculum and effective instruction in every subject area. A major positive for the instructional leadership style, however, is that it provides the principal with an opportunity to be totally involved in all aspects of the school, since the principal is responsible for defining the school's mission, managing curriculum and instruction, and promoting a positive school-learning climate.

**Transformational leadership.**

One of the most prevalent leadership frameworks in practice today is transformational leadership, which is an expansion of instructional leadership.  James McGregor Burns (2003) suggests that transformational leadership has a far more significant role in contributing to change in organizations than any other type of leadership style. Burns asserts that transformational leadership causes a metamorphosis in the form or structure of an organization, which then produces significant change. Marzano (2005) indicates that this style of leadership is presently favored since it is assumed that the results produced are beyond those that were expected.

Identified by Bass and Avolio (1993), four key characteristics comprise the transformational leadership framework. These are individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Marzano (2005) describes

individual consideration as a school leader who is concerned about the needs of individuals and provides personal attention to each staff member. Intellectual stimulation, Marzano asserts, is integral in thinking about problems in different and new ways. The third characteristic, inspirational motivation, concerns the effect that the principal has on teachers and students in communicating high expectations. The fourth characteristic, idealized influence, promotes the principal as a role model for teachers based on personal accomplishments and behaviors.

A positive of the transformational leadership style is that the leader is highly visible and effectively communicates with others while delegating responsibility to several people, thus developing buy-in necessary to produce positive results and change. It also stimulates followers to achieve beyond expectations. According to Northouse (2007), criticisms of transformational leadership include its lack of conceptual clarity and its difficulty of evaluation, since the four factors of transformational leadership are not distinct. Additionally, transformational leadership may be viewed as elitist and antidemocratic since it allows for the possibility that the leader acts independently in establishing a vision or new direction for the organization. An additional criticism of transformational leadership (Burns, 2003) is that tensions can exists in an organization between the transformational leader and followers, since followers at some point might become leaders themselves, thus displacing the original leader.

**Transactional leadership.**

While the transformational leadership framework focuses on change, the transactional leadership framework focuses on "everything in terms of explicit and

implicit contractual relationships" (Bass & Avolio, 1993, p. 116), or, according to Burns (2003), a give and take relationship. According to Marzano (2005), "transactional leadership is defined as trading one thing for another (quid pro quo)" (p. 14) and that "stories, rites, jargons, values, assumptions, reinforcement systems…depend on setting a price on everything" (p. 14). Marzano further details three components of the transactional leadership framework, which are management-by-exception-passive, management-by-exception-active, and constructive transactional.

Sosik and Dionne (1997) define the management-by-exception-passive leader as one who sets standards but waits for problems to occur and then reacts or reluctantly intervenes. They describe the management-by-exception-active leader as one who pays attention to problems that arise and carefully monitors behavior. Subsequently, this component of transactional leadership focuses on mistakes. The third characteristic in this leadership style is constructive transactional. The constructive transactional leader is effective and active by setting goals, clarifying outcomes, exchange rewards and providing feedback and praise.

Transactional leadership's major flaw is that it forces people into compliance or may make them face punishment. It does not provide the organization with an opportunity to move forward, but rather the exchange of one action for another can lead to a status quo situation. Some people within an organization may approve of transactional leadership as it may provide the follower with an incentive or positive return for producing a higher standard of work.

**Distributed leadership.**

Spillane (2006) is the primary researcher focusing on distributed leadership, a relatively new framework. Spillane asserts that distributed leadership does not prescribe what leaders should do in order to produce outcomes, but provides a framework for interpretation and reflection as a basis for rethinking and revising collective interactions with school leaders, followers, and various situations.

Three elements are important in distributed leadership (Spillane, 2006). The first element is that leadership practice is the central and anchoring core principal. The second element is similar to situational leadership in that leadership practice is based upon the interactions of leaders, followers, and a particular situation. The last element of distributed leadership is that a particular situation defines the leadership practice. Additionally, a situation is defined as a result of the leadership practice.

Spillane (2006) suggests leadership is defined by outcomes. A conflict exists because leadership can occur without any evidence of attainment of outcomes. He posits that the distributed leadership framework focuses on thinking about and analyzing leadership as a tool.

Spillane (2006) identifies a positive of distributed leadership in that it promotes leaders to reflect upon how leadership is distributed as opposed to focus on the fact that leadership is distributed. As a result, this framework may be associated with democratic leadership, participative leadership, and collaborative leadership depending upon the situation. It can promote the involvement of more people in the leadership of the organization.

According to Wright (2008), a major criticism of distributed leadership is that it lacks a widely accepted definition and has a limited empirical research base. Another criticism of distributed leadership is the possibility that an administrator may act under the guise of "distribution" of responsibilities to delegate administrative responsibilities, rather than use the expertise within the staff in a meaningful way to distribute leadership throughout the organization.

**Leadership Characteristics**

While leadership styles are an important construct and element of leadership, it is also important to examine leadership characteristics that influence school culture and to review in greater detail the research findings on how these characteristics affect school culture.

Leading researchers in the field of leadership characteristics include McEwan (2003), Kouzes and Posner (2003), Hallinger (1998), Barth (1990), Collins (2001), Bennis (2003), Kotter (1996), Leithwood et. al (2008) and Fullan (2001). Collectively, their research describes characteristics of leadership that influence school culture. Kouzes and Posner (2002) believe that exemplary leaders model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Hallinger and Heck (1998) believe that an effective principal contributes to successful change, school improvement, or school effectiveness by utilizing expertise and charisma and are viewed as culture builders. They also believe that a principal's contributions to school effectiveness are less direct as compared with other researchers. Bennis (2003) describes an effective leader as one who is capable of creating an inspiring vision; is an excellent

communicator; is aware of the challenges that must be met; is comfortable with change, confusion, and constructive conflict; is able to balance the short and long-term needs of the organization; and is a model for integrity. Hallinger and Heck believe that the three most important roles of a principal are defining the school's mission, managing the instructional program, and promoting a positive school learning climate. Kotter (1996) theorizes that an effective leader establishes a sense of urgency, develops a coalition, creates and communicates a vision, empowers others, plans for and creates short-term wins, keeps the momentum moving forward, and institutionalizes new approaches. Leithwood et. al promote the theory that an effective leader builds vision and sets direction, understands and develops people, redesigns the organization, and manages the teaching and learning program of the organization. In *The 10 Traits of Highly Effective Principals,* McEwan (2003) supports the research findings of Kouzes and Posner, Kotter, and Bennis by further delineating general leadership characteristics into ten specific ones. McEwan believes that an effective leader is a communicator, an educator, a visionary, a facilitator, a change master, a culture builder, an accomplisher, a producer, a character builder, and a contributor to the organization.

One of the most important characteristics that a principal exhibits that contributes to a positive school culture is the ability to communicate in a meaningful and effective way. Covey (1989) asserts that communication is the most important skill one can have in life. Furthermore, successful principals are communicating virtually all the time on the job. Communication involves listening, speaking, writing, and reading in addition to

non-verbal communication skills (i.e. body language), all of which are important

elements of an effective principal. McEwan (2003) states,

> The number one priority of a principal's job description is to communicate in
> appropriate, productive, meaningful, helpful, and healing ways with teachers,
> students, parents, colleagues, as well as a vast array of others, whether
> individually, in small groups, or en masse." (p. 2)

McEwan (2003) emphasizes that a highly effective principal incorporates several

elements in communicating with others. These elements include listening, empathizing,

interacting, and connecting with stakeholders in productive, helping, and healing ways,

while teaching and motivating people, with the end result being a positive school culture.

Deal and Peterson (1999) believe that a positive school culture fosters

effectiveness and productivity, which includes student achievement. An effective

principal is one who is an instructional leader or educator. A 1987 study completed by

Andrews and Soder (as cited in McEwan, 2003) links the strength of instructional

leadership to student achievement. The data demonstrates that students in schools with

strong instructional leadership had significantly greater gains in achievement in total

reading and total mathematics scores as opposed to students who attended schools that

had average or weak leaders. Wahlstrom (2008) emphasizes the importance of the

principal as an educator, stating, "The principal is expected to understand the tenets of

quality instruction as well as have sufficient knowledge of the curriculum to know that

appropriate content is being delivered to all students" (p. 459). Hallinger and Heck (as

cited in McEwan, 2003) further supported the findings of Andrews and Soder when they

concluded that effective principals had a measurable effect on school effectiveness and student achievement. Hallinger and Leithwood (1998) and Leithwood et al. (2008) believe that the principal's role in this area has an indirect impact and that change is only made through the impact that the principal has upon the teacher and school environment.

McEwan (2003) cites characteristics of an effective "educator" principal as one who believes that everyone can learn and that the school needs to develop programs in which students can succeed; provides professional development and support for educators; creates cognitive dissonance in which the principal asks probing questions and promotes serious discussions about programs and policies; determines, implements, and achieves academic standards; focuses on best instructional practices; is a role model for continuous learning; empowers teacher leaders within the school; is visible and pays attention to what matters most within the organization; and creates professional learning communities. According to DuFour and Eaker (1998), these learning communities focus on shared mission and beliefs; strive for collective inquiry; work collaboratively as teams; and are action oriented, seek continuous improvement, and are results oriented.

Fullan (1997) believes that an effective leader is one who clearly communicates the goals, mission, and expectations of the organization. Summarizing the importance of a principal who is an educator, Fullan in *Leading In A Culture of Change* (2001) asserts "the role of the leader is to ensure that the organization develops relationships that help produce desirable results" (p. 68).

Deal and Peterson (1999) propose that a positive school culture is one in which mission, vision, and values are clearly evident, as these components define the quality of

a school by providing a foundation for what people care about. Rooney (2005) similarly believes that an attribute of a positive school culture is one in which the school knows what it believes in and where it is going; it has a vision. The principal is a key element in determining the vision and seeing the vision through to implementation. "The highly effective principal is an envisioner—an individual who is motivated by a sense of calling and purpose, focused on a vision of what schools can be, and guided by a mission that has the best interests of all students at its core" (McEwan, 2003, p. 43). Sergiovanni (1992) emphasized the importance of leaders having a vision because this is the heart of what a leader does, dreams about, values, and is committed to (p. 57). A visionary leader is one who knows where he or she is headed. Simply, a visionary leader leads the school in the day-to-day operations to achieve a given mission by articulating the vision and ensuring that the necessary components are in place to actualize it.

McEwan (2003) explains the difference between average, good, and great principals, stating, "Average principals keep the buses, budgets, and boilers humming. Good principals are warm and caring people. Great principals do and are all of the aforementioned plus they have focus, purpose, vision, and mission" (p. 52). Vision is the key element.

Contributing to a school culture which is student-focused is a leader who is a facilitator, or as Covey (1992) believes, is one who builds up emotional bank accounts by establishing positive relationships with people. Sergiovanni (2001) indicates this approach as leadership that builds, bonds, and binds (p. 145).

A facilitator who contributes to school culture is one that demonstrates outstanding relationship building skills with stakeholders, develops meaningful relationships, establishes collaborative teams within the school, focuses on people-centered jobs, celebrates accomplishments of staff and students, and promotes distributed leadership within the school (Covey, 1992; Sergiovanni, 1996; McEwan, 2003). Leithwood et al. (2008) indicate that "school leadership has a greater influence on schools and pupils when it is widely distributed" (p. 34).

McEwan (2003) further delineates these general elements by describing actions that a facilitator utilizes. These include bonding people into a community of leaders, tapping peoples' potential, ensuring that "we" is used more than "I", favoring the relationships of people over the "stuff" of paperwork, building up emotional bank accounts, taking into account the leader's own personal well-being, valuing stakeholder diversity, sharing power, focusing on positives within the school, promoting parental involvement, celebrating the accomplishments of students and staff, and nurturing relationships with stakeholders.

Kouzes and Posner (2002) summarize the contributions of the facilitator to school culture, stating, "Constituents neither perform at their best nor stick around for very long if their leader makes them feel weak, dependent, or alienated" (p. 18). Kouzes and Posner (2002) further indicate, "When leadership is a relationship founded on trust and confidence, people take risks, make changes, keep organizations and movement alive. Through that relationship, leaders turn their constituents into leaders themselves" (p. 19).

A change master, the fifth characteristic of principal leadership that contributes to school culture, is a leader who is flexible and realistic while at the same time focuses on the future while motivating people and managing change. This type of leader is one who can strike a balance between the processes within a school. At times, it is important for the leader to make a quick decision. Equally important, other circumstances may require the leader to make a slow and thoughtful decision. Fullan (2001, p. xiii) says, "Leaders must be able to operate under complex, uncertain circumstances." An effective leader easily handles the uncertainty and ambiguity that are common in leadership.

McEwan (2003) explains the role of a change master by indicating that this type of leader respects differences within the staff and accepts the fact that there will be resisters to change. The effective leader understands that with change, some people need to overcome fears and uncertainties, and that anger may be exhibited, which is a natural outcome of the change process. Mauer (as cited in McEwan, 2003) explains the need to listen to resisters, saying,

> Often those who resist have something important to tell us. We can be influenced by them. People resist change for what they perceive as good reasons. They may see alternatives we never dreamed of. They may understand problems about the minutiae of implementation that we never see from our lofty perch atop Mount Olympus. (p. 77)

Christensen (1994) explains the value of resisters to change by indicating that leaders should be open-minded enough to listen to everybody's opinions.

A leader who is a skilled change master has a futuristic perspective. The leader anticipates problems or opportunities the organization will face and prepares the school to be ready to respond. Kouzes and Pozner (2002) in *The Leadership Challenge* cite five characteristics of exemplary leadership. One of the characteristics is "inspiring a shared vision" in which they say that a futuristic leader is one who imagines exciting and myriad possibilities for the school. Knowing the power that is within the school and valuing the process of collaboration are key characteristics of the change master leader. McEwan (2003) and Kouzes and Posner (2002) believe that the process of collaboration promotes the building and sharing of common values within the school, the establishment and strengthening of leadership teams, the generation of new ideas, the sharing of important information, effective and creative problem solving, the reaching of consensus within the school, effective conflict resolution, and the setting of and planning for goals. Kouzes and Posner (2002) further contend that collaboration is at the heart of effective leadership in a positive school culture as a collaborative leader creates a climate of trust. "Without trust, you cannot lead" (Kouzes and Posner, 2002, p. 244).

Being a culture builder is one of the key characteristics of principal leadership contributing to school culture. Excellent principals first watch, listen, ask questions, and thoroughly understand a culture before attempting any change. They never underestimate the power of culture. Hallinger and Leithwood (1998) indicate that the effects of school culture are multi-directional with regard to principal leadership. As a result, the principal's leadership can contribute to the culture of a school, but the impact of the school's culture on the principal's leadership is likely to have greater influence. Schein

(1999) believes that culture is deep, broad, and stable and without thoroughly

appreciating the components of culture that any attempt to manipulate, change, or toss it

out is doomed to failure.

McEwan (2003) defines the culture builder as "an individual who communicates

(talks) and models (walks) a strong and viable vision based on achievement, character,

personal responsibility, and accountability" (p. 89).  McEwan further describes the

culture builder by identifying key components. Culture builders understand and

appreciate the power of culture and the difficulty in building or changing aspects of the

culture within the school; know what a good positive culture looks and feels like by

taking into account the shared values, beliefs, and behaviors of the stakeholders within

the school; take time to facilitate and process in a collaborative manner the development

of the core values of the school: mission, vision, and beliefs; clearly communicate core

values to students, parents, and teachers while building on the collective strengths of

stakeholders; reward, cheer, and celebrate stakeholders who cultivate and promote a

positive school culture; build cultures that people choose; and know and place value in

the "smaller" aspects of the organization as opposed to the "larger" aspects, since these

are the components of which a positive culture is built.

In *Leadership for the Schoolhouse,* Sergiovanni (1996) states an effective

principal can mobilize people into action for the school. McEwan (2003) identifies this

characteristic as that of being an "activator" and defines the activator as one who has

initiative, enthusiasm, drive, motivation, humor, and readily shares with stakeholders.

McEwan suggests that activators are people who do not wait to be told to take action and

characteristically would rather ask for forgiveness than permission. They act as cheerleaders of and for the school by celebrating the accomplishments of students and staff. In *The Leadership Challenge,* Kouzes and Posner (2002) describe the activator characteristic as a principal who models the way, inspires a shared vision, challenges the process, enables others to act, and encourages the heart.

Another characteristic of an effective principal is one who is focused on results and accountability with stakeholders. According to McEwan (2003), the results-oriented leader is a producer or "a results-oriented individual with a strong sense of accountability to taxpayers, parents, students, and teachers, who translates high expectations into intellectual development and academic achievement for all students" (p. 120). This leader believes that student achievement is the core mission of the school, is data-driven, pays attention to individual students, has a mission that is focused on academics, makes decisions that are research-based and holds educators accountable. Spillane (2006) supports the role of the producer when he indicates that the core work of the principal is in leading improvement in teaching and learning by knowing content, pedagogical, and curricular knowledge and how this relates to students and adults. The effective principal hires competent educators and holds them accountable for results. Michael Schmoker (1999) reiterates the importance of the producer as it relates to student achievement by asserting that an emphasis on results is key to school improvement (p. 3).

McEwan's ninth characteristic of an effective leader is character building. She describes the character builder as a leader who is a role model and whose values, words, and deeds are founded on the leader being trustworthy; having integrity; being authentic,

respected, and generous; and demonstrating humility. Covey (as cited in McEwan, 2003) believes that as an educator, "primary greatness is character" (p. 148). Kouzes (1998) also supports the importance of the character builder stating, "People won't believe the message if they don't believe the messenger. People don't follow your technique. They follow you—your message and your embodiment of that message" (p. 323) and that "people want leaders who are credible. Credibility is the foundation of leadership" (Kouzes & Posner, 2002, p. 32).

The tenth characteristic of an effective leader is being a contributor to the school and maintaining a primary focus the success of others. This characteristic forms the basis for servant leadership that was initially attributed to Robert Greenleaf in 1970. Greenleaf's premise is that effective leadership is a direct result from a desire to help others. Key elements of this characteristic are that the leader understands the personal needs of those in the organization, develops the skills of others, leads by serving others, is self-aware and reflective and is an effective listener (Marzano, 2005; McEwan, 2003).

## Summary

The focus of this literature review was to provide a through overview of national culture and the perceptions that people within regional clusters of the world have on leadership characteristics. Major findings indicate that throughout the world, regional clusters vastly differ in their views of the characteristics of a strong leader. The next section of the literature review detailed research about school culture and the responsibility that a principal has in promoting a school culture in which student learning can take place. Significant findings indicate that a strong, positive, collaborative culture

contributes to an effective educational environment and that the role the principal plays is critical to the success of the school. The final part of the literature review focused on leadership styles and leadership characteristics. Important findings indicate that principal leadership plays a more important role in the culture of the school when the principal exhibits characteristics of leadership as opposed to managerial characteristics. Furthermore, a principal must possess a number of characteristics to use in the promotion of a school culture in which effective student learning takes place. A successful leader is one who has a focus, purpose, vision, and mission that promotes student learning within the culture of the school.

> Culture-building requires that school leaders give attention to the informal, subtle and symbolic aspects of school life which shape the beliefs and actions of each employee within the system. The task of leadership is to create and support the culture necessary to foster an attitude of effectiveness in everything that is done within the school. Once this attitude is achieved and supported by the culture, all other aspects of the organization will fall in line. This is why culture-building is the key to organizational success. (Cunningham & Gresso, 1993, p. 25)

**Chapter 3- Research Methodology and Methods**

**Introduction**

As educational leaders of the school, one of the principal's primary responsibilities is to ensure the existence of a school culture in which students can succeed through improved student learning. Cunningham and Gresso (1993) indicate, "Successful educators spend considerable time developing an effective school culture, since nothing can be accomplished if the culture works against needed reform…It is through school culture that we have the greatest chance of improving what our students learn" (p. 19). To address the questions surrounding leadership and school culture, this researcher has utilized a mixed methods study based on electronic surveys, focus groups, and individual interviews involving parents, administrators, teachers, support staff, and Board of Trustees members of International Schools Group in Saudi Arabia. Eisner (1998) suggests that by using a triangulated approach, the researcher is in a better position to establish credibility of the findings through data that has either contributed to the analyses by either supporting or contradicting the findings.

As described in Chapter 1, the primary purpose of this study is to examine stakeholder views of principal leadership characteristics and how these characteristics influence school culture. The examination focused on the four aforementioned research questions.

**Research Methods and Design**

This study uses mixed methods, incorporating qualitative and quantitative analysis. Creswell (2009) defines this model stating:

Mixed methods research is an approach to inquiry that combines or associates

both qualitative and quantitative forms of research. It involves philosophical

assumptions, the use of qualitative and quantitative approaches, and the mixing of

both approaches in a study. (p. 230)

Patton (2002) asserts that qualitative approaches are appropriate and credible, and

that with certain studies mixed methods may be especially valuable. Creswell (2009)

indicates that in recent years, mixed-methods research have gained popularity since it

combines the strengths of both qualitative and quantitative research.

Creswell (1994) further asserts that triangulation is a primary reason to combine

qualitative and quantitative research approaches. In addition to triangulation, Greene,

Carcelli, and Graham (as cited in Creswell, 1994) identify four other purposes for using a

mixed methods study as complimentary, developmental, initiation, and expansion.

Complimentary approaches are important because there are different layers of data that

overlap which may relate to each other and contribute to the research findings.

Developmental methods allow for data gathered in the first method to be used

sequentially to help the second method. Initiation takes into consideration that

contradictions and new findings may emerge. Finally, expansion adds breadth and depth

to a study (p. 175).

In considering a qualitative approach within mixed-methods research, Patton

(2002) indicates that qualitative methods facilitate the study of issues in greater depth and

detail because the researcher is not constrained by predetermined categories of analysis,

as opposed to quantitative methods that must utilize standardized measures for data

analysis. According to Patton, a major advantage of a qualitative study is that it allows the measurement a number of responses and reactions that people offer, which then provides a better comparison and statistical analysis of data.

This study lends itself to qualitative data utilizing focus groups and individual interviews, quantitative data from electronic surveys and an analysis of both types of data determining if there are similarities or differences in the results.

Creswell (2009) delineates two primary approaches in mixed-methods research: sequential and concurrent. With regard to a sequential approach, Creswell explains three types of designs: sequential explanatory, sequential exploratory, and sequential transformative. Concurrent approaches also have three types of designs: concurrent triangulation, concurrent embedded, and concurrent transformative.

Of these six designs, the most appropriate approach for this study is the concurrent triangulation strategy. In *Research Design Qualitative, Quantitative, and Mixed Methods Approaches,* Creswell (2009) states, "The researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination" (p. 213). This strategy uses separate quantitative and qualitative methods to help offset the inherent weakness of one method with the strengths of another method, or combine the strength of one method with the complementary strength of another. Data can be collected at the same time. The data are equally weighted between the two methods. In the analysis, data is merged, integrated, or compared side by side. Creswell suggests that the analysis

usually includes quantitative statistics followed by qualitative quotes that either support or do not support the quantitative findings.

Creswell (2009) indicates that this particular strategy is advantageous because of its familiarity among many researchers and because the results can be validated and substantiated. Another significant advantage of this strategy is that the data can be collected concurrently, saving time. While the concurrent triangulation strategy has a number of advantages, it also has limitations. Creswell suggests that it takes a skilled researcher to gather data because of the utilization of two separate and distinct methods and that sometimes comparing data collected in different formats can be difficult.

In the collection of data, this researcher used an electronic survey, focus groups, and individual interviews. Krathwohl (1993) suggests that surveys can be either qualitative or quantitative depending upon the configuration and that surveys serve as excellent examples of combining both methods. Surveys are used to collect data about characteristics, experiences, knowledge, or opinions from a specific group (M. Gall, Borg, & Gall, 1996). Krueger and Casey (2000) assert that the primary purpose in using a focus group is to listen and gather information and suggest that by establishing a permissive environment for the focus group, participants will share their perspectives and perceptions without any undue pressure to vote or reach consensus. With several focus groups, the researcher is able to see patterns or identify trends. Krueger and Casey contend that focus groups provide an avenue to discover what people really think and feel. This researcher gathered additional qualitative data using individual interviews. Creswell (2009) indicates that individual interviews are advantageous when participants

cannot directly be observed, when participants can provide historical information, or in the event that it allows the researcher some control over questioning. Creswell also states that individual interviews provide indirect information that is filtered through the interviewee and that, depending upon the environment, the information may be gathered in a designated place as opposed to the natural environment. He also contends that some interviewees are less articulate and perceptive, which may lead to inaccurate results.

For this dissertation, the concurrent triangulation strategy was used for the collection and analysis of data from a survey, focus groups, and interviews.

**Sample Population**

The sample population for this study was selected from stakeholders connected to the six ISG schools. The stakeholders comprised support staff, teachers, administrators, and Board of Trustees members.

Five ISG schools (Dhahran Elementary/Middle School, Dhahran High School, ISG Dammam, ISG Jubail, and Yanbu International School) are accredited through Middle States Association of Colleges and Schools (MSA), based in Philadelphia, PA, and one (Dhahran British Grammar School) is accredited by the Council of International Schools (CIS) based in Peterborough, England (see Table 6).

Table 6

*International Schools Group Accreditation Affiliations*

| School | Location | Accreditation Affiliation | Divisional Structure |
|--------|----------|---------------------------|----------------------|
| Dhahran British Grammar School | Dhahran | CIS | British |
| Dhahran Elementary Middle School | Dhahran | MSA | American |
| Dhahran High School | Dhahran | MSA | American |
| ISG Jubail | Jubail | MSA | American |
| ISG Dammam | Dammam | MSA | International |
| Yanbu International School | Yanbu | MSA | American |

**Electronic Survey**

Utilizing Survey Monkey ([www.surveymonkey.com](www.surveymonkey.com)), electronic surveys were

distributed to all ISG parents using the ISG school e-mail system, teachers, support staff,

and the Board of Trustees members. The sampling audience was approximately 1015

participants. The sampling audience is easily accessible through the ISG student

management system, SERCO, the Blackboard Virtual School platform, as well as the ISG

Human Resources Department database. Permission to access ISG contact information

was granted for the researcher by Mr. Doug Holroyd, ISG Board of Trustees President

(Appendix A).

The survey was first submitted to IRB for approval on November 23, 2009.

Permission to proceed with the study was granted by IRB on December 24, 2009

(Appendix B). The survey was first piloted in early April 2010 with a group of 30

participants, among them parents, teachers, support staff, parents, or Board of Trustees

members. Following the initial pilot of the survey, changes in the design and scope of the

questions were completed in mid-April 2010. Another pilot, which used the revised

survey, took place in early May 2010. After further revisions, the final survey was

distributed in late May 2010 to the 1257 participants within International Schools Group.

The survey was available for 11 days until June 9, 2010. Three hundred and seventy-

seven participants completed the survey for a response rate of 31%. The following table

shows the distribution and respective response rates.

Table 7

*International Schools Group Electronic Survey Participants*

| School or Group | Number of Possible Participants | Number of Actual Participants | Response Rate |
|---|---|---|---|
| Dhahran British Grammar School parents, teachers, and support staff | 210 | 59 | 28% |
| Dhahran Elementary/Middle School parents, teachers, and support staff | 115 | 67 | 58% |
| Dhahran High School parents, teachers, and support staff | 235 | 83 | 35% |
| ISG Dammam parents, teachers, and support staff | 440 | 157 | 36% |
| ISG Jubail parents, teachers, and support staff | 125 | 63 | 50% |
| Yanbu International School parents, teachers, and support staff | 120 | 43 | 36% |
| ISG Board of Trustees members | 12 | 2 | 17% |
| Total | 1257 | 474* | |

*The total number of participants completing the survey is 377; this total represents the fact that some participants could include more than one school due to having children in various locations.

The specific Internet address that was used to provide access to the electronic

survey was http://www.surveymonkey.com/s/ISGMay2010. Appendix C is the recruiting

notification for electronic survey participants and Appendix D is the consent for

participating in the electronic survey. Appendix E is the electronic survey.

The electronic survey consisted of 34 questions. Questions 1 – 4 pertained to

general information related to nationality, gender, school association within ISG, and role

in the school. Questions 5 – 32 focused on principal leadership characteristics that

influence school culture. Answers provided for participants were either strongly agree,

agree, disagree, or strongly disagree. Question 33 concerned six principal leadership

characteristics that influence school culture and asked participants to rank the

characteristics from least influential on school culture to most influential. Question 34

provided an opportunity for participants to respond and include other comments about

principal leadership characteristics.

The following table represents the relationship between survey questions and the

four research questions.

Table 8

*Electronic Survey Questions Associated With Research Questions*

| Research Questions | Research Question(s) | Electronic Survey Questions |
|---|---|---|
| 1. What are the characteristics of principal leadership that influence school culture as viewed by International Schools Group (ISG) stakeholders (i.e. parents, support staff, teachers, administrators, Board of Trustees, private sector corporations)? | 1 - 4 | 1 – 34 |
| 2. Is there a difference in principal leadership characteristics identified by the three International Schools Group (ISG) divisions? | 2 | 5 – 34 |

3. Is there a difference in principal                3              5 - 34
   leadership characteristics identified by
   nationality of International Schools
   Group (ISG) stakeholders?

4. Is there a difference in principal                4              5 – 34
   leadership characteristics identified by
   gender of International Schools Group
   (ISG) stakeholders?

A quantitative analysis using SPSS version 18 was completed using the data from

the electronic survey. Research question 1 was addressed using descriptive statistics since

this method provided a broader understanding of the responses. Research question 2 was

addressed using an Analysis of Variance (ANOVA) as this was most appropriate due to

the fact that there were three distinct groups responding to this question. Research

questions 3 and 4 were analyzed using T-tests since each group represented two distinct

groups, gender or nationality.

**Focus Groups**

As previously mentioned, mixed methods were used in this study for the purpose

of triangulating data for the findings. The second method of the triangulation involved the

moderation of four focus groups to provide qualitative data regarding principal leadership

characteristics that influence school culture. Patton (2002) indicates that focus group

interviews have several advantages in producing qualitative data: its cost effectiveness,

the benefit of interactions between participants that enrich and enhance the quality of the

data, the fact that common and consistent themes or perspectives can quickly be assessed,

and that focus groups tend to be enjoyed by participants. Limitations to focus groups,

according to Patton, include the idea that the number of questions are limited because of

the group setting, the response time for an individual is limited, the moderator of the focus group needs advanced skills in asking probing questions, the opinion of the minority may not be represented, focus groups comprised of strangers typically work best, and confidentiality cannot be assured. However, as Patton states, "the power of focus groups resides in their being focused" (p. 388).

According to Patton (2002), it is important to use a variety of focus groups, as a series of different focus groups will elicit a variety of perspectives and increase confidence in whatever patterns emerge. The four focus groups included administrators, teachers, support staff, and parents. Each group numbered between four and seven participants.

This researcher asked for volunteers from each school to serve on a focus group. Focus groups represented the K – 12 spectrum of each school, as well as various roles within the school (administrator, teacher, support staff, and parent). No students were included in focus groups. Kreuger and Casey (2000) indicate that focus groups are characterized by homogeneity, but also include enough variation to allow differences of opinion (p. 71). For the purpose of this study, the homogeneity is the relationship to ISG schools, and the variation includes participants from each school that represent a balance of ethnicity, nationality, gender, age, and company association. Focus group sessions were held between June 7, 2010 and June 14, 2010 in the International Schools Group Board Room in Dhahran, Saudi Arabia.

Focus groups 1 and 2 consisted primarily of teachers. Focus group 3 consisted of administrators, and focus group 4 consisted of parents. In the table below, participants are

noted according to gender, nationality, and division of school in which they are associated.

Table 9

*International Schools Group Focus Group 1 Composition*

| Focus Group 1- Teachers | | | |
|---|---|---|---|
| Participant | Gender | Nationality (Western or non-Western) | Division |
| Participant 1 | Female | Western | British |
| Participant 2 | Female | Western | British |
| Participant 3 | Male | Western | British |
| Participant 4 | Female | Western | British |
| Participant 5 | Female | Western | British |
| Participant 6 | Male | Western | American |

Table 10

*International Schools Group Focus Group 2 Composition*

| Focus Group 2- Teachers | | | |
|---|---|---|---|
| Participant | Gender | Nationality (Western or non-Western) | Division |
| Participant 1 | Female | Western | American |
| Participant 2 | Female | Western | American |
| Participant 3 | Male | Western | American |
| Participant 4 | Female | Western | American |

| Participant 5 | Female | Western | American |
| Participant 6 | Male | Western | American |
| Participant 7 | Male | Non-Western | American |

Table 11

*International Schools Group Focus Group 3 Composition*

| Focus Group 3- Administrators | | | |
| --- | --- | --- | --- |
| Participant | Gender | Nationality (Western or non-Western) | Division |
| Participant 1 | Female | Western | American |
| Participant 2 | Male | Western | British |
| Participant 3 | Male | Western | British |
| Participant 4 | Female | Western | International |
| Participant 5 | Female | Non-Western | International |
| Participant 6 | Female | Non-Western | International |
| Participant 7 | Male | Western | International |

Table 12

*International Schools Group Focus Group 4 Composition*

| Focus Group 4- Parents | | | |
| --- | --- | --- | --- |
| Participant | Gender | Nationality (Western or non-Western) | Division |
| Participant 1 | Male | Western | American |

| | | | |
|---|---|---|---|
| Participant 2 | Female | Western | British |
| Participant 3 | Female | Western | American |
| Participant 4 | Male | Non-Western | International |

Appendix C is the recruiting notification for focus group participants. Appendix F is the consent for participating in the focus group and Appendix G enumerates questions that were asked at focus group sessions.

Each focus group was queried on the same set of nine questions. The researcher also asked follow-up questions to garner a deeper understanding. From the recordings and the notes taken during the sessions, the researcher compared and contrasted the results with those of the surveys and the individual interviews. Kreuger and Casey (1998) state that the nine critical components of qualitative analysis must be systematic, must be verifiable, takes time, takes place in a timely manner, provides new understandings, offers alternate explanations, includes feedback, provides opportunities for comparison, and is situationally responsive. They assert that in analyzing qualitative data, the researcher needs to remain open-minded in order to react appropriately to the data and not be limited by pre-conceived thinking. Kreuger (1998) suggests that in a focus group analysis, consideration be given to the words, context, internal consistency, frequency of comments, extensiveness of comments, intensity of comments, specificity of responses, and what was not said in order to find the commonality between groups. Focus group analysis included both note-based responses and tape-based responses.

**Individual Interviews**

The third method used in the triangulation of data included individual interviews. Gall, Gall and Borg (2003) suggest that the "major advantage of interviews is their adaptability" (p. 222). Individual interviews were conducted in a manner similar to focus groups with the same questions and same data collection methods (i.e. tape recorder, notes). Appendix H is the recruiting notification for individual interviews while Appendix I is the consent for participating in the individual interviews. Appendix J indicates questions that were asked during the interview session.

Table 13

*International Schools Group Individual Interviews*

| Participant | Gender | Nationality (Western or non-Western) |
|---|---|---|
| Participant 1 | Male | Western |
| Participant 2 | Male | Western |
| Participant 3 | Male | Western |
| Participant 4 | Male | Western |
| Participant 5 | Female | Western |

Individual interviews took place with five Board of Trustees members between June 9, 2010 and June 15, 2010. Individual interviews were conducted in person, or when not possible, over the phone, and each interview was recorded with permission of the participant. After the interview session, transcriptions were made of the individual responses. Each participant was presented with the same set of questions. If warranted,

additional probing questions were asked to expand on given answers. An analysis was made comparing responses from the transcriptions to detect similarities and differences.

**Protection of Human Subjects**

The researcher ensured the protection of human subjects in all aspects of the study. Permission to use human subjects, specifically International Schools Group administrators, parents, teachers, support staff, and Board of Trustees members, was requested from the Institutional Review Board on November 23, 2009. Further, the ISG Board of Trustees President, Mr. Doug Holroyd, granted the researcher permission to access various databases used throughout ISG for the express purpose of securing e-mail addresses to solicit participants for the electronic survey, focus groups, and individual interviews. On December 24, 2009, final authorization to carry out the mixed methods research study was received from the University of Minnesota Institutional Review Board.  The human subjects code number for this study is 0912E74914.

All participants had access to the information letter regarding each of the triangulated methods (electronic survey, focus groups, and individual interviews). Additionally, each participant had access to the consent form for participating in a respective survey, focus group, and/or individual interview.

## Chapter 4- Results

### Introduction

This chapter provides the results of the qualitative and quantitative research regarding principal leadership characteristics that influence school culture. Findings include qualitative data collected from focus groups and interviews and quantitative data gathered from an electronic survey. For the purpose of collecting data, a mixed-methods approach is appropriate. Creswell states, "It is advantageous for a researcher to combine methods to better understand a concept being tested or explored" (1994, p. 177). The data were produced from a triangulated methodological approach with quantitative results generated from an electronic survey, which ISG parents, teachers, support staff members, administrators, and Board of Trustees members were invited to complete. Qualitative results were based on focus groups interviews of support staff, teachers, and administrators; and individual interviews of Board of Trustees members.

The following research questions were used to guide the data collection process and the analysis of the findings:

1.  What are the characteristics of principal leadership that influence school culture as viewed by International Schools Group (ISG) stakeholders (i.e. parents, support staff, teachers, administrators, Board of Trustees)?

2.  Is there a difference in principal leadership characteristics identified by the three International Schools Group (ISG) divisions?

3.  Is there a difference in principal leadership characteristics identified by nationality of International Schools Group (ISG) stakeholders?

4. Is there a difference in principal leadership characteristics identified by gender of International Schools Group (ISG) stakeholders?

This chapter is organized in two sections. Section 1 includes a rationale for using mixed methods for this study. Section 2 provides an analysis of the quantitative results from the survey, and the qualitative results from focus groups and interviews as they relate to the four research questions.

## Quantitative and Qualitative Results

The quantitative analysis began with a reliability analysis of the 28 Likert scale survey questions to determine a coefficient alpha. According to Hinton et. al (2004), a coefficient alpha is the most dependable method of testing reliability and is based on the number of items, or survey questions, and the average inter-item correlation. Hinton et al. state:

> A high correlation between the different items will indicate they are measuring the same thing as there will be only small values for the error. A low correlation will indicate that there is a lot of error and the items are not reliably measuring the same thing. (p. 357)

Hinton et al. (2004) indicate that there is much debate among researchers regarding the appropriate cut-off points for reliability; however, as a general guide, a coefficient alpha of >.90 indicates excellent reliability, between .70 and .90 demonstrates high reliability, .50 and .70 shows moderate reliability, and .50 and below shows low reliability. The analysis of the 28 survey questions for this study was completed using SPSS vs. 18. The

results indicate that the overall coefficient alpha is .82, which suggests that there is high

reliability between the survey questions (see Table 14).

Table 14

*Coefficient Alpha Reliability Statistics*

| **Reliability Statistics** | | |
| --- | --- | --- |
| Coefficient Alpha | Coefficient Alpha Based on Standardized Items | N of Items |
| .82 | .83 | 28 |

Further, the 28 Likert scale survey questions were examined to assess whether

any question should be eliminated due to moderate or low reliability. A new coefficient

alpha  was computed based on the elimination of any specific question. The largest

decrease in the coefficient alpha was .01. As a result, all survey questions were used for

the analysis. For a list of all survey questions and the changes in the coefficient alpha if a

specific question were deleted, see Appendix M.

Qualitative results are compiled as they relate to common open-ended questions

asked of the participants in the four focus groups: 1) teachers, 2) teachers and support

staff, 3) administrators, and 4) parents. Additional follow-up questions were asked of the

respective focus groups, or as follow-up to discussion points from the focus group

interviews. Patton (1987) states that the overarching principle in questioning technique

for qualitative interviewing is to provide a foundation in which participants can respond

providing their own perspective in their own terms.

Individual interviews were conducted with five International Schools Group Board of Trustee members, who were asked open-ended questions similar to those of the focus group. Additional questions were presented during the same session that were related to discussion points raised from the Board of Trustee members.

Focus group questions were specifically designed using the four research questions as a foundation. Each focus group and Board of Trustees member was asked the same nine open-ended questions in addition to follow-up questions. Kreuger and Casey (2000) suggest that open-ended questioning allows respondents to determine the type and direction of response they wish to give and that "the more open-ended question begs for more description, more explanation" (pg. 58).

The nine interview questions were:

1.  What components of school culture do you view as important?

2.  Who do you believe influences school culture the most? In what ways?

3.  What are your expectations for an effective principal?

4.  What do you believe are the most important characteristics for a principal to demonstrate?

5.  What characteristics of principal leadership significantly influence school culture? In what ways?

6.  What characteristics of principal leadership have less influence on school culture? In what ways?

7.  Is there anything else that you would like to add about principal leadership characteristics and how they influence school culture?

8.      What do you think of when school culture is mentioned?

9.      What is a positive school culture?

Follow-up questions included topics about the differences between culture and climate, delegation and the end-result of effective leadership.

The qualitative analysis was completed by grouping answers to each of the questions with common themes. Kreuger and Casey (2000) explain that focus group analysis is systematic, sequential, verifiable, and continuous and that once these criteria are met, the analysis may be managed through three distinct approaches: 1) using the computer word processor to cut and paste, 2) code and sort results accordingly, or 3) use a specifically designed software program.

The analysis of the qualitative data for this study was completed systematically and sequentially by compiling results according to common patterns or common themes. The data were compiled by a transcriptionist and confirmed by an audio recording of each session. Additionally, the analysis was a continual process in which each group was compared to subsequent groups to ensure that questions were fully answered and perspectives provided.

For the purpose of this study, the analysis was completed using a computer word processor to cut and paste transcriptions, followed by compiling specific answers from each of the focus groups and individual interviews with common questions in a long-table analysis approach. Kreuger and Casey (2000) indicate that this is an acceptable "low-technology option that has been used in countless analysis projects" (p. 132).

**Research Question 1 and Analysis**

1.      What are the characteristics of principal leadership that influence school

culture as viewed by International Schools Group (ISG) stakeholders (i.e.

parents, support staff, teachers, administrators, Board of Trustees)?

**Quantitative analysis.**

Descriptive statistics were selected as the most appropriate analysis for research

question 1. Using a Likert Scale of 1 to 4, with 1 equivalent to strongly disagree, 2

equivalent to disagree, 3 equivalent to agree, and 4 equivalent to strongly agree, the 28

questions were analyzed to determine measures of central tendency and measures of

dispersion. Hinton et al. (2004) state that the use of descriptive statistics provides the

researcher with a method to summarize data.

Summarizing the data set using descriptive statistics, the principal leadership

characteristics of using multiple sources of data to make decisions and being an ethical

leader received the strongest level of agreement ($M$=3.55). There was not a leadership

characteristic with a mean that demonstrated strong agreement ($M$< 4.00). The strongest

level of disagreement among survey participants was the principal leadership

characteristic of saving face ($M$=2.11). For descriptive statistics for item responses, see

Appendix K.

**Qualitative analysis from focus groups.**

The following analysis represents the responses to the common questions asked of

the four focus groups. Responses address research question 1.

*Question 1- What are important components of school culture?* General comments from parents suggested they desired a culture that provided a safe environment in which to express views without experiencing any kind of fear, or retribution. Administrators suggested that one important component of school culture was the prevalence of care and respect throughout the school, the community, and the stakeholders. Teachers agreed with administrators and parents in suggesting that interactions in the school were important and that those interactions be positive, constantly evolving, reflective, and focused upon improvement. This same focus group also indicated that rituals, traditions, and celebrations were critical to the culture of the school, and that these components contributed to perceptions that stakeholders held about the school.

*Question 2- Who influences school culture the most, and in what ways?* This question elicited the same two responses from each focus group: that the principal and the staff exert the greatest influence on school culture. The teachers indicated that the principal personifies the culture of the school and sets its direction, while the teachers are those who connect most frequently with students and parents in setting the tone of the school. Both groups indicated the importance of having a positive and productive teacher/principal relationship. The administrators suggested that the parents play a vital role in the culture if they are engaged and active in the life of the school. The parents believed that the leadership of the school creates the ethos along with key staff members and the student council. However, the parents did not express a belief in having a role in contributing to the culture of the school.

*Question 3- What are the characteristics of an effective principal?* This question elicited the most similar responses within the four focus groups. Each group indicated that the two most important characteristics of an effective principal were being ethical and having integrity, and possessing excellent communication skills. Ethics combined with integrity was the most common characteristic mentioned by focus group participants. Teachers indicated that a principal with strong ethics and integrity was trustworthy. Another teacher suggested that a principal that demonstrates integrity has the support and trust of other educators, and that an educator who did not agree with a specific decision would be more likely to accept the outcome if such a decision was made by someone with integrity. One parent believed that the principal must be "All things, at all times, to all people." Administrators elaborated on communication by stating that an effective principal communicates well to students, parents, teachers and the community and through this communication serves as a role-model by "walking the walk, instead of just talking the talk." One other administrator stated, "Leaders know the way, go the way, and show the way." Teachers believed that the style of communication that encourages collaboration as opposed to conflict was important as it encourages an individual or staff member's feeling of mattering within the organization and provides an element of transparency to leadership. Another teacher indicated that an effective principal shares a collaborative vision by setting the tone for the school in terms of what is and is not acceptable. An effective principal utilizes communication skills to recognize and honor staff and students.

*Question 4- What are the most important characteristics for a principal to demonstrate?* The responses to this question were similar to those in question 3. Throughout the four focus groups, integrity and excellent communication skills were repeatedly mentioned as important characteristics for principals. Parents indicated that ethics and integrity incorporated honesty, trust, and compassion. They also indicated that an important characteristic among principals included having the best interests of the students at heart within the decision making process while demonstrating respect for the perspectives of others. Teachers suggested that a principal who lacks ethics and integrity would consequently lack credibility, and that a principal must be caring, supportive, honest, fair, and student-focused. The ability to inspire the staff through teamwork was considered an integral part of the communication process. Administrators also believed that principals should commit to on-going professional development and encourage such development in their staff.

*Question 5- What principal leadership characteristics significantly influence school culture?* This question elicited similar responses to those for questions 3 and 4. Participants in the four focus groups indicated that effective communication significantly affected school culture due to its importance in establishing relationships with teams, staff members, students, and parents (teachers); it demonstrated passion for the school and students (teachers); it created a community and a collaborative working environment (administrators); and it promoted the sharing of values such as truth, honesty, and respect (parents). Integrity was often linked by the four focus groups with ethics, values, and doing the honorable thing. The teachers mentioned that integrity, ethics, and

communication worked hand-in-hand and could not be separated, while the administrators believed that stakeholders would not follow a leader who did not exhibit ethics and integrity. One administrator indicated, "It is all about people…not programs."

*Question 6- What principal leadership characteristics have less influence on school culture?* Generally, the four focus groups participants indicated that principals who exhibited more managerial skills, as opposed to leadership skills, had less influence on school culture. However, administrators did indicate that while less influential in terms of school culture, management skills did ensure the smooth operations of the school. Parents agreed by stating that daily managerial tasks had less of an influence but that they promoted the efficient operation of the school and protected its culture. Teachers expanded on that idea, stating that too many initiatives had less of an influence on school culture as they expend energy in several directions and potentially take away from the focus on student learning.

*Question 7- Is there anything that you would like to add about principal leadership characteristics and how they influence school culture?* This question elicited various responses from the group. One parent responded that a proficient principal needs to surround himself with others who are equally proficient. An administrator added that he needed to provide a safe environment even at the cost of academic achievement. One of the teachers suggested that a principal needed to act amicably toward others, while another teacher indicated the importance of a principal's approachability. Two educators reiterated the importance of trust and integrity among principals, colleagues and the school community.

*Question 8- What does school culture mean to you?* Administrators described culture as the means or process by which students and staff blend and work together. One administrator defined the difference between climate and culture, explaining that climate exists more at the surface level whereas culture is underlying throughout the school. Another administrator described culture as the focus of the school in working towards fulfilling the mission. One parent believed that one could assess the culture of the school by walking into the building and sensing the feel of the people, in terms of how they relate to each other and how welcome they are to others. Another parent believed that culture did not change as dramatically as climate and that it takes time to change the culture of a school. A different parent described culture as the "feel" of the school. Another teacher described the culture of the school as the "ethos" that encompassed the relationship between staff and parents, staff and staff, and staff and children. Throughout the teacher focus groups, there was common reference to culture as incorporating rituals, traditions, and celebrations that permeate throughout the school. Another teacher posited that culture should always evolve and that educators, as a whole, should be reflective while exhibiting the courage to change aspects of the culture that are not working. Among the respondents there appeared to be a misconceptions about the meaning of school climate and school culture.

*Question 9- How would you describe a positive school culture?* Administrators described a positive school culture as one characterized by integrity, trust, and respectful relationships among stakeholders. Parents concurred by saying that a positive school culture permeated among all stakeholders in an atmosphere that is relaxed as opposed to

intimidating. Teachers believed that the principal represents an example of the school and that a positive school culture incorporated all aspects: facilities, volunteers, strong attendance at school functions, positive and constructive responses to surveys, and positive inter-school relationships.

**Qualitative analysis from Board of Trustees individual interviews.**

The five Board of Trustees participants were asked the same set of questions used in the focus groups. Questions were asked in an individual interview setting.

*Question 1- What are important components of school culture?* Board member 1 indicated that academic attainment, life skills attainment, and teacher professionalism were important to school culture, as well as the ability of the administration to implement the strategic direction of the Board of Trustees and to operate the school effectively. Board member 2 concurred by stating that academic standards were of first and foremost importance. Board member 3 mentioned the importance of academic skills and excellence, as well as a healthy relationship between students and teachers. Board member 4 suggested that communication, education, and discipline were important in the culture of a school. Board member 5 indicated agreement with academic achievement and also mentioned growth and preparation of students to achieve entry into top tier universities. Board member 5 added that school spirit was important.

*Question 2- Who influences school culture the most, and in what ways?* In response to this question, there was common agreement that the leader of the school is the most influential person because this person sets the tone and creates the culture. One Board of Trustees member expanded on this, stating that school culture was influenced

directly from the very top and is a reflection on the actions of top management. One Board of Trustees member differed by saying that it was a difficult question to answer as the school administrators who hire the teachers, as well as the community, play a part in building school culture.

*Question 3- What are the characteristics of an effective principal?* The five participants agreed that an effective principal demonstrated integrity and was an excellent communicator. Other general characteristics mentioned by the Board of Trustees members include operating within guidelines, demonstrating a close working relationship with authority (i.e. the Superintendent, Board of Trustees), being visionary, creating a culture of excellence, being able to multi-task, establishing positive relationships with stakeholders, and being perceived as the leader of the school.

*Question 4- What are the most important characteristics for a principal to demonstrate?* Consistently mentioned by the five Board of Trustees members were integrity and the ability to communicate. Board member 1 added that an important characteristic for a principal to demonstrate was the ability to work in a cooperative manner while allowing people time to "get on board" with the same vision. Board member 2 posited the importance of being inspirational as well as the ability to tap into the expertise of a principal's colleagues by developing leadership capacity within the school. Board member 3 believed that important characteristics included experience and deep knowledge about education in general. Board member 5 suggested that important characteristics were effectiveness with students and community, having charisma, and ensuring the existence of a cohesive team within the building.

*Question 5- What principal leadership characteristics significantly influence school culture?* The responses on this question varied among the Board members. While Board members 3 and 4 indicated that ethics, integrity and honesty were key components, Board members 1 and 2 suggested that the whole personality of the principal influences school culture, and involves the principal as authoritarian, team worker, and disciplinarian.

*Question 6- What principal leadership characteristics have less influence on school culture?* This question elicited a variety of responses. Board member 1 indicated that everything that a leader did impacted school culture, while Board member 2 indicated that micromanaging may have less influence on school culture. Board members 3 and 4 suggested that a principal's personal life had less influence on the culture of the school. Board member 5 believed that administrative functions had less of an impact on culture, but were a necessary part of management responsibilities.

*Question 7- Is there anything that you would like to add about principal leadership characteristics and how they influence school culture?* This question produced a similarly wide range of responses. Board member 1 stated that school culture and the school itself are one in the same, and that leaders influence the school, and, consequently, school culture. Board member 2 indicated that the leader of the school (i.e. principal) is the public face and that the leader needs to be positive, realistic, up-beat and an effective communicator. Board member 3 summarized by stating "it is all about the followers"; that leadership is about those who lead and those who follow, trust, and want to emulate the leader. Board member 4 suggested that the sole responsibility of school culture rests

with the leader, whose own failure will consequently bring about failure of the school at large.

*Question 8- What does school culture mean to you?* In summarizing the various perspectives, there was general agreement that culture included academic learning, diversity, the relationships between stakeholders, the environment, and the overall operation of the school.

*Question 9- How would you describe a positive school culture?* The Board of Trustees members described a positive school culture as one in which students attend happily and achieve academically. The constant thread with the Board of Trustees members was one of positive attitudes that contribute to a positive school culture; attitudes of the staff, students, and parents as well as the community perception of the school.

**Research Question 2 and Analysis**

2. Is there a difference in principal leadership characteristics identified by the three International Schools Group (ISG) divisions?

**Quantitative analysis.**

A one-way factorial Analysis of Variance (ANOVA) was conducted to determine whether there were statistically significant differences in survey results between the British, American, and International Divisions (the latter of which involves the addition of home country languages in Filipino, Hindi, Urdu, Arabic, and French.) An ANOVA is an appropriate statistical analysis method for this question. Hinton et al. (2004) state, "By analyzing the variance in the data due to different sources…we can decide if our

experimental manipulation is influencing the scores in the data" (p. 367). According to

Gall et al. (1996), the purpose of an ANOVA is to compare the amount of between group

variance to within-group variance. "If the ratio of between groups variance to within-

groups variance is sufficiently high, this indicates that there is more difference between

the groups in their scores on a particular variable than there is within each group" (1996,

p. 392). In analyzing the ANOVA findings, the generally accepted practice is to report a

statistically significant difference for results that are $p \leq .05$. After completing the

ANOVA for the 28 Likert Scale questions and determining if there was a statistically

significant difference between groups, post-hoc analyses using Tukey HSD and

Boneferroni tests were completed to determine which groups within specific leadership

characteristics demonstrated a statistically significant difference.

The findings indicate that there is a statistically significant difference at a $p \leq .05$

level in principal leadership characteristics between the American Division, the British

Division, and the International Division with regard to seven leadership characteristics

between two Divisions. There was a statistically significant difference demonstrated

among three of the seven leadership characteristics among all three divisions, as

illustrated in Table 15.

Table 15

*Summary of ANOVA Findings for International School Groups*

| Characteristic | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| ...demonstrating a philosophy of teacher | Between Groups | 5.50 | 2 | 2.75 | 4.30* | .01* |

| Characteristic | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| centered learning. | Within Groups | 220.81 | 345 | .64 | | |
| | Total | 226.31 | 347 | | | |
| ...always being an ethical leader. | Between Groups | 5.79 | 2 | 2.90 | 9.03** | .00** |
| | Within Groups | 109.97 | 343 | .32 | | |
| | Total | 115.76 | 345 | | | |
| ...making quick decisions. | Between Groups | 16.78 | 2 | 8.39 | 18.36** | .00** |
| | Within Groups | 156.75 | 343 | .46 | | |
| | Total | 173.53 | 345 | | | |
| ...a principal who holds an advanced degree in educational leadership. | Between Groups | 11.08 | 2 | 5.54 | 9.58** | .00** |
| | Within Groups | 201.91 | 349 | .58 | | |
| | Total | 212.99 | 351 | | | |
| ...involving others in the decision making process for every decision. | Between Groups | 5.39 | 2 | 2.69 | 4.07* | .02* |
| | Within Groups | 229.16 | 346 | .66 | | |
| | Total | 234.55 | 348 | | | |
| ...being from the same culture as the primary stakeholder group associated with the school. | Between Groups | 4.89 | 2 | 2.45 | 4.17* | .02* |
| | Within Groups | 200.04 | 341 | .59 | | |
| | Total | 204.93 | 343 | | | |
| ...being concerned about saving face. | Between Groups | 21.63 | 2 | 10.82 | 17.72** | .00** |
| | Within Groups | 202.05 | 331 | .61 | | |
| | Total | 223.68 | 333 | | | |

* p<.05

**p<.01

A statistically significant difference exists with respect to the characteristic of demonstrating a philosophy of teacher-centered learning at the $p \leq .05$ level for the three divisions $F(2, 345)= 4.30$, $p = 0.01$. Post hoc comparisons using the Tukey HSD test indicate that the International Division placed a significantly higher value on teacher centered learning than the British Division. Differences, however, between the American Division and the other two divisions were not statistically significant at $p \leq .05$.

There is a statistically significant difference in the leadership characteristic of always being an ethical leader at the $p < .001$ level $F(2, 343)= 2.90$. Post hoc comparisons using the Tukey HSD test indicate that the American Division placed a statistically significant higher value in being an ethical leader than the International Division. Differences between the British Division and the American and International Divisions were not statistically significant at $p \leq .05$.

Results indicate that there is a statistically significant difference in the leadership characteristic of making quick decisions at $F(2,343)= 8.39$, $p= .00$. Post hoc comparisons using the Tukey HSD test indicate that there is a statistically significant difference between the International Division and the British Division at $p = .01$ and the International Division and the American Division at $p = .00$. Comparisons between the American Division and the British Division were not statistically significant. While the results were not statistically significant, analysis of the findings suggests that those in the International Division place a greater significance on making quick decisions than the American and British Divisions.

There is a statistically significant difference with respect to holding an advanced degree in educational leadership at $p \leq .05$ for the three divisions $F(2, 349)= 5.54$, $p = .00$. A Tukey HSD post hoc comparison indicates that the International Division places more value on an advanced degree than the British Division at p= .00. Further, there is a statistically significant difference in between the American Division and the British Division at p = .01. Those in the American Division places a higher value on an advanced degree than the British Division.

The International Division places a higher value on a principal who involves others in the decision making process for every decision than the American and British Divisions $F(2, 346)= 2.694$, p= .02. With a statistically significant difference of $p \leq .05$, results from the Tukey HSD post hoc comparisons indicate that the International Division places greater significance on involving others in decision making than the American Division. There is no statistically significant difference between the American Division and the British Division.

Analysis of the data indicate that there is a statistically significant difference in the leadership characteristic of being from the same culture as the primary stakeholder group associated with the school $F(2, 341)= 2.45$, p= .02. Post hoc comparisons using the Tukey HSD test demonstrate that the International Division places greater value on being from the same culture as the primary stakeholder group than the British Division.

There is a statistically significant difference at p= .00 in the leadership characteristic of being concerned about saving face for the three divisions $F(2, 331)=$ 10.816, p= .00. Post hoc comparisons using the Tukey HSD test indicate that the

International Division places greater value on saving face than the American Division and the British Division. There is no statistically significant difference between the American Division and the British Division with regard to this characteristic.

Summarizing the ANOVA results that are statistically significant at $p \leq .05$, those in the International Division place greater value than the British Division on four leadership characteristics: 1) demonstrating a philosophy of teacher-centered learning, 2) making quick decisions, 3) holding an advanced degree in educational leadership, and 4) being concerned about saving face. Additionally, the International Division expressed a stronger level of agreement than the American Division on five leadership characteristics. They include 1) making quick decisions, 2) holding an advanced degree in educational leadership, 3) involving others in the decision making process, 4) being from the same culture as the primary stakeholder group associated with the school, and 5) saving face. The American Division differed from the International Division by demonstrating stronger agreement with being an ethical leader *(p=.00)*. The American Division differed from the British Division by placing higher value on holding an advanced degree in educational leadership.

For ANOVA statistics for ISG, see Appendix L, and for complete ANOVA Tukey HSD and Bonferroni post hoc tests, see Appendix M.

**Qualitative analysis from focus groups.**

Each of the four focus groups included representatives from the American, British, and International Divisions. There was no significant difference in the responses

from focus group participants. There was general agreement among on responses among participants.

**Qualitative analysis from Board of Trustees individual interviews.**

There was no significant difference in the responses provided by the Board of Trustees members. Interviews were conducted individually.

**Research Question 3 and Analysis**

3.    Is there a difference in principal leadership characteristics identified by nationality of International Schools Group (ISG) stakeholders?

**Quantitative analysis.**

T-tests were selected for the analysis of this question. On the original survey, respondents were asked to identify their nationality. Due to the smaller sizes of some of the data pools, a decision was made to group nationalities into two groups: Western ($n=$ 181) and non-Western ($n=$ 198). For the purpose of this study, Western nationalities include those from Australia, Brazil, Canada, Netherlands, Germany, Ireland, Norway, New Zealand, South Africa, the United Kingdom, the United States, and Venezuela. Participants in the electronic survey from other nationalities were considered non-Western. Hinton et al. (2004) state that t-tests are one of the most popular types of analyses when comparing two samples which could be either effects or groups. According to Hinton et al. (2004), a t-test will indicate whether there is a statistically significant difference in the responses of the two groups, but it will not indicate what caused the difference. An independent sample two-way t-test was conducted to compare principal leadership characteristics that influence school culture as viewed by Western

and non-Western stakeholders. T-test results were compiled using SPSS vs. 18. The

results demonstrate a statistically significant difference ($p \leq .05$) in the scores between

Western and non-Western stakeholders on 14 leadership characteristics that influence

school culture.

Table 16

*T-test Comparison of Means between Western and Non-Western Respondents*

| Characteristic | t | df | Mean Differ-ence | Std. Error Differ-ence | 95% CI | |
|---|---|---|---|---|---|---|
| | | | | | Lower | Upper |
| ...demonstrating a philosophy of teacher centered learning. | -3.31** | 355.65 | -.27 | .08 | -.44 | -.11 |
| ...putting self before others. | -2.93** | 366.81 | -.31 | .11 | -.51 | -.10 |
| ...always being an ethical leader. | 3.13** | 365.01 | .19 | .06 | .07 | .30 |
| ...having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | -2.07* | 351.95 | -.16 | .08 | -.30 | -.01 |
| ...being innovative. | -2.39* | 368 | -.14 | .06 | -.25 | -.02 |
| ...making quick decisions. | 6.62** | 362.38 | -.46 | .07 | -.60 | -.33 |

| Characteristic | t | df | Mean Difference | Std. Error Difference | 95% CI | |
|---|---|---|---|---|---|---|
| | | | | | Lower | Upper |
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | -3.33** | 319.21 | -.24 | .07 | -.37 | -10 |
| ...making decisions for others. | -3.19** | 366.45 | -.25 | .08 | -.40 | -.10 |
| ...a principal who holds an advanced degree in educational leadership. | -2.56* | 360.00 | -.21 | .08 | -.36 | -.05 |
| ...involving others in the decision making process for every decision. | 3.67** | 371 | -.31 | .08 | -.47 | -.14 |
| ...being from the same culture as the primary stakeholder group associated with the school. | -3.50** | 366 | -.28 | .08 | -.43 | -.12 |
| ...requiring high levels of performance from students and staff. | 2.13* | 353.61 | .14 | .07 | .01 | .27 |
| ...ensuring that policies are followed without exception. | -2.45* | 368 | -.20 | .08 | -.36 | -.04 |
| ...being concerned about saving face. | 5.75** | 355.97 | -.48 | .08 | -.64 | -.31 |

*$p<.05$

*\*\*p<.01*

The findings indicate a statistically significant difference in the leadership characteristics of demonstrating a philosophy of teacher-centered learning for Western (*M*=2.70, *SD*=.82) and non-Western (*M*=2.97, *SD*=.76) nationalities; *t*(370)=3.33, *p*=.00. This suggests that the non-Western nationalities place a higher degree of emphasis on demonstrating a philosophy of teacher centered learning.

Putting self before others is a leadership characteristic with a statistically significant difference between Western (*M*=2.10, *SD*= .97) and non-Western (*M*= 2.40, *SD*=1.04) nationalities; *t*(367)=2.92, *p*= .00. The data indicates that non-Western nationalities place more emphasis on putting self before others than Western nationalities.

The findings reveal a significant difference in the leadership characteristics of always being an ethical leader for Western (*M*=3.65, *SD*=.57) and non-Western (*M*=3.46, *SD*=.58) nationalities; *t*(367)=3.13, *p*=.00. The results suggest that Western nationalities place a higher degree of emphasis on being an ethical leader than non-Western nationalities.

Further analysis indicates a statistically significant difference between the two groups on the characteristic of having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. Western nationalities (*M*= 2.75, *SD*=.74) placed a lesser value on this characteristic than non-Western nationalities (*M*= 2.90, *SD*= .69); *t*(362)=2.08, *p*= .04.

Results suggest that Western nationalities (*M*= 3.35, *SD*= 3.35) do not value being innovative as much as non-Western nationalities (*M*=3.49, *SD*= .53). This is statistically significant at *t*(368)= 2.39, *p*= .02.

The findings indicate that there was a statistically significant difference in the leadership characteristics of making quick decisions between Western (*M*=2.43, *SD*=.69) and non-Western (*M*=2.90, *SD*=.66) nationalities; *t*(368)=6.64, *p*=.00. The results suggest that the non-Western nationalities place a higher degree of emphasis on the principal making quick decisions than the Western nationalities.

There was a statistically significant difference in the leadership characteristic of working effectively with parents and other community stakeholders between Western (*M*=3.13, *SD*=.76) and non-Western (*M*=3.36, *SD*=.57) nationalities; *t*(370)=3.39, *p*=.00. The results suggest that the non-Western nationalities place a higher degree of emphasis on principals working effectively with parents and other community stakeholders.

Non-Western (*M*=2.40, *SD*=.77) nationalities place greater value on making decisions for others than Western (*M*=2.15, *SD*=.72) nationalities. The findings indicate that this was statistically significant at *t*(367)=3.18, *p*=.00.

There was a statistically significant difference between Western (*M*= 2.76, *SD*= .81) nationalities and non-Western nationalities (*M*= 2.96, *SD*= .73) with regard to the principal leadership characteristic of holding an advanced degree in educational leadership. Non-Western nationalities placed greater value in this characteristic. This was statistically significant at *t*(374)= 2.58, *p*= .01.

The findings indicate that there was a statistically significant difference in the leadership characteristics of involving others in the decision making process for every decision for Western ($M$=2.44, $SD$=.80) nationalities and non-Western ($M$=2.75, $SD$=.80) nationalities; $t$(371)=3.67, $p$=.00. The results suggest that the non-Western nationalities place a higher degree of emphasis on involving others in the decision making process for every decision.

There was a statistically significant difference in the leadership characteristics of being from the same culture as the primary stakeholder group associated with the school for Western ($M$=2.12, $SD$=.82) and non-Western ($M$=2.39, $SD$=.70) nationalities; $t$(366)=3.50, $p$=.00. The results suggest that the non-Western nationalities place a higher degree of emphasis on being from the same culture as the primary stakeholder group belonging to the school.

The principal leadership characteristic of requiring high levels of performance from students and staff was statistically significant at $p$= .03. The findings indicate that Western ($M$=3.52, $SD$=.65) nationalities placed greater value on this characteristic than non-Western ($M$=3.28, $SD$=.59) nationalities; $t$(366)=2.14, $p$=.03.

There was a statistically significant difference in the leadership characteristic of ensuring that policies are followed without exception. Western ($M$=2.77, $SD$= .78) nationalities placed a lesser degree of value on this characteristic than non-Western ($M$=2.97, $SD$= .79) nationalities. This was statistically significant at $t$(368)= 2.45, $p$= .02.

The leadership characteristic of saving face was statistically significant at $t(356)=$ 5.74, $p=$ .00. Non-Western ($M=2.34$, $SD=$ .81) nationalities placed greater emphasis on saving face than Western ($M=$ 1.86, $SD=$ .76) nationalities.

In summary, Western and non-Western nationalities demonstrated a statistically significant difference at a $p \leq .05$ regarding 14 leadership characteristics. Of those 14, Western nationalities placed more emphasis on two characteristics: being an ethical leader, and requiring high levels of performance from students and staff. Non-Western nationalities placed greater emphasis on 12 characteristics: 1) demonstrating a philosophy of teacher centered learning, 2) putting self before others, 3) having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention, 4) being innovative, 5) making quick decisions, 6) working effectively with parents and other community stakeholders, 7) making decisions for others, 8) holding an advanced degree in educational leadership, 9) involving others in the decision making process for every decision, 10) being from the same culture as the primary stakeholder group associated with the school, 11) ensuring that policies are followed without exception, and 12) being concerned about saving face.

See Appendix N for T-test nationality independent samples findings and Appendix O for T-test nationality group statistics.

**Qualitative analysis from focus groups.**

Each of the four focus groups was comprised of representatives from Western and non-Western nationalities. Their responses were similar in scope with no discernible difference about leadership characteristics that contribute to school culture. Themes

began to emerge through the focus group process that indicated widespread agreement on which leadership characteristics contributed most to school culture: clear communication and being an ethical leader who demonstrates integrity. Both Western and non-Western nationalities interviewees indicated that these two characteristics were most important in a school.

**Qualitative analysis from Board of Trustees individual interviews.**

Board of Trustees members interviewed also described common themes, which most frequently focused on the characteristics of good communication skills, ethics, integrity, and honesty.  It must be noted that all Board of Trustees members interviewed were of Western nationality, as at the time of the interviews the Board of Trustees did not include anyone from a non-Western country.

**Research Question 4 and Analysis**

4. Is there a difference in principal leadership characteristics identified by gender of International Schools Group (ISG) stakeholders?

**Quantitative analysis.**

An independent sample two-way t-test was conducted to compare principal leadership characteristics that influence school culture as viewed by male and female stakeholders. T-tests results were compiled using SPSS vs. 18. Based on the data, there was a statistically significant difference ($p \leq .05$) in the scores for male and female stakeholders on five leadership characteristics.

Table 17

*T-test Findings for Equality of Means for Gender*

| Characteristic | t | df | Mean Difference | Std. Error Difference | 95% CI Lower | 95% CI Upper |
|---|---|---|---|---|---|---|
| ...being current about research based educational practices. | 2.20* | 371 | .14 | .06 | .02 | .26 |
| ...having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | -2.01* | 364 | -.15 | .07 | -.30 | -.00 |
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | 2.09* | 335.05 | .15 | .07 | .01 | .29 |
| ...always being diplomatic. | 3.30** | 357.82 | .24 | .07 | .10 | .39 |

\* p<.05

\*\*p<.01

In four leadership characteristics, there was a statistically significant difference in the way that females viewed leadership characteristics over males. The data suggests that

females (*M*=3.56, *SD*=.52) placed more emphasis than males (*M*=3.38, *SD*=3.38) on the leadership characteristic of demonstrating a philosophy of student centered learning; *t*(374)=2.95, *p*=.00. Females (*M*=3.49, *SD*=.59) were in stronger agreement than males (*M*=3.35, *SD*=.622) about being current about research based educational practices; *t*(371)=2.20, *p*=.03. Females (*M*=3.32, *SD*=.59) placed greater emphasis than males (*M*=3.17, *SD*=.76) on working effectively with parents and other community stakeholders; *t*(372)=2.12, *p*=.04. Additionally, females (*M*=2.89, *SD*=.66) were in stronger agreement than males (*M*=2.65, *SD*=.75) on the leadership characteristic of a principal who is always diplomatic; t(372)=3.31, *p*=.00.

The one leadership characteristic that demonstrated a statistically significant difference with males in stronger agreement than females was that of a principal having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention; *t*(364)=2.01, *p*=.05. More males (*M*=2.90, *SD*=.70) expressed stronger agreement than females (*M*=2.76, *SD*=.72).

See Appendix P for T-test gender independent samples findings and Appendix Q for T-test gender group statistics.

**Qualitative analysis from focus groups.**

Consistent with nationality, there was no discernable difference among the focus groups as defined by gender. Male and female responses indicated that the two most important leadership characteristics that contributed to school culture were those of being an effective communicator and being a leader who is ethical and demonstrates integrity. Gender did not represent a distinction in focus group perspectives.

**Qualitative analysis from Board of Trustees individual interviews.**

The Board of Trustees interviews involved five men and one woman. Their responses were similar to those of the focus groups. There was no discernible difference in their responses with regard to effective leadership characteristics that contribute to school culture. The Trustees indicated that effective leaders possess strong communication skills and are ethical leaders.

**Summary**

Question 1 findings detailed quantitative descriptive statistics. The qualitative analysis of focus groups delineated responses to the nine questions asked of each group. From the focus group and Board of Trustees interviews, two most valued characteristics emerged regarding principal leadership characteristics that influenced school culture. The two characteristics were leaders who displayed effective communication skills, and leaders who demonstrated integrity and were ethical.

Research question 2 concerned differences in perspectives provided by the three International Schools Group Divisions: International, British, and American. A one-way factorial ANOVA indicated ten statistically significant differences in leadership characteristics at p < .05. Of these, the International Division placed a higher value on four characteristics than the British Division (demonstrating a philosophy of teacher centered learning, making quick decisions, holding an advanced degree in educational leadership, and being concerned about saving face), and the International Division placed a higher value on five characteristics than the American Division (making quick decisions, holding an advanced degree in educational leadership, involving others in the

decision making process, being from the same culture as the primary stakeholder group associated with the school, and saving face). The American Division placed a higher value on one leadership characteristic than the British Division (holding an advanced degree in educational leadership).

Qualitatively, the findings suggest no discernable difference among perspectives provided by focus group participants and Board of Trustees members with regard to leadership. Similarly, two common themes emerged about communication and integrity.

Research question 3 was analyzed using T-tests to determine statistically significant differences between Western and non-Western nationalities. The findings suggest that nationalities differed in 14 leadership characteristics. Western nationalities placed more emphasis than non-Western nationalities on being an ethical leader and requiring high levels of performance from staff. Non-Western nationalities placed more emphasis than Western nationalities on 12 characteristics. They are: 1) demonstrating a philosophy of teacher centered learning, 2) putting self before others, 3) having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention, 4) being innovative, 5) making quick decisions, 6) working effectively with parents and other community stakeholders, 7) making decisions for others, 8) holding an advanced degree in educational leadership, 9) involving others in the decision making process for every decision, 10) being from the same culture as the primary stakeholder group associated with the school, 11) ensuing that policies are followed without exception, and 12) being concerned about saving face. However, further analysis of focus group results found no significant difference between

nationalities. Western and non-Western nationalities valued the leadership characteristics of being an effective communicator, and being ethical while demonstrating integrity. The Board of Trustees members consisted of only Western nationalities and consequently, this question was irrelevant among that group.

Research question 4 was analyzed using T-tests to determine any statistically significant differences between gender. The findings indicate that four leadership characteristics were statistically significant, with females in stronger agreement about demonstrating a philosophy of student centered learning, being current about research based educational practices, working effectively with parents and other community stakeholders, and always being diplomatic. One leadership characteristic was statistically significant with males in strong agreement. This characteristic was having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. The qualitative analysis indicated that there was no difference in perspectives between gender among either focus group participants or Board of Trustees members. Both genders placed value in the leadership characteristics of being an effective communicator, and being ethical while demonstrating integrity.

Patton (2002) asserts that by triangulating the data findings, each method contributes to different aspects of empirical reality, and that multiple methods of data collection and analysis provide a stronger degree of credibility with the research findings. In the case of this research, the triangulated data of focus groups, individual interviews, and electronic surveys provided credibility for the study.

**Chapter 5- Discussion and Conclusion**

What are the reasons why you should follow the lead of your supervisors? Because they know how to manipulate? Because they can meet your needs or provide you with other psychological payoffs? Because they are charming and fun to be with? Or because they have something to say that makes sense? Because their thoughts point you in a direction that captures your imagination? Because they stand on ideas, values, and conceptions that you believe are good for teachers, students, and the school? (Sergiovanni, 1992)

**Introduction**

This chapter will summarize the qualitative and quantitative data and consider them through the lens of the established literature from Chapter 2.  Further, the literature will be compared with the data analysis of Chapter 4. The chapter will then discuss the results as they relate to stakeholders and leadership within International Schools Group, define study limitations, make suggestions for future research, and identify implications for leadership and school culture within the ISG organization.

The following research questions were used to guide the data collection process, analysis of the findings, and comparisons contributing to the results:

1. What are the characteristics of principal leadership that influence school culture as viewed by International Schools Group (ISG) stakeholders (i.e. parents, support staff, teachers, administrators, Board of Trustees, private sector corporations)?

2.      Is there a difference in principal leadership characteristics identified by the three International Schools Group (ISG) Divisions?

3.      Is there a difference in principal leadership characteristics identified by nationality of International Schools Group (ISG) stakeholders?

4.      Is there a difference in principal leadership characteristics identified by gender of International Schools Group (ISG) stakeholders?

**Discussion of Results and Findings**

Schein (1985) indicates that leadership and culture are conceptually intertwined and that neither can thoroughly be understood by itself. Schein further suggests that the real importance of a leader is to create and manage culture, and that the most effective leaders understand and work with culture. By understanding the culture of the school and stakeholders' perspectives on leadership, the leader is better positioned to influence school culture. "To truly change the [school], you need to change the culture" (Childress and Senn, 1999, p. 7).

**Research Question 1**

1.      What are the characteristics of principal leadership that influence school culture as viewed by International Schools Group (ISG) stakeholders (i.e. parents, support staff, teachers, administrators, Board of Trustees)?

Stakeholders who were surveyed valued principals who make decisions using multiple sources of data, and who are ethical, inclusive of generating trust and demonstrating integrity. These two characteristics demonstrated the strongest level of agreement *(M=3.55)* in the quantitative analysis. Within the qualitative analysis,

demonstrating integrity was mentioned in the four focus groups. Participants in the focus

groups of teachers, parents, and administrators expanded on the characteristic of

demonstrating integrity by suggesting that other characteristics of principal leadership

that influenced school culture included being ethical, honesty, generating trust and being

compassionate. This sentiment was also reflected among the Board of Trustees members.

Interviewees related demonstrating integrity to being ethical and demonstrating honesty

in interactions with stakeholders. McEwan (2003) and Northouse (2007) indicate that

being ethical and demonstrating integrity also includes leaders who are respectful, build

community, are honest, serve others, and are humble. Northouse (2007) identifies trust,

honesty, and being positive as desirable leader attributes, as identified in the GLOBE

Study. Kouzes (1998, p. 323) reiterated the importance of this leadership characteristic

stating, "People won't believe the message if they don't believe the messenger. People

don't follow your technique. They follow you – your message and your embodiment of

that message."

The qualitative analysis also revealed being an excellent communicator as an

important leadership characteristic. Focus group members frequently commented that a

principal who was a strong communicator contributed to positive interactions and public

relations within the school, and through effective communication, the principal acted as

role-model by "walking the walk, instead of just talking the talk." Teachers believed that

an effective communicator encourages collaboration as opposed to conflict and that this

contributes to an element of transparency by the leader. An effective communicator

demonstrates passion for the school and students, and promotes sharing the values of truth, honesty, and respect.

The characteristics of using multiple sources of data for decision making, being ethical and demonstrating integrity, and being an effective communicator figured prominently in the literature review and concur with the findings of the qualitative and quantitative analysis.

Several researchers discussed in the literature review cited using multiple sources of data to impact decision making and student learning as characteristics of principal leadership that influence school culture. Hallinger (2003) states, "It is the responsibility of the instructional leadership to align the school's standards and practices with its mission and to create a climate that supports teaching and learning" (p. 332). McEwan (2003) contends that highly effective principals are data driven and know how to use multiple sources of data to impact teaching and learning. Scherer (2001) refers to the importance of utilizing multiple sources of data as "multiple data waves." Similarly, Manobianco (2002) suggests, "Interpreting data in isolation is useless without linking the data to what we want students to know and be able to do as well as looking at our instructional strategies" (p. 17).

The House et. al (2004) GLOBE study delineated a list of outstanding leadership and negative leadership attributes that was universally accepted by the 17,000 participants of the study. Within this list, an exceptional leader exhibits integrity and is one who is value-based and has the ability and persona to inspire and motivate others while having high standards and expectation of performance. Deal and Peterson (1999)

concur that a productive school culture is characterized by a positive flow of communications and a shared sense of respect and caring for everyone. Kouzes and Pozner (2002) believes that exemplary leaders inspire a shared vision, and encourage the heart. Bennis (2003) defines an excellent leader as one who is an excellent communicator and is a model for integrity. McEwan in *The 10 Traits of Highly Effective Principals* (2003) indicates that a highly effective principal incorporates several elements in communicating with others, inclusive of listening, empathizing, interacting, and connecting with stakeholders, and that communication must be in a meaningful and effective way. She asserts that successful principals communicate virtually all the time on the job. The importance of effective communication is reiterated by McEwan (2003), who suggests, "The number one priority of a principal's job description is to communicate in appropriate, productive, meaningful, helpful, and healing ways with teachers, students, parents, colleagues, as well as a vast array of others, whether individually, in small groups, or en masse" (p. 2).

The qualitative and quantitative findings of this research correlate with the related literature as to the significance of three principal leadership characteristics in particular: using multiple forms of data in decision making, being ethical and demonstrating integrity, and being an effective communicator.

**Research Question 2**

2.      Is there a difference in principal leadership characteristics identified by the three International Schools Group (ISG) Divisions?

The divisions of ISG are primarily delineated according to curricular offerings. Additionally, tuition rates differ, with the American and British Divisions charging a higher tuition than the International Division. A North American curriculum is offered in the American Division, the National Curriculum of England is offered in the British Division, and a modified American curriculum with additional home country languages of Hindi, Urdu, Filipino, and Arabic is offered in the International Division. Each division has a broad diversity of both Western and non-Western nationalities represented within the stakeholders. However, the teaching and administrative faculties are more representative of the respective geographic association and the types of curricula offered. The American and British Divisions primarily employ educators from North America and the United Kingdom, respectively, and their stakeholders are predominantly Western, while the International Division chiefly employs educators from India, Pakistan, the Middle East, and the Philippines, and its stakeholders are from predominantly non-Western nationalities for stakeholders.

The quantitative analysis demonstrated a statistically significant difference in principal leadership characteristics influencing school culture. A one-way factorial ANOVA was conducted to compare differences within the three divisions.

In summarizing the ANOVA results that are statistically significant at $p < .05$, those in the International Division placed greater value than the British Division on four leadership characteristics: 1) demonstrating a philosophy of teacher centered learning, 2) making quick decisions, 3) holding an advanced degree in educational leadership, and 4) being concerned about saving face. Additionally, the International Division showed

stronger level of agreement than the American Division on five leadership characteristics: 1) making quick decisions, 2) holding an advanced degree in educational leadership, 3) involving others in the decision making process, 4) being from the same culture as the primary stakeholder group associated with the school, and 5) saving face. The American Division differed from the International Division by demonstrating stronger agreement on being an ethical leader. The American Division was distinguished from the British Division in placing a higher value on holding an advanced degree in educational leadership.

The qualitative results, as identified by division, differed in leadership characteristics from the quantitative results. There was no significant discrepancy in responses by focus group or individual interview participants. Recurring opinions recorded during the focus groups and individual interviews were that two predominant principal leadership characteristics influenced school culture: being an effective communicator, and being an ethical leader with integrity.

When comparing the literature review with the qualitative and quantitative findings by the American, British and International Divisions, it is important to note that the American and British Divisions are comprised predominantly of Western nationalities, while the International Division is comprised predominantly of non-Western nationalities. In reviewing the GLOBE study by House et. al (2004), and the IBM study by Hofstede and Hofstede (2010), several comparisons can be drawn with the principal leadership characteristics identified as important by the American, British, and International Divisions of ISG. The characteristic of saving face was more important to

the International Division than the British and American Divisions. Hofstede and

Hofstede (2010) describe the importance of saving face as it relates to the family and

societal context stating,

> Face describes the proper relationship with one's social environment, which is as
>
> essential to a person (and that person's family) as the front part of his or her head.
>
> The importance of face is the consequence of living in a society very conscious of
>
> social contexts. (p. 90)

This is also supported by the GLOBE Study. The International Division placed

more emphasis on saving face than the American and British Divisions. Comprised

predominantly of stakeholders from the Middle East and Southern Asia, the GLOBE

Study parallels the ISG findings. The GLOBE Study also indicates that the Anglo

regional world cluster believes that ineffective leaders are status-conscious or prone to

face saving (House et al., 2004, p. 318).

One finding supported by the ISG study but not reflected by the GLOBE and IBM

studies concerned the characteristic of being autocratic. House et al. (2004) and Hofstede

and Hofstede (2010) indicated that the two populations of Middle East and Southern Asia

preferred autocratic leaders who made decisions independent of others. The ISG Study

indicates that the International Division, comprised mainly of Middle East and Southern

Asia nationalities, preferred leaders who were not autocratic but involved others in the

decision making process.

Another key finding in the ISG study indicates that stakeholders in the American

Division believe more strongly in the importance of being an ethical leader and having

integrity than those in the International Division. This is supported by the House et al. (2004) GLOBE Study in which the Anglo leadership profile includes being visionary, charismatic, and value-based while being considerate of others. While this finding is supported within the ISG study, this researcher is cautious about overgeneralizing the term "ethical" as it has different meanings and interpretations to different cultures. This may be a significant finding for ISG stakeholders and leaders, and may not be applicable to other organizations outside of this study.

**Research Question 3**

3. Is there a difference in principal leadership characteristics identified by nationality of International Schools Group (ISG) stakeholders?

Research question 3 was analyzed by using an independent sample two-way t-test. On the original survey, respondents were asked to identify their nationality. However, several data pools were statistically insignificant. The House et al. (2004) GLOBE study and the Hofstede and Hofstede (2010) IBM study relate directly to this research question, as it focuses on the disaggregation of data as defined by nationalities. Due to the size limitations of several data pools, the ISG study was reorganized from specific, individual nationalities to classification according to "Western" and "non-Western" nationalities. The data pool for Western was $n$=181 and non-Western $n$=198. Within Chapter 4, the nationalities specific to each group are identified.

Western stakeholders identified two characteristics as having greater impact on school culture: 1) being an ethical leader, and 2) requiring high levels of performance from students and staff. In contrast, non-Western stakeholders identified the following

characteristics: 1) demonstrating a philosophy of teacher-centered learning, 2) putting

self before others, 3) having a philosophy of conflict resolution that focuses on the

persons involved in the conflict resolving it without administrative intervention, 4) being

innovative, 5) making quick decisions, 6) working effectively with parents and

community stakeholders, 7) making decisions for others, 8) holding an advanced degree

in educational leadership, 9) involving others in the decision making process for every

decision, 10) being from the same culture as the primary stakeholder group belonging to

the school, 11) ensuring that policies were followed without exception, and 12) being

concerned about saving face.

Unlike the quantitative analysis, the qualitative analysis from the focus group and

individual interviews produced no discernible difference in the responses. Answers from

Western and non-Western respondents were similar, with no characteristic emerging as

more important as delineated by nationality. From the interviews, two characteristics

emerged as the most important: being an effective communicator and being an ethical

leader who had integrity.

While there is not a one-to-one correlation between the GLOBE study and the

ISG study with respect to nationality, generalized similarities can be ascertained by

comparing the studies. Non-Western nationalities within the ISG study placed a higher

value than their Western counterparts to placing self first before others, make decisions

for others, and save face. Within the non-Western regional world clusters of the GLOBE

Study, the Middle East, Confucian Asia, and Eastern European nationalities supported

this finding. According to House et al. (2004), the Eastern European leadership profile

identified protecting self first and being an autonomous leader as desired leadership

characteristics. The Confucian Asia leadership profile considered it important to not

involve others in the decision making process, while the Middle Eastern profile indicated

it was important to save face, to ensure that the status of the position was maintained, and

to govern autonomously. The House et al. GLOBE Study also concluded that the

Southern Asia leadership profile valued autocratic leaders.

The GLOBE Study for Western nationalities from the Nordic Europe and Anglo

regional world clusters directly relate to the views by the ISG's Western stakeholders.

The GLOBE findings suggest being motivational and inspirational to impact achievement

was a desired leadership characteristic among this group, similar to the ISG Western

characteristic of expecting high levels of performance from stakeholders.

Based on the findings from the IBM study, Hofstede and Hofstede (2005) address

the leadership characteristics of saving face by identifying individualism and collectivism

within society:

Individualism pertains to societies in which the ties between individuals are loose;

everyone is expected to look after himself or herself and his or her immediate

family. Collectivism as its opposite pertains to societies in which people from

birth onward are integrated into strong, cohesive in-groups, which throughout

people's lifetimes continue to protect them in exchange for unquestioning loyalty.

(p. 76)

Hofstede and Hofstede (2010) identify several Western countries as ranking high

on the individualism index. These countries are the United States, Australia, Great

Britain, Canada, and New Zealand. These nationality groups comprised a large portion of the subjects for the ISG study. Hofstede and Hofstede (2010) identify collectivist nations to include the Philippines, Bangladesh, China, Korea, and Pakistan. These nationality groups largely comprised the non-Western group of the ISG study. The relationship between the two studies, therefore, pertains to the importance of saving face within this nationality group. Concurring with the ISG study, the non-Western groups placed more value on this leadership characteristic than the Western group.

Furthermore, non-Western nationalities placed greater emphasis on being from the same culture than Western nationalities. The IBM Study (Hofstede & Hofstede, 2010) supported this finding by delineating key differences between collectivist and individualist societies with regard to school and the workplace. In a collectivist society, in-group, or like, customers receive favorable treatment, and not everyone is treated equally.

Additionally, Hofstede & Hofstede (2010) indicate that in a collectivist society, such as the ones comprising the non-Western nationality ISG group, diplomas provide entry into higher-status groups. This was a statistically significant difference as identified by non-Western nationalities in the ISG study. Non-Western nationalities placed greater emphasis on holding an advanced degree than Western nationalities.

Hofstede and Hofstede (2010) define a collectivist society as one in which the personal relationship predominates over the task and needs to be identified first, while in an individualist society the task is predominant to personal relationships. In this regard,

the ISG study supports the IBM study, since both reflected that there was greater emphasis among the non-Western nationalities on the characteristic of placing self first.

The qualitative results of the ISG study indicate no difference with regard to nationality on principal leadership characteristics that influence school culture.

**Research Question 4**

4.  Is there a difference in principal leadership characteristics identified by gender of International Schools Group (ISG) stakeholders?

Research question 4 was also analyzed using an independent sample two-way t-test. This question examined the responses disaggregated by gender (regardless of division or nationality) among ISG stakeholders.

Four leadership characteristics showed statistically significant variation by gender. Females placed more emphasis than males on leaders who demonstrated a philosophy of student-centered learning, were current about research based educational practices, worked effectively with parents and other community stakeholders, and who were diplomatic. Males differed from females in the leadership characteristic of demonstrating a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. Northouse (2007) suggests gender-based difference with regard to leadership characteristics that are desirable. According to Northouse, studies as early as the 1970s indicate that females prefer leaders who are democratic and apply transformational styles more than males. This parallels some of the leadership characteristics noted above in the ISG study; namely, that females placed more emphasis than males on leaders who were current about research based

educational practices, worked effectively with parents and other community stakeholders, and who were diplomatic.

With respect to the qualitative results provided by focus group and individual interviews for research question 4, there was no significant difference in the response provided by gender. Females and males shared the same perspective that the two most important characteristics influencing school culture were being an effective communicator and being an ethical leader.

**Study Limitations**

This research study has several limitations, which should serve as cautions when generalizing its findings to other situations or organizations. The limitations were: 1) the study was open only to ISG stakeholders, 2) there was a small response from stakeholders who were willing to be participants in the focus groups, 3) responses within the focus group were homogeneous in scope, 4) the analysis was limited to those who participated in the electronic survey, 5) the researcher was also the facilitator of the focus groups, 6) the survey questions may not have been clear to the participants due to the fact that a large number of participants spoke English as a second language, and 7) students did not form part of the research group.

As a result of the limitation of limiting participation to ISG, the perspectives shared from participants in the study were confined to experiences they had from their home countries, other overseas experiences, and ISG schools.

Even though invitations were extended to all ISG stakeholders, only a small number expressed interest in participating in a focus group. Additionally, within the

respondents, there were a limited number of representatives from non-Western nationalities.

Responses within focus groups were similar in terms of expressed content. A limitation of this research was the homogeneity of the responses. There were no discernible differences in the answers provided by any of the research groups as noted in research questions 2, 3, and 4: division, nationality, and gender. Within each focus group, it was apparent that respondents were listening to one another's answers and had the tendency to reiterate the same perspective and support others' responses. The Hawthorne effect as studied by Clark (2000) perhaps could have played a role in the homogeneity of responses. The Hawthorne effect is characterized by individual behaviors that may be temporarily changed because the subjects know they are being studied.

This research study was limited to those who chose to participate in the electronic surveys. This group, although heterogeneous in nature with a diversity of Western and non-Western nationalities and genders, did not have the same representation as a broader data pool.

Another limitation was that the primary researcher in the study was also the one who facilitated the focus group discussions. Krueger and Casey (2000) assert that the primary purpose of using a focus group is to listen and gather information without any undue pressure and for the researcher to be able to see patterns and/or identify trends. Despite the competent conduction of the focus groups, the researcher's own lack of experience in conducting an academically oriented focus group may have influenced the data.

A sixth limitation was that the research questions and the language used may not have been clear to the participants. A large number of participants speak English as a second language. The administrative and academic terms used within the questions may not have been clearly understood by all participants. A glossary was not included explaining terminology. Even though the questions were subjected to a vetting process with a pilot group, that group may not have been sufficiently representative of others who were less adept at speaking English.

Another limitation of the research was that no students were invited to participate. As such, the study did not incorporate their perspective on principal leadership characteristics that contribute to school culture. A broader data pool, including students, would have added additional or similar findings into the research.

**Recommendations for Future Research**

This study has immense potential if taken a step further in the analysis of principal leadership characteristics influencing school culture. Because several data pools were statistically too small to be significant with regard to individual nationalities, it is this researcher's recommendation for future research to resurvey ISG stakeholders and to encourage to broader stakeholder participation. This researcher believes that the benefits of analyzing the research from specific nationalities within an individual school would help the educational leaders of the school and the ISG to relate better to stakeholders by understanding their perspectives and expectations. A greater level of understanding can only be gained through further, more in-depth research.

**Implications for Leadership and School Culture**

"Seek first to understand, then to be understood" (Covey, 1990, p. 255).

The implications for leadership and school culture are several. It is prudent that an educational leader, whether a principal or District administrator, understands the school's culture before attempting change. In order to thoroughly understand the culture of the school or organization, a leader needs to seek views of stakeholder groups about leadership, culture, and influence. Moreover, expectations for leadership by stakeholders must be identified. Consequently, the leader will be better positioned to relate to the school or organizational community.

The ISG study identified two key characteristics of leadership: being an effective communicator and being an ethical leader while demonstrating integrity. This may not be the same in other educational institutions. For ISG principals, the implications are to become familiar with the research and findings for each respective school and to apply them to their leadership skill set. By understanding the research and applying the findings, it is anticipated that principals will be more effective in their positions.

<p align="center">**Summary**</p>

It is hoped that educational leaders will gain value from the findings and understand the importance of stakeholder perspectives on leadership characteristics that influence school culture. McEwan reiterates the importance of understanding the culture of the school in order to be effective in stating "Excellent principals watch, listen, ask questions, and become cultural anthropologists as they examine documents, interview informants, and observe behavior and listen to conversations in the teachers' lounge, in hallways, and in meetings. Their goal is to uncover and understand the cultures of their

schools" (2003, p. 94). It is advantageous for an ISG leader to understand the culture of

their respective schools in order to apply leadership characteristics in such a way that will

impact student achievement positively and produce meaningful change.

> It is not the teachers, or the central office people, or the university people who are
>
> really causing schools to be the way they are or changing the way they might be.
>
> It is whoever lives in the principal's office. (Barth, 1976, p. 10)

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Appendix A

**Permission from Mr. Doug Holroyd to Access International Schools Group Database**

**INTERNATIONAL SCHOOLS GROUP**
**Saudi Arabia**

Norma Hudson
Superintendent

Douglas R. Holroyd
President
Board of Trustees

(ISG is a not for profit Educational System
for the Kingdom of Saudi Arabia.)

District Office
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Al Khobar 31952
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E-mail: nhudson@isgdh.org

*"Committed to Educational Excellence"*

January 16, 2010

Ms. Marsha Williams
Exempt Review Administrator
Institutional Review Board (IRB) – Exempt
MMC 820
420 Delaware Street SE
Minneapolis, MN 55455

612-625-9186 (direct)
612-626-6061 (fax)

Dear Ms. Williams,

This letter is to indicate that Norma J. Hudson (UMN ID 1914653)
(IRB 0912E74914) as Superintendent of International Schools Group,
Saudi Arabia, has permission to conduct personal research in ISG
schools and to access all privately held data that the schools and
District have collected from parents, staff, and Board of Trustees.

Please contact me if you require further clarification.

Respectfully,
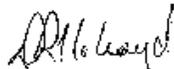
Douglas R. Holroyd
International Schools Group Board of Trustees President

Appendix B

**Institutional Review Board (IRB) Approval**

**0912E74914 - PI Hudson - IRB - Exempt Study Notification**

TO : magnu002@umn.edu, huds0046@umn.edu,

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0912E74914

Principal Investigator: Norma Hudson

Title(s):
Characteristics of Principal Leadership Influencing School Culture

_____

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter. This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at

http://eresearch.umn.edu/ to view further details on your study.

The IRB wishes you success with this research.

We have created a short survey that will only take a couple of minutes to complete. The questions are basic, but will give us guidance on what areas are showing improvement and what areas we need to focus on:

https://umsurvey.umn.edu/index.php?sid=36122&lang=um

Appendix C

**Recruiting Notification for Electronic Survey Participants and Focus Group Participants**

Dear ISG Community Member,

As part of the dissertation for my doctoral degree in Educational Policy and Administration at the University of Minnesota, I am conducting research in three ways in order to gather information on principal leadership characteristics and school culture. The primary focus of my study is to examine stakeholder views of principal leadership characteristics and how these characteristics influence school culture.

The first method of data collection is in distributing an electronic survey to all parents, support staff, educators, administrators, Board of Trustees members and representatives of private sector corporations who are associated with International Schools Group.

I would appreciate it if you would take 15-20 minutes to respond to the questions. All responses will remain anonymous and confidential. Benefits for participation in this study include the opportunity to share your views on leadership and school culture with ISG educators and other educational leaders in schools around the world that are similar to ISG. Your support in completing the survey is appreciated.

The second method is that of holding focus groups with parents from the American Division, the British Division, and the International Division; staff members from the American Division, the British Division and the International Division; and the ISG Board of Trustees along with representatives of private sector corporations. If you would be willing to be a part of a focus group, please notify Norma Hudson (nhudson@isgdh.org) by January 1, 2010. Notification will be given to those who are selected to participate on a focus group by January 7, 2010.

The third method of collecting data will be individual interviews. A small group of participants will be selected from the focus groups to provide additional data about leadership characteristics and school culture.

No risks are anticipated in this study outside those associated with the normal professional work day.

Once again, thank you for your contributions to this important study.

Respectfully,

Norma Hudson
University of Minnesota, Doctoral Candidate

International Schools Group Superintendent
Al-Khobar, Saudi Arabia

Appendix D

**Informed Consent for Electronic Surveys**

Dear Survey Participant,

As part of the dissertation for my doctoral degree in Educational Policy and Administration at the University of Minnesota, I am conducting an electronic survey on principal leadership characteristics and school culture. The primary focus of my study is to examine stakeholder views of principal leadership characteristics and how these characteristics influence school culture. At this time, I am asking for your views on this subject.

I would appreciate it if you would take 15 – 20 minutes to respond to the questions. All responses will remain anonymous and confidential. Benefits for participation in this study include the opportunity to share your views on leadership and school culture with International Schools Group educators and other educational leaders in schools around the world that are similar to International Schools Group.

No risks are anticipated in this study outside those associated with the normal professional workday.

You were selected to participate in the survey as a result of your association with International Schools Group either as a parent, support staff member, educator, or Board of Trustees member who is a private sector corporation representative. Your support in completing the survey is appreciated.

By clicking on the following link and completing this survey, you give your consent for the data to be used as part of the study.

Thank you for your time and assistance.

Respectfully,


Norma Hudson
International Schools Group Superintendent
Al Khobar, Saudi Arabia
University of Minnesota, Doctoral Candidate

Appendix E

**Electronic Survey**

**PRINCIPAL LEADERSHIP AND SCHOOL CULTURE
SURVEY QUESTIONS**

**\*1. Please select the country which you have a passport.**

☐

**\*2. My gender is:**

◯ Female

◯ Male

**3. I am associated with the following school(s) (please check all that apply)**

☐ Dhahran British Grammar School

☐ Dhahran Elementary/Middle School

☐ Dhahran High School

☐ ISG Dammam

☐ ISG Jubail

☐ Yanbu International School

**4. My role in the school is (please check all that apply)**

☐ Parent

☐ Support Staff

☐ Teacher

☐ Administrator

☐ Board of Trustees Member

**5. I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions.**

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

**6. I believe that a characteristic of principal leadership that influences school culture is having an uncompromising vision for where the school is going.**

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

**7. I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of student centered learning.**

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

**8. I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of teacher centered learning.**

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

**9. I believe that a characteristic of principal leadership that influences school culture is putting self before others.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**10. I believe that a characteristic of principal leadership that influences school culture is actively encouraging parent involvement in school governance.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**11. I believe that a characteristic of principal leadership that influences school culture is being current about research based educational practices.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**12. I believe that a characteristic of principal leadership that influences school culture is being an inspirational leader.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**13. I believe that a characteristic of principal leadership that influences school culture is always being an ethical leader.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**14. I believe that a characteristic of principal leadership that influences school culture is having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**15. I believe that a characteristic of principal leadership that influences school culture is working collaboratively with others in all situations.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**16. I believe that a characteristic of principal leadership that influences school culture is being innovative.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**17. I believe that a characteristic of principal leadership that influences school culture is making quick decisions.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**18. I believe that a characteristic of principal leadership that influences school culture is maintaining a safe environment even if it compromises academic achievement.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**19. I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**20. I believe that a characteristic of principal leadership that influences school culture is making decisions for others.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**21. I believe that a characteristic of principal leadership that influences school culture is always being diplomatic.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**22. I believe that a characteristic of principal leadership that influences school culture is a principal who holds an advanced degree in educational leadership.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**23. I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of delegation may not end with the same result if the principal had fulfilled the responsibility.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**24. I believe that a characteristic of principal leadership that influences school culture is involving others in the decision making process for every decision.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**25. I believe that a characteristic of principal leadership that influences school culture is being from the same culture as the primary stakeholder group associated with the school.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**26. I believe that a characteristic of principal leadership that influences school culture is requiring high levels of performance from students and staff.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**27. I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**28. I believe that a characteristic of principal leadership that influences school culture is treating all staff the same regardless of position or nationality.**

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

**29. I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**30. I believe that a characteristic of principal leadership that influences school culture is adjusting one's leadership style to accommodate all stakeholder cultures in the school.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**31. I believe that a characteristic of principal leadership that influences school culture is ensuring that policies are followed without exception.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**32. I believe that a characteristic of principal leadership that influences school culture is being concerned about saving face.**

◯     Strongly Agree

◯     Agree

◯     Disagree

◯     Strongly Disagree

**33. Please rank these characteristics of principal leadership that influence school culture from 1 – 6 with 1 having the most influence on school culture and 6 having the least influence on school culture. (Rankings may not be duplicated.)**

| | 1-Most influence on school culture | 2 | 3 | 4 | 5 | 6-Least influence on school culture |
|---|---|---|---|---|---|---|
| A charismatic leader (one who inspires, motivates, and has high expectations for performance) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| A team-oriented leader (one who emphasizes team building and common purpose amongst team members) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| A participative leader (one who involves others in the decision-making process) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| A humane-oriented leader (one who is supportive, considerate, compassionate, and generous) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| A autonomous leader (one who is independent and | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

individualistic)

| | | | | | | |
|---|---|---|---|---|---|---|
| A self-protective leader (one who is self-centered, conscious of status, and concerned about saving face) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

**34. Please provide any other comments you wish to add about principal leadership characteristics that influence school culture. Thank you.**

Appendix F

**Informed Consent for Focus Group Participants**

June 7, 2010

Dear Focus Group Participant,

You were invited to be in a research study on principal leadership and school culture as a result of your association with International Schools Group. Thank you for volunteering to contribute to the data collection process by agreeing to participate in a focus group session..

The Institutional Review Board (IRB) at the University of Minnesota requires that all study participants provide informed consent before participating in any type of research. Please listen carefully as I read this information. If you have any questions, let me know. This is considered a consent information sheet.

Purpose of the Study and Background Information:
The purpose of this study is to examine stakeholder views of principal leadership characteristics and how these influence school culture.

Procedures:
The initial phase of this study consisted of a survey sent to all International Schools Group parents, support staff personnel, educators, and Board of Trustees members who are representatives of private sector corporations. The primary purpose of the survey was to gather views from as many International Schools Group stakeholders as possible on principal leadership characteristics that influence school culture.

The second phase of this study is the focus group process. You were selected from a pool of volunteers throughout International Schools Group. If you agree to participate in the focus group, you will be asked to answer a series of pre-determined, mostly open-ended questions that will last approximately one hour. During this session and in an effort to be accurate, I will transcribe the conversation and also tape record it.

Participation in this Focus Group does not affect subjects' relationship with the University of Minnesota.

Risks and Benefits:
There are no risks anticipated in being in this study outside of those encountered in daily life. The benefits of participation in this focus group are a contribution to the body of knowledge of principal leadership characteristics that influence school culture.

Compensation:

Other than the snacks provided for this session, there is no compensation.

Confidentiality:
Participant anonymity will be assured at all times. Names will not be registered on the notes taken from today's session. The records of this study will be kept private and kept personally by me. In the event of any publication of the research findings, no information will be included that will make it possible to identify any individual. All records will be stored in a confidential location. Once the dissertation is complete and accepted all notes and tape recordings will be destroyed.

Voluntary Nature of the Study:
Participation in this study is voluntary and in no way has any affect on your current or future employment or relationship with International Schools Group. If you decide to participate, you are free to not answer any questions. Additionally, you may withdraw at any time should you so desire without negative repercussions.

Contacts and Questions:
Norma Hudson is the researcher conducting this study and a doctoral student at the University of Minnesota. You may ask any questions you wish now. Should you have questions later about the research, you may contact Norma Hudson at huds0046@umn.edu, or Dr. Deanne Magnusson (Norma Hudson's adviser) at magnu002@umn.edu or 612-626-9647.

If you have any questions or concerns regarding this study or the process and would like to talk to someone other than the principal investigator, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 or call 612-625-1650.

You will be provided a copy of this information for your records.

Thank you.

Respectfully,


Norma Hudson
University of Minnesota Doctoral Candidate

Appendix G

**Focus Group Questions**

1. What are important components of school culture?

2. Who influences school culture the most, and in what ways?

3. What are the characteristics of an effective principal?

4. What are the most important characteristics for a principal to demonstrate?

5. What principal leadership characteristics significantly influence school culture?

6. What principal leadership characteristics have less influence on school culture?

7. Is there anything that you would like to add about principal leadership characteristics and how they influence school culture?

8. What does school culture mean to you?

9. How would you describe a positive school culture?

Appendix H

**Recruiting Notification for Individual Interview Participants**

Dear International Schools Group Community Member,

As part of the dissertation for my doctoral degree in Educational Policy and Administration at the University of Minnesota, I am conducting research in three ways in order to gather information on principal leadership characteristics and school culture. The primary focus of my study is to examine stakeholder views of principal leadership characteristics and how these characteristics influence school culture.

The first method of data collection was the distribution of an electronic survey to all parents, support staff, educators, administrators, and Board of Trustees members who are also representative of private sector corporations who are associated with International Schools Group.

The second method of data collection was conducting focus groups with parents from the American Division, the British Division, and the International Division; and the Board of Trustees. You were a member of the focus group.

The third method of data collection is to conduct individual interviews with participants who were part of a focus group. The purpose is to seek further information about principal leadership characteristics that influence school culture.

If you would be willing to be interviewed individually, please notify Norma Hudson (nhudson@isgdh.org) by February 2010. Notification will be given to those who are selected to participate on a focus group by February 7, 2010.

No risks are anticipated in this study outside those associated with the normal professional workday.

Once again, thank you for your contributions to this important study.

Respectfully,

Norma Hudson

International Schools Group Superintendent
Al-Khobar, Saudi Arabia
University of Minnesota, Doctoral Candidate

Appendix I

**Informed Consent for Individual Interview Participants**

Dear_____,

You were invited to be in a research study on principal leadership and school culture as a result of your association with International Schools Group. Thank you for volunteering to contribute to the data collection process by agreeing to an individual interview.

The Institutional Review Board (IRB) at the University of Minnesota requires that all study participants provide informed consent before participating in any type of research. Please listen carefully as I read this information. If you have any questions, let me know. This is considered a consent information sheet.

Purpose of the Study and Background Information:
The purpose of this study is to examine stakeholder views of principal leadership characteristics and how these influence school culture.

Procedures:
The initial phase of this study consisted of a survey sent to all International Schools Group parents, support staff personnel, educators, and Board of Trustees members who are representative of private sector corporations. The primary purpose of the survey was to gather views from as many International Schools Group stakeholders as possible on principal leadership characteristics that influence school culture.

The second phase of this study was the focus group process. As a result of your participation in the focus group, the principal investigator would like to ask you additional information regarding principal leadership characteristics that influence school culture. If you agree to participate in the individual interview, you will be asked to answer a series of pre-determined, mostly open-ended questions that will last approximately one hour. During this session and in an effort to be accurate, I will transcribe the conversation and also tape record it.

Risks and Benefits:
There are no risks anticipated in being in this study outside of those encountered in daily life. The benefits of participation in this focus group are a contribution to the body of knowledge of principal leadership characteristics that influence school culture.

Compensation:
Other than the snacks provided for this session, there is no compensation.

Confidentiality:

Participant anonymity will be assured at all times. Names will not be registered on the notes taken from today's session. The records of this study will be kept private and kept personally by me. In the event of any publication of the research findings, no information will be included that will make it possible to identify any individual. All records will be stored in a confidential location. Once the dissertation is complete and accepted all notes and tape recordings will be destroyed.

Voluntary Nature of the Study:
Participation in this study is voluntary and in no way has any effect on your current or future employment or relationship with ISG. If you decide to participate, you are free to not answer any questions. Additionally, you may withdraw at any time should you so desire without negative repercussions.

Contacts and Questions:
Norma Hudson is the researcher conducting this study and a doctoral student at the University of Minnesota. You may ask any questions you wish now. Should you have questions later about the research, you may contact Norma Hudson at huds0046@umn.edu, or Dr. Deanne Magnusson (Norma Hudson's adviser) at magnu002@umn.edu or 612-626-9647.

If you should have any questions or concerns regarding this study or the process and would like to talk to someone other than the principal investigator, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 or call 612-625-1650.

You will be provided a copy of this information or your records.

Thank you.

Norma Hudson

International Schools Group Superintendent
Al-Khobar, Saudi Arabia
University of Minnesota, Doctoral Candidate

Appendix J

**Individual Interview Questions**

What are important components of school culture?

1. What are the important components of school culture?

2. Who influences school culture the most, and in what ways?

3. What are the characteristics of an effective principal?

4. What are the most important characteristics for a principal to demonstrate?

5. What principal leadership characteristics significantly influence school culture?

6. What principal leadership characteristics have less influence on school culture?

7. Is there anything that you would like to add about principal leadership characteristics and how they influence school culture?

8. What does school culture mean to you?

9. How would you describe a positive school culture?

Appendix K

**Descriptive Statistics for Item Responses**

| I believe that a characteristic of principal leadership that influences school culture is…. | N | Minimum | Maximum | Mean | SD |
|---|---|---|---|---|---|
| ...using multiple sources of data to make decisions. | 381 | 1 | 4 | 3.55 | .54 |
| ...having an uncompromising vision for where the school is going. | 380 | 1 | 4 | 3.19 | .77 |
| ...demonstrating a philosophy of student centered learning. | 376 | 1 | 4 | 3.47 | .59 |
| ...demonstrating a philosophy of teacher centered learning. | 374 | 1 | 4 | 2.85 | .80 |
| ...putting self before others. | 371 | 1 | 4 | 2.25 | 1.02 |
| ...actively encouraging parent involvement in school governance. | 373 | 1 | 4 | 3.19 | .67 |
| ...being current about research based educational practices. | 373 | 1 | 4 | 3.42 | .61 |
| ...being an inspirational leader. | 374 | 2 | 4 | 3.52 | .55 |
| ...always being an ethical leader. | 371 | 1 | 4 | 3.55 | .58 |
| ...having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | 366 | 1 | 4 | 2.83 | .71 |
| ...working collaboratively with others in all situations. | 372 | 1 | 4 | 3.33 | .65 |
| ...being innovative. | 372 | 2 | 4 | 3.42 | .55 |
| ...making quick decisions. | 372 | 1 | 4 | 2.67 | .71 |
| ...maintaining a safe environment even if it compromises academic achievement. | 366 | 1 | 4 | 3.17 | .67 |

| I believe that a characteristic of principal leadership that influences school culture is…. | N | Minimum | Maximum | Mean | SD |
|---|---|---|---|---|---|
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | 374 | 1 | 4 | 3.25 | .68 |
| ...making decisions for others. | 371 | 1 | 4 | 2.28 | .76 |
| ...always being diplomatic. | 374 | 1 | 4 | 2.78 | .72 |
| ...a principal who holds an advanced degree in educational leadership. | 378 | 1 | 4 | 2.87 | .78 |
| ...delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | 369 | 1 | 4 | 2.79 | .66 |
| ...involving others in the decision making process for every decision. | 375 | 1 | 4 | 2.60 | .82 |
| ...being from the same culture as the primary stakeholder group associated with the school. | 370 | 1 | 4 | 2.26 | .77 |
| ...requiring high levels of performance from students and staff. | 370 | 1 | 4 | 3.35 | .62 |
| ...acting decisively at times without input from others. | 370 | 1 | 4 | 2.63 | .79 |
| ...treating all staff the same regardless of position or nationality. | 372 | 1 | 4 | 3.58 | .64 |
| ...being actively engaged in the host country community. | 368 | 1 | 4 | 3.02 | .63 |
| ...adjusting one's leadership style to accommodate all stakeholder cultures in the school. | 368 | 1 | 4 | 2.95 | .68 |
| ...ensuring that policies are followed without exception. | 372 | 1 | 4 | 2.88 | .79 |
| ...being concerned about saving face. | 360 | 1 | 4 | 2.11 | .82 |

**ANOVA Statistics For International Schools Group (ISG)**

| I believe that a characteristic of principal leadership that influences school culture is…. | | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|---|
| ...using multiple sources of data to make decisions. | Between Groups | 1.37 | 2 | .69 | 2.36 |
| | Within Groups | 102.08 | 352 | .29 | |
| | Total | 103.45 | 354 | | |
| ...having an uncompromising vision for where the school is going. | Between Groups | .36 | 2 | .18 | .30 |
| | Within Groups | 214.58 | 351 | .61 | |
| | Total | 214.94 | 353 | | |
| ...demonstrating a philosophy of student centered learning. | Between Groups | .35 | 2 | .17 | .49 |
| | Within Groups | 122.81 | 347 | .35 | |
| | Total | 123.15 | 349 | | |
| ...demonstrating a philosophy of teacher centered learning. | Between Groups | 5.50 | 2 | 2.75 | 4.30* |
| | Within Groups | 220.81 | 345 | .64 | |
| | Total | 226.31 | 347 | | |
| ...putting self before others. | Between Groups | 1.64 | 2 | .82 | .79 |
| | Within Groups | 353.39 | 342 | 1.03 | |
| | Total | 355.03 | 344 | | |
| ...actively encouraging parent involvement in school governance. | Between Groups | .07 | 2 | .03 | .07 |
| | Within Groups | 156.41 | 344 | .46 | |
| | Total | 156.47 | 346 | | |

| I believe that a characteristic of principal leadership that influences school culture is…. | | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|---|
| ...being current about research based educational practices. | Between Groups | .93 | 2 | .47 | 1.28 |
| | Within Groups | 126.23 | 344 | .37 | |
| | Total | 127.16 | 346 | | |
| ...being an inspirational leader. | Between Groups | .31 | 2 | .16 | .51 |
| | Within Groups | 104.51 | 345 | .30 | |
| | Total | 104.82 | 347 | | |
| ...always being an ethical leader. | Between Groups | 5.79 | 2 | 2.90 | 9.03** |
| | Within Groups | 109.97 | 343 | .32 | |
| | Total | 115.76 | 345 | | |
| ...having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | Between Groups | .15 | 2 | .08 | .15 |
| | Within Groups | 179.98 | 338 | .53 | |
| | Total | 180.14 | 340 | | |
| ...working collaboratively with others in all situations. | Between Groups | .74 | 2 | .37 | .88 |
| | Within Groups | 145.14 | 344 | .42 | |
| | Total | 145.87 | 346 | | |
| ...being innovative. | Between Groups | .53 | 2 | .26 | .88 |
| | Within Groups | 102.89 | 344 | .30 | |
| | Total | 103.42 | 346 | | |
| ...making quick decisions. | Between Groups | 16.78 | 2 | 8.39 | 18.36** |
| | Within Groups | 156.75 | 343 | .46 | |
| | Total | 173.53 | 345 | | |
| ...maintaining a safe environment even if it compromises academic | Between Groups | .31 | 2 | .16 | .34 |

| I believe that a characteristic of principal leadership that influences school culture is…. | | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|---|
| achievement. | Within Groups | 152.48 | 338 | .45 | |
| | Total | 152.79 | 340 | | |
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | Between Groups | 2.57 | 2 | 1.29 | 2.82 |
| | Within Groups | 157.67 | 345 | .46 | |
| | Total | 160.24 | 347 | | |
| ...making decisions for others. | Between Groups | 2.60 | 2 | 1.30 | 2.23 |
| | Within Groups | 199.65 | 343 | .58 | |
| | Total | 202.24 | 345 | | |
| ...always being diplomatic. | Between Groups | .27 | 2 | .14 | .27 |
| | Within Groups | 176.41 | 345 | .51 | |
| | Total | 176.68 | 347 | | |
| ...a principal who holds an advanced degree in educational leadership. | Between Groups | 11.08 | 2 | 5.54 | **9.58**\** |
| | Within Groups | 201.91 | 349 | .58 | |
| | Total | 212.99 | 351 | | |
| ...delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Between Groups | .37 | 2 | .18 | .43 |
| | Within Groups | 145.90 | 340 | .43 | |
| | Total | 146.26 | 342 | | |
| ...involving others in the decision making process for every decision. | Between Groups | 5.39 | 2 | 2.69 | **4.07**\* |
| | Within Groups | 229.16 | 346 | .66 | |
| | Total | 234.55 | 348 | | |
| ...being from the same culture as the primary stakeholder group associated with the school. | Between Groups | 4.89 | 2 | 2.45 | **4.17**\* |
| | Within Groups | 200.04 | 341 | .59 | |

| I believe that a characteristic of principal leadership that influences school culture is…. | | Sum of Squares | df | Mean Square | F |
|---|---|---|---|---|---|
| | Total | 204.92 | 343 | | |
| ...requiring high levels of performance from students and staff. | Between Groups | .18 | 2 | .09 | .23 |
| | Within Groups | 135.46 | 342 | .40 | |
| | Total | 135.64 | 344 | | |
| ...acting decisively at times without input from others. | Between Groups | .92 | 2 | .46 | .74 |
| | Within Groups | 211.46 | 341 | .62 | |
| | Total | 212.37 | 343 | | |
| ...treating all staff the same regardless of position or nationality. | Between Groups | .51 | 2 | .26 | .64 |
| | Within Groups | 137.72 | 343 | .40 | |
| | Total | 138.23 | 345 | | |
| ...being actively engaged in the host country community. | Between Groups | .43 | 2 | .22 | .53 |
| | Within Groups | 137.38 | 340 | .40 | |
| | Total | 137.81 | 342 | | |
| ...adjusting one's leadership style to accommodate all stakeholder cultures in the school. | Between Groups | 2.52 | 2 | 1.26 | 2.74 |
| | Within Groups | 155.82 | 339 | .46 | |
| | Total | 158.34 | 341 | | |
| ...ensuring that policies are followed without exception. | Between Groups | 2.33 | 2 | 1.16 | 1.94 |
| | Within Groups | 206.28 | 343 | .60 | |
| | Total | 208.60 | 345 | | |
| ...being concerned about saving face. | Between Groups | 21.63 | 2 | 10.82 | **17.72**\*\* |
| | Within Groups | 202.05 | 331 | .61 | |
| | Total | 223.68 | 333 | | |

*$p<.05$

** $p<.01$

**ANOVA Tukey and Bonferroni Post Hoc Tests**

**Multiple Comparisons**

| Dependent Variable | | (I) ISG | (J) ISG | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions. | Tukey HSD | American | British | .15 | .09 | .25 | -.07 | .36 |
| | | | International | .12 | .06 | .14 | -.03 | .26 |
| | | British | American | -.15 | .09 | .25 | -.36 | .07 |
| | | | International | -.03 | .10 | .94 | -.25 | .19 |
| | | International | American | -.12 | .06 | .14 | -.26 | .03 |
| | | | British | .03 | .10 | .94 | -.19 | .25 |
| | Bonferroni | American | British | .15 | .09 | .34 | -.08 | .37 |
| | | | International | .12 | .06 | .18 | -.03 | .26 |
| | | British | American | -.15 | .09 | .34 | -.37 | .08 |
| | | | International | -.03 | .10 | 1.00 | -.26 | .20 |
| | | International | American | -.12 | .06 | .18 | -.26 | .03 |
| | | | British | .03 | .10 | 1.00 | -.20 | .26 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .10 | .13 | .74 | -.22 | .42 |
| | | | International | .04 | .09 | .91 | -.17 | .25 |
| | | British | American | -.10 | .13 | .74 | -.42 | .22 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| having an uncompromising vision for where the school is going. | | | International | -.06 | .14 | .89 | -.39 | .26 |
| | | International | American | -.04 | .09 | .91 | -.25 | .17 |
| | | | British | .06 | .14 | .89 | -.26 | .39 |
| | Bonferroni | American | British | .10 | .13 | 1.00 | -.22 | .42 |
| | | | International | .04 | .09 | 1.00 | -.18 | .25 |
| | | British | American | -.10 | .13 | 1.00 | -.42 | .22 |
| | | | International | -.06 | .14 | 1.00 | -.39 | .27 |
| | | International | American | -.04 | .09 | 1.00 | -.25 | .18 |
| | | | British | .06 | .14 | 1.00 | -.27 | .39 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of student centered learning. | Tukey HSD | American | British | .09 | .10 | .64 | -.15 | .33 |
| | | | International | .05 | .07 | .79 | -.12 | .21 |
| | | British | American | -.09 | .10 | .64 | -.33 | .15 |
| | | | International | -.05 | .11 | .89 | -.29 | .20 |
| | | International | American | -.05 | .07 | .79 | -.21 | .12 |
| | | | British | .05 | .11 | .89 | -.20 | .29 |
| | Bonferroni | American | British | .09 | .10 | 1.00 | -.15 | .34 |
| | | | International | .04 | .07 | 1.00 | -.12 | .21 |
| | | British | American | -.09 | .10 | 1.00 | -.34 | .15 |
| | | | International | -.04 | .11 | 1.00 | -.30 | .20 |
| | | International | American | -.04 | .07 | 1.00 | -.21 | .12 |
| | | | British | .04 | .11 | 1.00 | -.20 | .30 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .20 | .14 | .32 | -.13 | .52 |
| | | | International | -.19 | 10 | .11 | -.40 | .03 |
| | | British | American | -.20 | .14 | .32 | -.52 | .13 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| demonstrating a philosophy of teacher centered learning. | | | International | -.383[*] | .14 | .02 | -.72 | -.05 |
| | International | American | | .19 | .09 | .11 | -.03 | .40 |
| | | British | | .383[*] | .14 | .02 | .05 | .72 |
| | Bonferroni | American | British | .20 | .14 | .46 | -.13 | .53 |
| | | | International | -.19 | .09 | .13 | -.41 | .04 |
| | | British | American | -.20 | .14 | .46 | -.53 | .13 |
| | | | International | -.383[*] | .14 | .02 | -.72 | -.04 |
| | | International | American | .19 | .09 | .13 | -.04 | .41 |
| | | | British | .38[*] | .14 | .02 | .04 | .72 |
| I believe that a characteristic of principal leadership that influences school culture is putting self before others. | Tukey HSD | American | British | .12 | .18 | .78 | -.30 | .54 |
| | | | International | -.10 | .12 | .69 | -.37 | .18 |
| | | British | American | -.12 | .18 | .78 | -.54 | .30 |
| | | | International | -.22 | .18 | .46 | -.64 | .21 |
| | | International | American | .10 | .12 | .69 | -.18 | .37 |
| | | | British | .22 | .18 | .46 | -.21 | .64 |
| | Bonferroni | American | British | .12 | .18 | 1.00 | -.31 | .55 |
| | | | International | -.10 | .12 | 1.00 | -.38 | .19 |
| | | British | American | -.12 | .18 | 1.00 | -.55 | .31 |
| | | | International | -.22 | .18 | .71 | -.65 | .22 |
| | | International | American | .10 | .12 | 1.00 | -.19 | .38 |
| | | | British | .22 | .18 | .71 | -.22 | .65 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | -.04 | .12 | .94 | -.32 | .24 |
| | | | International | -.02 | .08 | .96 | -.20 | .16 |
| | | British | American | .04 | .12 | .94 | -.24 | .32 |

| | | | | .02 | .12 | .99 | -.27 | .31 |
|---|---|---|---|---|---|---|---|---|
| actively encouraging parent involvement in school governance. | | | International | .02 | .12 | .99 | -.27 | .31 |
| | | International | American | .02 | .08 | .96 | -.16 | .20 |
| | | | British | -.02 | .12 | .99 | -.31 | .27 |
| | Bonferroni | American | British | -.04 | .12 | 1.00 | -.33 | .25 |
| | | | International | -.02 | .08 | 1.00 | -.21 | .16 |
| | | British | American | .04 | .12 | 1.00 | -.25 | .33 |
| | | | International | .02 | .12 | 1.00 | -.28 | .31 |
| | | International | American | .02 | .08 | 1.00 | -.16 | .21 |
| | | | British | -.02 | .12 | 1.00 | -.31 | .28 |
| I believe that a characteristic of principal leadership that influences school culture is being current about research based educational practices. | Tukey HSD | American | British | .16 | .11 | .29 | -.09 | .41 |
| | | | International | .07 | .08 | .62 | -.10 | .23 |
| | | British | American | -.16 | .11 | .29 | -.41 | .09 |
| | | | International | -.10 | .11 | .66 | -.35 | .16 |
| | | International | American | -.07 | .07 | .62 | -.23 | .10 |
| | | | British | .10 | .11 | .66 | -.16 | .35 |
| | Bonferroni | American | British | .16 | .11 | .39 | -.09 | .41 |
| | | | International | .07 | .07 | 1.00 | -.10 | .23 |
| | | British | American | -.16 | .11 | .39 | -.41 | .09 |
| | | | International | -.10 | .11 | 1.00 | -.35 | .16 |
| | | International | American | -.07 | .07 | 1.00 | -.23 | .10 |
| | | | British | .10 | .11 | 1.00 | -.16 | .35 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .04 | .10 | .91 | -.19 | .27 |
| | | | International | .06 | .06 | .58 | -.09 | .21 |
| | | British | American | -.04 | .10 | .99 | -.27 | .19 |

| | | | | .02 | .10 | .97 | -.21 | .25 |
|---|---|---|---|---|---|---|---|---|
| being an inspirational leader. | | | International | .02 | .10 | .97 | -.21 | .25 |
| | | International | American | -.06 | .06 | .58 | -.21 | .09 |
| | | | British | -.02 | .10 | .97 | -.25 | .21 |
| | Bonferroni | American | British | .04 | .10 | 1.00 | -.19 | .27 |
| | | | International | .06 | .06 | .95 | -.09 | .22 |
| | | British | American | -.04 | .10 | 1.00 | -.27 | .19 |
| | | | International | .02 | .10 | 1.00 | -.21 | .26 |
| | | International | American | -.06 | .06 | .95 | -.22 | .09 |
| | | | British | -.02 | .10 | 1.00 | -.26 | .21 |
| I believe that a characteristic of principal leadership that influences school culture is always being an ethical leader. | Tukey HSD | American | British | .04 | .10 | .92 | -.19 | .27 |
| | | | International | .27* | .07 | .00 | .12 | .43 |
| | | British | American | -.04 | .10 | .92 | -.27 | .19 |
| | | | International | .23 | .10 | .05 | .00 | .47 |
| | | International | American | -.27* | .07 | .00 | -.43 | -.12 |
| | | | British | -.23 | .10 | .05 | -.47 | .00 |
| | Bonferroni | American | British | .04 | .10 | 1.00 | -.20 | .27 |
| | | | International | .27* | .07 | .00 | .11 | .43 |
| | | British | American | -.04 | .10 | 1.00 | -.27 | .20 |
| | | | International | .23 | .10 | .06 | -.01 | .47 |
| | | International | American | -.27* | .07 | .00 | -.43 | -.11 |
| | | | British | -.23 | .10 | .06 | -.47 | .01 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | -.01 | .13 | .99 | -.32 | .29 |
| | | | International | -.05 | .09 | .85 | -.24 | .15 |
| | | British | American | .01 | .13 | .99 | -.29 | .32 |

| Statement | Method | (I) | (J) | Mean Diff | Std. Error | Sig. | Lower | Upper |
|---|---|---|---|---|---|---|---|---|
| having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | | | International | -.03 | .13 | .97 | -.34 | .28 |
| | | International | American | .05 | .09 | .85 | -.15 | .24 |
| | | | British | .03 | .13 | .97 | -.28 | .34 |
| | Bonferroni | American | British | -.01 | .13 | 1.00 | -.32 | .29 |
| | | | International | -.05 | .089 | 1.00 | -.25 | .16 |
| | | British | American | .01 | .13 | 1.00 | -.29 | .32 |
| | | | International | -.03 | .13 | 1.00 | -.35 | .29 |
| | | International | American | .05 | .09 | 1.00 | -.16 | .25 |
| | | | British | .03 | .13 | 1.00 | -.29 | .35 |
| I believe that a characteristic of principal leadership that influences school culture is working collaboratively with others in all situations. | Tukey HSD | American | British | -.01 | .11 | .1.00 | -.27 | .26 |
| | | | International | -.10 | .08 | .41 | -.27 | .08 |
| | | British | American | .01 | .11 | 1.00 | -.26 | .27 |
| | | | International | -.09 | .12 | .72 | -.36 | .18 |
| | | International | American | .10 | .08 | .41 | -.08 | .27 |
| | | | British | .09 | .11 | .72 | -.18 | .36 |
| | Bonferroni | American | British | -.01 | .11 | 1.00 | -.28 | .26 |
| | | | International | -.10 | .07 | .60 | -.28 | .08 |
| | | British | American | .01 | .11 | 1.00 | -.26 | .28 |
| | | | International | -.09 | .12 | 1.00 | -.37 | .19 |
| | | International | American | .10 | .08 | .60 | -.08 | .28 |
| | | | British | .10 | .12 | 1.00 | -.19 | .37 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .12 | .09 | .41 | -.10 | .34 |
| | | | International | .00 | .06 | 1.00 | -.15 | .15 |
| | | British | American | -.12 | .09 | .41 | -.34 | .10 |

| | | | | -.12 | .10 | .45 | -.35 | .11 |
|---|---|---|---|---|---|---|---|---|
| being innovative. | | | International | -.12 | .10 | .45 | -.35 | .11 |
| | | International | American | -.00 | .06 | 1.00 | -.15 | .15 |
| | | | British | .12 | .10 | .45 | -.11 | .35 |
| | Bonferroni | American | British | .12 | .09 | .60 | -.11 | .35 |
| | | | International | .00 | .06 | 1.00 | -.15 | .16 |
| | | British | American | -.12 | .09 | .60 | -.35 | .11 |
| | | | International | -.12 | .10 | .69 | -.35 | .12 |
| | | International | American | -.00 | .06 | 1.00 | -.16 | .15 |
| | | | British | .12 | .10 | .69 | -.12 | .35 |
| I believe that a characteristic of principal leadership that influences school culture is making quick decisions. | Tukey HSD | American | British | -.09 | .12 | .71 | -.37 | .18 |
| | | | International | -.47* | .08 | .00 | -.65 | -.28 |
| | | British | American | .10 | .12 | .71 | -.18 | .37 |
| | | | International | -.38* | .12 | .01 | -.66 | -.09 |
| | | International | American | .47* | .08 | .00 | .28 | .65 |
| | | | British | .38* | .12 | .00 | .09 | .66 |
| | Bonferroni | American | British | -.09 | .12 | 1.00 | -.37 | .19 |
| | | | International | -.47* | .08 | .00 | -.66 | -.28 |
| | | British | American | .09 | .12 | 1.00 | -.19 | .37 |
| | | | International | -.38* | .12 | .01 | -.66 | -.09 |
| | | International | American | .47* | .08 | .00 | .28 | .66 |
| | | | British | .38* | .12 | .01 | .09 | .66 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | -.07 | .12 | .81 | -.34 | .20 |
| | | | International | -.06 | .08 | .76 | -.24 | .13 |
| | | British | American | .07 | .12 | .81 | -.20 | .34 |

| | | | | Mean Difference | Std. Error | Sig. | Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|---|---|
| maintaining a safe environment even if it compromises academic achievement. | | | International | .02 | .12 | 1.00 | -.26 | .30 |
| | International | American | | .06 | .08 | .76 | -.13 | .24 |
| | | | British | -.02 | .12 | 1.00 | -.30 | .26 |
| | Bonferroni | American | British | -.07 | .12 | 1.00 | -.35 | .21 |
| | | | International | -.06 | .08 | 1.00 | -.24 | .13 |
| | | British | American | .07 | .12 | 1.00 | -.21 | .35 |
| | | | International | .02 | .12 | 1.00 | -.27 | .30 |
| | | International | American | .06 | .08 | 1.00 | -.13 | .24 |
| | | | British | -.02 | .12 | 1.00 | -.30 | .27 |
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | Tukey HSD | American | British | .15 | .12 | .44 | -.13 | .43 |
| | | | International | -.12 | .08 | .25 | -.31 | .06 |
| | | British | American | -.15 | .12 | .44 | -.43 | .13 |
| | | | International | -.27 | .12 | .07 | -.56 | .02 |
| | | International | American | .12 | .08 | .25 | -.06 | .31 |
| | | | British | .27 | .12 | .07 | -.02 | .56 |
| | Bonferroni | American | British | .15 | .12 | .66 | -.14 | .44 |
| | | | International | -.12 | .08 | .33 | -.31 | .06 |
| | | British | American | -.15 | .12 | .66 | -.44 | .14 |
| | | | International | -.27 | .12 | .08 | -.57 | .02 |
| | | International | American | .12 | .08 | .33 | -.06 | .31 |
| | | | British | .27 | .12 | .08 | -.02 | .57 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .09 | .13 | .76 | -.22 | .40 |
| | | | International | -.15 | .09 | .21 | -.36 | .06 |
| | | British | American | -.09 | .13 | .76 | -.40 | .22 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| making decisions for others. | | | International | -.24 | .14 | .17 | -.56 | .07 |
| | International | American | | .15 | .09 | .21 | -.06 | .36 |
| | | British | | .24 | .14 | .17 | -.07 | .56 |
| | Bonferroni | American | British | .09 | .13 | 1.00 | -.22 | .41 |
| | | | International | -.15 | .09 | .28 | -.36 | .06 |
| | | British | American | -.09 | .13 | 1.00 | -.41 | .22 |
| | | | International | -.24 | .14 | .22 | -.57 | .08 |
| | | International | American | .15 | .09 | .28 | -.06 | .36 |
| | | | British | .24 | .14 | .22 | -.08 | .57 |
| I believe that a characteristic of principal leadership that influences school culture is always being diplomatic. | Tukey HSD | American | British | -.02 | .12 | .98 | -.31 | .27 |
| | | | International | -.06 | .08 | .75 | -.25 | .13 |
| | | British | American | .02 | .12 | .98 | -.27 | .31 |
| | | | International | -.04 | .123 | .96 | -.33 | .26 |
| | | International | American | .06 | .08 | .75 | -.13 | .25 |
| | | | British | .04 | .13 | .96 | -.26 | .33 |
| | Bonferroni | American | British | -.02 | .12 | 1.00 | -.32 | .27 |
| | | | International | -.06 | .08 | 1.00 | -.26 | .14 |
| | | British | American | .02 | .12 | 1.00 | -.27 | .32 |
| | | | International | -.04 | .13 | 1.00 | -.34 | .27 |
| | | International | American | .06 | .08 | 1.00 | -.14 | .26 |
| | | | British | .04 | .13 | 1.00 | -.27 | .34 |
| I believe that a characteristic of principal leadership that influences school culture is a | Tukey HSD | American | British | .37* | .13 | .01 | .06 | .68 |
| | | | International | -.21* | .09 | .05 | -.41 | .00 |
| | | British | American | -.37* | .13 | .01 | -.68 | -.06 |

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| principal who holds an advanced degree in educational leadership. | | | International | -.58* | .13 | .00 | -.89 | -.26 |
| | | International | American | .21* | .09 | .05 | .00 | .41 |
| | | | British | .58* | .13 | .00 | .26 | .89 |
| | Bonferroni | American | British | .37* | .13 | .02 | .05 | .68 |
| | | | International | -.21 | .09 | .05 | -.42 | .00 |
| | | British | American | -.37* | .13 | .02 | -.68 | -.05 |
| | | | International | -.58* | .13 | .00 | -.90 | -.25 |
| | | International | American | .21 | .09 | .05 | .00 | .42 |
| | | | British | .58* | .13 | .00 | .25 | .90 |
| I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Tukey HSD | American | British | -.10 | .11 | .63 | -.37 | .16 |
| | | | International | -.02 | .08 | .97 | -.20 | .16 |
| | | British | American | .10 | .11 | .63 | -.16 | .37 |
| | | | International | .09 | .12 | .74 | -.19 | .36 |
| | | International | American | .012 | .08 | .97 | -.16 | .20 |
| | | | British | -.09 | .12 | .74 | -.36 | .19 |
| | Bonferroni | American | British | -.10 | .11 | 1.00 | -.38 | .17 |
| | | | International | -.02 | .08 | 1.00 | -.20 | .17 |
| | | British | American | .10 | .11 | 1.00 | -.17 | .38 |
| | | | International | .09 | .12 | 1.00 | -.19 | .37 |
| | | International | American | .02 | .08 | 1.00 | -.17 | .20 |
| | | | British | -.09 | .12 | 1.00 | -.37 | .19 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | -.07 | .14 | .89 | -.40 | .26 |
| | | | International | -.27* | .09 | .01 | -.48 | -.04 |
| | | British | American | .07 | .14 | .89 | -.26 | .40 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| involving others in the decision making process for every decision. | | | International | -.20 | .14 | .36 | -.54 | .14 |
| | | International | American | .27* | .09 | .01 | .04 | .48 |
| | | | British | .20 | .14 | .35 | -.14 | .54 |
| | Bonferroni | American | British | -.07 | .14 | 1.00 | -.40 | .27 |
| | | | International | -.27* | .09 | .02 | -.49 | -.04 |
| | | British | American | .07 | .14 | 1.00 | -.27 | .40 |
| | | | International | -.20 | .14 | .50 | -.54 | .15 |
| | | International | American | .27* | .09 | .02 | .04 | .49 |
| | | | British | .20 | .14 | .50 | -.15 | .54 |
| I believe that a characteristic of principal leadership that influences school culture is being from the same culture as the primary stakeholder group associated with the school. | Tukey HSD | American | British | -.19 | .13 | .33 | -.50 | .12 |
| | | | International | -.25* | .09 | .01 | -.46 | -.04 |
| | | British | American | .19 | .13 | .33 | -.12 | .50 |
| | | | International | -.06 | .14 | .89 | -.38 | .26 |
| | | International | American | .25* | .09 | .01 | .04 | .46 |
| | | | British | .06 | .14 | .89 | -.26 | .38 |
| | Bonferroni | American | British | -.19 | .13 | .47 | -.50 | .13 |
| | | | International | -.25* | .09 | .02 | -.46 | -.04 |
| | | British | American | .19 | .13 | .47 | -.13 | .50 |
| | | | International | -.06 | .14 | 1.00 | -.39 | .26 |
| | | International | American | .25* | .09 | .02 | .04 | .46 |
| | | | British | .06 | .14 | 1.00 | -.26 | .39 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .07 | .11 | .78 | -.18 | .33 |
| | | | International | .02 | .07 | .96 | -.15 | .19 |
| | | British | American | -.07 | .11 | .78 | -.33 | .18 |

| | | | | Mean Diff | Std. Error | Sig. | Lower | Upper |
|---|---|---|---|---|---|---|---|---|
| requiring high levels of performance from students and staff. | | | International | -.05 | .11 | .88 | -.31 | .21 |
| | International | American | | -.02 | .07 | .96 | -.19 | .15 |
| | | British | | .05 | .11 | .88 | -.21 | .31 |
| | Bonferroni | American | British | .07 | .11 | 1.00 | -.19 | .33 |
| | | | International | .02 | .07 | 1.00 | -.15 | .20 |
| | | British | American | -.07 | .11 | 1.00 | -.33 | .19 |
| | | | International | -.05 | .11 | 1.00 | -.32 | .22 |
| | | International | American | -.02 | .07 | 1.00 | -.20 | .15 |
| | | | British | .05 | .11 | 1.00 | -.22 | .32 |
| I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others. | Tukey HSD | American | British | .15 | .14 | .51 | -.17 | .47 |
| | | | International | .07 | .09 | .70 | -.14 | .29 |
| | | British | American | -.15 | .14 | .51 | -.47 | .17 |
| | | | International | -.07 | .14 | .84 | -.41 | .25 |
| | | International | American | -.07 | .09 | .70 | -.29 | .14 |
| | | | British | .08 | .14 | .84 | -.25 | .41 |
| | Bonferroni | American | British | .15 | .14 | .80 | -.18 | .48 |
| | | | International | .07 | .09 | 1.00 | -.15 | .29 |
| | | British | American | -.15 | .14 | .80 | -.48 | .18 |
| | | | International | -.08 | .14 | 1.00 | -.41 | .26 |
| | | International | American | -.07 | .09 | 1.00 | -.29 | .15 |
| | | | British | .08 | .14 | 1.00 | -.26 | .41 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .12 | .11 | .55 | -.15 | .38 |
| | | | International | -.01 | .07 | 1.00 | -.18 | .16 |
| | | British | American | -.12 | .11 | .55 | -.38 | .15 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| treating all staff the same regardless of position or nationality. | | | International | -.12 | .11 | .52 | -.39 | .14 |
| | | International | American | .01 | .07 | 1.00 | -.16 | .18 |
| | | | British | .12 | .11 | .52 | -.14 | .39 |
| | Bonferroni | American | British | .12 | .11 | .89 | -.15 | .38 |
| | | | International | -.01 | .07 | 1.00 | -.18 | .17 |
| | | British | American | -.12 | .11 | .89 | -.38 | .15 |
| | | | International | -.12 | .11 | .84 | -.40 | .15 |
| | | International | American | .01 | .07 | 1.00 | -.17 | .18 |
| | | | British | .12 | .11 | .84 | -.15 | .40 |
| I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community. | Tukey HSD | American | British | .11 | .11 | .59 | -.15 | .37 |
| | | | International | -.00 | .07 | 1.00 | -.17 | .17 |
| | | British | American | -.11 | .11 | .59 | -.37 | .15 |
| | | | International | -.11 | .11 | .60 | -.37 | .16 |
| | | International | American | .00 | .07 | 1.00 | -.17 | .17 |
| | | | British | .11 | .11 | .60 | -.16 | .37 |
| | Bonferroni | American | British | .11 | .11 | .98 | -.16 | .37 |
| | | | International | -.00 | .07 | 1.00 | -.18 | .18 |
| | | British | American | -.11 | .11 | .98 | -.37 | .16 |
| | | | International | -.11 | .11 | 1.00 | -.38 | .16 |
| | | International | American | .00 | .07 | 1.00 | -.18 | .18 |
| | | | British | .11 | .11 | 1.00 | -.16 | .38 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | -.08 | .12 | .80 | -.35 | .20 |
| | | | International | -.19 | .08 | .05 | -.37 | .00 |
| | | British | American | .08 | .12 | .80 | -.20 | .35 |

| | | | | -.11 | .122 | .64 | -.40 | .18 |
|---|---|---|---|---|---|---|---|---|
| adjusting one's leadership style to accommodate all stakeholder cultures in the school. | | International | American | .19 | .08 | .05 | .00 | .37 |
| | | | British | .11 | .12 | .64 | -.18 | .40 |
| | Bonferroni | American | British | -.08 | .12 | 1.00 | -.36 | .21 |
| | | | International | -.19 | .08 | .06 | -.37 | .01 |
| | | British | American | .08 | .12 | 1.00 | -.21 | .36 |
| | | | International | -.11 | .12 | 1.00 | -.40 | .18 |
| | | International | American | .19 | .08 | .06 | -.01 | .37 |
| | | | British | .11 | .12 | 1.00 | -.18 | .40 |
| I believe that a characteristic of principal leadership that influences school culture is ensuring that policies are followed without exception. | Tukey HSD | American | British | .08 | .13 | .83 | -.24 | .39 |
| | | | International | -.15 | .09 | .24 | -.36 | .07 |
| | | British | American | -.08 | .13 | .83 | -.39 | .24 |
| | | | International | -.22 | .14 | .24 | -.55 | .10 |
| | | International | American | .15 | .09 | .24 | -.07 | .36 |
| | | | British | .22 | .14 | .24 | -.10 | .55 |
| | Bonferroni | American | British | .08 | .13 | 1.00 | -.24 | .40 |
| | | | International | -.15 | .09 | .32 | -.36 | .07 |
| | | British | American | -.08 | .13 | 1.00 | -.40 | .24 |
| | | | International | -.22 | .14 | .31 | -.55 | .11 |
| | | International | American | .15 | .09 | .32 | -.07 | .36 |
| | | | British | .22 | .14 | .31 | -.11 | .55 |
| I believe that a characteristic of principal leadership that influences school culture is | Tukey HSD | American | British | .27 | .14 | .12 | -.05 | .59 |
| | | | International | -.44* | .09 | .00 | -.66 | -.22 |
| | | British | American | -.27 | .14 | .12 | -.59 | .05 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| being concerned about saving face. | | International | -.71* | .14 | .00 | -1.04 | -.38 |
| | International | American | .44* | .09 | .00 | .22 | .66 |
| | | British | .71* | .14 | .00 | .38 | 1.04 |
| Bonferroni | American | British | .27 | .14 | .14 | -.06 | .59 |
| | | International | -.44* | .09 | .00 | -.66 | -.22 |
| | British | American | -.27 | .14 | .14 | -.59 | .06 |
| | | International | -.71* | .14 | .00 | -1.05 | -.37 |
| | International | American | .44* | .09 | .00 | .22 | .66 |
| | | British | .71* | .14 | .00 | .37 | 1.05 |

* The mean difference is significant at the 0.05 level.

Appendix N

**T-test Nationality Independent Samples Findings**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | 95% Confidence Interval of the Difference | | |
| | | F | Sig. | t | df | | | | Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions. | Equal variances assumed | .07 | .80 | -.25 | 377 | .81 | -.01 | .06 | -.12 | .10 |
| | Equal variances not assumed | | | -.25 | 373.32 | .81 | -.01 | .06 | -.12 | .10 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .21 | .65 | -1.17 | 376 | .24 | -.09 | .08 | -.25 | .06 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | Lower | Upper |
| influences school culture is having an uncompromising vision for where the school is going. | Equal variances not assumed | | | -1.17 | 367.29 | .24 | -.09 | .08 | -.25 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of student centered learning. | Equal variances assumed | 1.59 | .21 | .38 | 372 | .70 | .02 | .06 | -.10 | .14 |
| | Equal variances not assumed | | | .38 | 355.88 | .71 | .02 | .06 | -.10 | .15 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 7.44 | .01 | -3.33 | 370 | .00 | -.27 | .08 | -.44 | -.11 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | Lower | Upper |
| influences school culture is demonstrating a philosophy of teacher centered learning. | Equal variances not assumed | | | -3.31 | 355.65 | .00 | -.27 | .08 | -.44 | -.11 |
| I believe that a characteristic of principal leadership that influences school culture is putting self before others. | Equal variances assumed | 6.95 | .01 | -2.92 | 367 | .00 | -.31 | .11 | -.51 | -.10 |
| | Equal variances not assumed | | | -2.93 | 366.81 | .00 | -.31 | .11 | -.51 | -.10 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 2.01 | .16 | .98 | 369 | .33 | .07 | .07 | -.07 | .21 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| influences school culture is actively encouraging parent involvement in school governance. | Equal variances not assumed | | | .98 | 368.82 | .33 | .07 | .07 | -.07 | .21 |
| I believe that a characteristic of principal leadership that influences school culture is being current about research based educational practices. | Equal variances assumed | .01 | .92 | .77 | 369 | .45 | .05 | .06 | -.08 | .17 |
| | Equal variances not assumed | | | .77 | 365.45 | .45 | .05 | .06 | -.08 | .17 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .35 | .55 | .89 | 370 | .37 | .05 | .06 | -.06 | .16 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| influences school culture is being an inspirational leader. | Equal variances not assumed | | | .89 | 367.45 | .38 | .06 | .06 | -.06 | .16 |
| I believe that a characteristic of principal leadership that influences school culture is always being an ethical leader. | Equal variances assumed | 4.99 | .03 | 3.13 | 367 | .00 | .19 | .06 | .07 | .30 |
| | Equal variances not assumed | | | 3.13 | 365.01 | .00 | .19 | .06 | .07 | .30 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 4.90 | .03 | -2.08 | 362 | .04 | -.16 | .07 | -.30 | -.01 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| influences school culture is having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | Equal variances not assumed | | | -2.07 | 351.95 | .04 | -.16 | .08 | -.30 | -.01 |
| I believe that a characteristic of principal leadership that influences school culture is working collaboratively with others in all situations. | Equal variances assumed | 2.83 | .09 | -1.46 | 368 | .15 | -.10 | .07 | -.23 | .03 |
| | Equal variances not assumed | | | -1.45 | 349.32 | .15 | -.10 | .07 | -.23 | .04 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is being innovative. | Equal variances assumed | .23 | .63 | -2.39 | 368 | .02 | -.14 | .06 | -.25 | -.02 |
| | Equal variances not assumed | | | -2.39 | 363.77 | .02 | -.14 | .06 | -.25 | -.02 |
| I believe that a characteristic of principal leadership that influences school culture is making quick decisions. | Equal variances assumed | 10.92 | .00 | -6.64 | 368 | .00 | -.46 | .07 | -.60 | -.33 |
| | Equal variances not assumed | | | -6.63 | 362.38 | .00 | -.46 | .07 | -.60 | -.33 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 11.84 | .00 | -1.74 | 362 | .08 | -.12 | .07 | -.26 | .02 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| influences school culture is maintaining a safe environment even if it compromises academic achievement. | Equal variances not assumed | | | -1.75 | 361.56 | .08 | -.12 | .07 | -.26 | .02 |
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | Equal variances assumed | 4.52 | .03 | -3.39 | 370 | .00 | -.24 | .07 | -.37 | -.10 |
| | Equal variances not assumed | | | -3.33 | 319.21 | .00 | -.24 | .07 | -.37 | -.10 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 7.73 | .01 | -3.18 | 367 | .00 | -.25 | .08 | -.40 | -.09 |

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| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | | Lower | Upper |
| influences school culture is making decisions for others. | Equal variances not assumed | | | -3.19 | 366.45 | .00 | -.25 | .08 | -.40 | -.10 |
| I believe that a characteristic of principal leadership that influences school culture is always being diplomatic. | Equal variances assumed | .94 | .33 | -.98 | 370 | .33 | -.07 | .07 | -.22 | .07 |
| | Equal variances not assumed | | | -.99 | 367.62 | .33 | -.07 | .07 | -.22 | .07 |
| I believe that a characteristic of principal leadership that influences school culture is a principal who holds an advanced degree in educational leadership. | Equal variances assumed | 9.75 | .00 | -2.58 | 374 | .01 | -.21 | .08 | -.36 | -.05 |
| | Equal variances not assumed | | | -2.56 | 360.00 | .01 | -.21 | .08 | -.36 | -.05 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | | | Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Equal variances assumed | 7.57 | .01 | 1.36 | 37 | .17 | .09 | .07 | | -.04 | .23 |
| | Equal variances not assumed | | | 1.37 | 363.51 | .17 | .09 | .07 | | -.04 | .23 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .12 | .73 | -3.67 | 371 | .00 | -.31 | .08 | | -.47 | -.14 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Std. Error Differ- | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | ence | Lower | Upper |
| influences school culture is involving others in the decision making process for every decision. | Equal variances not assumed | | | -3.67 | 369.23 | .00 | -.31 | .08 | -.47 | -.14 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .02 | .90 | -3.50 | 366 | .00 | -.28 | .08 | -.43 | -.12 |
| influences school culture is being from the same culture as the primary stakeholder group associated with the school. | Equal variances not assumed | | | -3.49 | 348.24 | .00 | -.28 | .08 | -.43 | -.12 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 6.34 | .01 | 2.14 | 366 | .03 | .14 | .07 | .01 | .27 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | | | Lower | Upper |
| influences school culture is requiring high levels of performance from students and staff. | Equal variances not assumed | | | 2.13 | 353.61 | .03 | .14 | .07 | | .01 | .27 |
| I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others. | Equal variances assumed | .52 | .47 | 1.52 | 366 | .13 | .13 | .08 | | -.04 | .29 |
| | Equal variances not assumed | | | 1.51 | 358.01 | .13 | .13 | .08 | | -.04 | .29 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 5.28 | .02 | -1.46 | 368 | .15 | -.10 | .07 | | -.23 | .03 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | | Lower | Upper |
| influences school culture is treating all staff the same regardless of position or nationality. | Equal variances not assumed | | | -1.45 | 351.48 | .15 | -.10 | .07 | -.23 | .03 |
| I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community. | Equal variances assumed | 1.09 | .30 | -1.72 | 364 | .09 | -.11 | .07 | -.24 | .02 |
| | Equal variances not assumed | | | -1.73 | 362.68 | .09 | -.11 | .07 | -.24 | .02 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .82 | .37 | -.89 | 364 | .37 | -.06 | .07 | -.20 | .08 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| influences school culture is adjusting one's leadership style to accommodate all stakeholder cultures in the school. | Equal variances not assumed | | | -.89 | 360.99 | .37 | -.06 | .07 | -.20 | .08 |
| I believe that a characteristic of principal leadership that influences school culture is ensuring that policies are followed without exception. | Equal variances assumed | 1.50 | .22 | -2.45 | 368 | .02 | -.20 | .08 | -.36 | -.04 |
| | Equal variances not assumed | | | -2.46 | 365.80 | .02 | -.20 | .08 | -.36 | -.04 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 5.30 | .02 | -5.74 | 356 | .00 | -.48 | .08 | -.64 | -.31 |

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| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Differ-ence | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| influences school culture is being concerned about saving face. | Equal variances not assumed | | | -5.75 | 355.97 | .00 | -.48 | .08 | -.64 | -.31 |

**T-test Nationality Group Statistics Findings**

| | Nationality Grouping | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions. | Western | 181 | 3.55 | .54 | .04 |
| | Non-Western | 198 | 3.56 | .54 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is having an uncompromising vision for where the school is going. | Western | 180 | 3.14 | .79 | .06 |
| | Non-Western | 198 | 3.24 | .75 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of student centered learning. | Western | 176 | 3.48 | .62 | .05 |
| | Non-Western | 198 | 3.46 | .57 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of teacher centered learning. | Western | 174 | 2.70 | .82 | .06 |
| | Non-Western | 198 | 2.97 | .76 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is putting self before others. | Western | 176 | 2.10 | .97 | .07 |
| | Non-Western | 193 | 2.40 | 1.04 | .08 |
| I believe that a characteristic of principal leadership that influences school culture is actively encouraging parent involvement in school governance. | Western | 176 | 3.23 | .63 | .05 |
| | Non-Western | 195 | 3.16 | .71 | .05 |
| I believe that a characteristic of principal leadership that | Western | 175 | 3.45 | .60 | .05 |

| | Nationality Grouping | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| influences school culture is being current about research based educational practices. | Non-Western | 196 | 3.40 | .61 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is being an inspirational leader. | Western | 177 | 3.55 | .54 | .04 |
| | Non-Western | 195 | 3.50 | .55 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is always being an ethical leader. | Western | 176 | 3.65 | .57 | .04 |
| | Non-Western | 193 | 3.46 | .58 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | Western | 173 | 2.75 | .74 | .06 |
| | Non-Western | 191 | 2.90 | .69 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is working collaboratively with others in all situations. | Western | 178 | 3.28 | .71 | .05 |
| | Non-Western | 192 | 3.38 | .60 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is being innovative. | Western | 179 | 3.35 | .56 | .04 |
| | Non-Western | 191 | 3.49 | .53 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is making quick decisions. | Western | 178 | 2.43 | .69 | .05 |
| | Non-Western | 192 | 2.90 | .66 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is maintaining a safe environment even if it compromises academic achievement. | Western | 174 | 3.10 | .63 | .05 |
| | Non-Western | 190 | 3.23 | .71 | .05 |
| I believe that the most important characteristic of principal | Western | 175 | 3.13 | .76 | .06 |

| | Nationality Grouping | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| leadership that influences school culture is working effectively with parents and other community stakeholders. | Non-Western | 197 | 3.36 | .57 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is making decisions for others. | Western | 175 | 2.15 | .72 | .06 |
| | Non-Western | 194 | 2.40 | .77 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is always being diplomatic. | Western | 178 | 2.74 | .72 | .05 |
| | Non-Western | 194 | 2.81 | .72 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is a principal who holds an advanced degree in educational leadership. | Western | 179 | 2.76 | .81 | .06 |
| | Non-Western | 197 | 2.96 | .73 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Western | 176 | 2.85 | .60. | .05 |
| | Non-Western | 191 | 2.75 | .69 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is involving others in the decision making process for every decision. | Western | 179 | 2.44 | .80 | .06 |
| | Non-Western | 194 | 2.75 | .81 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is being from the same culture as the primary stakeholder group associated with the school. | Western | 178 | 2.12 | .82 | .06 |
| | Non-Western | 190 | 2.39 | .70 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is requiring high levels of performance from students and staff. | Western | 176 | 3.42 | .65 | .05 |
| | Non-Western | 192 | 3.28 | .59 | .04 |

| | Nationality Grouping | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others. | Western | 176 | 2.69 | .82 | .06 |
| | Non-Western | 192 | 2.57 | .77 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is treating all staff the same regardless of position or nationality. | Western | 177 | 3.53 | .68 | .05 |
| | Non-Western | 193 | 3.63 | .59 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community. | Western | 175 | 2.96 | .62 | .05 |
| | Non-Western | 191 | 3.07 | .64 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is adjusting one's leadership style to accommodate all stakeholder cultures in the school. | Western | 176 | 2.92 | .69 | .05 |
| | Non-Western | 190 | 2.98 | .68 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is ensuring that policies are followed without exception. | Western | 177 | 2.77 | .78 | .06 |
| | Non-Western | 193 | 2.97 | .79 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is being concerned about saving face. | Western | 174 | 1.86 | .76 | .06 |
| | Non-Western | 184 | 2.34 | .81 | .06 |

Appendix P

**T-test Gender Independent Samples Findings**

| | | | | | | | | t-test for Equality of Means | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI | |
| | | | | | | | | | Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions. | Equal variances assumed | 3.92 | .05 | .45 | 379 | .66 | .03 | .06 | -.08 | .13 |
| | Equal variances not assumed | | | .44 | 359.48 | .66 | .03 | .06 | -.09 | .13 |
| I believe that a characteristic of principal leadership that influences school culture is having an uncompromising vision for where the school is going. | Equal variances assumed | 2.57 | .11 | .47 | 378 | .64 | .04 | .08 | -.12 | .19 |
| | Equal variances not assumed | | | .46 | 364.32 | .64 | .04 | .08 | -.12 | .19 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 11.57 | .00 | 2.95 | 374 | .00 | .18 | .06 | .06 | .30 |

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|  |  |  |  | t-test for Equality of Means | | | | | |
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| influences school culture is demonstrating a philosophy of student centered learning. | Equal variances not assumed |  |  | 2.92 | 341.22 | .00 | .18 | .07 | .06 | .30 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .05 | .82 | .52 | 372 | .60 | .04 | .08 | -.12 | .21 |
| influences school culture is demonstrating a philosophy of teacher centered learning. | Equal variances not assumed |  |  | .52 | 369.70 | .60 | .04 | .08 | -.12 | .21 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 22.54 | .00 | -1.55 | 369 | .12 | -.16 | .11 | -.37 | .04 |
| influences school culture is putting self before others. | Equal variances not assumed |  |  | -1.53 | 339.31 | .13 | -.16 | .11 | -.37 | .05 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 7.93 | .01 | 1.14 | 371 | .26 | .08 | .07 | -.06 | .22 |

| | | | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| influences school culture is actively encouraging parent involvement in school governance. | Equal variances not assumed | | | 1.13 | 331.29 | .26 | .08 | .07 | -.06 | .22 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .10 | .75 | 2.20 | 371 | .03 | .14 | .06 | .02 | .26 |
| influences school culture is being current about research based educational practices. | Equal variances not assumed | | | 2.20 | 364.04 | .03 | .14 | .06 | .01 | .26 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .76 | .38 | 1.01 | 372 | .31 | .06 | .06 | -.05 | .17 |
| influences school culture is being an inspirational leader. | Equal variances not assumed | | | 1.01 | 367.16 | .31 | .06 | .06 | -.05 | .17 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 4.34 | .04 | -1.64 | 369 | .10 | -.10 | .06 | -.22 | .02 |

|  |  | t-test for Equality of Means |
|---|---|---|---|---|---|---|---|---|---|---|

| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| influences school culture is always being an ethical leader. | Equal variances not assumed | | | -1.65 | 368.82 | .10 | -.10 | .06 | -.22 | .20 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 3.14 | .08 | -2.01 | 364 | .05 | -.15 | .07 | -.30 | -.00 |
| influences school culture is having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | Equal variances not assumed | | | -2.01 | 363.64 | .05 | -.15 | .07 | -.30 | -.00 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 5.31 | .02 | 1.36 | 370 | .18 | .09 | .07 | -.04 | .23 |
| influences school culture is working collaboratively with others in all situations. | Equal variances not assumed | | | 1.34 | 337.95 | .18 | .09 | .07 | -.04 | .23 |

|  |  | t-test for Equality of Means | | | | | | | | |
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | 95% CI Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is being innovative. | Equal variances assumed | .57 | .45 | -.74 | 370 | .46 | -.04 | .06 | -.15 | .07 |
|  | Equal variances not assumed |  |  | -.74 | 365.96 | .46 | -.04 | .06 | -.15 | .07 |
| I believe that a characteristic of principal leadership that influences school culture is making quick decisions. | Equal variances assumed | .51 | .48 | -.87 | 370 | .39 | -.06 | .07 | -.21 | .08 |
|  | Equal variances not assumed |  |  | -.86 | 359.12 | .39 | -.06 | .07 | -.21 | .08 |
| I believe that a characteristic of principal leadership that influences school culture is maintaining a safe environment even if it compromises academic achievement. | Equal variances assumed | 2.71 | .10 | .13 | 364 | .90 | .01 | .07 | -.13 | .15 |
|  | Equal variances not assumed |  |  | .13 | 352.50 | .90 | .01 | .07 | -.13 | .15 |

| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| I believe that the most important characteristic of principal leadership that influences school culture is working effectively with parents and other community stakeholders. | Equal variances assumed | 4.90 | .03 | 2.12 | 372 | .04 | .15 | .07 | .01 | .29 |
| | Equal variances not assumed | | | 2.09 | 335.05 | .04 | .15 | .07 | .01 | .29 |
| I believe that a characteristic of principal leadership that influences school culture is making decisions for others. | Equal variances assumed | .18 | .67 | .09 | 369 | .93 | .01 | .08 | -.15 | .16 |
| | Equal variances not assumed | | | .09 | 364.65 | .93 | .01 | .08 | -.15 | .16 |
| I believe that a characteristic of principal leadership that influences school culture is always being diplomatic. | Equal variances assumed | 15.03 | .00 | 3.31 | 372 | .00 | .24 | .07 | .10 | .39 |
| | Equal variances not assumed | | | 3.29 | 357.82 | .00 | .24 | .07 | .10 | .39 |

The header "t-test for Equality of Means" spans the columns Sig. (2-tailed), Mean Difference, Std. Error Difference, and the 95% CI (Lower, Upper).

| | | | | | | t-test for Equality of Means | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is a principal who holds an advanced degree in educational leadership. | Equal variances assumed | 3.94 | .05 | 1.82 | 376 | .07 | .15 | .08 | -.01 | .30 |
| | Equal variances not assumed | | | 1.82 | 367.44 | .07 | .15 | .08 | -.01 | .30 |
| I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Equal variances assumed | 9.01 | .00 | .90 | 367 | .37 | .06 | .07 | -.074 | .20 |
| | Equal variances not assumed | | | .89 | 344.39 | .37 | .06 | .07 | -.07 | .20 |

|  |  |  |  | t-test for Equality of Means |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI |  |
|  |  | F | Sig. | t | df |  |  |  | Lower | Upper |
| I believe that a characteristic of principal leadership that influences school culture is involving others in the decision making process for every decision. | Equal variances assumed | 4.54 | .03 | 1.07 | 373 | .28 | .09 | .08 | -.08 | .26 |
|  | Equal variances not assumed |  |  | 1.07 | 358.77 | .29 | .09 | .09 | -.08 | .26 |
| I believe that a characteristic of principal leadership that influences school culture is being from the same culture as the primary stakeholder group associated with the school. | Equal variances assumed | 3.23 | .07 | -.05 | 368 | .96 | -.00 | .08 | -.16 | .15 |
|  | Equal variances not assumed |  |  | -.05 | 355.83 | .96 | -.00 | .08 | -.16 | .15 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | 1.32 | .25 | -.13 | 368 | .90 | -.01 | .07 | -.14 | .12 |

| | | | | t-test for Equality of Means | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| influences school culture is requiring high levels of performance from students and staff. | Equal variances not assumed | | | -.13 | 358.41 | .90 | -.01 | .07 | -.14 | .12 |
| I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others. | Equal variances assumed | 4.63 | .03 | .26 | 368 | .80 | .02 | .08 | -.14 | .18 |
| | Equal variances not assumed | | | .26 | 352.19 | .80 | .02 | .08 | -.14 | .19 |
| I believe that a characteristic of principal leadership that influences school culture is treating all staff the same regardless of position or nationality. | Equal variances assumed | .03 | .87 | -.22 | 370 | .83 | -.01 | .07 | -.15 | .12 |
| | Equal variances not assumed | | | -.22 | 360.04 | .83 | -.01 | .07 | -.15 | .12 |

| | | | | t-test for Equality of Means | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community. | Equal variances assumed | .05 | .82 | 1.23 | 366 | .22 | .08 | .07 | -.05 | .21 |
| | Equal variances not assumed | | | 1.23 | 362.72 | .22 | .08 | .07 | -.05 | .21 |
| I believe that a characteristic of principal leadership that influences school culture is adjusting one's leadership style to accommodate all stakeholder cultures in the school. | Equal variances assumed | 7.58 | .01 | 1.36 | 366 | .17 | .10 | .07 | -.04 | .24 |
| | Equal variances not assumed | | | 1.35 | 339.80 | .18 | .10 | .07 | -.04 | .24 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .60 | .44 | -1.51 | 370 | .13 | -.12 | .08 | -.28 | .04 |

| | | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% CI | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | | | | Lower | Upper |
| influences school culture is ensuring that policies are followed without exception. | Equal variances not assumed | | | -1.50 | 351.97 | .14 | -.12 | .08 | -.28 | .04 |
| I believe that a characteristic of principal leadership that | Equal variances assumed | .30 | .59 | -.15 | 358 | .88 | -.01 | .09 | -.18 | .16 |
| influences school culture is being concerned about saving face. | Equal variances not assumed | | | -.15 | 355.35 | .88 | -.01 | .09 | -.18 | .16 |

Appendix Q

**T-test Gender Group Statistics**

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is using multiple sources of data to make decisions. | Female | 198 | 3.57 | .50 | .04 |
| | Male | 183 | 3.54 | .58 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is having an uncompromising vision for where the school is going. | Female | 198 | 3.21 | .73 | .05 |
| | Male | 182 | 3.17 | .81 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of student centered learning. | Female | 196 | 3.56 | .52 | .04 |
| | Male | 180 | 3.38 | .65 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is demonstrating a philosophy of teacher centered learning. | Female | 194 | 2.87 | .80 | .06 |
| | Male | 180 | 2.83 | .80 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is putting self before others. | Female | 194 | 2.18 | .91 | .07 |
| | Male | 177 | 2.34 | 1.12 | .08 |
| I believe that a characteristic of principal leadership that influences school culture is actively encouraging parent involvement in school governance. | Female | 195 | 3.23 | .58 | .04 |
| | Male | 178 | 3.15 | .76 | .06 |
| I believe that a characteristic of principal leadership that | Female | 194 | 3.49 | .59 | .04 |

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| influences school culture is being current about research based educational practices. | Male | 179 | 3.35 | .62 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is being an inspirational leader. | Female | 195 | 3.55 | .54 | .04 |
| | Male | 179 | 3.49 | .56 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is always being an ethical leader. | Female | 193 | 3.50 | .61 | .04 |
| | Male | 178 | 3.60 | .55 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is having a philosophy of conflict resolution that focuses on the persons involved in the conflict resolving it without administrative intervention. | Female | 188 | 2.76 | .72 | .05 |
| | Male | 178 | 2.90 | .70 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is working collaboratively with others in all situations. | Female | 195 | 3.37 | .58 | .04 |
| | Male | 177 | 3.28 | .72 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is being innovative. | Female | 194 | 3.40 | .54 | .04 |
| | Male | 178 | 3.44 | .56 | .04 |
| I believe that a characteristic of principal leadership that influences school culture is making quick decisions. | Female | 194 | 2.64 | .68 | .05 |
| | Male | 178 | 2.71 | .74 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is maintaining a safe environment even if it compromises academic achievement. | Female | 190 | 3.17 | .64 | .05 |
| | Male | 176 | 3.16 | .71 | .05 |
| I believe that the most important characteristic of principal | Female | 196 | 3.32 | .59 | .04 |

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| leadership that influences school culture is working effectively with parents and other community stakeholders. | Male | 178 | 3.17 | .76 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is making decisions for others. | Female | 192 | 2.29 | .74 | .05 |
| | Male | 179 | 2.28 | .77 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is always being diplomatic. | Female | 194 | 2.89 | .66 | .05 |
| | Male | 180 | 2.65 | .75 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is a principal who holds an advanced degree in educational leadership. | Female | 198 | 2.94 | .75 | .05 |
| | Male | 180 | 2.79 | .80 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is delegating authority even though the results of the delegation may not end with the same result if the principal had fulfilled the responsibility. | Female | 190 | 2.82 | .59 | .04 |
| | Male | 179 | 2.76 | .72 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is involving others in the decision making process for every decision. | Female | 195 | 2.65 | .77 | .06 |
| | Male | 180 | 2.56 | .87 | .07 |
| I believe that a characteristic of principal leadership that influences school culture is being from the same culture as the primary stakeholder group associated with the school. | Female | 192 | 2.26 | .73 | .05 |
| | Male | 178 | 2.26 | .81 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is requiring high levels of performance from students and staff. | Female | 193 | 3.34 | .60 | .04 |
| | Male | 177 | 3.35 | .65 | .05 |

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| I believe that a characteristic of principal leadership that influences school culture is acting decisively at times without input from others. | Female | 193 | 2.64 | .75 | .05 |
| | Male | 177 | 2.62 | .85 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is treating all staff the same regardless of position or nationality. | Female | 197 | 3.57 | .62 | .04 |
| | Male | 175 | 3.58 | .66 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is being actively engaged in the host country community. | Female | 190 | 3.06 | .62 | .05 |
| | Male | 178 | 2.98 | .64 | .05 |
| I believe that a characteristic of principal leadership that influences school culture is adjusting one's leadership style to accommodate all stakeholder cultures in the school. | Female | 192 | 3.00 | .61 | .04 |
| | Male | 176 | 2.90 | .75 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is ensuring that policies are followed without exception. | Female | 195 | 2.82 | .74 | .05 |
| | Male | 177 | 2.94 | .84 | .06 |
| I believe that a characteristic of principal leadership that influences school culture is being concerned about saving face. | Female | 186 | 2.10 | .81 | .06 |
| | Male | 174 | 2.11 | .83 | .06 |