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DISCIPLINE-CULTURE AND INSTRUCTIONAL PRACTICES: AN INTEGRATED

LEADER'S ROLE

by

Joe Griffin

A Dissertation
Submitted to the Graduate School,
the College of Education and Human Sciences
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in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

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ABSTRACT

The goal of this study was to identify the extent to which integrated leadership is present in schools, according to secondary teachers. Second, the study sought to measure the discipline-culture of schools. Discipline-culture is defined as the way discipline is administered daily in a school and how it contributes to the instructional practices that teacher's use. Finally, integrated leadership, coined by Marks and Printy (2003), was examined relative to discipline-culture and instructional practices with this study. Leadership has been studied in multiple countries across various grade levels, but integrated leadership's influence on discipline-culture and instructional practices has not been researched. The information obtained provides valuable information to begin a dive into un-researched territory and provides an in-depth analysis of how discipline-culture and instructional practices are affected by integrated leadership characteristics.

This research study was conducted using a survey instrument to investigate leadership's relationship to discipline-culture and instructional practices. After securing University of Southern Mississippi Institutional Review Board (IRB) approval, and after securing school districts' permission to conduct the study, the researcher obtained email consent/permission from participating school districts to obtain a diverse sample of secondary teachers from various school ratings (A-F) around the state of Mississippi for this study. Path analysis was used to determine whether a relationship exists between integrated leadership and discipline-culture, whether a relationship exists between integrated leadership and instructional practices, and whether teachers value their principal's leadership. Teachers' perspectives on integrated leadership were measured from the group overall, from high-performing schools, and from low-performing schools.

ACKNOWLEDGEMENTS

DEDICATION

This paper is dedicated to my mother, Vera Griffin, for pushing me toward greatness. I dedicate this paper to my dad, Joseph Griffin, because his eloquence inspired me to never give up. I dedicate this work to my sons, Joezon, who will be 21 at the time of this publication, and Jayden, who will be 12 at the time of this publication. Together, we are the JG Boys, Jayden, Joezon, and Joe. I dedicate this work to my sister, Venesia Griffin-Brown, because she is always in my corner.

I further dedicate this work to both family trees from which I come. The bloodline is thick, and I am thankful for my aunts, uncles, cousins, and friends who have seen the work I have put into the doctoral process. It is indeed quite a joy to see how hard work can manifest itself. This work is also dedicated to countless interactions with education professionals around the United States who have helped fuel my fire and passion for educating the youth of tomorrow today.

My joy is filled evermore as I have seen what those before me have attempted and some have accomplished. This research is dedicated to all the one percent who make up the doctoral ranks around the United States and the world. The discipline learned through this process is all worth the effort expended. To God be the Glory!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

LIST OF DEFINITIONS

Definition of Terms

Accountability- school leaders taking responsibility for student outcomes in schools (Fullan, 2004).

Discipline-culture- the way in which teachers and administrators deal with discipline issues daily, and how this positively or negatively affects the overall school environment (Griffin, 2018).

Distributed leadership- sharing responsibilities with team members in order to build organizational capacity and consensus (Leithwood and Sun, 2012).

Instructional leadership- the ability to help teachers improve in the craft of teaching students and leading curriculum initiatives (Marzano, Walters, & McNulty, 2005).

Integrated leadership- a combination of transformational and instructional leadership practices used to improve schools (Marks & Printy, 2003).

Instructional practices- the teaching strategies and school initiatives that teachers implement in classrooms, often emphasized by administrators (Barth, 2002).

Transformational leadership- focuses on the creation and maintenance of a school vision, building consensus, and encouragement of employees going beyond the call of duty (Burns, 1978).

CHAPTER I - INTRODUCTION

Effective school leadership is at the core of educational accountability models across the nation because of the widening gaps in achievement levels between affluent and disadvantaged schools (Darling-Hammond, 2006). The goal of the school leader is to build a positive learning environment despite the obstacles that are sure to be present. Discipline-culture, or the way in which teachers and administrators deal with disciplinary issues daily, and how this affects instructional practices, lays the groundwork for a successful administration in today's schools.

In contrast, toxic cultures usually associate learning with disciplinary issues, but the goal of a school leader is to influence a decline in disciplinary issues while enhancing teacher instructional practices to positively affect the learning environment (Way, 2011). An effective instructional leader, after quality classroom instruction, plays the most crucial role in increasing student achievement through teaching, learning, and building positive discipline-cultures in schools. Moreover, the discipline-culture created by leadership is a huge factor that will help or hurt a school's chances for success (Barth, 2002). Furthermore, discipline-culture can be positive or negative.

Instructional leadership is the ability to help teachers improve in the craft of instructing students and leading curriculum initiatives (Marzano, Walters, and McNulty, 2005). Shared instructional leadership allows for the principal and teachers to actively work together to insure academic progression for students. In comparison, transformational leaders have workers commit to the fact that they are working for a much broader cause, as an entire community may be dependent upon the success of local schools (Fullan, Bertani, and Quinn, 2004). Transformational leaders also become

1

influential role models who redesign perceptions, values, and expectations of employees (Burns, 1978). Marks and Printy (2003) introduced a style of leadership that combines transformational and instructional leadership characteristics known as integrated leadership.

Research conducted for this study delved into the integrated leader's role in shaping discipline-culture while enhancing the instructional practices of teachers. Instructional leadership components must complement transformational leadership qualities to adequately provide integrated leadership that can guide a school toward improvement (Day, Gu, and Sammons, 2016). Furthermore, a combination of transformational and instructional leadership traits can aid leaders in better communicating expectations with employees and promoting dialogue and commitment within the organization to give leaders a greater chance to succeed (Groysberg and Slind, 2012).

Integrated Leadership's Influence on Discipline-Culture and Instructional Practices

There are many cultural components of the educational system that surround discipline-culture and instructional practices for teachers to create improved learning outcomes for students. Many other non-academic variables affect the educational process for both teachers and students. School leaders improve teaching and learning most powerfully through their influence on staff motivation, commitment, and working conditions (Leithwood and Riehl, 2003). Transformational and instructional leadership characteristics can help influence most of these areas in addition to making a difference in improving daily discipline-cultures in schools (Shatzer, Calderella, Hallam, and Brown, 2013). It is discipline-culture that lays the foundation for a positive or negative

learning environment. Furthermore, for schools to be successful, teamwork among the administrative team and teachers is essential (Drysdale, Goode, and Gurr, 2009).

Leadership plays the second largest role in raising student achievement, and it has proven to be an even bigger factor in schools with large populations of socioeconomically disadvantaged students (Leithwood, & Reihl, 2003).   Behavioral issues are common in poverty-stricken areas, and much data exists around the fact that behavioral issues are often the result of low achievement in individual students and schools in general. A key ingredient of leadership in economically disadvantaged schools is to reduce disciplinary issues as well as to increase learning by leading instruction (Shatzer et al, 2013). Studies have shown that principals who focus on using both transformational and instructional leadership dimensions together prove to have stronger school climates and more success (Drysdale et al, 2009). The discipline-culture formed by leaders within schools can greatly influence instructional practices and learning at large (Barth, 2002).

The creation of a safe and orderly discipline-culture, along with the continual monitoring of student academic progress can produce interactions and relationships among teachers, students, and principals that manifest into positive learning environments in which students flourish academically and socially (Cotton, 2003). Attitudes and social behavior stand out in relation to the improved school culture, and leadership plays an important role in controlling the temperament of a school (Valentine and Prater, 2011). A positive discipline-culture decreases distractions and keeps the focus on learning at higher levels as priority. The theory is that instructional practices

will improve automatically through the establishment of a positive discipline-culture by leadership.

The focus on student learning, as it relates to the vision and goal of the school, is pertinent in having high expectations for all (Blasé and Blasé, 2000). Interaction and relationships are essential in role-modeling for both teachers and students, for producing effective parental and community outreach efforts, and for gaining support from staff and students. It is integrated leadership that blends building organizational capacity through transformational leadership with building individual capacity in teachers through instructional leadership (Marks & Printy, 2003). Leaders use key advantages for implementation of their vision and for building leadership capacity within staff members to carry on the vision in a team effort (Fullan et al, 2004).

A positive yet accountability-based culture for employees is created through respect, personal regard, integrity, and competence, trickling into a positive discipline-culture for students. These core characteristics are fueled by leadership principles that support a positive discipline-culture. Leadership styles provide the biggest opportunity to improve school culture and raise student achievement (Day et al, 2016). Instructional leadership used in combination with transformational leadership characteristics can produce positive, student-centered environments that emphasize the importance of teachers and principals working together to improve instruction and success (Goddard, Neumerski, Goddard, Salloum, and Berebitsky, 2010).

Extrinsic motivation of staff is crucial within the transformational side of the leadership model because leaders ask employees to go beyond the call of duty to influence outcomes and expectations (Burns, 1978). Implementation of distributed

4

leadership practices has also been shown to have a more dramatic effect on improved student achievement because buy-in becomes more integral (Leithwood and Sun, 2012). School culture can then be redefined to include newly implemented norms for operation that lend toward effective, research-based leadership practices (Leithwood & Sun, 2012).

<center>Integrated Leadership Model for School Excellence</center>

Integrated leadership, as a framework for principal leadership, has proven to have its place in both affluent and Title I schools (Neely, 2014). The combination of Burns's transformational leadership model and the instructional leadership model designed by Marzano, with great contributions from Leithwood, Reeves, Waters, and McNulty, helps leaders engrain and embed their influence for school growth (Marks & Printy, 2003). Transformational leadership focuses on the creation and maintenance of the vision, whereas instructional leadership focuses directly on teaching and learning (Marks & Printy, 2003). The combination of these two styles of leadership can lead to success in improving school performance (Printy and Marks, 2006). When transformational and instructional leadership dimensions coexist, an integrated form of leadership can greatly influence school performance (Printy, Marks and Bowers, 2009).

Transformational and instructional leadership behaviors vary from leader to leader and from school to school; transformational leadership is quite different from instructional leadership (Bogler, 2001). Leaders who are not proficient with the transformational characteristics of articulating the vision, providing structure for decision-making, building consensus for positive cultures, and collaborating for promotion are also subject to have difficulty sharing responsibilities with teachers on matters of instruction, curriculum, and assessment (Klar and Brewer, 2013). When the

<center>5</center>

transformational and instructional leadership frameworks work together, they produce an integrated leadership model that results in school excellence (Marks & Printy, 2003).

Effective principals can improve student achievement despite the obstacles that come with any school situation (Fullan et al, 2004). Managerial skills include organizing tasks and supervising personnel, developing and monitoring rituals and routines, evaluation of staff members, providing accurate and timely information and/or feedback to teachers, parents, and students to allow students to succeed (Louis, Leithwood, Wahlstrom, and Anderson, 2010). However, principal leadership behaviors that promote instructional and curriculum improvement are the behaviors linked to student achievement. Within the conceptual framework of the integrated leadership model, the leader's ability to create a shared vision, provide appropriate models, and formulate group goals illustrate the biggest link to student achievement (Marks & Printy, 2003).

One of the key characteristics of integrated leaders is garnering support for creating and reaching the goals that define the school's collective moral purpose (Fullan et al, 2004). This corresponds with the transformational side of the model to stir motivation in employees (Burns, 1978). Structure must be created within the establishment of clear expectations and role definitions for students and adults in the daily teaching and learning process. Ongoing learning must continually take place to ensure that all areas of the organization grow together by analyzing and refining strategies based off collected data pieces (Marzano, Waters, & McNulty, 2005). Both instructional and transformational leadership characteristics are essential in creating positive learning environments for today's students and teachers (Moonlennaar, 2010).

School Leadership and Discipline-culture

School discipline-culture, on the other hand, is often shifted in a direction that does not align with best leadership practices within various school systems. The school systems most affected by severe and recurrent school discipline issues are often located within extreme poverty areas that are socio-economically disadvantaged (Leithwood, Louis, Anderson, and Wahlstrom, 2004). It is this population that the literature on discipline-culture and school leadership explores the least. The study of discipline-culture, leadership, and instructional practices is not entirely new, but, for some reason, it is quite under-researched as a theme. Discipline-culture is defined as the way discipline is administered daily and how it contributes, positively or negatively, to instructional practices that teachers use. This is surely connected to the leader's influence on the academic program and progress of the school.

The overall governance of the school is one area of concern for teachers and students that is often over-looked in consideration of school improvement for assorted reasons. School leaders must deal with the misconceptions that are associated with recurring discipline problems within a school (Way, 2011). A discipline-culture brings to light how faculty members should handle these issues daily to minimize distractions and keep learning moving forward positively. A principal factor to consider is that valuable instructional time is lost due to disciplinary matters that hinder overall learning, especially when discipline problems are prevalent. Furthermore, schools that have good coordination between administrators and teachers tend to have fewer disciplinary issues (Williams, 2009). Leadership can serve in a capacity to help proactively reduce such disciplinary issues by putting systems in place that serve to diminish issues before they

occur, thereby improving the discipline-culture of the school. (Kibet, Kindiki, Sang, and Kitilit, 2012).

Common ideology acknowledges the idea that the principal is the key ingredient to provide an environment that treats adults and students with firmness, fairness, and consistency, while holding individuals accountable for following rules and for meeting expectations (Boyd, 2012). Discipline and rewards are both handed out when necessary if disciplinary structures are in place. How issues are handled determines which issues become recurring or thematic through consistent efforts to improve implemented disciplinary systems (Way, 2011).

Furthermore, leaders must be able to select the right work that is crucial to the movement of a school (Way, 2011). Often school leaders work hard but not necessarily with focused efforts to improve teaching and learning while minimizing disciplinary issues. To illustrate, Marzano listed school discipline as one of the 21 responsibilities of leadership, illustrating a positive and significant effect size when implemented consistently (Marzano, Waters, & McNulty, 2005). Therefore, it is essential to broaden the research on leadership to include the effect that integrated leadership may have on discipline-culture and instructional practices.

Statement of the Problem

Leadership has been shown to be second only to quality classroom teaching as the biggest influence on student achievement, as well as many teacher-related variables such as job satisfaction, staff morale, school culture, retention, etc., (Bogler, 2001). Various effective leadership characteristics encompass a wide variety of skill sets and leadership styles that positively influence schools across and around the nation. Leadership has

been studied in various countries across various grade levels, but integrated leadership's influence on discipline-culture and instructional practices had not been researched until this study was conducted. Frankly, there is not much research regarding the role of the integrated leader to manifest a discipline-culture which influences instructional practices, specifically, in secondary schools. Therefore, an in-depth exploration of how discipline-culture and instructional practices can be simultaneously influenced through integrated leadership warranted this research. The information obtained from the diverse sample of teachers from A-F-rated Mississippi secondary schools has produced valuable information to begin this dive into somewhat uncharted, unresearched territory.

Justification

Teachers and principals alike are aware of the balances in character needed to effectively lead a school. However, this examination of the leader's role in influencing discipline-culture and instructional practices, through an integrated model of leadership, which combines transformational and instructional leadership strategies, within secondary schools is needed. This is an area of research that can greatly affect teacher attitudes about the schools they work in as well as the type of leader they wish to work for. Administrators will have an opportunity to decipher what leadership tactics work. Leadership plays an immense role in every facet of an effective school, especially if schools are attempting to raise the bar on academics while developing adults who are empowered to place students in positions to become successful adults. Furthermore, we know there is a strong relationship between leadership and achievement, but the level to which the relationship between leadership, discipline-culture, and instructional practices

exists was examined more in-depth to determine specific integrated leadership traits that lend to school improvement.

Principals of today must effectively help improve the instructional practices of teachers, provide organizational structure, and, additionally, maintain a positive discipline-culture and learning environment that promotes student growth and learning at higher levels for all students. The integrated leadership model provides the leadership qualities needed for school improvement, and the study could be beneficial to teachers, assistant principals, principals, superintendents, aspiring educators, or any practicing school administrator interested in setting the tone for a positive discipline-culture along with an improved teaching and learning environment for secondary teachers.

Theoretical Framework

Marks and Printy (2003) provide the foundation of the integrated model of leadership for this research. Its combination of the transformational and instructional leadership models is grounded in the works of Burns and Bass, and Marzano, respectively. Others have contributed greatly to the literature on leadership as well, but the integrated leadership style's influence on discipline-culture and instructional practices for teachers provides the basis for this new research. The integrated leadership model allows for combination of the transformational and instructional models of leadership to improve discipline-culture and instructional practices. Secondary educators' perspectives will be the focus of this quantitative research. The broad topics of leadership, discipline-culture, and instructional practices will be correlated to examine the role the leader plays in setting the tone for school and for decreasing disciplinary measures within academic

settings. The idea for school leaders is to build an environment for learning to occur at optimum levels, regardless of perceived obstacles.

CHAPTER II REVIEW OF THE LITERATURE

Leadership and Discipline-culture: The Connection

Leadership is an aspect of education that cannot be overlooked in measuring the success of the organization, especially if increased academics within a safe and orderly environment are to be viewed as essential elements of the school turnaround process. Discipline-culture is linked to leadership, and few principals are perceived as effective leaders without maintaining student discipline in schools (Valentine & Prater, 2011). Principals are also expected to help teachers improve instructional practices (Blasé & Blasé, 2000). Healthy school characteristics that lead to decreased disciplinary issues and improved instructional practices are essential. These characteristics include open communication between leadership and staff, appreciation and recognition of staff, celebration of accomplishments of staff members, trust and honesty between staff, and support from administrators for teachers, specifically in the areas of instructional leadership. Teachers expect help from leaders with extreme misbehavior from students, and teachers also want involvement in the decision-making process. (Barth, 2002).

Leadership is viewed as a process that affects a person or people within an organization, influencing the members toward a common goal (Gonos and Gallo, 2013). Therefore, leadership and leadership characteristics deserve study (Witziers, 2003). In school settings where discipline plays an important function in the development of students toward appropriate behavior, allowing all students the opportunity to be fulfilled through leadership is equally important. Moreover, a positive discipline-culture is essential for school growth, accountability, and sustainability. Maintaining calm, secure

learning environments is critical to the success of schools and to the longevity of school leaders.

Violent misbehavior that jeopardizes other students' opportunities for a quality education are unacceptable for leaders, and it is imperative that school leaders promote positive discipline-cultures in which these behaviors decrease incrementally, repairing harm done from misbehavior (Liu, 2013). As students deal with developmental changes, they also tend to forget about the negative or positive implications of misbehavior, focusing solely on their own feelings; this type of misbehavior has nothing to do with classroom management (Boyd, 2012). Every young person will go through misconduct as part of the developmental process (Liu, 2013). Physical changes as well as changes in the brain are continuous during adolescence, and teachers and administrators must be aware of all these factors as they discipline their students.

The daily operations, decision-making, and discipline that take place in schools greatly guides the needs of conducting the ultimate work of creating better and highly effective schools. The mechanisms of leading a school often involve behavior controls that are put in place by administrators to create a happy staff in which teachers understand that principals are assertive and consistent disciplinarians (Valentine & Prater, 2011). Easily interpreted rules and policies, when managed consistently, help improve the school climate, contributing to improved staff and student morale. Principal involvement in classroom management is essential to school success because structured learning environments with minimal disciplinary issues reflect engaged students (Valentine and Prater, 2011). Principal support with discipline issues is important to facilitate an engaging environment, and by handling discipline issues outside of the

13

classroom, principals accelerate this process. Office referrals allow principals to buffer disruptions that take excessive amounts of instructional time from students and teachers, enhancing instructional practices.

Instructional leaders are to ensure staff continually hold high expectations that support school norms, enhance instructional quality, maintain discipline and order, and develop community links while efficiently administrating the building (Kibet et al, 2012). Democratic approaches to leadership, which are inclusive of allowing teacher and student input, tend to result in lower instances of disciplinary measures taking place, as illustrated by Kibet et al (2012). A democratic discipline-culture can be instrumental in raising student achievement. Discipline is described as a process to reform student behavior versus punishing those who do not often understand the rules of the school, usually due to interpretation. Teacher and administrator beliefs about leadership and the connection to school discipline is one of the single biggest concerns of teachers, and this usually refers directly to how administrators deal with disciplinary issues from teachers (Boyd, 2012). With such a wide variety of disciplinary problems that today's students face, issues with students are preferably addressed in a timely manner to adequately aid in the construction of student values, especially with high school students (Mahmud, 2014).

According to Kafele (2015), teachers noted that principal and teacher relationships are greatly affected by how administrators handle disciplinary issues versus simply citing a lack of classroom management skills as reason for teachers' disciplinary issues. Administrators cited the same reasons as to why many teachers become dissatisfied on the job (Boyd, 2012). Boyd challenged myths about discipline that go against the idea that teachers with engaging lessons will not have disciplinary problems.

He also argued against the ideas that teachers should find their own discipline style versus leaning on administrative help; he challenged that teachers do not power struggle with students, that a school leader's focus should be on instruction not discipline, and that the school code of conduct is an adequate place to begin discipline. Even so, it is the building leader's responsibility to ensure that teaching and learning occur consistently and daily (Boyd, 2012). Ideally, discipline, inclusive of methods to prevent or respond to behavioral issues, aims to ensure that problems do not occur in the future or at reduced rates thereupon (Slavin, 2009). Ultimately, the discipline-culture created by leadership determines whether disciplinary issues persist or increase.

Leaders establish a vision and shape a climate supportive of that vision by inspiring individuality and talent in positive discipline-cultures (Brown and Posner, 2001). Meister (2010) noted that it frustrates teachers for administrators to disregard the knowledge of teachers. Successful school leaders, however, build strong staff relationships, empower teachers, and create environments where teaching and learning at higher levels is the standard (Suber, 2011). Serious school improvement can occur when principals establish trusting school spaces (Price, 2012). By providing direction and exercising influence, administrators gain ground on raising student achievement (Leithwood & Riehl, 2003). Structure is crucial in establishing clear expectations and role definitions for students and adults in the daily teaching and learning process. Ongoing learning must continually take place to ensure all areas of the organization grow together by analyzing and refining strategies based off collected data pieces (Fullan et al, 2004).

Integrated Leadership and Instructional Practices: The Connection

The way in which leaders apply leadership practices determines the context in which staff members work toward the school's goals. Leaders can dramatically improve teaching and learning with their influence on staff motivation, commitment, and working conditions, inclusive of student behavior management to influence discipline-culture and instructional practices. Although leadership is second to quality instruction on influencing student outcomes, it is integrated leadership that encourages teachers to go beyond the call of duty to increase student performance, that improves discipline-culture, and that influences instructional practices in schools (Leithwood,et al, 2004). Furthermore, integrated leaders invest in the development of individuals to create a trickle-down effect that promotes growth and provides assurance that all individuals are integral to overall school success (Valentine & Prater, 2011).

The integrated leadership model calls for characteristics from both the transformational and instructional leadership styles as essential ingredients for school growth. Integrated leaders use instructional leadership practices to progressively help reorganize schools for improvement and thus have a dynamic influence in schools. This style provides the biggest opportunity to improve the overall school culture and raise student achievement (Day et al, 2016).

Principals must use their leadership skills to lead reform efforts as a vehicle for change, and by continually working to improve the quality of teacher performance, effective instructional leaders increase morale, performance, student achievement, and decrease student misbehavior, thereby improving discipline-culture and enhancing

instructional practices (Valentine & Prater, 2011). Leadership strategies, in this manner, are engrained and layered in the work and growth of the school (Day et al, 2016).

Principals must be flexible with adaptability (Klar & Brewer, 2013). The integrated leadership model can be adapted to fit diverse school models to meet a variety of needs that enhance or affect the learning environment. Leithwood, Louis, Anderson, and Wahlstrom (2004) break down the question of how leadership matters, and how it affects teacher performance and student learning through their research in which they listed essential ingredients for leadership. This leadership flexibility must be present whether it be affluent schools or schools with large populations of socioeconomically disadvantaged students, both of which will have some disciplinary issues (Leithwood et al, 2004). A good discipline-culture is essential to influence instructional practices (Dryesdale et al, 2009).

Research has demonstrated that integrated leadership practices provide teachers and students with the best opportunity to adapt in school settings during a period of school reform; the size of many secondary schools requires leaders to reach teachers instructionally as well as to be a motivational influence (Printy, et al, 2009) According to Valentine and Prater (2011), secondary leaders should focus on the energy and motives of teachers to indirectly affect the classroom and forge relationships to facilitate the change necessary to improve schools.

Principals and teachers are the primary leaders in a school, and principal leadership can come in a variety and complexity of formats, inclusive of leaders who implement transformational, instructional, moral, participative, or servant leadership styles. While teachers have the biggest influence on student achievement, leadership has

the biggest influence on teacher motivation and working conditions (Louis et al, 2010). Successful leaders display a core set of leadership traits that include vision sharing, creating consensus and buy-in, and setting and monitoring expectations (Leithwood & Riehl, 2003). These leaders describe the process of developing people as offering intellectual stimulation, providing support, giving proper feedback, helping manage discipline issues, and providing appropriate examples for work completion expectations.

In 2012, Leithwood and Sun conducted a meta-analytic review of the results from nearly 80 transformational leadership studies to determine that many effective leadership models are combinations of the same effective practices. It was determined that more attention should be placed on specific leadership practices over specific leadership models. Louis and others built on previous research to identify what successful educational leadership looks like and how leadership helps to improve teaching and learning practices within a school setting (Louis, Leithwood, Wahlstrom, & Anderson, 2010). The study covered various theoretical and methodological approaches to leadership, but key findings showed that collective leadership practices have the strongest influence on discipline-culture and instructional practices.

The relationship between principals and teachers is crucial for the direction of any school, and it is this relationship that continues to resurface as a major factor affecting leadership style, teacher isolation, professional development, and teacher practices. Leadership practices aimed at improving instruction only indirectly improve instruction because teachers are the individuals who implement the strategies (Louis et al, 2010). Leadership behavior, however, can cultivate an optimistic learning environment for both teachers and students (McGuigan and Hoy, 2006). Some individuals paint the picture that

18

only positive relationships exist between teachers and principals, but this is not the case (Price, 2012).

Marks and Printy (2003) found that, although integrated leadership behaviors vary from leader to leader and from school to school, leaders who have issues with transformational characteristics such as articulating the vision, providing structure, building consensus for positive cultures, and promoting collaboration, are bound to have issues with instructional leadership as well. Although it may be difficult sharing responsibility with teachers on matters of instruction, curriculum, and assessment (Blasé & Blasé, 2000), the use of integrated leadership practices helps combine leadership characteristics to set the focus on teaching and learning for improved school performance. Empowered teachers can accelerate the growth of schools if they exhibit their own expertise through leadership roles in a school (Marks & Printy, 2003).

Decisions that administrators make affect achievement, discipline, and many other aspects of the school at large, and these decisions play a factor in how principals are measured for performance. Shatzer (2013) used the Multifactor Leadership Questionnaire for transformational leadership as well as the Principal Instructional Management Rating Scale for instructional leadership to rate principals during her research. She found that instructional leadership characteristics played the biggest role in raising student achievement but also noted that many transformational leadership characteristics have a significant relationship to the school environment as well (Shatzer, 2013). Similarly, Marks and Printy researched and discovered much the same when they coined the integrated leadership model of leadership (2003).

Blasé and Kirby (2008) advise principals who desire to be effective at leading change in schools to motivate staff members to meet performance expectations. Blasé and Kirby encourage leaders to have high expectations for teachers by empowering them with the autonomy to make some decisions about student learning. Leadership is about social influence, and the leader must gain buy-in from students, parents, and teachers to create a changed environment for systemic school improvement.

The effect of principals on learning can be addressed through practices that link learning to leadership, producing a direct relationship to student achievement (Nettles and Herrington, 2007). Integrated leaders ask for a bigger commitment from those associated with the organization to garner extra effort for school reform (Geijsel et al, 2003). These effective leaders strengthen the entire professional community by setting up opportunities for collaboration and by distributing leadership to assure effort and create buy-in.

Price (2012) produced data showing principals who create an environment for openness and trust among staff with a shared vision tend to promote positive environments for educating the youth of today. Support from administration provides teachers with a feeling of importance, respect, and empowerment to accomplish job goals (Gray, 2013). Moreover, effective principals tend to bring the best out of teachers (Blasé & Kirby, 2008). Most teachers who leave the profession leave because of dissatisfaction with leadership not job dissatisfaction as argued by previous research (Bogler, 2001). The integrated model of leadership allows for a structured environment with a focus on increasing instructional practices to increase assessment results (Drysdale et al, 2009).

Quinn's study (2002) of principals' leadership behaviors on instructional practices and engagement uses a systemic school improvement model to survey the instructional

20

practices of the principal and a student engagement survey to establish how those

practices are created, monitored, and used. Instructional leadership dimensions were

found to correlate highly with instructional practice descriptors (Quinn, 2002).

Instructional leadership continues to prove most effective in helping improve the

instructional practices of teachers, whereas transformational leadership practices are still

highly valued in the ability to make the connection between leadership and instructional

practices (Geijsel et al, 2003). Integrated leadership synthesizes transformational and

instructional leadership qualities to garner results (Marks & Printy, 2003).

<p style="text-align:center">Leadership Approach in Creating Discipline-culture</p>

Leadership has many different dynamics that affect how our schools are run and

operated. In fact, Marzano, Waters, and McNulty's meta-analysis (2005) quantified the

role of school leadership practices and their effect on student achievement, finding that

discipline ranked number six of the 21 responsibilities of school leaders to boost student

achievement. Their study found that the impact of any of those responsibilities could be

greater, depending on the severity of the school's situation. It is highly recommended,

however, that school leaders use a democratic approach to school discipline by involving

teachers, students, and as many other stakeholders as possible when dealing with various

disciplinary matters and situations (Kibet, 2012).

There is a meaningful relationship between leadership approach and student

discipline. After all, decisions that administrators make affect achievement, discipline-

culture, and all other aspects of the school at large (Shatzer, et al, 2013). At the school

level, discipline is implemented on students to control misbehavior, often through

punishment or reward (Mahmud, 2014). Leaders who allow input on disciplinary

<p style="text-align:center">21</p>

decisions are often aware of the five dimensions of teacher behaviors that affect principal and teacher interactions; the behaviors they elicit are supportive, directive, engaged, intimate, or frustrated behaviors among staff (Hoy, Hannum, and Tschannen-Moran, 1998).

By engaging teachers in the disciplinary process, a team approach is formed. This empowers the establishment of a better discipline-culture (Kibet, 2012). Teachers may display frustration when classroom disciplinary problems are not dealt with by administrators in a timely fashion, causing colleagues to create a toxic environment when situations like this occur (Hoy et al, 1998). Furthermore, leadership practices directed at improving instructional practices should indirectly improve discipline-culture and vice versa.

It is important that principal leaders understand their importance and how crucial the area of discipline is within the framework of running a school, especially secondary schools. The principal's priority, in addition to making sure all students receive a quality education, is to achieve, maintain, and restore discipline in a safe and orderly environment (Kibet, 2012). Kibet further explained the principal's role in training students or controlling students in a way that influences them to behave responsibly through learned and practiced self-discipline and self-control. Structure must be elicited within an establishment of clear expectations and roles for both students and adults in the daily teaching and learning process (Fullan et al, 2004). Clear policies and adherence to the rules are beneficial characteristics for school officials who seek to maintain a healthy school environment. The role of the instructional leader is to ensure that staff continually holds elevated expectations that support the cultural norms of the school or organization

(Barth, 2002). Integrated leadership sets the stage for all facets of a school to operate in

Blue Ribbon demeanor (Foster, 2005).

<p style="text-align:center">Factors Contributing to Discipline-culture</p>

Discipline versus Punishment

The discipline-culture of a school has many influences. School leaders around

America continue to search for answers to our nation's rising disciplinary issues that face

every region of the country. Bear (2010) researched disciplinary control programs

through a meta-analysis, discovering some programs that have been relatively successful

in reducing disciplinary problems. Bear (2010) clarifies characteristics of both

punishment and discipline by explaining that discipline involves teaching students why

behaviors are wrong, how to correct those behaviors, how to give positive reinforcement,

model productive social skills, provide conflict resolution, or encourage anger

management.

Punishment, on the other hand, fails to engrain the above characteristics and relies

heavily on suspension or removal from the academic setting (Bear, 2010). Research has

verified consistently, however, that suspension only alienates the suspended student and

causes delays in social and academic growth (Noguera, 2008). There are differences

between discipline and punishment, and there are times in which administrators must be

able to discipline as well as punish or be able to use both strategies alone and in

combination. The goal of the school leader is to maintain positivity toward the system

while pushing ahead school initiatives in a supportive environment (Barth, 2002).

Disciplining students has been a challenge in schools around the nation for quite

some time now, and school leaders are faced daily with the task of using punitive

<p style="text-align:center">23</p>

practices versus disciplinary practices (Blanford,1998). Punitive practices, although they have their place and time when implementation may be necessary, are largely counter-productive in improving safety, learning, or behavior (Noguera, 2003). Positive discipline strategies focus on increasing good behaviors and minimizing negative behaviors through punishment (Kafele, 2015). These strategies stress the importance of self-discipline and self-control to improve behavior (Kafele, 2015). Furthermore, research has proven that positive discipline strategies have the most benefit to all students (Noguera, 2008). An engaging curriculum along with powerful relationships between students and adults greatly aids in reducing and preventing discipline problems, especially when the adults model the behaviors they expect from students (Bear, 2010).

Fair, consistent, and corrective discipline along with relationship building reduces problems because students are more effectively able to see appropriate social behavior in action to better enhance the learning environment (Boyd, 2012). A conducive learning environment along with positive discipline strategies can aid students in improving their lifestyles (Boyd, 2012). Positive reinforcement, social and cognitive modeling, supportive student-teacher relations, and parental involvement can improve safety and learning outcomes for all students (Noguera, 2003)

Discipline Control Strategies

Proactive behavioral strategies, used in combination with positive behavioral strategies, are said to provide prevention of behavioral problems along with support to reshape behavior. There are many models of effective proactive behavioral strategies that are used around the nation today to influence student behavior. Mentoring is a very common practice that pits positive role models with at-risk students to help improve self-

esteem and motivation to engage in appropriate behaviors (Noguera, 2008). Multi-Tiered System of Supports Teams (MTSS), formerly known as Teacher Support Teams (TST), are state-mandated, proactive behavioral and academic support systems designed to better engage failing or difficult students (Kafele, 2015). Violence prevention programs are also proactive measures that can be curriculum inclusive to improve disciplinary conditions in schools and aid leadership in improving the school environment.

Although Reality Therapy is a modest influence on students, it involves teachers helping students make positive decisions by teaching them to become involved through meeting sessions in which they discuss the current issue at hand in detail. Students are active participants in the creation of goals that are agreed upon toward the student's success (Mahmud, 2014). Positive discipline and variations of positive reinforcement practices are all geared toward providing students with the opportunity to succeed through predetermined expectations of how disciplined students should act in a system. Assertive discipline, on the contrary, emphasizes the teacher's rights to control and minimize discipline problems (Mahmud, 2014). This will be counter-productive toward creating a positive discipline-culture (Kafele, 2015). The Student Learning approach involves structured learning within teams. The focus within this strategy is on teaching versus disciplinary practices or problems. (Mahmud, 2014). It is clear, however, that discipline-culture is not isolated from instruction and leadership in schools.

Benshoff, Poidevant, and Cashwell (1994) make it clear that most educators rank discipline and safety as their primary concerns, as do students, parents, and the community at large. Reaching Success through Involvement is a rising disciplinary

program that is being used in nearly 20 schools across the nation. It involves all stakeholders, including parents, teachers, students, community members, and administration, in forming a community of learners and leaders for improvement. The students take control of the school by aiding adults to garner the support of other students (Osher, Bear, Sprague, and Doyle, 2010). A feeling of control is fostered in the students, empowering them with motivation to learn. Furthermore, this establishes a learning atmosphere versus a recreational scene for students. School officials and teachers cannot reverse the ill effects of social, emotional, psychological, or any other problems that students bring to school with them, but there are many things that leaders can do to ensure schools become safe places where teachers can teach and students can learn (Osher et al, 2010).

The task of leaders is to provide instructional guidance and disciplinary support for teachers, along with behavioral guidance for students by ensuring a strong, fair discipline code with clear expectations for student behavior. Providing an outline for consequences for specific behaviors, along with consistent enforcement of rules, with the goal of improved behavior and better learning outcomes, is key (Noguera, 2008). Leaders also must determine when students need an alternative learning setting to be successful, whether it be a behavioral or academic issue that makes that placement a necessity. Not all significant behavioral problems can be addressed appropriately through proactive behavioral support strategies, and many argue that alternative learning programs offer low student-to-teacher ratios, non-traditional schedules, clear student goals, multidisciplinary case management potential, and more intensive monitoring of student progress (Townsend, 2000). The change in environment often aids student

progress, depending on each individual situation. Additionally, school systems have found that moving students who habitually misbehave to an alternative setting causes a tremendous decrease in school discipline problems (Rausch and Skiba, 2005). Exclusionary discipline practices, on the other hand, have come under great scrutiny, especially in relation to students with disabilities (Townsend, 2000).

At one point across the nation, there was a rise in school districts turning toward zero-tolerance policies for governing schools. Zero-tolerance refers to administrators taking extreme disciplinary measures, regardless of intent and not based solely on the situation at hand (Rausch & Skiba, 2005). Within zero-tolerance institutions there are mandated, pre-determined consequences that apply to all students regardless of intent, disability, frequency of offenses, or place on the disciplinary ladder within a school setting when rule violations occur (Belfield and Leven, 2007). Many see this form of discipline within our schools as similar in nature to the punishment that adults receive in the justice system (Noguera, 2003). In fact, zero tolerance policies and programs have proven to be largely ineffective and sometimes counterproductive because they do not increase school safety, rely too heavily on suspension techniques, lead to increased dropout rates, cause students to fall behind in classwork, and restrict students from the opportunity to gain an appropriate education (Noguera, 2008).

As zero-tolerance policies increased, there was also an increase in violent crimes, burglaries, armed robberies, and other minor offenses (Rausch & Skiba, 2005). Schools and communities became aware of this trend, and restorative justice practices have re-immerged as schools and communities become more aware of school violence and how schools are governed. These programs allow students the opportunity to regain good

standing in schools despite some disciplinary offenses, providing a mixture of zero-tolerance and restorative practices to keep students' best interests in mind (Mahmud, 2014). Restorative justice consists of a mixture of punitive and communicative practices that promote the clearing of misconceptions between conflicting parties (Ahearn, 1994). Suspensions and expulsions, although sometimes warranted, are the harshest punishments for students and can put the school community at risk for violence, aggression, and increased disruption to the learning environment. Furthermore, the loss of instructional time causes many students to fall behind in their education and often aids in increased dropout rates (Michail, 2011).

Some school districts in urban, rural, and suburban areas have gone to no-suspension policies that rely heavily on alternative methods for educating troubled students. According to Osher, Bear, Sprague, and Doyle (2010), schools should be focused on cooperation, engagement, and motivation to be a part of a dynamic system or organization rather than on compliance, control, and coercion. Research has demonstrated time after time that suspension, expulsion, and other punitive measures are not the solution to decrease erratic, distracting, or disruptive behaviors. The exclusion factor often further alienates students, causing them to become more dangerous versus more compliant (Noguera, 2008)).   Most obvious is the denial of access to learning opportunities that are afforded in schools through academic and social interaction. Discipline practices that alienate students are said to highly correlate with withdrawal from school prior to graduation (Townsend, 2000). With discipline playing such a huge part in the process of school turnaround, it is essential to note how discipline continues to change within school settings around the globe (Kafele, 2015). Students act out in

schools for many reasons, including that they may think that teachers do not care about them, whereas others do not want to be in school (Boyd, 2012). Students are often unaware of the consequences of their mistakes or how they affect others.

<center>Roles Needed to Create a Positive Discipline-culture</center>

Parent's Role

Parental involvement in any form or fashion should aid in the reduction of disciplinary issues, but this is not always the case. This has caused some school districts to require parents to report, through court-orders, to school with their children versus being jailed or fined for truancy and other discipline-related issues (Belfield & Levin, 2007). Once parents see the importance of their child's education, repeat offenses decline. The role of parents is in-depth, as parents should review discipline policies with students, inclusive of class rules, school rules, and code of conduct. Furthermore, parents should involve themselves in correcting unwarranted behavior from students while keeping the school informed of what type of support the child needs from the school (Glickman, 1980).

Effective principals document disciplinary issues and make fair decisions for all students, keeping parents involved and informed of the various layers of school discipline policies (Meador, 2017). Good relationships with parents can help smooth over many issues and increase the likelihood that parents will support the decisions made involving disciplining their child or children. The development of these trusting relationships can often translate into links within the community with businesses, churches, and organizations, who in turn may donate resources such as time, money, equipment, supplies, and most importantly, support from the community at large (Meador, 2017).

Parents should remain informed about their student's progress by visiting the school regularly and ensuring that administrators can make immediate contact with them in the case of emergency to ensure undesirable social behaviors do not persist (Meador, 2017).

School District's Role

School districts play a crucial role in student discipline in America's schools (Brown and Beckett 2006). There is no doubt that school discipline issues are much more frequent and severe in areas where there are high concentrations of low-income or socioeconomically disadvantaged youth (Michael, 2011). Even so, research consistently finds that there are lower levels of student disruption in school districts that consistently enforce disciplinary policies (Brown & Beckett, 2006). Increasing diversity in schools has made it more evident that district-wide codes for appropriate behavior provide schools with a vast range of disciplinary programs to serve the various needs of any community; this has even been noted to help reduce behaviors that lead to suspension or expulsion (Brown & Beckett, 2006). In fact, students and teachers want safe learning environments in which both may flourish, through the creation of a supportive school climate that pays close attention to the individual needs of each child, whether it be for social, emotional, or behavioral reasons (Brown & Beckett, 2006).

It is true that, whereas national rates of violence in schools has declined overall, many schools struggle with maintaining a safe and orderly school by which student learning outcomes continually improve (Kafele, 2015). Safe and supportive school climates have shown to decrease violence at school, support staff and students' feelings about safety, produce higher academic performance, tout better attendance rates, increase

motivation, engage students in lessons delivered throughout the curriculum, and have fewer referrals to the office (Noguera, 2008).

Teacher's Role

Teachers also play an instrumental role in the establishment, enforcement, and maintenance of school discipline. Discipline is feared by new or incoming teachers because implementation of discipline can become fragmented as individual beliefs about school discipline often come into conflict with what happens. One strategy to empower students is to allow them to make their own classroom rules with opportunities to follow their own interests, ultimately, taking responsibility for their own education (Way, 2011). Teachers can ignite creativity in students, and they can also tear at students' hopes and dreams, sometimes stifling their growth and aspirations to become academically inclined. By directly or by indirectly teaching students that the students are the problem instead of teaching them that their choices are the problems is what leaves ill-conceived messages within the minds of children (Way, 2011).

In contrast, Nelson, Lott, and Glenn (1997) promoted the idea that children learn better through control and intimidation versus exploring the results of their choices in a nurturing environment. When teachers do not listen to student concerns or they downplay their ideas and thoughts, students take the message that learning does not involve feelings, and that is not the aim of creating supportive discipline environments (Way, 2011). Teachers need to build up students without discouragement or injury to personality. Respect is developed when adults view children as human beings and as original creatures.

In adult-run models for learning, students learn to take directives but, conversely, do not learn self-direction-(Suber, 2011). To minimize disciplinary distractions, teachers should focus on building learning relationships with students in which encouragement is at a premium. This helps because, when misbehavior does occur, the teacher is better able to analyze the source of distress more appropriately, and the teacher can then be more apt to provide the necessary guidance to get the student back on track with a minimal loss of instructional time (Suber, 2011). The role of the teacher is to assist students in finding meaning in the process of education; therefore, all aspects of education should be student-centered. Teachers, in creating positive discipline-cultures, give up control to effectively promote expression, encourage problem-solving through grouping techniques, teach cooperation and collaboration, and gain the respect of students (Meister, 2010).

Counselor's Role

School counselors play a very important role in developing school discipline-culture. As discipline in schools becomes an increased priority, school counselors' specialized training to promote appropriate behavioral outcomes for students is essential (American School Counselor Association, 2013). Counselors are often used for behavior management consultation before progressing to the next steps which usually require administrator intervention (Benshoff, Poidevant, & Cashwell, 1994). In fact, counselors play a multi-faceted role in the disciplinary process, which includes educating staff about discipline models or techniques, advising troubled students that require guidance, involving parents, and outsourcing resources through the local community (Benshoff, Poedevant, & Cashwell, 1994). Counselors are not to be used as disciplinarians but can

be used by all stakeholders to aid in the formation of a positive discipline-culture (ASCA, 2013).

Counselors should encourage school districts to promote the ideas of self-responsibility and self-discipline to students to help create effective changes in behavior while remaining a neutral resource (ASCA, 2013). Counselors are encouraged to develop skills in dealing with problems and misbehaviors, to become active in the development of discipline programs and policies, to consult with teachers who have disciplinary issues with students, to document actions taken to resolve discipline issues, to assist teachers and administrators in meeting the needs of every student, and to urge educators to encourage students to take ownership for their behavior (ASCA, 2013). School counselors can extend their potential to help students by influencing the entire climate of the school through collaboration, advocacy, and mediation (Benshoff, Poidevant, & Cashwell, 1994).

Students, especially at the secondary level, must begin to show responsibility traits and practice values that will benefit their long-term success while they are in school. Students are asked to be respectful and compliant with school rules to minimize disciplinary issues while using their cognitive curiosities to produce learning opportunities with and through teachers (Mahmud, 2014). In contrast, youth that are not actively involved in the school process most often become dropout statistics, draining the government of more than 200 billion dollars that are spent on welfare, health care, and other services (Rausch & Skiba, 2005). Therefore, students must be aware that, ultimately, they play a huge role in the product of their own education and must be

willing to work with their principals, parents, teachers, counselors, and peers in creating positive learning environments and opportunities for success (Mahmud, 2014).

Costs of Discipline to Society

Poverty-stricken community schools are the schools in which discipline and leadership play the biggest role in contributing to improved learning outcomes (Rausch & Skiba, 2005). Unfortunately, research continually finds that suspension is the most frequently used form of discipline, with seven percent of all students in the nation missing at least one day due to suspension (Rausch & Skiba, 2005). Leaders discipline students in this manner under the premise that removing a student due to misbehavior produces better learning conditions for the remaining students and affect the suspended student's future behavior (Rausch & Skiba, 2005). The zero-tolerance paradigm has been linked to the continual use of suspension and expulsion although it cannot be assumed that all suspensions represent application of the zero-tolerance philosophy. In fact, school administrators' beliefs vary in levels of support or non-support of zero-tolerance policies and suspensions or expulsions. Either way, school suspension can be argued to negatively or positively affect students and be deemed as related to achievement within the framework of school leadership (Rausch & Skiba, 2005).

Student removal from the learning space has been studied to reveal a mostly negative influence on student learning because of the reduced amount of instructional time, and it has also been studied to reveal that increased opportunities for student learning allows for maximization of skill-building in students that allow for increased performance on standardized assessments (Noguera, 2008). However, the data is unclear as to whether or how suspensions contribute to school-wide achievement Variables that

affect school discipline are inclusive of academic achievement variables and socioeconomic variables (Rausch & Skiba, 2005). Research has consistently shown that poverty-riddled schools and communities encounter the highest rates of occurrences in which disciplinary interventions are required by administrators (Kafele, 2015).

Students who have deficits in mastering academic standards are more likely to participate in disruptive classroom behaviors, especially when issues continually recur (Ahearn, 1994). Therefore, schools that serve students with lower academic skillsets tend to have the highest rates of offenses that require disciplinary measures (Rausch & Skiba, 2005). This also means that the students who are often suspended or expelled from school are already academically behind their peers in the mastery of grade-level content (Kafele, 2015). There is data that argues that these students merely act out because of the escape factor that is provided when administrators suspend students for misbehavior, further limiting their opportunity to learn (Noguera, 2003).

The costs of discipline extend well beyond the school because dropouts impose huge costs to their states due to lost wages, higher crime rates, increased welfare expenses, and poorer health because of less education. Although there are not immediate financial costs associated with harsh disciplinary techniques in schools, the prospects of those that face them are greatly reduced (Rausch & Skiba, 2005). Some school districts still suspend students at relatively high rates, but they are now outnumbered by school districts that attempt to keep suspension rates low. Urban school districts in areas such as Los Angeles, Baltimore, Denver, Chicago, and areas in New York are producing more desirable academic outcomes with test scores and graduation rates when districts make extensive efforts to reduce exclusionary discipline methods (Townsend, 2000).

While the desire of many educators is to decrease suspension and discipline rates across America, the fear of the lack of training in restorative justice or positive behavior disciplinary measures to assist the discipline-culture of schools make it incomprehensible (Osher et al, 2010). The lack of funding or additional training and time built in the schedule make it even more difficult to try other disciplinary practices. School boards and administrators worry that financial investments in reducing discipline and suspension rates will not produce the desired results because of teacher resistance, student non-compliance, and other factors (Klar and Brewer, 2013).

There are many school factors that must be considered regarding discipline in schools. A considerable factor is the cultural divide seen in America today, specifically the disproportionate number of issues that occur in schools where students vastly live in poverty or who have very different experiences or backgrounds (Townsend, 2000). Cultural conflicts also represent a big source of discipline origins. For instance, people from the African American culture are accustomed to multi-tasking while getting things done, such as talking in more than one conversation all while studying or completing activities. Students place themselves at the mercy of authority to be penalized for their need to engage simultaneously in more than one activity and be labeled as non-compliant, insubordinate, disruptive, or ignoring directives (Townsend, 2000).

The benefits of getting an education are clear, but the research is limited on what costs are associated with non-completion or dropping out of school. Belfield & Levin (2007) averaged taxpayer losses to dropouts at nearly $210, 000 in losses over his or her working lifetime. Those costs span from around $140,000 for Hispanic females up to nearly $270,000 for Black males (Belfield & Levin, 2007). The fiscal consequences of

students failing to graduate are only a subset of social costs that the government, along with taxpayers, will experience at the federal, state, and local levels through reduced earnings, rising health problems, welfare expenses, and crime rates within the medical, human services, and criminal justice system (Rausch and Skiba, 2005).

Discipline-culture in schools is clearly a factor that profoundly affects the quality of education that school districts can provide to students. There is research that supports the idea that discipline is disproportionately administered in poor schools (Kafele, 2015). The way discipline is consistently handled creates the discipline-culture of the school. Parents, the school district, counselors, and to a greater extent, specifically teachers and school leaders, all play a role in creating a positive learning environment geared toward student success. The school leader, however, has the potential to establish, influence, and maintain the discipline-culture. The leader's influence is due in large part to his/her leadership characteristics and to what extent teachers and students are involved. This may be directly dependent on the leadership behaviors tied to both instructional and transformational leadership styles. Because of integrated leadership, school leaders have the potential to shape a positive discipline-culture in our schools and decrease the costs of discipline to society.

CHAPTER III : METHODOLOGY

The purpose of this quantitative study was to identify integrated leadership's relationship to discipline-culture and to instructional practices as reported by Mississippi secondary educators. Additionally, teachers' perspectives were analyzed overall, from high-performing schools' teachers as a group, and from low-performing schools' teachers as a group. Additionally, this study was conducted to measure the value that teachers place on principal leadership, specifically, integrated leadership.

Research Design

This research study was conducted using quantitative inquiry concepts surrounding school leadership. A survey instrument was used to investigate leadership's relationship to discipline-culture and instructional practices. Survey research is a quantitative method which poses a predetermined set of questions to a sample or group, aiming to describe or explain features of the group researched (Creswell, 2013). This study was designed to understand educator beliefs about how the dependent variables of discipline-culture and instructional practices in Mississippi secondary schools are influenced by integrated leadership, and this study employed a web-based survey. This quantitative approach to survey research was used to obtain the data needed because web-based surveys provide the ability to automatically verify and store responses online without direct communication between the researcher and respondents; additionally, the cost and ability to quickly distribute the surveys provided an advantage (Creswell 2013). Teacher perspectives on leadership in high-achieving schools as well as schools with less-accomplished statistics for school rating accountability were evaluated through this process.

The questions that guide this study are:

RQ1: According to teacher reports, is there a relationship between integrated leadership qualities (combination of transformational and instructional strategies) and discipline-culture in Mississippi secondary schools?

RQ2: According to teacher reports, is there a relationship between integrated leadership qualities and instructional practices in Mississippi secondary schools?

Participants

After securing permission from The University of Southern Mississippi Institutional Review Board and after securing school districts' consents to conduct the study from superintendents, the researcher used convenience sampling to reach participating educators. Participants were secondary teachers in Mississippi in only school districts where superintendents gave permission to collect data. Only certified Mississippi secondary teachers were asked to answer the survey questions. The sample size was 202 participants. The schools represented multiple performance levels, inclusive of A-F schools in the Mississippi Delta, the Delta Hills of Mississippi, Central Mississippi, South Central Mississippi, and Coastal Mississippi. A profile of each school is included in the results.

Instrument

The 35 question Likert item questionnaire was developed by the researcher and reviewed by a panel of experts to determine the appropriateness of content. The panel was made up of the dissertation chair and educator colleagues. The following broad areas were included in the survey with the intent of gaining information that addresses the research questions:

1. Experiences related to the influence of integrated leadership on discipline-culture.

2. Experiences related to the influence of integrated leadership on instructional practices.

3. Experiences related to the influences of integrated leadership on discipline culture or instructional practices.

4. Experiences related to the value teachers place on principal leadership

The questionnaire was comprised of general demographic information such as number of years taught in secondary schools, grades taught, number of years teaching experience, highest degree obtained, the number of years taught at current school, accountability rating, primary subject taught, etc. on items 1-7. Items 8-15 pertain to specific questions related to discipline culture. Items 16-26 consist of questions related to instructional practices, and items 27-34 consist of questions related to all variables surrounding the leader's influence on discipline-culture or instructional practices. Question 35 pertains to the value placed on leadership by teachers overall. A five-point scale ranging from strongly disagree to strongly agree was used. This format allowed for more accurate information as to how much variance between degrees of agreement and disagreement exist.

Procedures

After securing approval to conduct research from The University of Southern Mississippi Institutional Review Board (IRB), the researcher began to contact select Mississippi school superintendents with a request to grant their teachers permission to participate in the study. After securing email confirmation of superintendent approval to

conduct the study, an email containing the survey link through Qualtrics, along with informed consent documentation, was forwarded to teachers for participation , The researcher collected data from 10 school districts to obtain a diverse sample of secondary teachers from various school ratings (A-F) around the state of Mississippi for this study. Participants remained anonymous as questionnaire answers came from secured internet connection sites. The link remained open for six weeks, and all data were downloaded into SPSS and Amos after the data collection cycle.

Risks associated with participating in the study were limited. Educators did not have their identities revealed, and they reported from undisclosed internet connection sites. At all times, collected data was secured online. The data will be deleted after a period of five years.

<div align="center">Analysis</div>

The relationship between integrated leadership and discipline-culture was calculated from the combination of items 8-15 on the instrument. The relationship between instructional practices was calculated using items 16-26 on the instrument. The integrated leader's influence on instructional practices and discipline-culture was calculated with items 27-34 on the instrument. Item number 35 was used as a leadership descriptive designed to analyze the degree to which respondents valued their principal's leadership. SPSS and AMOS statistical software aided the researcher in creating a data file from the completed questionnaires.   Path analysis was used to determine the relationship that exists among integrated leadership, discipline-culture, and instructional practices. The data were not normally distributed; therefore, the researcher transformed

the variables through log-based transformation for substantial negative skewness, normalizing the distribution to fit the model for the data measured.

CHAPTER IV: RESULTS

The purpose of this study was to evaluate the relationship between integrated leadership characteristics observed by teachers and the relationship between discipline-culture and teachers' instructional practices. Specifically, this study sought to identify leadership traits that correspond with discipline-culture as reported by Mississippi secondary educators. Additionally, the purpose of this study was to determine how leadership traits influence teachers' instructional practices, as these traits align to the integrated leadership model.

The researcher created the quantitative instrument and piloted the survey prior to conducting the official research. After reviewing the questionnaire, the researcher piloted the survey at a middle and high school in a nearby district to test for reliability. Feedback from participants informed the researcher that the questionnaire was focused and easy to read. After statistical review, the researcher began the research project.

Data were officially collected through a quantitative Likert survey link to analyze the relationship between integrated leadership and discipline-culture and the relationship between integrated leadership and instructional practices. Furthermore, the value placed on leadership by teachers was measured and reflected upon through the perspectives of the teachers as a group as well as through the perspectives of high-performing (A-B) schools' teachers and low-performing (D-F) schools' teachers.

Path analysis was used as the model to determine and identify the causal relationships among the variables, as well as the paths leading from integrated leadership to discipline-culture and the path leading from integrated leadership to instructional practices. The negatively skewed results were log transformed to be entered into the final

normally distributed model. Figure 1 illustrates the path from integrated leadership to

discipline-culture and the path from integrated leadership to instructional practices. As

the exogenous variable, integrated leadership is thought to influence he endogenous

variables, discipline-culture and instructional practices.

Figure 1 Path Model for Integrated Leadership
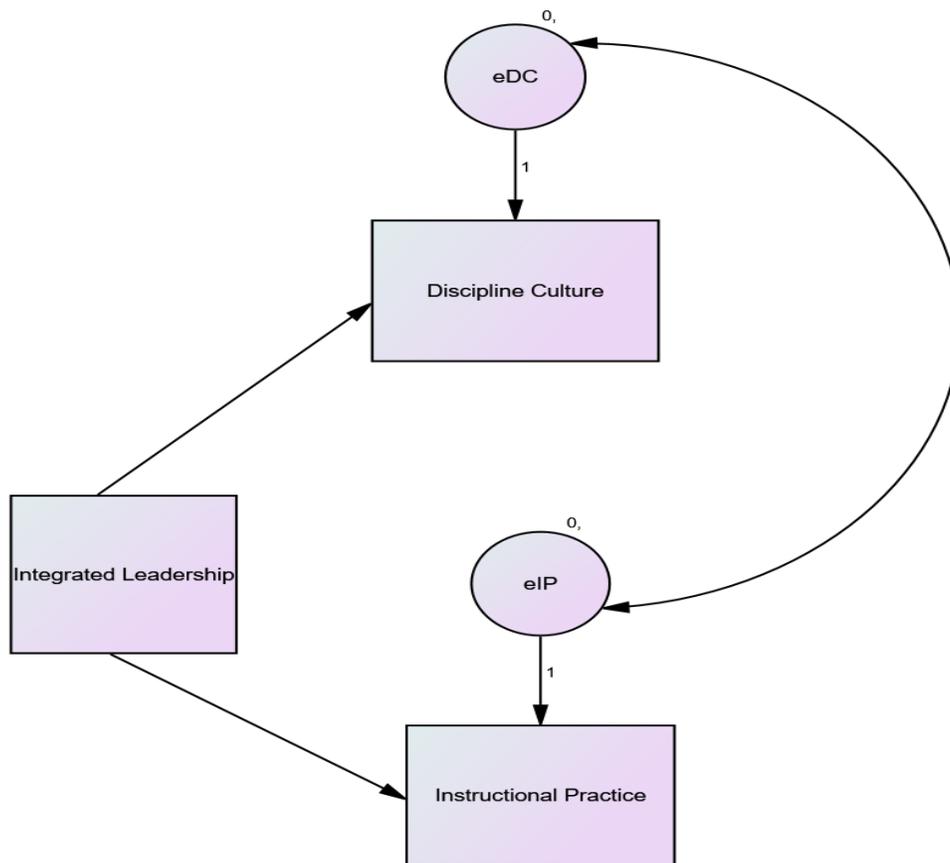
School District Profiles

    School district pseudonyms were provided based on their letter grade ranking

through the state accountability model. Participating districts include one A district, two

B districts, three C districts, three D districts, and one F district. They are identified by the

letter grade associated with the district and a corresponding sequential number which represents the number of districts for that letter grade. Identifying characteristics include student demographics, community poverty statistics, marital status of the community-at-large, average education level of community members, and the median household income of those residing within that school district. See Table 1 for the breakdown of school districts' profiles that participated in the study. Various regions of the state as well as all letter grades possible from the state's school ranking accountability model are represented in the large sample of teachers who participated in the study. The diversity of the sample helped to contribute to the variability of the data in the population and to the data to be analyzed for this research.

Table 1 School District Profiles

District Name	Location in State (MS)	% Below Poverty	% Married	% with bachelor's degree or higher	Median Income	Highest % Percent Demographic
A-1	Central MS	3%	60%	60%	80,000	64% white
B-1	Central MS	20%	44%	19%	42,000	54% white
B-2	MS Delta	31%	60%	18%	22,000	57% black

Table 1 (continued).

District Name	Location in State (MS)	% Below Poverty	% Married	% with bachelor's degree or higher	Median Income	Highest % Percent Demographic
C-1	Delta Hills	38%	35%	14%	22,000	96% black
C-2	Central MS	20%	51%	13%	32,000	55% white
C-3	MS Delta	38%	40%	12%	25,000	71% black
D-1	Delta Hills	28%	48%	14%	31,000	55% white
D-2	Central MS	38%	29%	32%	31,000	56% black
D-3	Central MS	38%	47%	16%	80,000	64% black
F-1	MS Delta	40%	38%	19%	25,000	82% black

Descriptive Statistics

The study was conducted in ten school districts within the state of Mississippi.

Only certified teachers were encouraged to participate in the research. The researcher

gained permission from all superintendents of the participating school districts via email

confirmation. The 35 question Likert scale survey was then distributed to participants via email using a Qualtrics software link. Within a six-week span, 202 participants responded to the survey. The demographic data represented in survey questions 1-7 included years of teaching experience, grade level taught, highest level of education, level of certification, years taught at current school, school's accountability rating, and subject area taught. Questions 8-15 of the survey represented integrated leadership's relationship to discipline-culture. Questions 16-26 of the survey represented integrated leadership's relationship to instructional practices. Questions 27-34 combined questions pertaining to integrated leadership's relationship to both discipline-culture and instructional practices, and question 35 measured the value that teachers placed on principal leadership.

Demographics Questions(Items 1-7)

The years of experience ranged from 0-5 years of experience, 6-10 years of experience, 11-15 years of experience, 16-20 years of experience, and teachers with over 20 years of experience. The highest frequency was 0-5 years of experience, which represented 25.2% of the participants. The smallest group had 16-20 years of teaching experience. The sample represented a diverse group of teachers with varying levels of experience. The results are illustrated in Table 2 below.

Table 2 Years of Teaching Experience

Years of Teaching Experience	Frequency	Percent
0-5	51	25.25
6-10	43	21.29
11-15	44	21.78
16-20	31	15.35
over 20	33	16.34
Missing	0	25.25
Total	202	

The response options for grade levels taught by the participants ranged between 7th and 12th grade. Teachers who taught 10th grade represented 22% of the teachers, which was the largest group. There was great demographic variety among the secondary teachers who completed the survey, and this information was reported as the second question on the survey and is in Table 3 below.

Table 3 Grade Level Taught

Grade Level Taught	Frequency	Percent
7th	32	15.92
8th	32	15.92
9th	35	17.41
10th	45	22.39
11th	38	18.91
12th	19	9.45
Missing	1	15.92
Total	202	

The level of education is represented in Table 4. The categories were bachelor's degree, master's degree, specialist's degree, and doctoral degree. The highest percentage level of education attained within the sample for this study was master's degree, which was 48.2% of the sample. Only 4.4% of the sample reported having earned a doctoral degree.

Table 4 Level of Education

Level of Education	Frequency	Percent
Bachelor's degree	74	36.82
Master's degree	97	48.26
Specialist's degree	21	10.45
Doctoral degree	9	4.48
Missing	1	
Total	202	

In the state of Mississippi, one's level of certification is commiserate with the degree or level of education attained. For example, bachelor's degree teachers carry an A license. Master's degree teachers carry an AA license. Specialist's degree teachers carry

a AAA license. Doctorate level teachers carry an AAAA license. Therefore, the results

for question four are nearly identical to the results obtained in the previous question with

nearly 50% of the teachers having an AA license. Over 98% of the responses concurred

between questions 3 and 4. Licensure and degree attained, as is intended by the state

department of education, go together. See Table 5 below.

Table 5 Level of Certification

Level of Certification	Frequency	Percent
A	72	36.55
AA	97	49.24
AAA	21	10.66
AAAA	7	3.55
Missing	5	
Total	202	

The fifth question of the survey sought to determine the length of time teachers

have served at their current school. Teachers who participated in the survey have been at

their schools for 1-3 years, 4-6 years, 7-9 years, 10-12 years, or over 12 years. Educators

move about frequently, and it is quite normal that only a low percentage of the sample have

been at the same school for over 12 years. Therefore, it is not surprising that 46% of the

teachers who participated in the study have taught at their current school for 1-3 years.

Table 6 below lists the results from the question.

Table 6 Number of Years Taught at Current School

Years Taught at Current School	Frequency	Percent
1-3 years	92	45.77
4-6 years	38	18.91
7-9 years	28	13.93
10-12 years	15	7.46
over 12 years	28	13.93
Missing	1	
Total	202	

The Mississippi Department of Education rates schools annually based on academic performance. The school districts from which teachers participated in the study represent at least one of each of the letter grades given to schools in the state, A, B, C, D or F, providing sample diversity for reporting. Mississippi school ratings are comprised whereby nearly 75% of all schools in the state lie within the B, C, or D rating range, and this data was reported on the sixth question on the survey. The data collected for this research aligned similarly with the state of Mississippi in relation to how the accountability ratings are comprised in that B, C, or D schoolteachers made up nearly 72% of the teachers participating in the study. Table 7 illustrates the total breakdown of school district rankings who participated in the research.

Table 7 School's Accountability Rating

Accountability Rating	Frequency	Percent
A	37	18.59
B	70	35.18
C	22	11.06
D	50	25.13
F	20	10.05
Missing	3	
Total	202	

The seventh question on the questionnaire revealed the primary subject area taught by responding teachers. English teachers, math teachers, science teachers, social studies teachers, and elective teachers were included in the sample. The wide variety of subjects taught by 7th, 8th, 9th, 10th, 11th, and 12th grade teachers illustrate the diversity of the sample. However, 42% of the teachers taught an elective, many of which also fall under the subject categories. Table 8 shows the percentages described.

Table 8 Subject Area Taught

Subject Area Taught	Frequency	Percent
English	37	18.32
Math	30	14.85
Science	20	9.90
Social Studies	30	14.85
Elective/Other	85	42.08
Missing	0	
Total	202	

Integrated Leadership's Relationship to Discipline-culture (Items 8-15)

Integrated leadership's role in discipline-culture characteristics were measured though questions 8-15 of the survey. Results reported illustrate integrated leadership's relationship to discipline-culture, inclusive of all participants, and reports illustrate the difference in the relationship for teachers at high-performing (A, B) school districts and low-performing (D, F) school districts. Tables 9, 10, and 11 show the corresponding betas for the relationships between integrated leadership, discipline-culture, and instructional practices in high-performing schools (A, B), in low-performing schools (D, F), and in the schools overall.

Table 9 High-Performing Results

	Estimate
Discipline-culture < Integrated Leadership	.695
Instructional practices < Integrated Leadership	.688

Table 10 Low-Performing Results

	Estimate
Discipline-culture < Integrated Leadership	.760
Instructional practices < Integrated Leadership	. 766

Table 11 Overall Results

	Estimate
Instructional practices< Integrated Leadership	.719
Discipline-culture < Integrated Leadership	.711

The overall results of integrated leadership's relationship to discipline-culture yielded (β= .719, p<.001), reflecting a significant relationship. Integrated leadership was shown to be related to a school's discipline-culture. The Chi-square results χ^2 (1, N= 9) = 109.716, p<.001, show yet another significant relationship through a different test for comparison. In high-performing school districts, integrated leadership's role in discipline-culture yielded (β= .695 p< .001), demonstrating another significant relationship. At low-performing schools, leadership's relationship to discipline-culture (β= .760, p< .001), showed yet another significant relationship. In all variables in the study, integrated leadership is illustrated to have a relationship to discipline-culture.

Integrated Leadership's Relationship to Instructional Practices (Items 16-26)

Integrated leadership's relationship to instructional practices was measured through questions 16-26 on the survey. Results showed that integrated leadership's relationship to instructional practices is significant overall and the relationship differed at high-performing (A, B) school districts and at low-performing (D, F) school districts. The overall results of integrated leadership's relationship to instructional practices yielded (β= 711, p<.001), indicating a significant relationship. Integrated leadership shows to have a relationship to teacher's instructional practices.

The Chi-square results χ^2 (1, N= 9) = 109.716, p<.001, show yet another significant relationship through a different test for comparison. In high-performing school districts,

52

integrated leadership's relationship to instructional practices yielded (β =.688. $p<.001$) reflecting a significant relationship. At low-performing schools, leadership's relationship to instructional practices scored (β= .766, $p<.001$), c indicating yet another significant relationship. In all areas of this research, integrated leadership is illustrated to have a relationship to instructional practices.

Integrated Leadership's Role in Discipline-culture and Instructional Practices (Items 27-34)

Integrated leadership's relationship to both discipline-culture and instructional practices was further measured through questions 27-34 of the survey. Results are reported about integrated leadership's overall relationship to discipline-culture and instructional practices at high-performing (A, B) school districts and at low-performing (D, F) school districts above in Tables 9, 10, and 11 and correspond with the data presented from items 8-26 above, as the questions in this section pertain to both discipline-culture and instructional practices. Integrated leadership's role in discipline-culture and instructional practices consistently correlates, and there was no significant difference in the coefficients between high and low-performing schools.

The Value of Leadership from Teachers' Perspectives (Item 35)

The value placed on leadership by teachers is measured by question 35 on the questionnaire. Table 12 notes the degree to which teachers strongly disagree versus strongly agree about the value placed on leadership by all teacher participants.

Table 12 Q35 I value the principal's leadership

Integrated Leadership Value

Table 12 (continued).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	3.0	3.0	3.0
	Disagree	2	1.0	1.0	4.0
	Somewhat disagree	4	2.0	2.0	6.0
	Neither agree nor disagree	6	3.0	3.0	9.0
	Somewhat agree	7	3.5	3.5	12.5
	Agree	49	24.3	24.5	37.0
	Strongly agree	126	62.4	63.0	100.0
	Total	200	99.0	100.0	
Missing	System	2	1.0		
Total		202	100.0		

Table 13 illustrates the difference in the value placed on principal leadership in
both high-performing (A, B) districts and in low-performing (D, F) districts. Over 60%
of all teachers who participated in the study strongly agree that they value their
principal's leadership. See Table 13 below for the breakdown of responses.

Table 13

Integrated Leadership * Grade Rating H&L Crosstabulation

			Grade Rating H/L		
			High	Low	Total
Integrated Leadership	Strongly disagree	Count	4	1	5
		% of Total	2.3%	0.6%	2.8%
	Disagree	Count	2	0	2
		% of Total	1.1%	0.0%	1.1%
	Somewhat disagree	Count	2	1	3
		% of Total	1.1%	0.6%	1.7%

Table 13 (continued)

	Neither agree nor disagree	Count	4	1	5
		% of Total	2.3%	0.6%	2.8%
	Somewhat agree	Count	5	2	7
		% of Total	2.8%	1.1%	4.0%
	Agree	Count	27	17	44
		% of Total	15.3%	9.7%	25.0%
	Strongly agree	Count	62	48	110
		% of Total	35.2%	27.3%	62.5%
Total		Count	106	70	176
		% of Total	60.2%	39.8%	100.0%

Summary

Descriptive and statistical data about teachers' perceptions on integrated leadership's relationship to discipline-culture and instructional practices is reflected in the data collected for this study. The 202 teacher participants from ten districts throughout the state of Mississippi who participated in this study provide a wide range of experience and expertise. Overall, an overwhelmingly high percentage of teachers value their principal's leadership, and it was determined that teachers at high-performing schools value leadership nearly 15% higher rate than teachers do at low-performing schools. There were significant relationships in the variables addressed in each of the research questions:

RQ1: According to teacher reports, is there a relationship between integrated leadership qualities (combination of transformational and instructional strategies) and discipline-culture in Mississippi secondary schools?

RQ2: According to teacher reports, is there a relationship between integrated leadership qualities and instructional practices in Mississippi secondary schools?

Path analysis was used to determine the relationship between integrated leadership qualities and discipline-culture as well as the relationship between integrated leadership qualities and teachers' instructional practices in Mississippi secondary schools.

CHAPTER V: DISCUSSION

Introduction

This study sought to evaluate the relationship between integrated leadership characteristics and its relationship to discipline-culture and teachers' instructional practices. Specifically, this study sought to identify leadership traits that affect discipline-culture as reported by Mississippi secondary educators. Additionally, the purpose of this study was to determine how leadership traits influence teachers' instructional practices, as these traits align to the integrated leadership model This study sought to provide information about discipline-culture as an ideology, instructional practices, and their relationship to integrated leadership.

Ten public school district superintendents gave permission to their 7th-12th grade teachers to participate in the study. The value teachers placed on leadership was measured and reflected upon through the perspectives of the teachers as a group, as well as analyzed separately for high-performing A-B) schools' teachers results, and for low-performing (D-F) schools' teachers results. No teachers from agricultural, trade, charter, non-traditional, or private schools were included in the study. Even so, the researcher believes that perspectives surrounding integrated leadership influence discipline-culture and instructional practices, and this perspective resonates with teachers, regarding how teachers view leadership and the school environment that leadership creates.

Path analysis was used as the model to determine and identify the causal relationships among the variables as well as the paths leading from integrated leadership to discipline-culture and from integrated leadership to instructional practices. The negatively skewed results were log transformed to be entered into the final normally

57

distributed model. The researcher highlights the fact that integrated leadership, a combination of transformational and instructional leadership, influences a school's discipline-culture, the way discipline is handled daily by teachers and administrators, as well as influences the instructional practices that teachers use in their efforts to educate students. Teachers are the greatest contributors in raising student achievement (Day et al, 2016), but the principal plays a crucial role in establishing a discipline-culture whereby students are willing to be educated and disciplined, and whereby teachers are willing to try various instructional strategies to reach all types of learners (Printy et al, 2009)

Discussion

Data were collected using a 35 question Likert survey from 202 7th-12th grade public school teachers from various parts of the state of Mississippi. The relationships among integrated leadGriership, discipline-culture, and instructional practices were examined. Research was conducted and the research questions were assessed, ultimately, through path analysis, illustrating significant relationships between both integrated leadership and discipline-culture and between integrated leadership and instructional practices. Additionally, it was found that an overwhelming percentage of teachers value the leadership of their principal. It should be further noted that teachers at high-performing schools strongly agree or agreed that they valued leadership at rates nearly 15% higher than teachers did at low-performing schools.

The data collected in this study clearly suggest that integrated leadership is related to discipline-culture. Therefore, leaders should aim to establish a good discipline-culture throughout the school while simultaneously supporting teachers in their efforts to improve instructional practices. Teachers' views play a huge role in establishing a good

learning environment for staff and students. Interaction and relationships are essential in creating a prime environment for learning to occur (Marks & Printy, 2003). Principals can preserve the learning environment with proactive disciplinary techniques that influence the daily occurrences at schools, and teachers can be coached to improve instructional practices. Moreover, leadership plays the most important role in controlling the temperament of a school (Valentine and Prater, 2011). Integrated leadership provides avenues to achieve these goals in our nation's schools (Printy et al, 2009).

Data analysis from this study shows a significant relationship between integrated leadership and discipline-culture; this leads the researcher to propose that when teachers feel supported in getting student behavior issues corrected, they also feel much better about their ability to be productive in school settings, making it a much more attainable task to improve instructionally. The data also suggests that teachers may be happier on the job, which improves collaboration and trust among staff, which makes it easier to push employees to new and higher levels of productivity(Bogler, 2001). Through the combination of transformational and instructional practices, integrated leadership is the appears to be the best option for today's principals. Marks and Printy (2003) first noted integrated leadership.

The hypothesis and observations made by the researcher were supported by significant relationships illustrated by the data. Kafele (2015) notes that teachers believe how principals deal with disciplinary issues affect the relationship between the teacher and administrator, so it is logical to interpret that this also affects teachers' ability to utilize various instructional practices, especially those introduced by the administrator.

The discipline-culture created by the leader will undoubtedly help or hurt a school's

chance to be successful or not (Barth, 2002).

The diversity of the sample was very representative of Mississippi's makeup of

teachers, inclusive of ten districts located throughout the state. Regions participating in

the research included the Mississippi Delta, the North Delta hills, Central Mississippi,

West Central Mississippi, South Central Mississippi, and Coastal Mississippi. There was

one A district, two B districts, three C districts, three D districts, and one F district.

Mississippi's school rankings place nearly 75% of all schools within the B, C, or D range,

and this study was representative with nearly 72% of the participating responses falling

within those letter grades, closely aligned with the state model percentages.

Conclusions

The findings from this study illustrate a significant relationship between

integrated leadership and discipline-culture as interpreted by teacher responses. Teachers

appear to believe that the principal plays a crucial role in establishing an environment

conducive for teaching and learning. Teachers may also want to have some leeway to

handle minor discipline issues in the classroom, knowing that when the problem becomes

too much of a distraction, administrators will support them by handing disciplinary

consequences or at least by taking steps to alleviate further and reoccurring issues in the

classroom (Boyd, 2012). These results further suggest that visibility and interactivity are

crucial tenets for leaders to establish in order to maintain the proper temperament of

students and staff within a discipline-culture that feeds into overall school success.

Schools that have good coordination between administrators and teachers tend to have

fewer disciplinary issues (Williams, 2009).

High-performing schools are often perceived as tougher on discipline than low-performing schools (Kafele, 2015). As the numbers often portray, many low-performing schools have higher discipline rates. The data collected for this study suggest that teachers at high-performing schools rate the role of leadership higher than teachers at low-performing schools. This gives the researcher reason to believe that the leader's role in discipline-culture is a direct influence on the perceptions of teachers. Slavin (2009) asserts that discipline's aim is to prevent or reduce behavioral issues. According to rated data obtained in this study, a higher percentage of teachers at high-performing schools believe that leadership is related to discipline-culture than at low- performing schools. Key ingredients for providing staff and students with a positive environment center around firmness, fairness, and consistency, while requiring all to meet expectations (Boyd, 2012). Keeping discipline issues to a minimum becomes a part of the shared vision at the school, as teaching and learning become the priority and focus (Bear, 2010).

Low-performing schools often have the least stability in leadership for various reasons, and discipline-culture changes every time a new leader is brought in (Noguera, 2008). Subsequently, teachers become frustrated with job expectancies and sometimes leave the profession (Leithwood & Riehl, 2003). Continual misbehavior jeopardizes the opportunities to teach and to learn at higher levels, and the harm from frequent leadership changes take time to repair (Liu, 2013). The data collected for this study suggests that teachers strongly agree that leadership influences discipline-culture, and teachers may become frustrated when they spend excessive amounts of time handling disciplinary and behavioral issues at schools. Marzano, Walters, & McNulty (2005) recognized discipline

as one of the top responsibilities of school leaders that hold a significant effect size when implemented consistently.

Consistent with Valentine and Prater's (2011) assertion that principals can use their leadership skills to enhance the instructional practices of teachers, the findings illustrate a significant relationship between integrated leadership and instructional practices based on teacher responses. Teachers seem to believe that administrators play a crucial role in establishing an environment conducive for teaching and learning. These data imply that teachers may want to implement instructional strategies to improve student achievement. Principals should consider employing school-wide initiatives coupled with appropriate professional development opportunities to staff members, as the instructional leaders of schools.

Findings from the study show that teachers see a relationship between integrated leadership and instructional practices. This idea could imply that some teachers may desire to grow in the field and to develop instructional practices in a flourishing environment that promotes teacher and student success at high levels. The integrated leader's challenge is to motivate staff and students to go beyond measure in both the teaching and learning arenas within the school environment (Marks & Printy, 2006). Integrated leadership's combination of transformational and instructional leadership calls for motivation from teachers and students in maintaining discipline-culture, while providing instructional input from principals to improve the instructional practices of teachers (Printy et al, 2009).

The findings from this study suggest that high-performing schools' teachers see leadership as related to instructional practices may be connected to the perception that

high-performing schools have better teaching environments for educators than are thought to be in low-performing schools. Because of the higher rates of student achievement at these schools, it is often perceived that these schools have better students. The researcher proposes that integrated leadership directly influences the instructional practices that teachers use in their classrooms, and that this is the by-product of leadership instead of teacher or student capability. Better instructional practices from teachers lead to better student achievement for students.

According to the data, findings show that high-performing schools' teachers report, at a higher rate, that leadership is related to instructional practices than the low-performing schools' teachers do Leadership is routinely noted to play the second-most important role, next to classroom teaching, in raising student achievement at schools (Leithwood & Reihl, 2003). Contributing factors such as lower discipline rates, lower poverty rates, and fewer at-risk students allow teachers to implement instructional practices better to help more students perform at higher levels. Thus, teaching and learning appear to be the priority at high-performing schools (Rausch & Skiba, 2005).

Low-performing schoolteachers rated leadership as important but not as important as did high-performing schoolteachers. It is possible that low-performing schools have the least stability in leadership. .Therefore, instructional practices focus changes every time a new leader is brought in. Different school-wide initiatives are brought forward, different ideas for what is believed to be important for school improvement are implemented, and different instructional practices are encouraged each time leadership changes. Teachers who remain in the system, seeing the constant changes in administration, become less dependent on leadership for instructional guidance, and in

frustration, they just teach the best way they know how (Meister, 2010). The integrated

leadership model of leadership promotes a structured environment with a focus on

improving instructional practices (Drysdale et al, 2009).

This study supports that integrated leadership is related to teachers' instructional

practices, and Price's (2012) research complements the data by highlighting the

importance of leaders creating a trusting environment for educators. Secondary teachers

are often confident in their content knowledge, and because of this, they often do not

adapt quickly to changes in instructional practices. Furthermore, this shuffling of

leadership in low-performing schools can stifle the growth of teachers and students.

Effective principals, however, tend to bring out the best in teachers and students (Blasé &

Kirby, 2008).

Limitations

A imitation of this study was the small number of questions on the questionnaire

as well as the number of participants in the study. The researcher included only 35

questions on the instrument to conserve participants' time, but, as considered in

retrospect, a lengthier survey could have provided even more data because all

respondents completed the survey in near totality. This tells the researcher that a few

more questions to gather more data would have been possible. There were over 200

participants in the research, but, naturally, more respondents would have made the data

even richer.

The study was also limited because discipline-culture is not yet widely used

terminology and was coined by the researcher. Therefore, the definition and ideology

behind discipline-culture is not yet nationally known, leaving the door open for more

research. Discipline-culture, the way discipline is handled daily by teachers and administrators in school settings, goes deeper than just administering discipline. It involves the daily system of discipline, the conversations that take place, the consequences of actions, the involvement of parents, the alternatives provided, and, ultimately, the character of the leader and teachers who implement disciplinary decisions. Discipline-culture, undoubtedly, feeds directly into the overall success of the school.

The results of this study were also limited by the researcher's use of only Mississippi secondary school teachers, limiting the results to only this state. The use of teachers from other states could enrich the results and provide comparisons on ideology versus demographics. Another limitation is that, although a district may have been A-rated, there still may be schools within the district that are not rated an A. The study is further limited because no private, agricultural, non-traditional, or charter schoolteachers participated in the research. Therefore, the experiences and observations of those teachers are not noted in this research. Although the results are only inclusive of Mississippi's public secondary teachers from various regions of the state, the findings from the study closes some of the existing gap in literature to help school leaders and teachers discover integrated leadership techniques that affect discipline-culture and instructional practices.

<center>Recommendations for Policy and Practice</center>

This study focused on integrated leadership's relationship to discipline-culture and integrated leadership's relationship to instructional practices, complemented with a value measurement on leadership by certified secondary Mississippi public school teachers. Whereas the researcher found all results to be significant, focus should be

<center>65</center>

placed on the incorporation of integrated leadership techniques within select schools with an emphasis on discipline-culture and instructional practices. Instructional leadership is most effective in helping teachers improve instructional practices, but transformational leadership is valued because of its ability to help teachers see the relationship between leadership, discipline-culture, and instructional practices, getting staff to go beyond the scope of duty to influence learning (Geijsel et al, 2003). Integrated leadership synthesizes instructional and transformational leadership qualities (Printy et al, 2009) to meet the needs of today's teachers and leaders.

The findings from this study suggest that teachers place significant value on leadership, and this is to be considered when moving teachers toward a feeling of security and purpose. This type of support may ease educators' minds about the teaching and learning process. School leaders must take note of the fact that teacher willingness to implement instructional practices is affected by the discipline-culture established (Williams, 2009). All decisions that leaders make affect discipline-culture and instructional practices (Shatzer et al, 2013), and it is essential for principals and policy makers to understand the relationship of their decisions involving disciplinary matters to how those choices affect the instructional practices that are employed in secondary schools.

According to the data collected in this research, which shows that teachers largely value leadership, principals may want to consider attempting to understand the relationship between integrated leadership and discipline-culture and the relationship between integrated leadership and instructional practices to maximize their effect on the learning environments in which they are charged with leading. Teachers may be able to

determine what type of leader they want to work for and in what type of school they want to work because of the data collected and presented with this research. School leaders can use this information to influence how they use their role to influence every aspect of the school environment. Forming a team approach in the establishment of discipline-culture and instructional practice processes creates a more engaging environment for teachers to be productive (Kibet, 2012).

The results from the study indicate a significant relationship between integrated leadership and discipline-culture; therefore, teacher-leaders may be able to better understand their role in cultivating a positive discipline-culture, as well as their role in how to implement instructional practices at higher levels, more consistently, when leaders cultivate an optimistic learning environment for both teachers and students (McGuigan & Hoy, 2006). Overall, teachers want and expect principals to be involved in every aspect of the school environment, from motivating teachers and students to conduct themselves appropriately more often than not, to introducing and training staff to implement instructional practices that produce student growth, and to challenge educators to become better teachers. While teachers have the biggest influence on student achievement, leadership has the biggest influence on teacher motivation to improve instructional practices (Louis et al, 2009). The researcher notes that, similarly, the data collected for this research agrees with the value teachers placed on leadership. Further analysis of the results could yield findings that prompt leaders to take a closer look at how policies and procedures can be reinvented, reorganized, or re-envisioned to produce better learning environments for better-equipped teachers.

Implications for Future Research

More research is needed to determine ways for integrated leaders to directly influence discipline-culture and teachers' instructional practices. The significant findings related to all variables in this study warrant more in-depth research and analysis. Marzano's et al. (2005) study indicates that teachers get enjoyment from collaborating with administrators. Teamwork among the administrative team and teachers is essential to create optimal learning opportunities for students (Drysdale, Goode, & Gurr, 2009). Therefore, this study's significance in the relationships measured supports the need for more research on discipline-culture and instructional practices, in relation to the integrated leadership model. A gap in literature still exists on how principal support with student discipline affects schools, but a narrower focus in this area could be beneficial to teachers, principals, superintendents, aspiring administrators, and any other school entities. The data collected supports this suggestion because teachers were shown to believe that is a relationship between integrated leadership and discipline-culture exists.

There is much research about the role and effect of principal leadership on instructional practices but not much research on how both discipline-culture and instructional practices can be affected simultaneously through the integrated leadership model. Furthermore, the fact that high-performing schoolteachers placed a higher value on integrated leadership's relationship to both discipline-culture and instructional practices, as well as placed a higher value on principal leadership, is worth more research. Defining a school's collective moral purpose can help leaders garner support for reaching school goals (Fullan, 2004), and the integrated leadership model allows

leaders to engrain and embed their influence on both discipline-culture and instructional practices (Marks & Printy, 2009).

The researcher could further analyze the relationship between discipline-culture and instructional practices, exclusive of integrated leadership as well. Other modes of leadership could be measured for effectiveness in relation to discipline-culture and instructional practices through further research. It could also be determined if discipline-culture influences instructional practices or if instructional practices influence discipline-culture. In contrast, this research could also be done with further analysis of the data already collected if integrated leadership characteristics remain the exogenous variable. Discipline-culture and instructional practices' relationships to one another were not measured in this research but remains open for further analysis in the future.

The significant findings illustrated through the collection of data in all areas measured, and the fact one of the areas of research has a gap in literature, suggests that further research is necessary to hone in on specifics that explore why there is a relationship between integrated leadership and both discipline-culture and instructional practices. Furthermore, it would then need to be determined if there is a relationship between discipline-culture and instructional practices, and the relative size of that influence. Further studies could also be done in multiple states to provide inconclusive consistency in reporting. Further research conducted qualitatively could enrich the data because the researcher would gain quotes, words, and terminology used by teachers, through interviews, to describe their perspectives on leadership, discipline-culture, and instructional practices. Moreover, there are quite a few directions in which the researcher

69

could narrow or, perhaps, broaden the scope of the knowledge attained for further implications.

Summary

The findings from this study suggest a significant relationship exists among integrated leadership, discipline-culture, and instructional practices. This information may indicate that the success or failure of schools can be a result of the principal's ability to guide the direction of students and teachers in creating an environment whereby teachers and students flourish. It is the obligation of the principal to provide a school environment that is inclusive of a positive discipline-culture whereby teachers and administrators handle discipline collaboratively, and in a manner that detracts and minimizes repetitive occurrences, providing more time and opportunity for teachers to implement various instructional practices (Printy et al, 2009). Administrators cannot allow discipline issues to be a distraction to the implementation of instructional practices for teachers, and the data collected for this study show that teachers link leadership to both discipline-culture and instructional practices. Therefore, principals should exhibit, model, and provide information about how to implement instructional practices, as well as why the practices benefit students on a regular, continual basis, to teachers. Moreover, teachers must feel supported in a trusting environment before they try different instructional practices or engage in school-wide instructional initiatives to boost student achievement (Kafele, 2015).

In addressing the two research questions investigated in this study, the results show that there is a significant relationship between integrated leadership and discipline-culture and between integrated leadership and instructional practices. Teachers rely

heavily on their administrators, and leaders must constantly reinvent ways to maintain a positive discipline-culture as well as to influence teachers' instructional practices to keep up with the everchanging students of today. The leader's role in creating such an environment is essential. Research concludes overwhelmingly that the teacher has the biggest influence on student achievement, but leadership creates the environment in which more teachers can thrive (Noguera, 2003).

Based on the finding that high-performing schools' teachers, overall, place a greater importance on the leader's influence on discipline-culture and instructional practices, one may conclude that teachers see the results in the form of higher accountability ratings at their schools, whereas teachers at low-performing schools do not often get to see the results rise unless stability is maintained for a period of time. Even so, both groups highly regard the leader's role in these areas. Various factors play into what makes schools high-performing or low-performing, and this is reason for teachers and administrators to work together to identify ways to directly implement integrated leadership concepts that influence discipline-culture and instructional practices. These positive learning environments produce teacher and student success. According to the data collected for this research, discipline-culture, positive or negative, contributes to teachers' successful or unsuccessful use of instructional practices in the nation's schools.

Discipline-culture and Instructional Practices Questionnaire

○ **Start of Block: Default Question Block**

Q1 How many years of teaching experience do you have in secondary schools?

○ 0-5 (1)

○ 6-10 (2)

○ 11-15 (3)

○ 16-20 (4)

○ over 20 (5)

Q2 What is the primary grade you teach?

○ 7th (1)

○ 8th (2)

○ 9th (3)

○ 10th (4)

○ 11th (5)

○ 12th (6)

Q3 What is your highest level of education completed?

○ Bachelor's degree (1)

○ Master's degree (2)

○ Specialist's degree (3)

○ Doctoral degree (4)

Q4 What is your level of certification?

○ A (1)

○ AA (2)

○ AAA (3)

○ AAAA (4)

Q5 Including 2018-19, how many years have you taught at your current school?

○ 1-3 years (1)

○ 4-6 years (2)

○ 7-9 years (3)

○ 10-12 years (4)

○ over 12 years (5)

Q6 What is your school's accountability rating?

○ A (1)

○ B (2)

○ C (3)

○ D (4)

○ F (5)

Q7 What is the primary subject area you currently teach?

○ English (1)

○ Math (2)

○ Science (3)

○ Social Studies (4)

○ Elective/Other (5)

Q8 The principal handles discipline referrals in a timely manner.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q9 I handle discipline issues in the classroom.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q10 The principal disciplines students adequately when I write referrals on students.

   ○ Strongly agree (1)

   ○ Somewhat agree (2)

   ○ Neither agree nor disagree (3)

   ○ Somewhat disagree (4)

   ○ Strongly disagree (5)

Q11 I work in an environment that is safe for learning.

   ○ Strongly agree (1)

   ○ Somewhat agree (2)

   ○ Neither agree nor disagree (3)

   ○ Somewhat disagree (4)

   ○ Strongly disagree (5)

Q12 Major discipline infractions at my school have decreased.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q13 The principal usually has positive interactions with students.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q14 Teachers usually have positive interactions with students.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q15 The overall culture at my school is more positive than negative.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q16 The principal has a mostly positive influence on instructional practices at my school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q17 The principal usually visits classrooms only to do formal evaluations.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q18 The principal ensures that teachers are provided meaningful professional development opportunities.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q19 The principal ensures that teachers participate in professional learning communities within the school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q20 The principal ensures expectations for classroom performance are maintained throughout the school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q21 I attempt to meet the instructional expectations of the principal.

○ Strongly agree (1)

○ Agree (2)

○ Somewhat agree (3)

○ Neither agree nor disagree (4)

○ Somewhat disagree (5)

○ Disagree (6)

○ Strongly disagree (7)

Q22 Bell-to-bell instruction is important at my school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q23 The principal gives individual feedback to me about instructional practices.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q24 I am expected to implement school-wide instructional practices.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q25 The principal is the instructional leader at my school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q26 The principal's impact on instructional practices is mostly positive.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q27 The principal's impact on discipline is mostly positive.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q28 The principal rarely emphasizes instructional practices at my school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q29 The principal controls disciplinary actions at the school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q30 Most students respect the principal.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q31 The principal usually listens to teachers' suggestions about improving the school.

◯ Strongly agree (1)

◯ Somewhat agree (2)

◯ Neither agree nor disagree (3)

◯ Somewhat disagree (4)

◯ Strongly disagree (5)

Q32 The principal disciplines students when teachers write referrals.

◯ Strongly agree (1)

◯ Somewhat agree (2)

◯ Neither agree nor disagree (3)

◯ Somewhat disagree (4)

◯ Strongly disagree (5)

Q33 The principal encourages teachers to use new instructional strategies.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q34 The principal expects teachers to be leaders in the school.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Q35 I value the principal's leadership.

○ Strongly agree (1)

○ Somewhat agree (2)

○ Neither agree nor disagree (3)

○ Somewhat disagree (4)

○ Strongly disagree (5)

Tue 5/7/2019 4:08 PM

- Joe Griffin.

- Kyna Shelley.

- Sue Fayard.

- Michaela Donohue

NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below has been reviewed by The University of Southern Mississippi

Institutional Review Board in accordance with Federal Drug Administration regulations

(21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part

46), and University Policy to ensure:

- The risks to subjects are minimized and reasonable in relation to the

  anticipated benefits.

- The selection of subjects is equitable.

- Informed consent is adequate and appropriately documented.

- Where appropriate, the research plan makes adequate provisions for

  monitoring the data collected to ensure the safety of the subjects.

- Where appropriate, there are adequate provisions to protect the privacy of

  subjects and to maintain the confidentiality of all data.

- Appropriate additional safeguards have been included to protect

  vulnerable subjects.

- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.

- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-19-179

PROJECT TITLE: Discipline-culture and Instructional Practices: A Leader's Role

SCHOOL/PROGRAM: School of Education, Educational Research and Admin

RESEARCHER(S): Joe Griffin, Kyna Shelley

IRB COMMITTEE ACTION: Exempt

CATEGORY: Exempt

Category 1. Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

APPROVED STARTING: May 7, 2019

Donald Sacco, Ph.D.

Ellis, Cederick <ellisc@mccomb.k12.ms.us>
Thu 9/19/2019 5:07 PM

- Joe Griffin;
- James Brown <brownj@mccomb.k12.ms.us>;
- Robert Lamkin lamkinr@mccomb.k12.ms.us
-
- Joe,

We will assist you in your dissertation research. I have copied Mr. James Brown, Junior High School Principal, and Mr. Robert Lamkin, High School Principal. Please contact them regarding distribution of the link.

Much Success!!

On Thu, Sep 19, 2019, 2:28 PM Joe Griffin <Joe.Griffin@usm.edu> wrote:
Hello, Superintendent Ellis!   I, Joe Griffin, am a doctoral candidate at the University of Southern Mississippi, and with your permission, I would like to conduct doctoral research with your 7th-12th grade teachers about the leader's role in discipline-culture and instructional practices. I have attached the informed consent letter and informed consent form; I have also included a copy of my Institutional Review Board permission to conduct research below. Please let me know if this is approved to move forward with. This email and survey link below can be forwarded to your teachers for anonymous responses. If you cannot click on the link, please paste it into the address bar for completion. Thank you so much for your help.

https://usmuw.co1.qualtrics.com/jfe/form/SV_4N6cFSuOpcpJiYd

Sincerely,

Joe Griffin, Ed.S.
University of Southern Mississippi.

    P.S. I am currently principal at Moss Point High School.

APPENDIX D—PARTICIPANT COVER LETTER

11059 Lamey Bridge Road
D'Iberville, MS 39540

September 15, 2019

Dear Participant:

I am conducting doctoral research to complete my studies at the University of Southern Mississippi. You are being asked to participate in a study about leadership behaviors, according to teachers. Participation on your behalf is completely voluntary and only involves answering the web-based, anonymous questionnaire that is attached to this email. Only teachers from Mississippi secondary schools in A-F-rated schools have been asked to participate in the research. Answering the questions should take less than 20 minutes of your valuable time.

Information provided will remain anonymous and confidential. You will not be asked to give any identifying information, and there is little to no risk associated with your participation. Furthermore, you are free to withdraw your participation at any time without penalty.

Once you complete the questionnaire, please submit your responses. The results of the research will be released at an appropriate professional development conference and published in an appropriate educational journal. These results may add to the understanding of leadership influence among practicing principals. Otherwise, if you have questions or would like to learn the results of this study, you may contact me, Joe Griffin, at joe.griffin@usm.edu.

Thank you for your participation. What is learned through this study has the potential to improve leadership practices across the state of Mississippi as well as the nation. Therefore, your responses are very valuable.

By returning the attached questionnaire, you are indicating your consent to participate in this study.

Sincerely,

Joe Griffin

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