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Effective Leadership in Schools Leads to Positive Student Achievement A Systematic Review of the Literature

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Effective Leadership in Schools Leads to Positive Student
Achievement
A Systematic Review of the Literature

by
Bruce A. Kolsun

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
and School of Criminal Justice in
Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2018

Approval Page

This applied dissertation was submitted by Bruce A. Kolsun under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and school of Criminal Justice and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this applied dissertation, I have acknowledged the author's ideas by citing them in the required style.

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Bruce A. Kolsun
Name

August 15, 2018
Date

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Abstract

Effective Leadership in Schools Leads to Positive Student Achievement: A Systematic Review of the Literature. Bruce A. Kolsun, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice. Keywords: effective leadership, student achievement, leadership styles, student learning

The purpose of this study was to examine the existing literature regarding the leadership of the principals leading to student learning and to identify its influence on overall achievement. The aim was to help teachers use best practices in the classroom, to identify staff development topics, and to assist principals in choosing the correct professional development strategies. The research method used in this study was a systematic review based on the protocol outlined by the Cochrane Collaboration and guidance from the Preferred Reporting Items from Systematic Reviews and Meta-Analyses Checklist (PRISMA).

Findings from data abstraction and analysis revealed five leadership skill categories from the principals' perspective, which suggested that principals can exert influence: Instruction Organization, Internal Environment Organization, Planning and Personnel, Visibility and Direct Participation, and External Relations. Highly effective principals have positive characteristics that lead to successful schools. On the other hand, principals the do not have these characteristics are in low-performing schools.

For principals to have an impact on student achievement they need to create a purposeful community environment in their schools. The principal should be taking ultimate responsibility for the success or failure of the school. Future research should investigate how successful leadership influences student achievement and is it a direct or indirect influence. Finally, future studies should concentrate on the importance of how continuous change, closing the achievement gap, and school reform effects student achievement.

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Chapter 1: Introduction

Statement of the Problem

The topic. School reform is an on-going process. The problem is; finding the best way to approach school reform regarding leadership as it effects student achievement. The research indicates that leadership will have an affirmative effect on student learning, if the training of principals is adequate, if a positive culture and climate of the school exists, if principals make sure that teachers participate in promoting high expectations and learning and development of the students. Researchers from the Wallace Foundation found: Effective educational leadership makes a difference in improving learning (Leithwood, Louis, Anderson, & Wahlstrom, 2014). It is also confirmed by research from the Wallace Foundation that principals and their leadership skills play an important part in running a successful school. The current research shows we are in an era of accountability for achievement, principals play the pivotal role of being an instructional leader (Vanderhaar, Munoz, & Rodosky, 2006). Educational research continually identifies the principal as an essential force in school reform. Research findings continue to suggest an increasing need to study principals, particularly in the role of leadership accountability for learning.

Need for Systematic Review

A systematic review of the literature is relevant due to the abundant literature regarding best practices and leadership effectiveness influencing the student's academic achievement. A compilation of the current literature will facilitate the understanding of the impact of leadership on student outcomes. The systematic review should clarify differences found in the literature and evidences on how to achieve better results.

Audience. The target population for this systematic literature review is, all levels of administrators, teachers, and other school staff who work with students on a regular basis and are responsible in some way with student learning.

Definition of Terms

The following definitions are provided for use in this applied dissertation.

Achievement gap. The American Heritage Dictionary (1993) defines achievement as "something accomplished successfully, especially by means of exertion, skill, or perseverance" (Chambers, 2009, p.417).

Educational leadership. There are five types of leadership: which are: "Instruction focuses on the behaviors of the teachers as they engage in activities directly affecting the learning of students; Transformational focuses on the commitments and capacities of organizational members, as well as their willingness to engage in extra effort on behalf of the organization; Moral is concerned with the ethics and values of those exercising leadership; Participative shines a spotlight on group decision-making process; Managerial and strategic encompasses a range of tasks or functions found in the classical management literature" (Leithwood & Levin, 2010, p. 251).

School climate. "Is everything from ensuring orderliness to making teachers feel they are part of a community of professionals, great school leaders ensure all people in the school can focus on learning" (Cummins, 2015, p. 26).

School culture. "Culture as a system of shared orientations that hold the unit together and give a distinct identity" (Kythreotis, Pashiardis & Kyriakides 2010, p. 222).

Distributed perspective. The interaction of leaders, followers, and in their situation in the execution of leadership tasks" (Spillane, Halverson & Diamond, 2011, p.10).

Inclusive Education. "Is characterized by merger of regular and special education toward a unified system that respects and supports individual differences and responds to the diverse strengths, challenges, and experiences of all students with fairness and equity" (Harpell & Andrews, 2013, p. 189-190).

Purpose of the Study

The purpose and of the systematic review is to compile relevant literature related to the impact of school leaders on students' academic achievement. The objectives of a Systematic Review "include both: (a) synthesizing the state of knowledge regarding an intervention or set of interventions, their components or models; and (b) discovering and resolving any conflicting research evidence among studies" (Applied Research Center, 2014, para. 3). Analysis and synthesis of the research is needed on each approach. Practitioners and policy makers often want to know "what works" in various settings and with various target populations.

The review of the literature will focus on quantitative, qualitative and/or mixed method studies related to effects of leadership on student academic outcomes. Distributed perspective developed by Spillane, Halverson and Diamond (2011) is applicable to leadership in general. It is basedon two assumptions stated by the authors, school leadership is better understood when considering leadership tasks, and when leadership practices are shared with other leaders, followers, and the school's situation or context. Stewart (2011) supported the idea that "weak school leadership can result in poor school performance and high teacher turnover, which brings increasing attention to effective recruitment and training of new principals" (p. 19).

Chapter 2: Literature Review

Introduction

The impact of educational leadership on students' achievement has been

researched from various approaches and perspectives. The purpose of the study is to

compile relevant information through the process of evaluating the research evidence

from individual studies for promoting effective leadership in schools. Syed, (2013)

looking at a decade of commissioned research and field experience by the Wallace

Foundation, stated "the report finds that effective principals: shape a vision for academic

success, create a climate hospitable to education, cultivate leadership in others, improve

instruction, manage people, data, and processes" (p.30). To sum up some of the research,

it has been stated that the principal must shape a vision and create a culture that the

teachers accept. To create the most desirable vision and culture a leader must have the

total input of the staff. A good leader can be successful in making this happen with their

staff.

Theoretical Framework

Research on educational leadership is abundant, from a variety of paradigms and

using an array of theories. To mention a few, researchers Ross and Grey (2006) selected

the social cognitive theory to guide their study, based on the theory's mechanism for each

of the paths in the model that approximates goals for enhancing student achievement, and

professional commitment through transformational leadership strategies. a study

conducted by McCollum and Kajs (2007) to investigate students' motivation in the area

of school leadership, used the *Goal Orientation Theory* framework. Houchens and Keedy

(2009) conducted a study using the *Theories of Practice* framework, defined by

developers Argyris and Schön "as special for actions rooted in problems arising in a

professional's specific work context" (p. 41). Hadfield and Jopling (2012) supported that

Network Theories better support school leadership research. The Elaboration Model of

Persuasion (ELM) theory, was the framework supporting Morrison and Arthur (2013)

study exploring collaborative leadership. The authors described the theory as a dual

process model aiming to assess the interaction between incentives and attitudes.

History of Critical Social Theory

The term critical social theory is employed here following the tradition of the

"Frankfurt School, and particularly the work of Herbert Marcuse and his interpretation of

the political and social philosophy of Hegel and Marx" (Torres, p.115, 2012). The origin

of critical social theory stems the notion of freedom of thought, (Torres, 2012). This

theory is associated with Germany's neo-Marxist "Frankfurt School" (1923-69), that aims

to criticize as well as analyze society.

How critical social theory relates to leadership in schools. Critical social

theory promotes students' ability to assess instructional as well as conceptual problems,

particular those that lead to control, (Leonardo, 2004). So, critical social theory is

something that will lead a student to independent thinking. If a principal promotes this

theory to classroom instruction by helping teachers allow this in the classroom, it will

lead to student achievement. Critical social theory applied to principalship is for a leader

to direct the staff to help students be individuals in their thinking and learning.

Other studies that used critical social theory in educational leadership.

"Critical social theory informed the design of the reflection process as it enables a move

away from knowledge transmission toward knowledge transformation," (Carrington &

Selva, 2008, p. This is important for educational leaders because, if teachers are provided

with the ability to assist students to transform knowledge this can lead to overall student

achievement. It is important for instructional leaders to offer the proper professional development to equip teachers with these classroom tools.

Why critical social theory is important to principals. Critical Social Theory leads to quality learning, this is what makes this important for principals. Quality learning and quality teaching will lead to positive student outcomes. The critical social theory provides opportunities for excellent learning that teaches students to think critically, (Carrington & Selva, 2008). Other researchers stated that critical social theory opens up new potential for a comprehensive study of development more pertinent to changing social worlds (Berry & Cartwright, 2000).

Conceptualizing Leadership

Leadership is a widely-studied subject with differing opinions. Bolman and Deal (1991) developed the four frames for effective leadership practice. The four frames represented the different perspectives exercised by effective leaders, namely (a) rationality (the structural frame); (b) satisfaction of needs (human resource frame); (c) power and conflicts (political frame); and, (d) culture (symbolic frame). The model requires leaders' critical thinking which allows for thorough analysis of the situation, and designing a strategy based on the proficiency of each frame.

More recently, Bolman and Deal (2009) discussed the idea of leadership, and suggested that, "leadership is perceived as the solution for all social problems, which makes it something indispensable" (p. 342). The authors correlated leadership with authority, concluding that both are intangible and exist only in interactions when perceived by the engaged partakers. Bolman and Deal further addressed the concept of leadership citing authors (e.g., Bennis & Nanus; Clifford & Cavanaugh; Collins; Kotter; Kouzes, & Posner) who conducted studies focusing on corporate leaders from different

perspectives and varied methodologies. The common characteristics found among effective leaders in the studies reviewed by was "vision and focus" (Bolman & Deal (2009) p. 345). Furthermore, leaders think in the long term, considering internal and internal conditions, and influence individuals; leaders emphasize purpose and innovation, exhibiting political skills to influence involved individuals (Bolman & Deal, 2009). Concluding the analysis of the leadership concept the authors stated that, "Wise leaders understand their own strengths, work to expand them, and build diverse teams that can offer an organization leadership in all four modes: structural, political, human resource, and symbolic" (p. 372).

Advocates for the differences between leadership and management concepts explained, "Leadership occurs whenever one person attempts to influence the behavior of an individual or group, regardless of the reason" (Hersey, Blanchard, & Johnson, 2008, p. 1). Adding to this definition, the authors argued that the target goals are not always common or represents those of the organization. The authors identified three skills or competencies enabling individuals to lead or influence (i.e., understanding the situation, adapting, and communicating). Northouse (2015) reviewed the historical evolution of leadership definitions from the 1990s towards the 21st century. The author clarified there is still ongoing debate regarding the differences between leadership and management, and acknowledged the emergence of new leadership approaches including; authentic, spiritual, servant, adaptive, followership, and discursive. Northouse defined leadership as, "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5). The author further stated that the definition of leadership as a process, which takes place within the interaction of leaders and followers, makes the leadership role accessible for anyone.

Kouzes and Posner (2012) dedicated a chapter entitled, "Leadership is Everyone's Business" (p. 329) to discuss how average individuals attain challenging goals. The authors explained that the leadership examples discussed in the book represent a wide variety of organizations known by the audience. The focus on everyday leaders supported the authors believe that leadership is about relationship, credibility, and what leaders do. In a recent edition of the book, marking 30 years since the first publication, Kouzes and Posner (2017) further supported their thesis, and presented "The Five Practices of Exemplary Leadership" (p. xii) namely; Model the way; inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Northouse (2018) cited authors who, "[in the] past 60 years designed 65 classification systems for defining leadership" (p. 5). The author mentioned definitions addressing leadership as the focus group process, from personality perspectives, and skills perspectives. Other classification is leadership as act or behavior, meaning what leaders do promote change. Northouse' definition of leadership as a process supports the systematic review of the literature.

Conceptualizing school leadership. As previously discussed a widely-accepted function of leadership is to impact the overall performance of organizations. However, there is no accepted conceptual definition of principals' leadership, which causes disruption in the assessment of their impact on students' achievements. A thorough review on school leadership research conducted by Marzano, Waters, and McNulty (2005) considered prominent theorists and theories of leadership, many of which they deemed influential in guiding school leaders. The authors discussed two terms widely debated both in business and education leadership (i.e., transformational and transactional leadership). Marzano et al. further explained both modern leadership theories are rooted

in the works of James Burns who characterized transformational leadership as focused on change. Burns (1978) stated that leaders exhibiting a transformational approach develop "a relationship of mutual stimulation and elevation that convers followers into leaders and may convert leaders into moral agents" (p. 4). The transformational leadership concept was further developed by Bass (1985) who articulated the characteristics of transformational leaders known as the four "I" which are; individual consideration, intellectual stimulation, inspirational motivation, and idealized influence.

The Wallace Foundation (2011) reported that extensive research since 2000 revealed that a "principal's leadership is second only to classroom instruction among all school-related factors that contribute to student learning" (p. 3), which determines the relevance of leading schools properly. The Foundation cited a large-scale study of school leadership in 2004 conducted by the Universities of Minnesota and Toronto concluding that, "there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader" (p. 3). The foundation supported that effective school-wide reform requires successful principals. This is in agreement with Wagner et al. (2006) who sustained that educational leaders need new skills set for achieving the challenging demands of the new century. The authors continued that schools should prepare students for the challenges of the 21st century; however, there are no schools to teach leaders how to meet students' needs effectively.

The Wallace Foundation's (2013) research findings supporting that school variables, reviewed individually, show minor impact on learning; effects are only achieved when variables are associated, crafting the proper environment for principals to perform their roles. The purpose of the foundations' efforts for improving school leaderships, funding projects, and authoring research reports focuses on school leadership

from principals training programs and performance evaluations. Special attention is placed on the nature of school principals' role, and the links between effective principalship to students' achievement. One of the results was the identification of key practices of effective principals, "shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; managing people, data, and processes to foster school improvement" (p. 4).

The Wallace Foundation commissioned Rand Education to construct the first report from the ongoing evaluation of the Principal Pipeline Initiative created in 2008 to fund and support six large urban school districts located for the implementation of strategies for developing and supporting new principals. The project includes a comprehensive program evaluation, from the implementation and the outcome of the initiative, and the impact on students' achievement. The report authored by Turnbull et al. (2013) identified shared purposes within the participating districts including the establishment of leadership standards, and competencies with relevant effects on the preparation, performance, and evaluation of principals. The report highlighted the districts' official goal that standards and competencies will support the message to aspiring leaders about expectations and facilitate a shared understanding of the principalship practice among district's stakeholders.

Impact of School Leadership on Students' Success

School administrators are held accountable for student performance on standardized measures of academic achievement (Ward, 2013). Abundant literature addresses this topic from different and controversial perspectives. Leithwood, Patten, and Jantzi, (2010) tested a concept on how leadership influences student learning. The authors stated, "Leadership influence is conceptualized as flowing along these four paths

(Rational, Emotions, Organizational, and Family) toward student learning" (p. 672). They further discussed that the path comprises multiple variables with powerful effects on student learning and supported that leaders may increase student learning by improving the condition or status of selected variables. Educational researchers have identified the school principal as the driving energy for school reform and being accountable for 20% of students' achievement (Vanderhaar, Munoz, & Rodosky, 2006). Ruebling, Stow, Kayona, and Clarke (2004) stated that the need is in producing a more all-inclusive approach to school enhancement. This all-inclusive approach included; curriculum, instruction, and professional development (Ruebling, Stow, Kayona & Clarke, 2004). The literature presented that leadership effects student outcomes, only if the principal creates a positive school environment, and the teachers have high expectations in the classroom. School leadership does influence changes in school academic outcomes when the effects on teachers and teaching quality promote a favorable school climate and culture emphasizing high expectations and academic outcomes, (Sammons, Gu, Day, & Ko, 2011).

Leadership and effective schools. Research on successful schools showed the importance of effective leadership. Salfi (2010) found that for principals to perform effectively, they should be aware of the differences in the perceptions of human resources management tasks between staff and students. The first approach, termed the foundations of the principals, draws heavily on the behavior of the principal and those with whom he/she works (Nakpodia, 2010; Salfi, 2010). The second, is the function of the principals' role, which focuses on the tasks that involves the bulk of the principal's time and analyses the major competencies that an effective school principal must demonstrate (Nakpodia, 2010; Salfi, 2010). DuFour (2001) summarized the universally accepted

conventional wisdom regarding the fundamental role of the contemporary principal in a single phrase "The principal must serve as the instructional leader of a school" (p. 12). Ward (2013) examined collected data that included notes taken during meetings with the principal, the principal interview, and teacher surveys. The results were that a principal's leadership was the primary factor systematically contributing to increases in students' achievement throughout the school year.

Effective leadership and closing the achievement gap. In China, the mission of Quality-Oriented Education expands the purpose of education. The role of education in society, sets a high threshold of dispositions, knowledge, and skills of the principal (Chu & Cravens, 2012). If the U. S. schools are striving to close the achievement gaps, the leaders must have the appropriate knowledge, dispositions, and skills to assume the critical role (Johnson & Uline, 2005). The authors referred to the Interstate School Leadership Licensure Consortium (ISLLC) standards established in 1997 to target the achievement gap, highlighting its relevance, cited Standard one entitled The Vision of Learning and stated "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (p. 46).

A statewide study compared principal managerial, instructional, and transformational leadership, and student achievement (Valentine & Prater, 2011). The findings of the study showed that principal leadership supporting instructional and curriculum improvement were linked to student achievement. Another study found that the principals provided insight of daily practices that supported high student achievement including; "developing personnel and facilitating leadership, responsible delegation and

empowering the team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change" (Crum & Sherman, 2008, p. 562). The authors maintained that it is difficult to determine the direct effects principals have on student achievement, but research supports the concept that principals do have an impact on instruction and the success of a school.

The role of the principal in effective schools. The reality of the issue of good leadership impacting student learning is something believed by many researchers, so the best approach appears to be training for the leaders will produce positive student outcomes (Chu & Craven, 2012). Researchers from China addressed the problem with a critical review of the existing principal's evaluation and training from the evaluation and training data they recommended a framework of strategic directions of professional development for school leaders (Chu & Craven, 2012). Mendels (2012), from the Wallace Foundation stated that the worst thing that could be done is to keep the 19th century principal in the new century. The 21st century principal focuses on effective instruction for being able to provide feedback to the classroom teacher. The practice of the principal focusing on good instruction and then provides feedback to teachers could solve some of the problems of our failing schools (Mendels, 2012).

Leadership, high expectations, and teacher/principal commitment. For years, educators have been working for years to find the answer in closing the achievement gap. Syed (2013) stated that one key in closing the achievement gap has been supported by the notion of having high expectations for all which would include clear and public standards. Harpell and Andrews (2010), found that when you have inclusive teaching models they need to provide a regular curriculum and assessment procedures, they also must get achievement gains in students which are at least as effective as traditional

methods. The authors stated the adoption of the strategies requires effective leadership.

Robinson and Timperley (2007) researched leaders fostering school renewal by

facilitating and participating in types of professional academic outcomes. Seventeen

studies with evidence of demonstrable impact on the students were analyzed for

descriptions of the leadership practices involved in each initiative. Through a process of

review and critique, the descriptions were categorized into the dimensions of leadership

which were associated with professional learning that resulted in improved student

outcomes (Robinson & Timperley, 2007). The role of the school leader is to focus on

principals as leaders for the teachers teaching and learning within the schools which

includes the teacher's responsibility to increased student achievement. (Crum &

Sherman, 2008). Crum and Sherman (2008) also determined that research supports the

notion that principals undoubtedly impact instruction for schools to succeed, the principal

has a direct effect on student achievement.

The results of a study by Salfi (2010) indicated that principals' leadership pointed

towards a model of leadership that was not as much concerned with the individual

capacities, skills and talents but more preoccupied with creating an individual

responsibility for leadership including action and activity. The focus was not on the

leader but more upon creating shared contexts for learning and developing leadership

capacity. In many of the schools a link was made between distributed and democratic

leadership practices and school improvement. (Salfi, 2010).

Gray and Ross (2006) supported that principals are held accountable for student

achievement. The authors tested a model by hypothesizing that principals contribute to

student achievement indirectly through teacher commitment and beliefs about their

collective capacity. They stated the literature on leadership described specific

transformational strategies that teacher commitment can be strengthened by the principal. Gray and Ross indicated that principals influence teacher interpretations of their impact on achievement by defining success. Finally, the authors concluded that principals engaging in the strategies will obtain higher student achievement, as well as when staff is more confident, more ambitious and more persistent. These strategies include principals convincing the teachers that they can become an organization that is effective through personnel supervision and the staff development processes.

A study by Crum, Sherman and Myran (2009), found that successful practices of elementary leaders that are enabled to facilitate high levels of student achievement and to dismiss any notions that success is not possible when they are in high stakes environment. For the study, interviews were conducted with the principals who were identified common themes of practice, that when utilized, led to high student achievement. According to Walker, (2009) effective schools research gave birth to a new role for principals as an instructional leader. The author suggested a relationship between strong school instructional leadership and higher student achievement. Principals are effective educational leaders when they spend their time interacting with teachers and students regarding instructional responsibilities and have an influence on student achievement (Walker, 2009).

Leadership styles and student achievement. Kythreotis, Pashiardis and Kyriakides (2010), examined the validation of models of principals' leadership on student academic achievement (i.e., direct, indirect or mediated, and interactive model). Kythreotis et al., explained that direct effects models propose that the principal's leadership actions impact school outcomes; while the mediated or indirect effect models supports that principal's leadership effectiveness is achieved through indirect variables

(i.e., people, events, and organizational factors). The third model purported that principals' effectiveness to achieve academic achievements goals, depends on the interaction of the first two models. The authors concluded, it can be inferred that the principal's leadership style is a factor that plays a role in student achievement as indicated by the study's small but significant effects of primary school principals' human leadership style on student academic achievement. Research by Jacobson, (2011) examined the effects of principal leadership on student achievement and sustained school success especially in challenging, high-poverty schools. Jacobson's study concurred with the International Successful School Principalship Project, (ISSPP) findings support the existence of the essential core leadership practices, including developing people and redesigning the organization as necessary for improved student achievement and revealing that these practices are best realized as culturally sensitive. The statewide study by Valentine and Prater (2011), attempted to develop an understanding of the relative impact of principal managerial, instructional, and transformational leadership on student achievement as measured by a standardized high-stakes test in public high schools. The study findings showed a linkage between the principal leadership behavior promoting instructional and curriculum improvement to achievement.

      Leadership and school reform. School reform has been a sizable focus of educational research. One area that is getting attention is school leadership. In 1996, members of the Interstate School Leaders Licensure Consortium (ISLLC) conceived and developed national school leadership standards and then revised the standards in 2008 (Council of Chief State School Officers, 1996, 2008). Initially, the first six ISLLC standards were developed to establish uniform guidelines for policy development at the state and district levels (Council of Chief State School Officers, 2008). The initial

standards, which were also intended for use in describing effective school leadership, were designed for assisting in the development of training programs that support the professional growth of future school leaders and for guiding existing school leaders in the continuous cycle of school improvement (Council of Chief State School Officers, 2008). After publishing the initial standards, members of the ISLLC developed seven guiding principles to serve as a basis for revising the standards that are currently used in educational leadership programs across the country (Council of Chief State School Officers, 2008; Hilliard & Jackson, 2011). Research disclosed that school leaders are essential for increasing student achievement (Council of Chief State School Officers, 2008). The ISLLC 2008 is designed to provide a framework and foundation as each state develops and aligns its expectations for education leaders. The following list of behaviors are to be expected to influence pupil achievement (Grift & Houtveen, (p.387). The six ISSLLC Standards are; Standard 1

The ISLLC Standard 1 is: "An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders" (Council of Chief State School Officers, 2008, p. 14).

The ISLLC Standard 2 is: "An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (Council of Chief State School Officers, 2008, p. 14).

The ISLLC Standard 3 is: "An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment" (Council of Chief State School Officers,

2008, p. 14).

The ISLLC Standard 4 is: "An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources" (Council of Chief State School Officers, 2008, p. 15).

The ISLLC Standard 5 is: "An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner" (Council of Chief State School Officers, 2008, p. 15).

The ISLLC Standard 6 is: "An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context" (Council of Chief State School Officers, 2008, p. 15).

The Effects of Direct and Indirect Leadership on Student Achievement

The principal's leadership does effect student achievement indirectly because principals should impress upon the teachers the importance of strong teaching techniques in the classroom. According to research by Witiziers, Bosker and Kruger (2003), it is agreed that the indirect effects of leadership are hard to measure. The research of Hallinger and Heck (2003) concluded from the review of the literature supports the belief that principal's leadership effects on student achievement is measurable but has indirectly supported school effectiveness and student achievement.

 The repertoire of the average principal:

In 1993 and 1998 the repertoire of the average principal was expanded to involve:

- informing teachers about new teaching methods and teaching materials;

- showing interest in what is happening in classes;

- observing classroom practices and

- stimulating teachers' awareness of the need for improving pupil

 achievements

informing teachers about new teaching methods and teaching materials;

- showing interest in what is happening in the classroom; (van de Grift &

Houtveen, 1999. p. 387).

This would be interpreted that the principal must create a positive culture in the school

and be visible in the classroom, to show that the administration is interested. It leads to

the conclusion that in schools, principals observing classroom practices and visible are

where those school teachers work hard to maintain a positive culture and are motivated to

improve in their own classrooms.

It is essential for principals to observe in the classroom, not only as formal

observations for the evaluation but by doing a "walk-thru." This would help the principal

get an idea of what is going on in the classroom and be able to design staff development

around teachers' needs which would stimulate teachers' awareness of the need for

improving pupil achievement. There are four framework areas outlined by Hallinger &

Heck (1998) including:

 (1) purposes and goals: the principals' involvement in framing the schools

 purpose and goals shows the importance of indirect influence on school outcomes,

 (2) structure and social network; it is to suggested that leadership is connected

 organizational roles and the network, (3) people; it is clear from proposed

 leadership frameworks that administrative activity is directed at people in the

 organization such as students, teachers, parents, community and district personnel

and this social interaction among people within the community is an important

building block of leadership, and (4) organizational culture; this one emphasizes

the development of shared meanings and values. (p. 171)

Hallinger and Heck (1998) reviewed policies and practices in education. In conclusion,

the pattern of results taken supported that principals exercise a measurable although

indirect effect on school effectiveness and student achievement. The authors found that

the direct effect is small it is statistically relevant and supports the belief among educators

that principals contribute to school effectiveness and improvement.

Staff development. Professional development for teachers in schools if initiated

properly will raise student academic outcomes. The principal's leadership alone cannot

impact student achievement unless the teachers and staff work with the principal and

create an environment conducive to learning and high expectations and achievement.

The research by DuFour says the staff develop for teachers is very important, but the

traditional notion that regarded staff development as an occasional event occurring off the

school site, has evolved into the best staff development which happens in the workplace

not the workshop (DuFour, 2004, p. 63). There is an abundant research confirming the

importance of teachers' influence on student achievement (Dinham, 2007). Dinham

(2007) also supported that the quality of teaching and learning within the classroom can

be influenced and improved. Based on the research of Dinham, 2007 says improvement

in the classroom needs to come from staff development which should be initiated by the

leadership of the school. No leader can accomplish change and renewal on his own and

or realize the importance of the relationships, personal and professional in the school

(Dinham, 2007).

Du Four (2004) found that leaders can increase the probability that site-based staff

development will ensure the school's capacity to improve student learning. The four

areas to ensure are; (a) professional development increases the staff's collective capacity

to achieve the school's vision and goals, (b) make sure the school's approach to staff

development challenges staff members to act in new ways, (c) staff development focus on

results rather than activity, and (d) the staff development demonstrates a sustained

commitment to achievement and the most important goals. DuFour (2004) supported that

if these commitments are made by teachers and staff the school will be able to focus on

the achievement of the students. All teachers and staff will be working together in the

school to create an environment of high expectations all the time (DuFour, 2004). The

school will be working toward this goal of high student achievement daily. The author

further highlighted that one of the challenges of leadership is to bring coherence to the

myriad pressures and initiatives bearing down on schools. Leaders bring coherence to

organizations when they establish clear goals and coordinate efforts to achieve those

goals and sustain the effort over an extended period. (DuFour, 2004).

Literature Review Summary

If leaders maintain a positive culture in their school, this will lead to high

expectations and student achievement. This research includes results that the standards

aligned curricula, coherent organizational structures, strong instructional leadership,

frequent monitoring, evaluation, and focused professional learning will lead to higher

student outcomes (Trujillo, 2013). When principals observe in the classroom they have a

better idea of what teachers are doing. Most of the literature proposed effective leadership

is one reason that will result in higher outcomes. Higher student achievement is

dependent upon the leadership of the principal and how professional development for the

teacher is designed. Multiple forms of leadership need to be engaged, but also have a

more complex understanding of relationships between these leaderships and a range of other school and contextual variables (Mulford, 2006,). According to Mulford, (2006), there are three major sequential and aligned elements identified for successful school reform with the leadership changing with each element. The first element relates to how people are communicated with and treated. The second element concerns a professional community. The final element relates to the presence of a capacity for change, learning and innovation, or professional learning community. All three of these elements must be present in a school leader and staff. This is accomplished by providing a positive environment, on-going professional development, insisting on high expectations which can lead to high student achievement. It was found that leadership has a significant indirect impact on outcomes of students (Mulford, 2010). Research also show that effective leadership has direct impact on student achievement.

Research Questions

The following questions were developed to address the purpose of the study, which is to better understand impact of effective leadership on student learning outcomes. A systematic review of the literature addressed the following questions:

1. What is the significance of leadership effectiveness on student achievement?

2. What are the common leadership attributes and other identified characteristics of effective school principals that affect student outcomes?

Chapter 3: Methodology

Aim of Study

This chapter discusses the methodology used in this study, which was a systematic review of the literature. Its purpose, is to evaluate research on how leadership effects student achievement and/or outcomes. Furthermore, by reviewing studies on student achievement and/or outcomes based on the effectiveness of school leaders, the researchers can determine the best methods of school leaders to raise or maintain positive student outcomes. A compilation of the current literature will facilitate the understanding on the impact of leadership on student outcomes. The systematic review should clarify differences found in the literature and evidences on how to achieve better results. This systematic literature review will also consider what a leader can do to better prepare their staff to a higher standard and expectation in the classroom leading to positive student outcomes.

Systematic reviews considered all published studies on a specific area based on an application of previously defined inclusion and exclusion criteria (Ressing, Blettner, & Klug, 2009). The aim of the systematic review study is to extract relevant information systematically from the publication (Ressing, Blettner, & Klug, 2009). Higgins and Green (2008) noted that the goal of a systematic review is to collect and collate all empirical evidence that fits predetermined criteria with the purpose of answering the research questions. "Systematic literature reviews and meta-analyses enables the research findings and treatment effects obtained in different individual studies to be summed up and evaluated" (Ressing, Blettner, & Klug, 2009, p. 456). Systematic literature reviews provide an overview of the state of research on a given topic and enable an assessment of the quality of individual studies (Ressing, Blettner & Klug, 2009).

Study Protocol and Design

According to The Cochrane Collaboration (2014), a protocol should include "the

rationale for the review, the objectives, and the methods that will be used to locate, select,

and critically appraise studies, and to collect and analyze data from the included studies"

("protocol" definition). The Cochrane Handbook (2011) defined protocol as: This

study's protocol necessitates a review of eligibility criteria and information sources; the

Cochrane Handbook defines protocol as, the plan or set of steps to be followed in a study.

A Protocol for a systematic review should describe the rationale for the review, the

objectives, and the methods that will be used to locate, select, and critically appraise

studies, and to collect and analyze data from the included studies. A protocol should

include "the rationale for the review, the objectives, and the methods that will be used to

locate, select, and critically appraise studies, and to collect and analyze data from the

included studies regarding the eligibility criteria, individual study's characteristics such

as publication status and years considered are valuable to review" (Moher, Liberti,

Tetzlaff, & Altman and the PRISMA Group, 2009). The PRISMA checklist (see

Appendix A) as described by Moher, Liberti, Tetzlaff and Altman (2009) is an evidence-

based minimum set of items for reporting in systematic reviews and meta-analyses. The

authors supported PRISMA focuses on the reporting of reviews evaluating randomized

trials but is also used as a basis for reporting systematic reviews of other types of

research, particularly evaluations of interventions. They further stated a meticulous

investigation of information resources is essential to establish the protocol. Information

sources involve which databases should be included in the search as well as a perusal of

gray literature. The Cochrane Collaboration defined gray literature as material from

conference proceedings or presentations that is either not published or is printed in

difficult-to-access databases. Litell, Corcoran, and Pillai (2008) proposed a survey of gray literature to combat publication bias. Therefore, a variety of information sources were examined to have a robust collection of studies. An analysis of impact of leaders to student achievement can inform readers of the most critical insight into the high expectations that teachers should have for their students in the classroom and the tools they can use which will meet their needs and enable them to achieve positive student outcomes. According to Sammons, Gu, Day, & Ko, (2011) because the principal created a positive environment in the school and has high expectations for the teachers; the teacher in turn will become a leader in the classroom and have high expectations for their students (Sammon, Gu, Day & Ko, 2011).

Procedure

The systematic review of literature design presents "the same level of rigor to reviewing research evidence" (Hemingway & Brereton, 2009, p. 1) as a customary research study. The protocol is designed to maintain strict standards of evaluation for each research study and to ensure that interpretation is not subject to bias.

Inclusion/Exclusion Criteria

This systematic literature review is guided by the research questions. The below search parameters will determine the studies that qualify for reflecting the most current literature pertaining to the effect of principals' leadership on students' achievement.

Inclusion criteria. The systematic review included literature related to (a) studies that include Principals and leaders in the sample; (b) studies with the research topic of effective leadership and student achievement, professional development and training of leaders and principals; (c) Studies conducted between 1999-2017; (d) qualitative studies,

quantitative, and/or mixed methods studies; (e) studies published in peer-reviewed and scholarly journals; studies that met all the all inclusion criteria based on the findings.

Exclusion criteria. Studies were disregarded if they (a) were conducted prior to 2007, (b) used students in the sample, (d) did not address impact on principals, student and school impact on academic achievement or instructional practices. Studies not addressing the research questions of this systematic review.

Information Sources

Both published and unpublished sources served as material for the studies included in the systematic literature review. Published studies were pulled from the following database search engines: ERIC, EBSCO host's Education Source, ProQuest Central, and Wilson Educational, EBSCO Journals.

Search Strategy

A comprehensive literature review on the effects of leadership relating to student achievement and academic outcomes.   These studies needed to answer the research questions regarding school leaders' and the effects on student academic outcomes. The literature research strategy employed the electronic databases of ERIC, EBSCO host's Education Source, ProQuest Central, through the Alvin Sherman Library of Nova Southeastern University. Key words in the search included "school leadership," "effects of leadership on student outcomes," "professional development," To qualify for the systematic literature review, the chosen studies had to address at least one of the three research questions.

Data collection process. The systematic literature review will be achieved through a screening of primary studies, scholarly and peer-reviewed journal articles, professional publications, and published reports. Following the selection process, data

collection and extraction included a thorough investigation of the studies.

       The selection processes. An exhaustive review of the literature was performed based on the three research questions in order to determine study eligibility. Titles of articles found during the search process were analyzed for pertinent information. Second, abstracts were read and evaluated in order to provide a study of quality. Last, the studies that met inclusion criteria were read in full.

Limitations

       A limitation, as defined by Creswell (2003), is a potential weakness of a study. Such limitations could impact the data collection, results, and synthesis. The limitations of a systematic review, in general, pertain to the availability of many studies. Any limitations of this comprehensive review of the literature fall into the implementation for educators to use the principles of effective leadership and teacher staff development. The motivation falls on school leaders and teachers to take the recommendations and work within their educational contexts based on their needs. Delimitations narrows the scope of a study (Creswell, 2003). It is important educators know what leaders are doing to help teachers achieve high expectations and positive student outcomes.

Chapter 4: Results

The aim of the systematic review was to compile relevant literature related to the impact of school leaders on students' academic achievement. The researcher explored leadership styles that could improve student achievement and offered recommendations to educators who want to make a difference in the education system. The focus of the research was the ability to have the best leadership practices that impact classroom achievement. This chapter presented the results from the data search, collection method, and appraisal process. A systematic review tool for critical study appraisal was utilized for the research (see Appendix B).

The findings from the systematic review of the literature was categorized based on the findings from each effective leadership practice and answers to the three research questions. The first phase of searching for existing studies that met the parameters of inclusion criteria were literature related to: (a) studies that include Principals and leaders in the sample; (b) studies with the research topic of effective leadership, professional development, student achievement, and training of leaders and principals; (c) studies published in peer-reviewed and scholarly journals; (d) studies that met all the all inclusion criteria based on the findings; and (e) the publication must meet a timeframe from 2000 to 2017.

The exclusion criteria were established if the articles were not descriptive of the process in nature and if the research regarded the district and teacher classroom leadership instead of overall school leadership. Articles that did not comprise actual study methodologies were excluded from this systematic review. The multi-step electronic search process targeted key terms including, "effective leadership," "student achievement," "student outcomes," and "direct and indirect leadership models." The

databases used for the search of scholarly, peer-reviewed literature were ERIC, EBSCO host's Education Source, ProQuest Central, The Wallace Foundation and Wilson Educational Journals. After reading titles and abstracts, this initial search phase yielded 98 journal articles. After screening these articles using the previously developed inclusion criteria, many studies were eliminated because they did not meet all the inclusion criteria, or several were duplicates within the various databases. Ultimately 31 studies were identified as viable for inclusion in the systematic review.

The second phase of study retrieval involved a search of studies from relevant, esteemed journals in education. Among them were, "Educational Leadership" and "The Journal of Staff Development." Forty-nine journal articles that pertained to Leadership, student achievement, and direct and indirect leadership merged in the search process. However, the articles were less descriptive of the process in nature and did not comprise actual study methodologies, which meant it was necessary to exclude them in this systematic review. The third phase of study retrieval included a search for conference proceeding reports. This literature search produced no new information, which were screened based on inclusion criteria. None of the conference proceeding reports were considered to be viable for inclusion in the systematic review. The last phase consisted of 48 total studies that were reanalyzed to determine what research question it fit. Next, the articles were selected and paired up with the research question and an explanation as it related to the journal article. Then, the articles were read as a systematic review of the studies several more times to ensure that they addressed the research questions (see Appendix C).

Study Appraisal Process and Results

The appraisal process involved the analysis of each study gathered from the three

retrieval phases. The focus of the analysis was on the methodological quality, internal

validity, and potential for bias. Figure 1 is a flowchart of the appraisal process with the

results on each step.

Figure 1. Prisma Flowchart Diagram. Adapted from: Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., &
The PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The
PRISMA Statement. *PLoS Med 6*(6), e1000097.
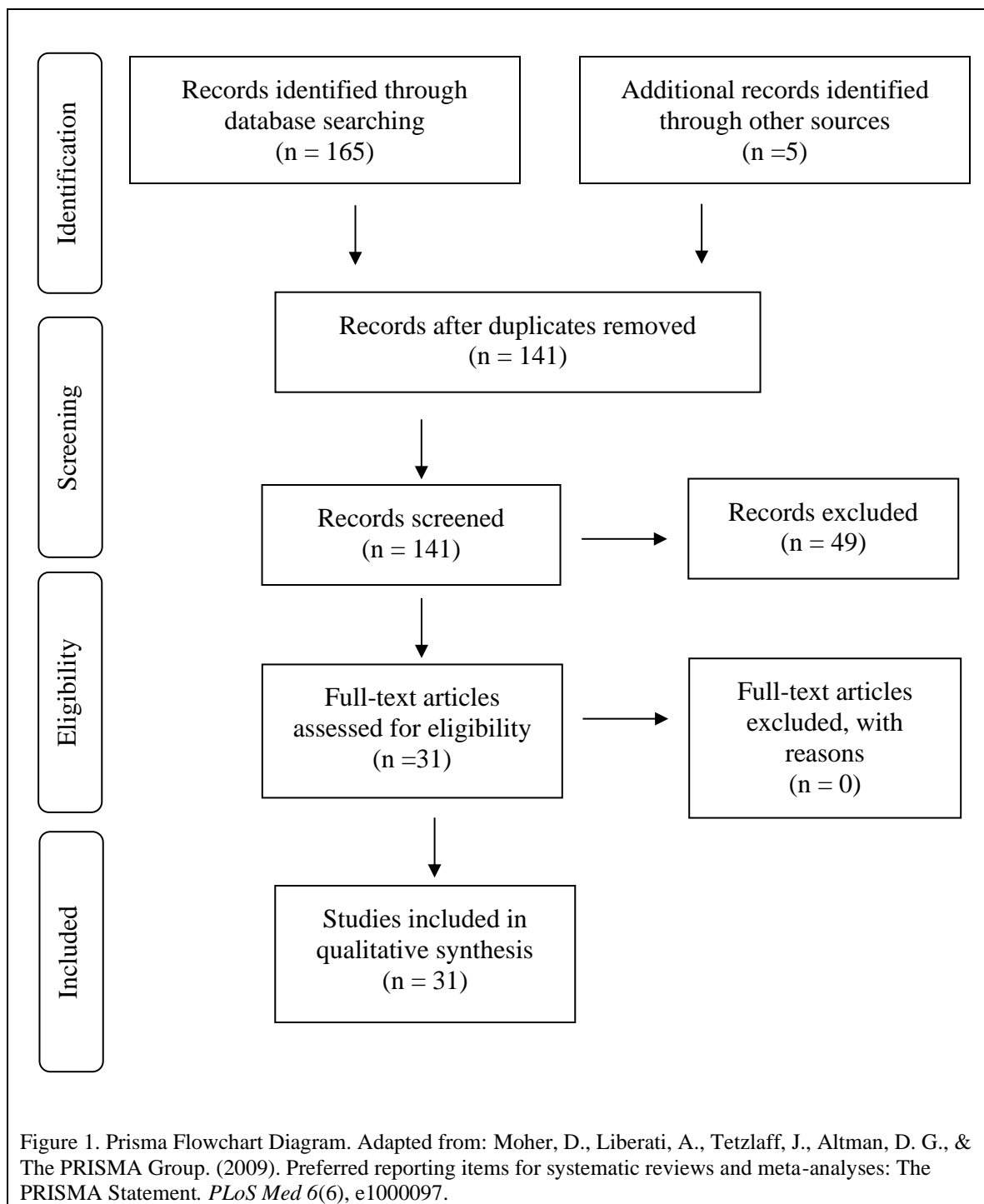
Synthesis of Results

The purpose of the systematic review is to compile relevant information for enhancing awareness and comprehension on the target matter (Marshall & Rossman, 2016). The goal of the appraisal process of the systematic review was to analyze and synthesize the content of each gathered study. Merriam, (2009) defined data analysis as the "process of making meaning" (p. 176). The collected data were reviewed and compared for any duplications to confirm validity (Strauss & Corbin, 1994). Drawing conclusions about data through analysis entails transferring between the concrete and conceptual, induction and deduction, and examination and interpretation (Merriam, 2009). The following section addressed the results for each research question.

Research Questions

Analysis of the systematic review of the literature was centered on the research questions from the study. To qualify for the systematic literature review, the chosen studies had to address at least one of the two research questions. This process included data collection and a thorough review of each study. An in-depth review of the literature was performed based on the two research questions to determine study eligibility. Titles of articles found during the search process were analyzed for relevant information. The studies that met inclusion criteria were read and reread for analysis and synthesis of the data. This chapter addresses the research questions by answering each individually while also comparing each study that refers to each research question from the data synthesis process.

Journals and other found sources are presented in tables for each category and research question. The tables illustrated the number of studies retrieved from each source (i.e., journal name or source type, author, and date of publication), as well as the relation

to each category; (a) studies that include principals and leaders in the samples, (b) studies with the research topic of effective leadership, and (c) studies that show how the principal's leadership affects student outcomes. Table 1 presents all the studies in regards to principals and leaders.

Table 1

Studies That Included Principals and Leaders

Journal name or source type	*N*	Study authors
Education and Urban Society	1	Bloom & Owens, 2011
Universal Journal of Educational Research	1	Cetin & Kinik, 2016
Education Leader Review of Doctoral Research (NCPEA)	1	Colgren & Sappington, 2015
Journal of Staff Development	1	Dodman, 2014
Educational Leadership	1	DuFour & Mattos, 2013
Journal of Research in Education	1	Elemen, 2015
Research in Middle Level Education	1	Gale & Bishop, 2014
Educational Management Administration & Leadership	1	Kearney, Kelsey & Herrington, 2013
Kappa Delta Pi Record	1	Lumpkin, 2008
Journal of Education Change	1	Mulford, 2006
Advancing Women in Leadership	1	Nichols & Nichols, 2014
Journal of Personal Evaluation	1	Ovando & Ramirez Jr., 2007
Canadian Journal of Education	1	Ross & Gray, 2006
Educational Leadership	1	Stewart, 2011
School Effectiveness and School Improvement	1	van de Grift & Houtveen, 2010
National Forum of Applied Educational Research Journal	1	Watkins & Moak, 2010-2011
Educational Administration Quarterly	1	Zheng, Li, Chen & Loeb, 2017

Research Question 1. What is the significance of leadership effectiveness on student achievement? For the purpose of the study, authors defined leadership effectiveness is defined as a person who has a strong personality, can work well with

people, and can succeed in the role as a leader (Brown, 2016; Cetin & Klink, 2016; Elemen, 2015; Kearney, Kelsey & Herrington, 2013). Several of the studies overlapped to Research Question 2 and include the following; Cetin and Kinik (2016), Gale and Bishop (2014), Nichols and Nichols (2014), and Zheng, Li, Chen and Loeb (2017).

Brown (2016) conducted a study that assessed the leadership influence on students' achievement at a diverse high-performing elementary school. Brown considered prior research that found five themes linked to effective school principalship; (a) qualities of effective leadership, (b) principal's establishing a vision and setting goals, (c) principals positively impacting schools culture, (d) principals leading distributed leadership systems and (e) and personal traits of the effective principal. Brown (2016) evaluated the support provided by a principal who influenced student achievement, as directed by the question "What supports did the elementary principal in this high-achieving school implement to increase student achievement?" Brown utilized Bransford, Brown, Cocking, Donovan and Pellegrino's (as cited in Brown, 2016), Perspective on Learning Environment (PLE) theoretical framework for the study. The researcher conceptualized PLE as four perspectives on learning "(a) learner centered, (b) knowledge centered, (c) assessment centered, and (d) community centered" (p. 102).

The case study examined leadership of the effective school principals during a 15-year mandate, for identification of successful strategies that could be duplicated at other schools (Brown, 2016). Brown gathered data from individual one hour interviews with six teachers and reviewed documentation (i.e., building plans, and parent organization agendas) to identify leadership strategies supporting school's performance. Brown's analysis and triangulation of the gathered data; sustained principals influence on school success in all the tenets of the PLE framework, is presented in the following table:

Table 2

PLE Tenets and Principal Provided Support Correlation

PLE	Principal's Leadership Strategies
Assessment centered	Led the development of common assessments and Professional Learning Communities
Community centered	Professional Learning Communities, Parent Organization Facilitation, TRIBES Learning Communities (i.e., students, parents, school staff behavior expectation program), Budgeting Scheduling
Knowledge centered	Led curriculum being aligned to the standards
Learner centered	Led data-driven instruction efforts

Brockmeier, Starr, Green, Pate, and Leech (2013) investigated the effects of

school leadership on student achievement from the perspective of the principal tenure,

stability and educational experience in public education along with school-level

variables. The researchers acknowledged the always increasing principalship

responsibilities including dealing with personnel issues, student discipline, parent

concerns, and negative publicity in the media. Furthermore, the authors cited the No

Child Left Behind Act signed in 2002 with specific academic goals for the nation's public

school students.

Brockmeier et al. (2013) conducted an ex post facto correlational and group

comparison research design. The researchers correlated nine independent variables and

11 dependent variables. The independent variables were: principal tenure, principal

stability, principal educational experience, principal gender, principal race or ethnicity,

and school-level variables (i.e., square rood of student enrollment, percentage of minority

students, percentage of students identifies as receiving free or reduced lunch, and

percentage of students identifies with a disability). The dependent variables were the

schools mean scale scores for third and fifth grade students on the reading,

English/language arts, mathematics, science, and social studies sections of the criterion

referenced competency tests (CRCT) (Brockmeier et al., 2013). In addition, fifth grade

students were assessed on writing. Student achievement data was retrieved from the

Governor's Office of Student Achievement (GOSA) website an identified 1023 schools

in Georgia meeting the inclusion criteria (i.e., prekindergarten through fifth grade

schools) to participate in the study. School principals' data were collected from the 2010

Georgia Professional Standards Commission (Brockmeier et al., 2013).

For the study, principal tenure, educational experience, stability, race or

ethnicity, and gender were examined in the context of student achievement (Brockmeier

et al., 2013). The findings relevant to this systematic review were parallel with other

research related to applied practices, organization design, and organization processes.

The researchers further concluded that that principal educational experience was not a

significant predictor of schools mean scale scores on the CRCT in any of the regression

models (Brockmeier et al., 2013).

Results of this study indicated principal stability and tenure pointedly impacted

grade 3 and grade 5 student achievement (Brockmeier et al., 2013). The researchers

found that CRCT school mean scale scores increased as the length of a principal's tenure

at a school increased. Schools with greater principal stability also had higher CRCT

school mean scale scores. The researchers commented that these findings are consistent

with other study results that indicated low principal turnover is critical to quality school

improvement. The results also indicated that principals with less than 14-years

educational experience had substantial student achievement, more so than principals with

15 to 25 years of educational experience (Brockmeier et al., 2013).

Brockmeier et al. (2013) supported the need for additional efforts to improve leadership practices influencing students' achievements, which should include the categories discussed by other researchers (i.e., people, purposes, social systems, and structures). The researchers encouraged practices that focused on setting the surroundings and developing leaders who better serve the leader challenged schools with increasing student achievement. Brockmeier et al. stated that their research supported the potential of interventions in regards to decisions on hiring and retaining principals, as important practices for meeting the students' achievement goals.

Cetin and Kinik (2016) examined behavior patterns related to leadership by institutions and organizations. A review of the literature revealed that "virtually everything in a school occurs within the context of a community" (Cetin & Kinik, 2016, p. 676). which is composed of "internal and external school stake holders (i.e., students, parents, teachers and other school staff, central office administrators and support personnel, the school board, other social agencies and businesses)" (Cetin & Kinik, 2016, p. 676). The researchers supported the belief that leadership and management are relevant to academic success, and that new leaders are expected to transform the prospect of staff and students, the leadership concept is more complex. Due to this complexity, the researchers decided to guide the study, with the Balanced Leadership Framework (BLF) developed in 1998 by the Mid-Continent Research for Education and Learning (McREL) as a new leadership approach. One of the key components of the BLF named 'Purposeful Community' (Cetin & Kinik, 2016, p. 676) is defined as a collective effective and powerful asset to accomplish goals and achieve results relevant to the community, through approved processes. BLF was developed to specify school leaders' behavior and identified 21 leadership responsibilities. However, after reviewing the literature relevant

to the problem and purpose of their study, Cetin and Kinik selected eight leadership

accountabilities essential to impact students' achievement goals. The eight

responsibilities aiming to establish effective school leader were: "culture, ideals and

beliefs, communication, visibility, input, relationships, situational awareness and

affirmation" (p. 677).

Cetin and Kinik (2016) qualitative research study collected data from a purposeful

conventional sampling of 15 teachers with different subject area backgrounds during the

2013-2014 school year. The researchers administered a questionnaire with six open-

ended questions related to the perceptions of school leaders' responsibilities considered

essential for developing a purposeful community. The researchers concluded that all the

assessed responsibilities inherent to creating a purposeful community for effective

principalship are relevant. Cetin and Kinik highlighted participants' most significant

comments, including:

- School principals should create an atmosphere encouraging cooperation and

sharing beliefs within the sense of community;

- Strong ideals and beliefs should be set in the vision of the organization with the

help of interactive communication;

- Being visible in the school, principals should be easily communicated with by

teachers and the other staff;

- During the decision-making process, all the components of the organization

should be taken into consideration and full participation of teachers should be encouraged

so that they can feel their opinions are valued;

- A consensus based on sincerity should be developed in schools; thus,

principals should have knowledge of the teachers and staff that goes beyond their merely

professional qualifications;

- Situational awareness should be raised in terms of the details and undercurrents

in the running of the school, so as to prevent potential problems in advance; and

- Building on strengths and addressing weaknesses should be focused on in the

community, and also recognition of school accomplishments and failures should be

provided fairly. (pp. 681-682)

Elemen (2015) conducted a quantitative research to investigate what school

leadership practices influence young adults' academic achievement and civic

participation. The theoretical framework for the study was social design theory formed by

Jun, (as cited in Elemen, 2015) establishing that the solutions to public problems can be

addressed by engaging stakeholders in a democratic process. Elemen further supported

the study with the Distributed Leadership (DL) theory. The theory emerged as "a

potential solution to the tendency of considering leadership to be divided into two

opposing camps, and further developed into the concept of leadership as a collective

social process evolving from the interactions of multiple actors" (p. 5).

Elemen (2015) guided the investigation with five questions focused on students'

perceptions on their participation in the school organizational leadership; the components

that define organizational leadership dialogue and participative decision-making; the

relationships between individuals' factor scores and student achievement and civic

participation; and further correlating students' perceptions with their academic

achievement and civic participation. The researcher selected a purposeful sample of

participants comprised of undergraduate students ages 18 to 21 enrolled as full-time

students in a public university. A 63 items survey was sent via email to potential subjects.

The dependent variables were students' academic achievement and civic participation. The independent variable was students' perception of their high school's leadership practices (Elemen, 2015).

Elemen (2015) discussed the low response rate (4%) was a limitation of the study. The researcher discussed that the majority of students have some opportunities to participate in organizational leadership dialogue and decision-making for their high schools, but these opportunities vary and may not be adequately available. Elemen concluded:

> Reframing relationships within schools between students and adults by providing students with opportunities for organizational leadership dialogue and participative decision- making may support both neoliberal and transformative views of the education system by raising levels of achievement as well as the quality of relationships. (p. 13)

Kearney, Kelsey and Harrington (2013) investigated the effects of principalship on students' achievement. The theoretical framework was based on the central concepts of mindful leadership behavior and students' success. The researchers discussed the influence of transformational leadership sin 1990 on principals' skills to influence the cultural values within their school and create norms for collaborative professional relationships among staff. The mixed-method research assessed the relationship between principals' mindfulness and student success. The theory that served as the foundation was the Mindfulness theory established by Langer in 1989 and applied to the school settings by W. K. Hoy in 2003 (as cited in Kearney, Kelsey & Harrington, 2013). To answer the research question for the quantitative component of the study (i.e., What is the relationship between principal mindfulness and student success?) the researchers

surveyed "participants from a sample comprised 149 schools at the elementary, middle and high school levels, from urban, suburban and rural areas" (p. 317). The sample representativeness was supported by the Texas Education Agency. The dependent variables fall into two categories: demographic variables (i.e., attendance, socioeconomic status, administrator longevity and school size); and the school climate variables (i.e., commitment, trust and principal mindfulness. To assess the school climate variables the researchers administered three instruments: "The Organizational Climate Questionnaire (OCQ) designed by Hoy in 1990 to measure commitment; the Omnibus T-scale (designed by Hoy in 2002 and developed by Tschannen-Moran in 2003) to measure trust; and the Mindfulness Scale (M-Scale) developed by Hoy in 2004 providing information on both the principal and the teacher levels" (Kearney, Kelsey & Harrington, 2013, p. 324). The students' achievement was measured by passing rates on competency-based tests in the State of Texas.

For the qualitative component (i.e., How do the principals of highly mindful schools obtain their success?) the researchers conducted semi-structured interview with principals identified in the results of the M-Scale, to be the most mindful by their respective faculties. The researchers first selected the top 10% of the most mindful schools identified from the quantitative analysis. Then they ranked schools based on their students' scores on standardized state achievement tests in math and reading, which yielded a group of 15 principals of which only 11 were still employed as principal in the same setting, who agreed to participate in the interview (Kearney, Kelsey & Harrington, 2013, p. 326). The researchers indicated that interview protocol was based on the five processes promoting mindfulness in organizations (i.e., a preoccupation with failure, a reluctance to simplify, sensitivity to the unexpected; commitment to resilience; and a

deference to expertise).

Based on the findings the researchers concluded that mindfulness is one important dimension exhibited by many successful school leaders. They identified other variables, which affect school achievement including: "socio economic status (SES); attendance; administrators' longevity within a campus; trust and commitment; and mindfulness" (Kearney, Kelsey & Harrington, 2013, p. 334). A study conducted by Mulford (2006) employed evidences from recent researches funded by the Australian Research Council supported with reviews of mainly North American literature on the effects of leadership on student outcomes. The purpose of the study was to identify the variables involved and their relationships.

Mulford (2006) discussed that schools "are one of the remaining institutions to facilitate partnerships to families in socialization and investment through learning" (p. 49). The researcher further supported that the current status of the society (i.e., the health of the economy, identity and cohesion within the society, and understanding and acceptance of other societies) is more than ever seen to be created in schools. Furthermore, in a society understood as a "knowledge society, demanding creativity and ingenuity, individuals leading schools have an enormous responsibility" (Mulford, 2006, p. 53).

The increasing expectations on school leadership effectiveness and accountability, encouraged Ovando and Ramirez Jr. (2007) to investigate principals' instructional leadership actions in successful schools. The purpose of the study was to "identify principals' instructional leadership actions to enhance teaching and learning, thus impacting students' achievements" (p. 85). Ovando and Ramirez Jr. conducted a multiple Case study design to determine individualized outcomes (i.e., principal's actions). A

purposeful sampling process took place to identify three Texas public schools' campus levels (i.e., elementary, middle, and high school) based on the inclusion criteria determined by the researchers. The study participants included principals and assistant principals. The researchers conducted individual 90 minute interviews. In addition, they kept a daily journal to record observations made during school visits throughout the day including classrooms, teacher lunchrooms, teacher meetings, principal meetings, and conferences were visited and observed.

The research findings showed that principals at all three level (i.e., elementary, middle and high school) engaged in specific instructional leadership actions including: "setting clear expectations, monitoring instructions by walk-through observations, and connecting staff development to the appraisal system (Ovando & Ramirez Jr., 2007). The researchers concluded that the "instructional leadership actions of principals associated with teacher evaluation are student learning-centered" and directly support school success (p. 108).

van de Grift and Houtween (1999) researched the significance of how educational leadership supported student achievement in primary education. The 1999 study was focused on the setting of the Dutch school system. The study tracked responses for the following research questions: "Did educational leadership in primary education change between 1989, 1993, and 1998? and, Is there a relationship between educational leadership and the output of primary schools?" (van de Grift & Houtween, 1999, p. 375) Concerned with the conflicting results of previous investigations the researchers assessed the relationship between educational leadership and the output of primary schools in Holland. The theoretical framework for the study was the operationalization of educational leadership. The study was guided by the definition of educational leadership

"as the ability of a principal to initiate school improvement, to create a learning-oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may execute their tasks as effectively as possible" (van de Grift & Houtveen, 1999, p. 373). The researcher supported the theory that educational leadership is based on the influence of principals on teachers.

To justify the study, van de Grift and Houtween (1999) reviewed 15 studies conducted in primary schools "using self-assessment instruments to assess teachers' perceptions on educational leadership" (p. 376). The purpose was to explore the relationship between educational leadership and school outcomes. One of the variables investigated was the changes of operational context of school leadership between 1989 and 1998. The researcher found new characteristics were added in 1993 and remained the same in 1998. In 1993 and still in 1998 teachers perceived principals more as educational leader than they did in 1989 (van de Grift & Houtween, 1999). These findings were based on the result from four studies collecting data from self-observations of principals using the same instrument. According to van de Grift and Houtween (1999), interventions related to supporting and supervising teachers that were not common practices in 1989 were part of the repertoire of the 1998 average principal. These characteristics include: "sharing with teachers new teaching methods and materials; showing interest in what is happening in classes and stimulating teachers' awareness of the need for improving student achievement" (p. 387). The researchers concluded that those characteristics impacting the principals' leadership influence students' achievement.

A study conducted by Witziers, Bosker and Krüger (2003) to assess the impact of principal's leadership on student achievement. The researchers discussed both direct and indirect effect models synthesizing a 20-year span review of the literature finding

encouraging and discouraging empirical results about the relationship between the role of principals and students' achievements. Witziers et al. led a quantitative meta-analysis focused on studies assessing the direct effects models conducted between 1986 and 1996. The researcher conducted the study to provide an international perspective of the problem. Searching through databases and school leadership related journals they selected studies designed to examine educational leadership with a clear conceptualization and a reliable and valid measurement for both variables: educational leadership and student achievement. The selection included 37 studies filtered through various meta-analysis processes with a final one consisting in the categorization of principal behaviors including: defining and communicating mission; supervising and evaluating the curriculum; monitoring student progress; coordinating and managing curriculum; visibility; promoting school improvement and professional development; achievement orientation. Witziers et al. highlighted the impact of transformational leadership development on principals' leadership. The study results suggest that school leadership does have a positive and significant effect on student achievement. The researchers further discussed "Defining and communicating mission thus seems to be the most relevant leadership behavior in terms of improving student outcomes" (p. 416). They further discussed the effect of school culture on students' achievements, suggesting the relevance of the role of school leaders in developing and sustaining these cultures.

Supporting the significant role of principals in school effectiveness and improvement Zheng, Li, Chen, and Loeb (2017) conducted a research focused on the leadership characteristics correlated to school outcomes. Zheng et al., reviewed literature concerning the structure of principalship effectiveness (i.e., administrative and instructional roles of school principals). The researchers addressed the impact of the

development of transformational leadership on the reform of the instructional leadership model. The study first explored what constitutes principal leadership effectiveness, and then compared the perspectives of principals and teachers. The researchers used a leadership self-ratings survey comprised 36 tasks measured on a 5-point response scale. The instrument was administered to principals and also to teachers to assess their principal's leadership. Teachers were also asked to assess the effectiveness of their principals at accomplishing each task. The data analysis process included exploratory and confirmatory factor analysis to examine the structure of principal leadership involving 613 secondary schools in China. The researchers further used a hierarchical linear model to correlate principal leadership and school outcomes.

Zheng et al. (2017) study findings identified five leadership skill categories from the principals' perspective, suggesting five areas through which principals can exert influence: Instruction Organization, Internal Environment Organization, Planning and Personnel, Visibility and Direct Participation, and External Relations. The researchers compared these findings with those in a study conducted using the same data collection instrument among principals in the United States reporting similar skills: Instruction Management, Internal Relations, Organization Management, Administration, and External Relations. The differences are explained with the correlation of tasks included in the respective surveys. From the teachers' perspective, the researchers found three principal leadership skills categories: Organization and Management; Instruction and Curriculum; and Visibility; and Direct Participation.

Zheng, Li, Chen, and Loeb (2017) concluded that both principals' and teachers' perspectives determined that Instruction Organization is the leadership factor most highly correlated with student outcomes. The authors further explained the findings suggest that

principals' organization skills, particularly regarding instruction and the curriculum, most

reflect the influence on leadership effectiveness on students.

Table 3 presented all the studies that examined effective leadership and positive

characteristics of the principal's leadership, which effected student outcomes.

Table 3

Studies on Effective Leadership on Student Outcomes

Journal name or source type	*N*	Study authors
Education Next	1	Branch, Hanushek & Rivkin, 2013
International Journal of Educational Leadership Preparation	1	Brockmeier, Starr, Green, Pate & Leech, 2013
Education	1	Brown, 2016
Universal Journal of Educational Research	1	Cetin & Kinik, 2016
Educational Administration Quarterly	1	Day, Gu & Sammons, 2016
International Journal of Educational Management	1	Dutta & Sahney, 2016
Principal Matters	1	Gamage, 2012
Journal of Education Administration	1	Gurr, Drysdale & Mulford, 2005
International Journal of Educational Management	1	Jacoboson, 2011
Educational Administration Quarterly	1	Leithwood & Jantzi, 2008
Advancing Women in Leadership	1	Nichols & Nichols, 2014
Leading and Managing	1	Norviewu-Mortty, Campbell-Evans, & Hackling, 2014
Educational Administration Quarterly	1	Robinson, Lloyd & Rowe, 2008
Journal of Leadership and Instruction	1	Thompson & France, 2015
School Effectiveness and School Improvement	1	van de Grift & Houtveen, 2010
Journal of Special Education Leadership	1	Waldron, McLeskey & Redd, 2011
National Forum of Applied Educational Research Journal	1	Watkins & Moak, 2010-2011
Educational Administration Quarterly	1	Witziers, Bosker & Kruger, 2003
Educational Administration Quarterly	1	Zheng, Li, Chen & Loeb, 2017

Research Question 2. What are the common leadership attributes and other

identified characteristics of effective school principals that affect student outcomes?

Branch, Hanushek, and Rivkin (2013) exposed the impact of effective principals on student outcomes. The researchers indicated that highly effective principals raise student achievement while a low performing principal lowers student outcomes at the same rate. The quantitative study analyzed the contribution of leaders on student achievement over time during a single school year. High performing principals raised student achievement in a timely manner, and, student achievement dropped for low performing principals during the same time (Branch, Hanushek & Rivkin, 2013). The researchers also compared student achievement at the same school under different principals to eliminate variables including influences by neighborhood, school, or student characteristics.

Additionally, Branch, Hanushek and Rivkin (2013) measured the effectiveness of principals by estimating efficacy, then calculated the standard deviation of those measures. Next, the researchers determined the amount of variation through the measurement of variations of average school achievement gains when a new principal undertakes leadership compared to standard school-year variations. Finally, the relationship between teachers and principals was examined. The researchers found that supervision of teacher quality is imperative for principals to affect school excellence. According to the researchers failing schools need strong leadership for success and principals who foster student learning are a significant aspect of education policy. Results of the study indicated that the least effective principal is more likely to leave the position entirely or not remain in a current position (Branch, Hanushek & Rivkin 2013).

Motivated by theories of educational equity, a study by Colgren and Sappington (2015), explored why all the students in Illinois public schools were not achieving at high levels. The researchers analyzed:

secondary data from the Illinois State Board of Education (ISBE) was used to

assess the differences between students who have completed Advanced Placement

(AP) courses and those who have not in traditional Illinois public high schools.

Specifically, the researcher[s] examined the course placement and standardized

test score performance of students across the state of Illinois…The data set

included information on 145,560 Illinois high-school students eligible to complete

the ACT during the 2012-2013 school year. Alongside participation in AP

courses, students' socioeconomic status and race were considered in analyzing the

data. (p. 25)

Colgren and Sappington, (2015) utilized the statistical method of analysis of

variance (ANOVA) to study the similarities and differences among students who

completed AP courses and students who did not take AP courses at public high schools in

Illinois. The researchers found that educators must use the contributions of all students

including those that low-income and children of color bring into the classroom to create

an equitable learning environment for all students to succeed at school. Educators must

incorporate cultural methods into teaching and learning contexts; so that students,

particularly those traditionally marginalized under the current system of schooling,

become engaged in learning (Colgren & Sappington, 2015). According to the researchers,

an effective school principal must be able to provide the appropriate professional

development for teachers to use the proper instructional tools in the classroom; if

principals are able to succeed with their teachers, then students will have positive

outcomes.

Research by Day, Gu, and Sammons (2016) indicated that successful leaders

combine two characteristics of leadership; instructional and transformational leadership,

strategies that form cultural growth to increase student success. The researchers surveyed

principals' as well as their staffs' observations regarding school improvement approaches and activities they thought assisted in student achievement. Then, they complimented it with multi-perspective, nationwide case study of "a subsample of 20 schools" (Day, Gu, & Sammons, 2016, p. 221).

For the survey, principals answered questions regarding, "the most important combinations of specific strategies that they felt had the most positive impact [on student outcomes] over a 3-year period" (Day, Gu, & Sammons, 2016, p. 231). Leadership strategies that improved teacher practices and promotion of a stronger emphasis on academics were cited the most. Primary school principals cited more specific actions that included; "Improved assessment procedures, encouraging the use of data and research, teaching policies and programs, strategic allocation of resources, and changes to pupil target setting" (Day, Gu, & Sammons, 2016, p. 231). While secondary school principals had similar results, they placed more importance on changing school culture. The specific actions they cited included; "encouraging the use of data and research, teaching policies and programs, school culture, providing and allocating resources, and improved assessment procedures" (p. 231). According to the researchers, there are many conditions that determine the outcome of principal success and student achievement.

Dutta and Sahney's (2015) quantitative study examined the role of teacher job satisfaction and school climate in determining the consequences of principals' instructional and transformational leadership practices on student outcomes. The data specified that the principal's leadership behavior for increased student achievement is theorized as secondary because the positive effect on student outcomes was not significant. School leadership has a small effect on students; rather classroom instruction is the strongest factor that effects school achievement. (Gale & Bishop, 2014).

Gamage (2012) interviewed principals, local education researcherities, or prefectures in Australia, China, Japan, India, Sweden, Sri Lanka, the UK, and USA. The purpose of the research was to explore the roles of managerial communication, how decisions were made, and development of a school culture that encourages teaching and learning on student achievement. The researcher found that for effective communication at school, principals utilized "downward, upward and horizontal communication" (p. 32). For decision making, it is principals should include others who are concerned and involved as a part of the process. Administration consultants, principals, and teachers all agree that cultural differences greatly influence performance within the academic community and the value of school climate in regard to efficiency (Gamage, 2012).

Gamage (2012) defined school culture as:

the character of the school, the deep patterns of values, beliefs, and traditions that have been formed over the course of its development. School climate refers to the feels and relations on the surface that are noticeable as soon as you enter a school, while cultures refers to what is embedded in school life, including its values, beliefs, heroes, rituals, and stories built up over time (p. 34).

According to the researcher, successful administration relies on effective communication and the ability to make quality decisions that form the climate and culture of the school.

Gurr, Drysdale, and Mulford, (2005) identified ways that can describe the intricacy of principal leadership which improved student outcomes. The researchers conducted multi-perspective cases studies in Australia with the focus on successful peer-recognized leadership and principals who demonstrated better learning outcomes evidenced through positive school evaluations. The results of the study showed many commonalities among effective principals. They categorized the commonalities by beliefs

and values, "grouped into three categories: innate goodness and passion demonstrated through honesty, empathy, and commitment; equity (everyone matters) demonstrated through being open and flexible, and other centered (all can learn) demonstrated through dispersed leadership and responsibility" (Gurr, Drysdale, & Mulford, 2005, p. 542). Principals who were actively involved outside of school (i.e., the local community) are also influential on student success. Getting the parents involved in school's educational programs was a significant factor and had a positive impact on student outcomes.

Jacobson (2011) examined how leadership effected student achievement and continual school success specifically at high-poverty schools. The research consisted of a systematic review of literature on leadership and findings from "longitudinal studies of the international Successful School Principalship Project (ISSPP) (Jacobson, 2011, p. 33). For the leadership literature review, the following studies were reviewed. First, the researchers stated that non-school events including family, race and socio-economic elements explained the differences in student performance more than in-school factors including budgets, educator credentials, and facilities. The literature was separated by a description of high-quality leadership, effective schools, essential practices for student achievement, maintaining school success, research on school improvement, successful principals in high-poverty schools, along with the results from the ISSPP.

The findings supported the presence of fundamental core leadership practices of being culturally sensitive, creating directions, organizational restructure, and teacher professional development as is necessary for student achievement (Jacobson, 2011). Earlier research suggested that students background and demographic influences such as culture, family education, previous successes, and socio-economic status, or "organizational characteristics such as governance (e.g. public or private), location (e.g.

rural, suburban, urban), size (e.g. in terms of numbers of students and faculty), and level of instruction (elementary, middle, secondary) and even the dispositions of school leaders themselves (e.g. passion, persistence, and a commitment to social justice)" (Jacobson, 2011, p. 42). However, the researcher stated that there is a lack of evidence in regards to these claims as a factor.

Leithwood and Jantzi (2008) sought to understand how successful leadership at the state, district, and local levels improved student learning. Their study replicated an earlier study (Leithwood & Jantzi, 1998) that explored the consequences of transformational leadership practices on organizational settings, student commitment, and the effects of the educational culture and family in Canada. The researchers surveyed over 1,800 teachers in regard to organizational conditions, the influence of the principal, and leadership resources available. Additionally, almost 6,500 students were surveyed about student engagement and status of the family's educational culture.

The individual and collective sense of efficacy for school improvement is related to district leadership and other organizational conditions (Leithwood & Jantzi, 2008). In other words, district leaders are most likely to build confidence and a sense of collective efficacy which will emphasize the priority of student achievement and instruction with a focus on school improvement and building cooperation with the schools (Leithwood & Jantzi, 2008). The researchers found that strong transformational leadership affected a high level of student engagement, and created leadership qualities among students.

Nichols and Nichols (2014) utilized climate data for a quantitative study of 33 elementary schools to determine the connection between perceptions of effective school leadership and student achievement. The data for the principals was separated by gender. The results revealed that student achievement in schools with female leaders was

equivalent to schools with male principals. However, female principals were rated inferior on their leadership skills than male principals by school staff (Nichols & Nichols, 2014). The results showed that students at school sites with male or female principals scored consistently the same on state exams and standardized tests. Results also support other findings that suggested women in leadership may be considered less competent than male leaders with analogous leadership styles and may be severely judged (Nichols & Nichols, 2014).

Norviewu-Mortty, Campbell-Evans, and Hackling's (2014) qualitative case study investigated two effective junior high schools and two low-performing junior high schools in an underprivileged area in rural Ghana. The research was driven by a moral necessity to end widespread low academic standards at rural schools in Ghana. Low academic achievement is a growing problem observed at rural Ghanaian junior high schools. Achievement is measured by the assessment, the Basic Education Certificate Examinations (BECE), given when students complete middle school. The average was 60% passing rate between 2001-2011. Because passing the BECE is a requirement for high school admission, students who fail the assessment cannot continue with their education.

Norviewu-Mortty, Campbell-Evans, and Hackling, (2014) presented the findings as indispensable properties of a student-centered school along with a model for leadership. The researchers listed the essential properties of an effective school are; (a) shared vision, (b) principal's personal attributes, (c) successful instructional and managerial leadership, (d) thriving collegial leadership, (e) dynamic school and community partnerships for recruiting resources, (f) innovative physical and human resourcing, and (g) emerging and developing positive values (p. 68).

Shared vision; principals at the two high-achieving schools have a clear and distinct vision and mission shared with parents, staff, students and teachers. The principals at the low performing schools were not communicative with parents and teachers regarding "their vision of improving the learning environment and academic achievement" (p. 68). Therefore, they had difficulty attaining cooperation and support from faculty, parents, and students.

Principals' personal attributes; effective principals demonstrated encouraging, yet professional personal attributes including commitment, approachability, and keen awareness of the school and students (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014). The researchers postulated that less effective principals lacked of management skills and professional and personal behavior, although acknowledged, did not influence staff, students or teachers.

Successful instructional and managerial leadership; effective principals had the ability to supervise activities of multiple teachers, provide teacher professional development and monitor student learning by conducting random checks of their work (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014). Low-performing school principals lacked instructional leadership and management skills which created ineffective teaching and learning (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014).

Thriving collegial leadership; measured by an assessment of the academic setting at the principal's schools through discussion with their teachers. According to Norviewu-Mortty, Campbell-Evans, and Hackling (2014), "The effective principals collegially identified the negative practices that impeded effective learning and ways to resolving them, and developed a collegial working relationship with their teachers and students

through participatory decision making processes" (pp. 71-72). Principals at low achieving schools were inconsistent in regards to demonstrating collegiality through consultation. As a result, teachers lacked commitment, presented by frequent absence and tardiness, that hindered student achievement (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014).

Dynamic school and community partnerships for recruiting resources; principals from high-performing schools initiated local community and parent partnerships to recruit resources to foster effectual teaching and learning, and improved academic outcomes (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014). Principals from low-performing school were not able to effectively connect with the community, parents or members of the Parent Teacher Association. According to the researchers, the principals lacked commitment, determination, engaging dialog with the parents, and perseverance

Innovative physical and human resourcing; identified as physical resource challenges each rural school in the study combatted. The physical challenges included; "inadequate infrastructure in respect of classrooms, school furniture, lavatories, library, ICT, science equipment and facilities, and a host of teaching and learning issues, such as text books" (Norviewu-Mortty, Campbell-Evans, & Hackling, 2014, p. 73). The findings demonstrated ingenuity, perseverance and resilience on the part of effective principals in generating an effective learning environment that cultivated student achievement. The less effective principals were could not overcome the human resourcing and physical insufficiencies.

Finally, emerging and developing positive values; witnessed in the conduct of effective principals included "their sense of duty, dialogue, collaboration, collegiality and team spirit" (Norviewu-Mortty et al., 2014, p. 74). Effective principals developed a well-

organized school atmosphere that caused positive attitudes and behaviors for students and teachers. The researchers found that the same properties were rare in principals of low-performing schools and teachers' and students' negative attitudes persisted. The school leadership model presented by the researchers represented how the "relationship of the essential properties of effective leadership illuminated the transformation from low to high student academic achievement that took place in the effective schools" (p. 76).

A study by Robinson, Lloyd and Rowe (2008) compared the results of two different styles of leadership; Instructional Leadership and Transformational Leadership on students' academic and nonacademic outcomes. The researchers focused on types of leadership instead of leadership as a particular model. They defined solid instructional leadership that included an education environment without distraction, structured teaching objectives, and teachers who expect a lot from their students (Robinson, Lloyd & Rowe, 2008). Transformational leadership was defined as, the capacity of principals who engage and inspire staff to "new levels of energy, commitment, and moral purpose" (p. 639). Energy and commitment were part of a common vision to develop the capacity to work collaboratively, overcome challenges, and reach goals (Robinson, Lloyd & Rowe, 2008). The researchers stated that, civility, order, and safety are necessary for teachers to concentrate on their academic programs and professional learning.

According to Robinson, Lloyd, and Rowe (2008), the two styles were chosen because they dominate empirical investigations of educational leadership. The researchers compared the impact and the leadership-relationship of both styles on student outcomes. The results indicated that instructional leadership was far more effective than transformational leadership (Robinson et al., 2008). From the comparisons, five dimensions of leadership emerged: Establishing goals and expectations; Resourcing

strategically; Planning, coordinating, and evaluating teaching and the curriculum; Promoting and participating in teacher learning and development; and ensuring an orderly and supportive environment. (pp. 659-664) The researchers found that a school's leadership is likely to have more positive impact on student achievement when the focus is on the quality of learning, teaching, and teacher learning, (Robinson et al., 2008).

A study by Thompson & France, (2015) highlighted the increase demand on educational reform and principal accountability as a focus for the relationship between building leadership and district leadership. The study examined "whether successful urban research-based district leadership practices have applicability to suburban district leaders" (Thompson & France 2015, p. 5). Urban school emphasized the organizational culture and scope of evidence. This was not true of suburban schools. According to the researchers, suburban district leaders' practices aligned with leadership dimensions including; principal partnership, district stewardship, and district partnership.

Moreover, descriptive and statistical analysis exposed that suburban district leaders assumed partnership as "very important" to reinforce instructional leadership practices (Thompson & France 2015, p. 7). An important role of the district leader for educational reform is to interpret school policies that improve school practices in order to develop leadership for the principal (Thompson & France, 2015). The researchers postulated that principals are under enormous pressure as they are accountable to the government (federal and state), parents, students and teachers. The researchers found that it is important for the leaders at the district level to support school level leaders, and school culture, as this can ensure student academic success.

Besides all the challenges of the school principal, students with disabilities and students that have low-academic abilities must be included when student achievement is

considered. Waldron, McLeskey, and Redd (2011) conducted a case study at a rural, low-income K-4 school in the United States where principals were faced with improving academic outcomes for students with disabilities as well as other students who struggled to learn content. According to the researchers, teachers at the school received substantial support from the principal as they developed an effective, high-quality all-inclusive curriculum. The researchers found that principals who engage in a variety of activities to advance teacher training improve student outcomes. Their research supported previous research and indicated that the principal is vital for all goals in regard to student achievement. The principal plays a key leadership role of supporting teachers and school change activities as inclusive schools development (Waldron et al., 2011).

Watkins and Moak (2011) explored predictors of student success as it relates to principal leadership. According to the researchers, three predictors that the principal does not control were considered including gender, school location, and student population. Moreover, the quantitative study measured the gender, level of advanced degrees, principal's experience, self-efficacy, the size of schools', as forecasters of success "as measured by the Missouri Assessment Program competencies in math and communication arts" (p. 39). The state assessment measures student mastery of academic knowledge for Missouri's Grade Level expectations in math, communication art, science and social studies. The researchers used composite scores from communications art and math from third-grade through sixth-grade students as the variable (Watkins & Moak, 2011).

Results revealed that the number of student enrollments cannot be controlled by the principal, but should be considered for school improvement (Watkins & Moak, 2011). However, the principal's gender and student population have a direct influence on

academic achievement, but they could not get an accurate measurement of how gender affects it. (Watkins & Moak, 2011, p. 42). The researchers found that a principal's self-efficacy; instructional leadership, management, and moral leadership efficacy, and experience on critical matters related to teaching and learning are the highest predictors of student success.

Summary

The results of the systematic literature review illustrated that appropriate involved leadership included community membership, mentorship, professional development, and shaping the development of a school culture that improves student outcomes are necessary for students' academic success (Branch, Hanushek, & Rivkin, 2013; Colgren & Sappington, 2015; Watkins & Moak, 2011; Witziers, Bosker & Kruger, 2003). Teacher job satisfaction and school climate start with highly effective principal leadership (Branch, Hanushek, & Rivkin, 2013; Gale & Bishop, 2014). Additionally, principals who engage in standards-based school improvement, have experience, tenure, and stability were also factors in student achievement (Bloom & Owens, 2011; Brockmier, et al., 2013).

Chapter 5: Discussion

The purpose of this study was to systematically review existing studies for evidence of the effects of facility leadership on student achievement. Findings to the research questions also presented the significance of leadership on student achievement, and provided a comparison of leadership styles of the principal. The investigation included looking at the achievement of effective school principals and the attributes of their leadership as well as reasons for lack of achievement and attributes for ineffective principals.

The goal of all principals is to ensure high student achievement. The principal must provide the appropriate leadership to teachers, so they provide the finest instruction to obtain the goal. The author's purpose for the systematic review was to provide educators and leaders varied literature to encourage best practices. The compilation of the literature on effective leadership presented the impact of leadership on student achievement and positive outcomes. This method of review of the research can help principals and county office administrators become more effective leaders with student achievement as a goal. This systematic review disclosed that the principal of the school must be able to create an environment of learning for the teachers through effective professional development and involved leadership that can generate a positive atmosphere for teachers to grow (Branch, Hanushek & Rivkin, 2013; Day, Gu, & Sammons, 2016; Thompson & France, 2015).

Summary of the Findings

For principals to have an impact on student achievement they need to create a purposeful community environment in their schools. The principal should be "taking ultimate responsibility for the success or failure of the school" (Cetin & Kinik, 2016, p.

680). The influence of the principals varies in high and low achieving schools. Mentoring principals is the future and best hope for successful leadership of higher student achievement in low performing schools (Bloom & Owens, 2011, p. 226). The review of the literature also pointed out the strong leadership is especially important for revitalization of failing schools or schools with low achievement (Branch, Hanushek & Rivkin (2013). It is important to realize that information from this literature review indicates that the same principles must be applied in high poverty schools for students to achieve.

The systematic literature review demonstrated the need for leadership that goes beyond the classroom and into the community, involvement with parents, mentorship, professional development for teachers, and a positive influence on school culture to improve student outcomes (Branch, Hanushek, & Rivkin, 2013; Colgren & Sappington, 2015; Ovando & Ramirez Jr., 2007; Watkins & Moak, 2011; Witziers, Bosker & Kruger, 2003). Effective leaders have job stability through experience, provide teachers with job satisfaction, causing an optimistic school climate (Bloom & Owens, 2011; Branch, Hanushek, & Rivkin, 2013; Brockmier, et al., 2013; Gale & Bishop, 2014).

The literature review showed that effective leadership makes a difference in improving learning. School reform looks at improving leadership, teaching which will improve student learning and achievement. Leadership was separated into two forms; instructional and transformational leadership (Ovando & Ramirez, Jr., 2011; Robinson, Lloyd & Rowe, 2008; Thompson & France 2015; Watkins & Moak, 2011). In the effort for school reform to take place some administrations look at improving the entire district and others just look at the school level and attempt to influence the overall approach to teaching and learning in an individual school.

Implications for Practitioners

According to Dodman (2014), principals must realize that after classroom teaching, school leadership has a profound influence on student achievement. Educational leadership is the "ability of a principal to begin school improvement, make an environment conducive to learning and a positive climate to stimulate and supervise teachers in such a way that they may carry out the classroom tasks as effectively as possible" (van de Grift & Houtveen, 1999, p. 373). The teacher plays an indispensable role in student achievement, but student achievement cannot happen without proper leadership from the principal. Brown (2016) reflected on principalship and found that principals must have; a vision for the school and then set goals to accomplish it, effective leadership qualities, and a constructive impact on school culture. Brockmeier et al., (2013) posited that a principal's experience, stability, and tenure were factors that influenced student achievement.

Recommendations for Future Research

Most of the authors from the systematic review agreed that effective leadership makes a difference in improving student learning and achievement. Looking into why leadership matters, the importance of promoting student learning and what makes a successful leader are also good for a future systematic review of the literature. It also would be important to take a more extensive look and schools in low poverty areas and high poverty areas.

A comparison and contrast should investigate the different types of training and support a principal would need in each style of school. Another angle that should be emphasized in future research is the impact on teacher leadership, teacher cooperation and how important this is for principals to make this happen. The effects of professional

development of the principal and teachers when trying to make a successful school should also could be a topic upcoming research. Finally, future studies should concentrate on the importance of closing the achievement gap, effective communication, and school reform that effects student achievement.

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Appendix A
PRISMA Checklist

PRISMA Checklist

Section/Topic	#	Checklist Item	Reported on page
TITLE			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	p. i
ABSTRACT			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	p. iii
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known.	p. 2 p. 4-19
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	p. 19
METHODS			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	p. 19
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	p. 21
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	p. 21-22
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	p. 21-22
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	p. 22

Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	p.22
Section/Topic	#	Checklist Item	Reported on page
Data Items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	p. 36-44
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., I^2) for each meta-analysis.	p. 36-44
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	
RESULTS			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	p. 23
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest	

Section/Topic	#	Checklist Item	Reported on page
		plot.	
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	N/A
DISCUSSION			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., users, COPs)	p. 45
Section/Topic	#	Checklist Item	Reported on page
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	p. 22 p. 46
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	
FUNDING			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	N/A

Adapted from: Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA Statement. *PLoS Med 6*(6), e1000097. doi:10.1371/journal.pmed1000097

Appendix B
Systematic Review Tool For
Critical Study Appraisal

SYSTEMATIC REVIEW TOOL FOR
CRITICAL STUDY APPRAISAL

Ten questions to help you make sense of qualitative research

Three broad issues should be considered when appraising research:
1. Are the results of the study valid?
2. What are the results?
3. Will the results help?

The questions on the following pages are constructed to help you think about these issues in a systematic manner. Record a "yes," "no," or "can't tell" for the questions.

Screening Questions

1. Was there a clear statement of the aims of the research?   YES   CAN'T TELL
                                                                    NO

   Consider
   - the goal of the research
   - why the research is important
   - relevance

---

2. Is a qualitative methodology appropriate?   YES   CAN'T TELL
                                                                    NO

   Consider
   - the researcher's purpose in interpreting or illuminating the actions and/or experiences of the participants
   - is there any other methodology that would be more appropriate for this study?

Detailed questions

3. Was the research design appropriate to address the aims   YES   CAN'T TELL
   of the research?   NO

   Consider
   - the researcher's justification of the research design
   - did the researcher discuss the reasoning behind the method?

---

4. Was the recruitment strategy appropriate to the aims of   YES   CAN'T TELL
   of the research?   NO

Consider
- the explanation of the selection process
- how the participants were the most appropriate to provide access to the type of knowledge sought by the study
- the discussions (if any) around recruitment (e.g., why some people chose not to participate)

---

5. Were the data collected in a way that addressed the research issue?   YES   CAN'T TELL
                                                                          NO

Consider
- if the setting for data collection was justified
- if it is clear how data were collected (e.g., focus group, semi-structured interview, etc.)
- if the researcher had justified the methods chosen
- if the research has made the methods explicit (e.g., for interview method, is there an indication of how interviews were conducted, or did they use a topic guide?)
- if methods were modified during the study. If so, has the researcher explained how and why?
- if the form of data is clear (e.g. tape recordings, video material, notes, etc.)
- if the researcher has discussed saturation of data

---

6. Has the relationship between researcher and participants been adequately considered?   YES   CAN'T TELL
                                                                                           NO

Consider:
- if the researcher examined their own role, potential bias and influence during formulation of research questions and data collection (sample recruitment and choice of location)
- how the researcher responded to events during the study and whether they considered the implications of any changes in the research design

---

7. Have ethical issues been taken into consideration?   YES   CAN'T TELL
                                                         NO

Consider
- the details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- if the researcher has discussed issues raised by the study (e.g., issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- if approval has been sought from the ethics committee

---

8. Was the data analysis sufficiently rigorous?	YES CAN'T TELL
	NO

Consider
- the description of the analysis process
- if thematic analysis is used, is it clear how the categories/themes were derived from the data
- whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- if sufficient data are presented to support the findings
- the extent to which contradictory data are taken into account
- whether the researcher critically examined their own role, potential bias, and influence during analysis and selection of data for presentation

9. Is there a clear statement of findings?	YES CAN'T TELL
	NO

Consider
- if the findings are explicit
- if there is adequate discussion of the evidence both for and against the researcher's arguments
- if the researcher discussed the credibility of their findings (e.g., triangulation, respondent validation, more than one analyst)
- if the findings are discussed in relation to the original research question

10. How valuable is the research?	YES CAN'T TELL

NO

Consider
- if the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g., do they consider the findings in relation to current practice or policy, or relevant research-based literature?
- if they identify new areas where research is necessary
- if they considered other ways the research may be used
- the transferability of the findings to other populations

Appendix C
Systematic Review of Studies

Author and Date	Topic	Study Design	*N* Sample Information	Data Collection Methods	Data Analysis Methods	Study Outcomes
#1 Bloom & Owens 2011	Compare principals' influences on staffing, curriculum issues, and discipline policies at high and low performing high schools.	Quantitative	N= 14, 000	Administrators surveyed on high and low performing urban high schools	Qualitative data analysis from the surveys	Principals differed in self-perception of influence on academic achievement. Principals at high achieving schools influence hiring, firing, and curriculum; principals at low achieving schools' influence funding.
#2 Branch, Hanushek & Rivkin 2013	Measuring the impact of effective principals	Journal article; mixed methods	Unspecified N All Texas Principals	Average math achievement gains; difference in average adjusted math achievement between students attending the same school; additional year-to year fluctuation in average adjusted gains surrounding a leadership transition.	Qualitative data using SD of principal effects on achievement; and percentile points of student achievement.	Patterns of principal transitions indicate that it is the least and most effective who tend to leave schools, suggesting some combination of push and pull factors. This factor is especially pronounced in high poverty schools.
#3 Brockmier, Starr, Green, Pate & Leech 2013	The purpose of this study was to determine if principal tenure, principal stability, and principal educational experience in public education along with school-level variables predicted elementary school student achievement.	Journal article; case study; qualitative	N=1023 elementary schools; 742 female principals 280 male principals, 660 principals were white, 363 were minority.	Multiple regression was employed to determine which, if any, principal-level variables and school-level variables predict elementary school student achievement.	There were 9 independent variables, 11 dependent variables	Principal educational experience was not a significant predictor of school mean scale scores on the CRCT in any of the regression models. School-level variables affected elementary school student achievement.

#4 **Brown** **2016**	This study investigates leadership supports provided by an elementary principal of 15 year in a high performing diverse school.	Journal articles; case study; qualitative	N=9	Three 1 hour interviews were conducted with the principal. One-hour interviews were conducted with 6 teachers in the building. One-hour interviews were conducted with two district office administrators, totaling 11 hours of interview data.	Interviews and document analysis were used to collect data.	There was enough reported data in this study to assume that the provided supports by the principal may have indirectly affected student achievement in their building, but to what level it affected achievement was inconclusive.
#5 **Cetin &** **Kinik** **2016**	Effects of leadership on student success through the balanced leadership framework.	Journal article; qualitative	N =15	A questionnaire form including 6 open-ended questions is used to collect teachers' opinion.	The answers to the questions analysis by researchers. The researchers coded each participant with a representative code.	School leaders need to create a purposeful community in their schools if they want to achieve student success.
#6 **Colgren &** **Sappingto** **n** **2015**	Schools being required to educate students at a higher more rigorous level.	Peer-reviewed Journal article;	Unspecified N	Analysis of variance (ANOVA) is a hypothesis-testing procedure used to evaluate mean differences between two or more treatments.	Analysis of variance (ANOVA) was used to examine the relationship and differences between students who completed AP courses and those who did not.	It was determined that educators must begin to recognize the valuable contributions that all student, including low-income students and children of color, bring into the classroom and use this knowledge to create equitable opportunities for all children to succeed in school and life.
#7 **DuFour &** **Mattos** **2013**	Principals improving schools	Case studies Literature review	Unspecified N	Data was taken from principals and teachers	The research identified best practice of successful schools.	If a principal is to improve teaching and learning it would be positive to create the collaborative culture and collective responsibility of a PLC.

#8 Day, Gu & Sammons 2010	This article shows how successful leaders combine the practices of transformational and instructional leadership.	Mixed methods	Unspecified N 20 case studies	Empirical data was drawn from a 3-year mixed-methods national study that investigated the association between the work of principals effective and improved schools in England and student outcomes.	The research identified patterns and common strategies used by principals of effective and improved schools in England and looked at the qualities and strategies and action over a period of time	Principals of primary and secondary schools in all contexts were able to achieve and sustain successful pupil outcomes, but the degree of success was likely to be influenced by the relative advantage/disadvantage of communities from which their pupils were drawn.
#9 Dodman 2014	School leadership second only to classroom teaching as an influence on pupil learning.	Literature review	Unspecified N	Data was collected by reviewing the best practices of principals.	This data was analyzed by the personal experience of the author, literature review and interviewing principals in the field.	The conclusion was made that it was clear that change is a school effort it would not happened without the leadership of the principal.
#10 Dutta & Sahney 2015	To examine the role of teacher job satisfaction and climate relative to the effects of principals' instructional and transformational leadership practices on student outcomes.	Qualitative	N= 306 principals; N=1,539 teachers	A mediated-effects model using cross-sectional survey data.	For each school, the composite scores of the instructional and transformational leadership scale were transformed into z-score.	Principal leadership behavior were not associated directly with either teacher job satisfaction or school-aggregated student achievement.
#11 Elemen, 2015	Influence of students' inclusion in organizational leadership dialogue and decision-making and the influence of these factors on student achievement.	Qualitative	*N=over 100 students N= 5000 undergraduates*	Correlational questionnaire survey research design.	The dependent and independent variables refer to the response or criteria and explanatory or predictor variables, respectively input as dependent and independent variables to run the necessary statistical procedures in SPSS.	Educational research on school leadership contributes to improved practice and student achievement outcomes.

#12 Gale & Bishop 2014	The purpose of this study was to describe and analyze middle grades principals' perceptions of effective school leadership.	Journal article; qualitative	$N = 24$ Interviews and Observations 20 interviewed face to face 4 by phone.	All interviews were transcribed word for word.	Middle grade principal's perception of effective schools and effective school leadership was analyzed. Qualitative methodology was utilized, in search of, "views and values as well as acts and facts."	Developmentally responsive middle level leadership promotes a teaching and learning environment focused on the need for strong relationships between and among the young adolescent, the faculty, and the larger school community.
#13 Gamage 2012	This article focuses on the importance of clear communication	Journal articles	Unspecified N	Data was collected by reviewing journal articles. Also, by the authors personnel experience and research.	Data was analyzed after interviewing professionals about their experiences and compared to personal experiences.	Found three key responsibilities for principals: organization, communication, and decision-making to develop a culture conducive to teaching and learning.
#14 Grift & Houtveen 1999	Educational Leadership and pupil achievement in primary education.	Journal articles	Studies based on teacher perceptions of educational leadership.	Data was collected at each school using multiple sources including documents illustrating school achievement and student attainment, and interviews with a variety of people including the principal and students.	13 out of 19 statements statistically significant differences were obtained between high achieving and low achieving schools. The difference on each of those items was positive in favor of high achieving schools.	Informing teachers of methods and teaching material; showing interest in what is happening in the classroom; observing classroom practices; being aware of needs of teachers to improve pupil achievement.
#15 Gurr & Drysdale 2005	The article provides an Australian perspective on successful school leadership.	Case study	Two different Australian states, 5 schools, and 9 schools.		Criteria for selection of case studies were similar in both states. The focus was leadership of the principal based on the reputation of the school; acknowledged success by peers and evidence of improved student outcomes	Both studies show a significant contribution of the principal to the school's educational programs.

#16 Jacobson 2011	The purpose of this paper is to examine the effects of principal leadership on student achievement and sustained school success, especially in high poverty schools.	Journal article; and literature review	Unspecified N	Data was collected through the review of different studies in Journal articles.	Conclusions were drawn by the collection of results of the research about the effective leadership leading to student achievement.	The review of the literature and findings from the ISSPP indicate that researchers and policymakers have a fairly good about "what works" ideas for leaders as they work to improve student achievement.
#17 Kearney, Kelsey & Herrington 2013	Since there is a continuous improving education, there is a pressing need to learn from high performing schools.	Mixed Methods	N=149 schools	Qualitative methodology explored the kinds of things that principals do to reflect mindfulness and instill mindful behaviors in their teachers, follow up interviews were planned.	Teacher ratings were utilized in data collection. The analysis through semi-structured interviews conducted with the 10% of principals identified as mindful.	The results of these analyses indicate that principal mindfulness made a statistically significant independent contribution to the variance in student achievement.
#18 Leithwood & Jantzi 1999	Transformational Leadership	Qualitative Survey data; replicated study.	N=1818 teachers and 6490 students from 94 elementary schools	Study reported in this article replicates earlier research on transformational school leadership effects.	Transformational leadership had strong direct effects on classroom conditions and variation in classroom conditions, even though the direct effects of transformational leadership on classroom conditions are negative and non-significant.	Transformational leadership practices have a modest but statistically significant effect on the psychological dimension identification of student engagement.
#19 Lumpkin 2008	Successful leadership and how to apply leadership concepts	Journal article;	Unspecified N	Data collection through the review of different studies and executive seminars that describe what leadership is and what effective leaders do.	Conclusions were drawn by the collection of all information in the journal articles, books and seminars about the research which leads to effective leadership leading to	The articles suggest that it is possible to extract, reframe, and apply the best of what leadership to help principals be more successful. And if principals are successful, teachers also are able to be successful, and the impact being student learning.

						student achievement.
#20 Mulford 2006	In order to improve student outcomes, multiple forms of leadership needs to be engaged.	Journal article; mixed methods	N=3,500 students 2,500 teachers and principal.	Four phases of data collection and analysis conducted over four years.	The design comprised of surveys from 3,500 tenth graders and 2,500 of teachers and principals from half of secondary schools in South Australia and all secondary in Tasmania (a total of 96 schools). 2 years later year 12 students, teachers, and principals were resurveyed.	It was determined that since heighten expectations are placed on schools in a knowledge society, avoid cultural resistance to change in schools by having engaged teachers and leaders and achieve improved student outcomes; attitudinal, behavioral and academic.
#21 Nichols & Nichols 2014	Relationship among perception of effective school leadership and student achievement	Quantitative	33 elementary schools; N=847 teachers	Survey using the 5-point Likert-type scale	The purpose was to analyze data from surveys given to teachers to determine their perceptions of leadership effectiveness of current principals and compare it to student achievement.	Female principals were rated lower than their male counterparts by staff, but student achievement in male leadership schools compared to female leadership school was similar.

#22 Norviewu-Mortty, Campbell-Evans & Hackling 2014	Properties of school effectiveness	Quantitative	N=100 participates including principals, teachers, students, parents, local education officers and community leaders.	The article presents research context followed by a description of the data sample and collection.	The findings are presented in the form of seven essential properties of effective schools.	The article concludes with a model for leadership in disadvantaged rural schools and suggestions for its use and implication.
#23 Ovando & Ramirez Jr. 2007	Identify Principals' instructional leadership action	Case Study Design	N=6 3 principals, 3 assistant principals, representing 3 educational levels.	Main data source consisted of interviews, observations and journaling	Data was analyzed inductively to discern emerging themes.	Teacher appraisal systems were found to be important link in the chain which leads to desired outcomes. The findings of this study suggest that principal's instructional leadership action associated with teacher performance appraisal aim at teacher and student academic success.
#24 Ross & Gray 2006	Principals are accountable for student leadership	Qualitative	N=205 Elementary Schools	Data consisted of teacher responses to Likert items with a 6-point response anchored by strongly agree and strongly disagree.	Reanalyzed a previously reported database to test several models linking leadership to student achievement.	This study found no statistically significant direct effect of leadership on achievement.
#25 Robinson, Lloyd & Rowe 2008	The purpose of this style was to examine the relative impact of different types of leadership on students' academic and nonacademic outcomes.	Journal article; literature review	Unspecified N.	Meta-analysis of studies about the relationship between leadership and student outcomes	Methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. This included 22 out of 27 studies involved a comparison of the effects of transformational and instructional leadership on student outcomes.	The findings indicated that the average effect of instructional leadership on student outcomes was three to four times that of transformational leadership.

#26 Thompson & France 2015	District leaders supporting principals to ensure academic success of students.	Quantitative	N=145	Online survey questionnaire was sent to superintendents, deputy superintendents, assistant superintendents, K-12 directors	The researchers used Cronbach's alpha analysis to determine the internal consistency or reliable of the survey's test items. The Cronbach's alpha analysis suggested that that the items had a relatively high internal consistency.	Descriptive and statistical analysis revealed the suburban district leaders perceived principal partnership as "very important" in strengthening principal instructional leader practices.
#27 Stewart 2011						
#28 Waldron & McLeskey 2011	Leadership is accountable for improving achievement for all students and educating students with disabilities in general education classrooms.	Quantitative	N=22 Investigators conducted individual interviews with teachers and administrators.	The principal is the key to ensuring the schools meet goals of inclusive and effective.	Data analysis proceeded as an iterative process using interview transcripts, observations notes, document analysis and researcher notes.	The results of this investigation support previous research suggesting that the principal plays a key leadership role of supporting teachers and school-change activities as inclusive schools developed.
#29 Watkins & Moak 2010-2011	Student success as related to principal leadership	Survey Review of Literature	Unspecified N	Survey was formatted as a nine-point likert.	Missouri Assessment Program Achievement Test, (MAP), Adequate Yearly Progress (AYP). The results of the communication arts and mathematics.	Difficult to make a direct link between principal and successful student achievement; there is an understanding of effective leadership from experience, level of education, or self-efficacy.
#30 Witzier, Bosker & Kruger 2003	Impact of the principal's leadership on student achievement, both direct and indirect models.	Quantitative Meta-analysis	Unspecified N	Data was collected through the review of different studies in Journal articles.	The analysis assessed the impact of several leadership behaviors and student outcomes.	`The results of a rigorous statistical meta-analysis of studies that sought evidence for direct effects of educational leadership on student achievement are present.
#31 Zheng, Li, & Loeb 2017	The purpose of the study is to build a broader framework for	Qualitative	N= 37,749, Grades 8 & 9 Students, teachers in	Data came from the 2013 national student	Many differences were identified and some	It was found that principal's leadership is widely regarded as playing a significant

	Chinese principal leadership correlate most highly with school outcomes.		613 secondary schools.	achievement assessment in China.	similarities between China and the United States. Five leadership factors from the principals' self-rating data.	role in school effectiveness and improvement.