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The Impact of Organizational Citizenship and School Culture and Climate Behaviors of Small Elementary School Principals

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The Impact of Organizational Citizenship Behaviors and School Culture and Climate of Small Elementary School Principals

A Dissertation by

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In memory of my soulmate and husband, Russell (Rusty) Fayter, I dedicate this book to thee.

ABSTRACT

The Impact of Organizational Citizenship and School Culture and Climate Behaviors of Small Elementary School Principals

by Teresa Cowan-Fayter

Purpose: The purpose of this mixed methods study was to determine whether there was a relationship between the small school elementary principal organizational citizenship behaviors (OCBs) as measured by the Principal School OCB Survey and the student academic achievement on the California Assessment of Student Performance and Progress (CAASPP) in California small school districts. An additional purpose was to determine how small school elementary principals identify and describe the impact of their personal behaviors on school culture and climate.

Methodology: This is a mixed methods study. Archival data were collected from the California Department of Education (CDE) Dashboard, and additional data were collected from the Principal School OCB Survey for comparison analysis. In addition, qualitative data were collected by conducting in-depth interviews with 12 principals of rural small schools. In particular, the study focused on the variables of organizational citizenship behaviors and student achievement in two groups: principals and students in small elementary school districts in California.

Findings: This study identified the personal behaviors (as delineated by the elements of OCB) of small school elementary principals and their impact of trust and courtesy on student achievement. In addition, the study looked at decision-making, openness, risk-taking, and altruism and the impact they have in school culture and climate on student achievement. The study also sought to understand the degree to which principals'

perceptions regarding trust, courtesy, decision-making, openness, risk-taking, and altruism help to create a strong, cohesive culture and climate.

Conclusions: The study concluded that principals' organizational citizenship behaviors in relation to school culture and climate could have a profound impact on the school environment and academic achievement.

Recommendations: It is recommended that a replication study be conducted using a secondary panel of principals with the same criteria to examine the representation of high school principals. It is also recommended to conduct a qualitative study to explore the personal behaviors of principals in elementary schools in California who came from different countries. Their perceptions and attitudes toward this construct may provide interesting viewpoints.

Keywords: organizational citizenship behaviors, school culture and climate, California Department of Education (CDE).

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CHAPTER I: INTRODUCTION

According to the U.S. Department of Education (n.d.), the total number of students in average daily attendance in small school districts served by the local educational agency is fewer than 600. The California Department of Education (CDE, n.d.) defines a small school district as having between 101 and 2,500 students. The California definition of small schools will be used for this study.

California has 363 school districts (1,426 schools and 337,251 students) categorized as small school districts by NCES (Vincent, 2018). Currently, these schools are comprised of 101–2,500 students, and they face several issues relating to their current facilities, the age of their buildings, a lack of modern technology, and a lack of energy efficiency and environmental considerations, which can increase district costs. These problems are well known to small districts but often are more apparent because they are often described as having lower bonding capacities to raise funds (Vincent, 2018).

Often, within small school districts, education receives moderate federal attention. Federal education initiatives and grant programs, such as Race to the Top and Promise Neighborhoods, include specifics based on small communities and education priorities. Therefore, the essential needs not being met are retaining and recruiting teachers (generally cannot offer competitive salaries), education technology, and teacher evaluations (Versland, 2013; Vincent, 2018). Another prominent problem is that the administrative staff is very small, which potentially requires the principals to play a larger role in financing and managing facilities and construction projects that goes beyond their field of training (Lamkin, 2006).

The hope of small school districts is that some middle ground is gained between standards-based reform and small school improvement efforts. Equally important is that the reform movement has reached almost every state. A thousand schools led in public education transformation and reform are implementing a sustaining network of equitable, challenging schools guided by principals who are learning to use their minds well and understanding that less is more. It is also important to realize that all goals apply to all students, and decency, trust, and commitment apply to the entire school, which is dedicated to learning and teaching (La Prad, 2015).

Equally important is the principal turnover rate, which is relatively high in small school districts. The role of principal is vital with respect to the total performance of the school because the position is crucial to addressing tasks and changes of a fluctuating nature (Federici & Skaalvik, 2011). The turnover rate presents a challenge for small schools in hiring qualified staff to work with students and communities to improve retention rates within elementary schools. The essential challenge of education lies not only in the high turnover rate of educators but also in the studies of poverty's influence in the small school setting and finding ways to best shed light on how to improve closing the achievement gaps in small elementary schools (Best & Cohen, 2014).

In addition, principal effectiveness is essential to student achievement and building relationships that are central to understanding the most important factors that contribute to the efficient and effective day-to-day operations of a school (Burns & Carpenter, 2008). Thus, for every child to succeed, the task of education lies not only in improving the performance of principals but also in the cultivation of school culture,

behavior, and student achievement that influence the school environment (Gurbuzturk, 2010).

However, it is worthwhile to note the report *Equality of Educational Opportunity*, hereinafter known as the Coleman Report (Goldhaber, 2016). This report explores resources that influence student achievement and teacher quality based on their relationship to student background and socioeconomic status (Goldhaber, 2016). The Coleman report has emphasized that teacher quality shows a strong relationship to pupil achievement across grades and student subgroups. It has been found that the variation in student achievement is within schools rather than between schools, and most have been found in the earlier grades and among disadvantaged subgroups (Goldhaber, 2016). Hence, the Coleman Report's findings lead to understanding the improvement of student learning and achievement and how building an effective learning environment based on beliefs about students' academic achievement, and tasks, may benefit the school climate and culture, particularly in small elementary school districts where positive organizational citizenship behaviors (OCBs) have not been studied (DiPaola & Tschannen-Moran, 2001). Therefore, these studies have important insights into how this construct can be cultivated in K–6 school settings based on the relationship between principal OCB and school climate and culture (DiPaola & Tschannen-Moran, 2001).

Background

Trends relating to race and ethnicity, income level, and English language learner status all suggest that in years to come, America's public school system will be educating a diverse student population who will experience an achievement gap compared to the majority population (National Education Association [NEA], n.d.). The challenges

within states to confront the socioeconomic gaps and diversity among student populations are already in motion, and by the year 2044, the U.S. population will encompass people from ethnic or racial minorities as most of the population. Thus, the growth over time in public schools will reveal a "super-diversification of America's children" (NEA, n.d., p. 6). In 1980, 25% of American children were part of an ethnic minority; today, 46% are a minority; in 2040, it is projected that 57% of students will be a minority; in 2060, 65% will be a minority (NEA, n.d.).

Therefore, within small school districts, education needs to receive not moderate but extensive federal attention because federal education initiatives and grant programs, such as Race to the Top and Promise Neighborhoods, include specifics based on small communities and education priorities. In turn, based on these initiatives, the essential needs of small school districts are not being met due to retaining and recruiting teachers (generally cannot offer competitive salaries), educational technology, and teacher evaluations (Versland, 2013; Vincent, 2018). Also, the administrative staff tends to be very small, which potentially requires the principals to play a larger role in financing and managing facilities and construction projects, which goes beyond their field of training (Lamkin, 2006). Finally, the expectation of small school districts is to gain some middle ground between standards-based reform and small school improvement efforts so public education transformation and reform may implement and sustain a network of equitable, challenging schools guided by principals who are learning to use their minds well and understanding that less is more and all goals apply to all students, and decency, trust, and commitment apply to the entire school, which is dedicated to learning and teaching (La Prad, 2015).

Equally important is that the reform movement has reached almost every state and that a thousand schools led in public education transformation and reform are implementing a sustaining network of equitable, challenging schools guided by principals who are learning to use their minds well and understanding that less is more. Also, they are realizing that all goals apply to all students, and decency, trust, and commitment apply to the entire school, which is dedicated to learning and teaching (La Prad, 2015).

Achievement Gap

Historically, children from low-income families struggle academically in school and on standardized achievement tests. Extensive research has suggested that school climate, culture, and levels of inequity affect student achievement. In DiPaola and Tschannen-Moran's (2001) study, school climate has been noted as being a leading predictor regarding student achievement. Jones and Shindler (2016) identified school climate and student achievement as being strongly connected. Therefore, placing climate at the top of change will address the school's effort toward successful reform and lead to enhancing the education for underprivileged students. The school principal is a key player in determining the culture and climate of a school.

Student Achievement

According to the Coleman Report, the issue of differences in schooling resources, and its effects on student achievement were connected to student background and socioeconomic status, but a more accurate indicator of achievement has been linked to teacher quality. The Coleman Report concludes that the quality of teachers is more important than other factors such as curriculum and/or facilities. It tends to be greater in

the higher grades and “more important to minority achievement than to that of the majority” (Goldhaber, 2016, p. 58).

Findings have suggested that teacher quality is one of the few school characteristics that positively affect student performance, and although it requires more research, it is a great indicator of whether an effective teacher is influential among those children who suffer from an educational disadvantage in their background.

Therefore, studies have suggested that the effectiveness of teacher quality and the need to focus on teacher variables to collect data are of great importance. The effectiveness of teachers is strongly influenced by the attitudes and behaviors of principals. This, in turn, will connect the differences in teachers to student achievement and long-term outcomes (Goldhaber, 2016).

Self-Efficacy

According to Skaalvik and Skaalvik (2010), self-efficacy affects a person’s goals and behaviors and is influenced by behavior and environment. However, based on social-cognitive theory, principals’ beliefs may be viewed as their own ability to plan, organize, and carry out educational goals. Therefore, the distinction between external and internal control on principals’ self-efficacy has been known to increase if principals feel that student achievement and behavior can be influenced by their actions. It has also been known to decrease if principals feel that contributing factors based on home environment or ability are more important to student learning than the influence of the school and the principal.

Teacher Quality

Within the Coleman Report, the findings contain a fair amount about school characteristics and the impact some have on student achievement and some that do not. The technique used to analyze the variances in student achievement is based upon assessing different factors within grade levels. The Coleman Report studied grades and different subgroups and found that most of the variations in student achievement are within schools rather than between schools, which, in turn, is more distinct in earlier grades and among disadvantaged groups (Goldhaber, 2016). Therefore, teacher quality shows a strong relationship to student achievement compared to variables such as school facilities and curriculum.

Principals' Sense of Efficacy

Within the current age of responsibility and school reform, the hard work to advance schools has increasingly shifted to the principal to lead change, and with the construct of self-efficacy being largely unexplored, it is essential to understand the principal's motivation and behavior during this critical time. One unexplored avenue that requires further understanding is principal motivation and behavior based upon principals' sense of efficacy (Tschannen-Moran & Gareis, 2004).

According to the U.S. Department of Education (n.d.), the total number of students in average daily attendance in small school districts served by the local educational agency is fewer than 600. In California, the CDE (2012) defined a small school district as having 101–2,500 students. California's definition of small schools was used for this study.

Organizational Citizenship Behaviors

The meaning of OCBs stems from references made to firms, companies, or the workplace as they engage in behaviors that do not align with organizational rewards. Employees may assist other coworkers by filling in voluntarily when someone is absent or offering help to another when needed. It is behavior that is not required or expected of an employee—the actions carried out by the employee for whom no remuneration or other type of reward is formally given (Brown, Brown, & Lamar, 2015).

Examples of citizenship behaviors within the school environment include tutoring after school, making innovative suggestions to the school, and providing notice prior to taking personal leave. In conclusion, the value of teachers' OCBs will have an important role in the function of schools. It will have far-reaching gains because teacher–student relationships are ongoing and interactive (DiPaola & Tschannen-Moran, 2001).

Organizational Citizenship Behaviors and School Climate and Culture

A challenge for all school principals is to create a climate in which all teachers and staff members identify and associate with the school and its mission. The school climate is a significant quality for the entire school that collectively describes the perceptions of the member's routine behavior and attitudes within the school environment. Research has suggested that the making of a positive, open climate has benefits that incorporate increased student achievement, faculty trust, school effectiveness, and shared decision-making in schools (DiPaola & Tschannen-Moran, 2001).

Organizational Citizenship Behaviors in Schools

The meaning of organizational citizenship behaviors is defined as "performance that supports the social and psychological environment in which task performance takes place" (DiPaola & Tschannen-Moran, 2001, p. 4). The willingness of the participants to go beyond the formal requirements of their position has been long recognized as an essential component to effective organizations. Employees such as this may assist other coworkers by filling in voluntarily when someone is absent or offering help to another when needed. This type of support is offered without compensation or reward. Hence, understanding OCBs in school settings will contribute greatly toward cultivating school success (DiPaola & Tschannen-Moran, 2001).

Furthermore, research has supported the linkage between organizational behavior and student achievement in elementary school, middle school, and high school (Somech & Bogler, 2005). Examples of citizenship behaviors include tutoring after school, making innovative suggestions to the school, and providing notice prior to taking personal leave. In conclusion, the value of teachers' OCBs has an important role in the function of schools. It has far-reaching gains because teacher–student relationships are ongoing and interactive (Burns & Carpenter, 2008).

Statement of the Research Problem

A body of major studies has focused on the use of OCBs in various organizations, but research has now focused on the use of citizenship behaviors in schools and how they relate to students' academic success (Khadivi, Talebi, & Jabbari, 2013). Specifically, America's public school system, which will be educating a diverse student population, will experience the largest achievement gaps. By the year 2044, the U.S. population will

encompass the most people from ethnic or racial minorities (NEA, n.d.). Therefore, the effort to see that all children succeed will in fact depend on the commitment of the school principal and staff to act in unity with one another (NEA, n.d.).

Research has shown that the impact of OCBs in schools can enhance the effectiveness of the school and student achievement (DiPaola & Hoy, 2005). Therefore, enhancing the leadership characteristics of school principals can have a significant effect on OCBs based on commitment, school culture, and the quality of education. Hence, recent studies have suggested that teacher transformational leadership styles also have a strong impact on student achievement based on school culture (Ahmet, 2016).

The importance of principal OCBs on student achievement is significant to understanding the academic setting in which they exist and how they are cultivated. Therefore, this construct in a K–6 setting can lead to understanding the relationship between elementary principal OCBs and culture as a connection to relationships and their effects on student achievement (DiPaola & Hoy, 2005).

Purpose Statement

The purpose of this mixed methods study was to determine whether a relationship exists between small school elementary principal OCBs as measured by the Principal School OCB Survey and student academic achievement on the California Assessment of Student Performance and Progress (CAASPP) in California small school districts. An additional purpose was to determine how small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) and school culture and climate on student achievement.

Research Questions

1. What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?
2. How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCBs) on student achievement?
3. How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture?

Significance of the Problem

Studies have strongly indicated the use of OCBs in schools and school culture and climate (Khadivi et al., 2013) and the impact it can have on the effectiveness of schools and student achievement (DiPaola & Hoy, 2005). With America's public school system educating a diverse student population who will experience the largest achievement gaps by the year 2044 (NEA, n.d.), it is important to investigate whether principal OCBs have a positive effect on student academic achievement.

This study will add to the literature that examines OCBs in schools and how it serves to raise student achievement in small school districts, specifically, determining if differences exist in OCBs among principals in a small-sized school district based on student academic achievement (DiPaola & Hoy, 2005).

Based on the study, school districts may emphasize in-service trainings on transformational leadership skills for school principals that will contribute to the effectiveness of a positive organizational culture and behavior that will lead to trainings

related to teacher, student, and parent relationships based on communication and support within the classroom. This, in turn, may lead to increased student academic achievement (Somech & Drach-Zahavy, 2004).

Lastly, this study could offer that a positive relationship between teachers and principals based upon OCBs would contribute to a "greater understanding of organizational citizenship behaviors in school settings, which will make an important contribution toward nurturing school effectiveness" (DiPaola &Tschannen-Moran, 2001, p. 3).

Definitions

Altruism. Altruistic leadership is defined as the guiding of others with the goal of improving their well-being or emotional state ("Altruism," n.d.).

California Assessment of Student Performance and Progress (CAASPP). This is a schoolwide score that incorporates the various statewide tests administered in different subject areas and grade levels across the state of California.

California Department of Education (CDE). This is an agency within the government of California that supervises public education.

Civic virtue. Civic virtue reflects responsive, constructive involvement in the organization (Somech & Oplatka, 2015).

Collegial awareness. Collegial awareness is characterized by equal sharing of responsibility (Educate the Swag, 2019).

Communication. Communication is defined as the ways in which human beings communicate ("Communication," n.d.)

Conscientiousness. "Conscientiousness" (n.d.) is defined as a person wishing to do what is right, especially to do one's work or duty well and thoroughly.

Courtesy. Courtesy is the showing of politeness in one's attitude and behavior toward others ("Courtesy," n.d.).

Decision-making. Decision-making is defined as the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions (UMass, n.d.).

Openness. "Openness" (n.d.) is defined as a lack of restriction or accessibility. Openness indicates how open-minded a person is and how willing that person is to try new things.

Organizational citizenship behaviors (OCBs). The phrase organizational citizenship behavior denotes organizational behavior that is beneficial to workers that is not prescribed but occurs freely to help others achieve the task at hand. Examples are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Coleman & Borman, 2000).

Organizational citizenship behaviors and school climate. This collectively describes the perceptions of the member's routine behavior and attitudes within the school environment (DiPaola & Tschannen-Moran, 2001).

Organizational citizenship behaviors in schools. This is performance that supports the social and psychological environment in which task performance takes place (DiPaola & Tschannen-Moran, 2001).

Organizational history. Organizational history is defined as the historical work within an organization to enrich the broad endeavor of an organization (Academy of Management, n.d.).

Parent relations. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents (Centers for Disease Control and Prevention [CDC], n.d.-a).

Principal Organizational Citizenship Behavior survey. This is a 5-item Likert-type scale that measures the degree to which the principal of a school is engaged in OCBs—the higher the score, the greater the extent of organizational citizenship of the school.

Risk-taking. "Risk-taking" (n.d.) involves putting oneself in the position of potentially losing something to achieve a goal.

Self-efficacy. This affects a person's goals and behaviors and is influenced by behavior and environment (Skaalvik & Skaalvik, 2010).

Shared values. Shared values are shared and followed by all members of the organization when acting on behalf of the organization. They may also be referred to as core values (Study.com, n.d.).

Small school district. A small school district is defined by CDE (2018) as a school district that serves between 101 and 2,500 students.

Socialization. "Socialization" (n.d.) is defined as a person's activity of mixing socially with others.

Sportsmanship. Sportsmanship is defined as an aspiration or ethos that a sport, or activity, will be enjoyed for its own sake ("Sportsmanship," n.d.).

Student achievement. Student achievement is the measurement of the amount of academic content a student learns in a given time frame (Top Hat, n.d.).

Teacher efficacy. This refers to a teacher's confidence in his or her ability to promote a student's learning (Woolfolk-Hoy, 2000).

Trust. "Trust" (n.d.) is a firm belief in the reliability, truth, ability, or strength of someone or something.

Delimitations

Each school within the study included only those schools that met the selection criteria established for the study. The criteria for selection included the following:

1. The school had 2016–2017 and 2017–2018 CAASPP data available from the CDE website in the areas of English language arts (ELA) and mathematics.
2. The school's district had a population between 101 and 2,500 students.
3. All schools were in Kern County, Tulare County, Sutter County, and Fresno County.

Organization of the Study

Chapter I gave an overview of the study, the background information, the purpose of the study, the research questions, the definitions, and the delimitations. Chapter II contains a review of the relevant literature relating to self-efficacy, teacher quality, leadership, small schools, achievement gap, student achievement, and OCBs in schools and within the school climate. Chapter III provides a thorough exploration of the research methodology, study design, study population, study sample, and limitations of the research. Chapter IV analyzes the data and key findings from the analysis procedure. Chapter V presents the study's conclusions and recommendations for further research.

CHAPTER II: REVIEW OF LITERATURE

This chapter contains an extensive review of literature relating to the relationship of principal organizational citizenship behaviors (OCBs) and student achievement in small elementary school districts. The topics of the literature review are sequenced in a way to understand OCBs and student achievement in small elementary schools and the influence of OCB constructs and theories on elementary principals. The topics are teacher/principal quality, self-efficacy, teacher efficacy, principals' sense of efficacy, small schools, academic achievement, OCBs, organizational citizenship in schools, and OCB and school climate (see Appendix A).

Teacher/Principal Quality

Because teacher quality is vital to the success of all schools, particularly small schools, the impact of teacher quality and characteristics on student achievement are discussed along with that of principals. The performance of principals, which is critical to teacher success, is integrally linked to the success of teachers (Hanushek, 2016).

Hanushek's (2016) findings discussed the impact of schooling and the school characteristics that do and do not predict student achievement. The assessing of the amount of adjustments within student achievement is explained by different factors. First, in various grades and student subgroups, it has been found that the variation in student achievement is within schools rather than between schools. Second, the most noted variation is in earlier grades and among disadvantaged subgroups. Finally, as new standards emerge across the states, teacher quality has begun to receive greater attention based on student achievement (Darling-Hammond, 2000).

Although better qualified teachers may make a difference based on student learning, there has been little inquiry into the effects on achievement that may correlate with large-scale policies and institutional practices that affect the overall level of teachers' abilities and knowledge in a state or region (Darling-Hammond, 2000). Thus, considerable research has been presented showing how the importance of teacher's content knowledge can have a positive effect on student learning. The data are especially noted in mathematics and science in which teachers with majors in the field get students to perform at a higher standard than teachers who do not (Haycock, 1998; Wenglinsky, 2000).

When teachers master goals that emphasize the importance of learning and mastery within the classroom by using meaningful and individualistic challenging tasks, they will make students responsible for personal improvement and understanding the subject matter (Patrick, Anderman, Ryan, Edelin, & Midgley, 2001; Turner et al., 2002). In contrast, it is presumed that teachers produce a routine approach and/or avoidance goal structure if they constantly focus on grades and the exactness of answers with the use of a normative grading practice and ability grouping (Meece, Anderman, & Anderman, 2006).

Therefore, the quality of teachers compared to curricula and school facilities reveal a stronger relationship to pupil achievement and is increasingly greater at higher grades. This indicates a greater impact of teacher qualities on pupil achievements (Hanushek, 2016; Haycock, 1998). The culture and climate of a school, which is directly affected by principals, is a key factor in teacher self-efficacy and performance. Also, when emphasis is placed on assigning higher order thinking skills, particularly those

connecting the growth of strategies to solve different types of problems, students perform better (Wenglinsky, 2000).

The specific characteristics are inconclusive, but those that have the highest teacher relationship to pupil achievement are teacher's score on the verbal skills test, teacher's educational background, and teacher's perceptions of student effort levels and ability (Goldhaber, 2016). Based on the findings of Hanushek (2016), it can be argued that teacher effectiveness within the classroom on the amount of learning correlates with the learning of the same teacher in successive years. Therefore, the background characteristics or the training received by teachers do not impact the growth of student achievement; it is the qualitative differences. It is in the qualitative areas of attitude, comfort, culture, and climate that principals are directly involved and have the greatest impact.

Since the Coleman Report, researchers are using better data and new empirical work to understand the factors that contribute to teacher quality. Such issues presumed to be indicative to teachers' competence are based on the relationship to student learning, which include measures of academic ability, years of education, teaching experience, subject matter and teaching knowledge, certification status, and teaching behaviors in the classroom environment (Hammond-Darling, 2000). Although the results of studies have been mixed, trends tend to emerge noting evidence of strong bias for educational equity in the assignment of effectiveness levels based on the relationship between students to teachers (Jordan, Mendro, & Weerasinghe, 1997).

The statistical techniques have reinforced the conclusion by the Coleman Report inferring that teacher quality is the most important variable in education. The need to

focus on relationships between teacher variables, principal attitudes, and student achievement have been addressed by recent research, but the Coleman study was unable to explore the extent to which teacher quality influences and impacts schools based on individual teachers related to the various attributes (Goldhaber, 2016). Darling-Hammond (2000) explained that even though some evidence exists to suggest that better teachers may make a difference for student learning, there has been little inquiry into the effects on achievement based on large-scale policies and institutional practices that affect the level of knowledge and skills, in relation to the teacher. Today, scholars remain perplexed as to why some teachers have positive impacts on their pupil's year after year and others do not (Goldhaber, 2016).

Self-Efficacy

Bandura's (1977) self-efficacy emerged from his social cognitive theory. Self-efficacy is described as one's capacity to perform and execute a necessary action to achieve a desired outcome (Bandura, 1986). This self-belief enables people to exercise control over thoughts, emotions, feelings, motivation, and performance (Bandura, 1986). A persons' efficacy beliefs do not happen by chance, but they are formed through experiences that define and shape how people come to perceive their abilities to complete a task in such a way that results in a desired outcome. These experiences based on efficacy are referred to as sources of efficacy.

Sources of Self-Efficacy

There are four primary sources identified by Bandura (1977) that interact in a way to inform a person of one's competencies (see Figure 1). These sources are performance experiences, observational learning, verbal persuasion, and emotional arousal.

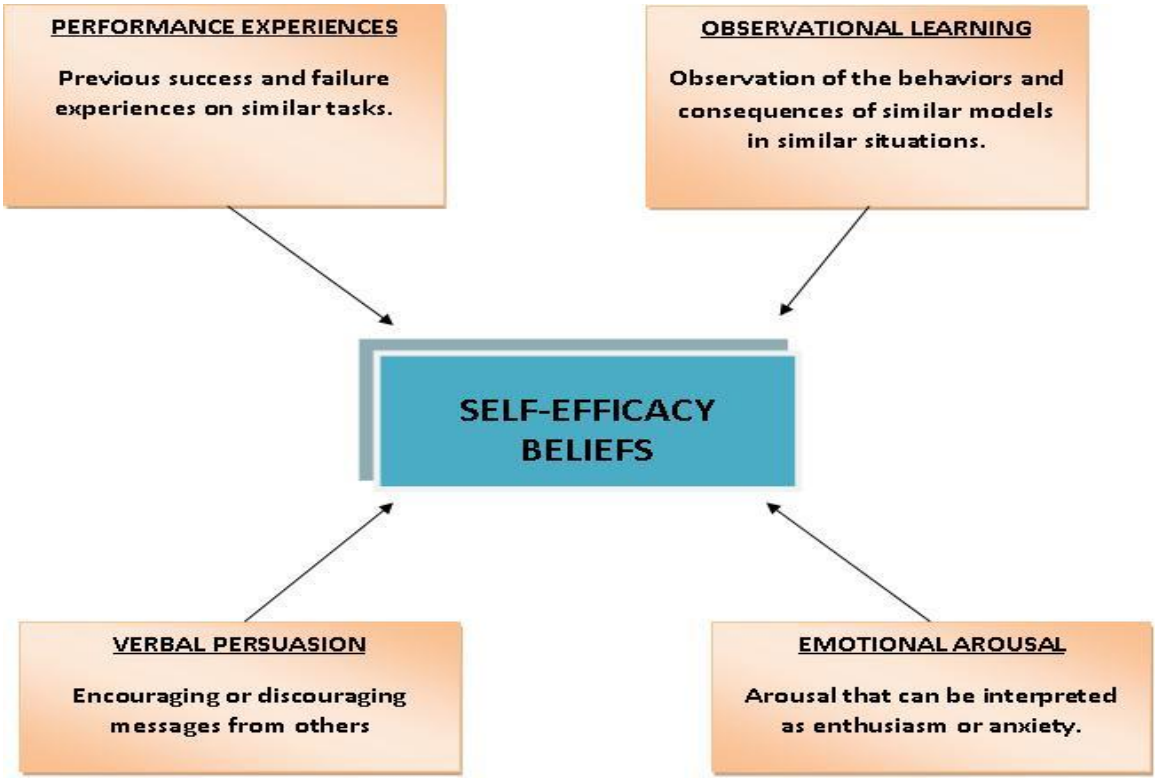

Figure 1. The four primary sources of one's own competencies. From "Self-efficacy: Toward a Unifying Theory of Behavioral Change," by A. Bandura, 1977, *Psychological Review*, *84*(2), p. 191. Copyright 1977 by the American Psychological Association. Reprinted with permission.

Past mastery experiences are performance accomplishments. Based on Bandura's (1997) theory, he indicated that a past success with a task or activity is the most important influence on self-efficacy. It is the past experiences that provide data based on whether a person can assemble what it takes to reach the desired goal of performance or outcome. With such mastery experiences, successes raise self-efficacy beliefs whereas repeated failures create self-doubt of one's abilities to accomplish the goal (Bandura, 1982; Hoy & Miskel, 2008). In brief, positive beliefs promote a successful performance for similar behaviors in the future (Bandura, 1977).

Vicarious experiences happen as people watch others perform a task, and in turn, they feel confident to complete the same task with success if they persist with their

efforts (Tschannen-Moran & Gareis, 2004). In contrast, Hoy and Miskel (2008) noted that an individual's sense of efficacy can be greatly reduced by observing someone else failing at a task. Therefore, although vicarious experiences are not as strong as mastery experiences, these explanations can serve as a positive influence for increasing the levels of belief in self-efficacy.

Verbal persuasion is defined as peer and social support (Zulkosky, 2009). It is the encouragement by others that evokes the confidence needed to execute the action that results in positive outcomes. For verbal persuasion to be meaningful, feedback must be given from one person to another, and it must be authentic (Bandura, 1977). Vague comments that are negative can undermine efficacy, but providing support in addition to words can strengthen a person and build self-efficacy.

Emotional arousal is the last source of self-efficacy. Bandura (1977) suggested that people rely on information from their physiological state to guide their judgment of their capabilities. The level of arousal or type, fear, and excitement or arousal influences the individuals' perception of their ability (Goddard, Hoy, & Hoy, 2004). Bandura (1997) explained that anxiety and fear may produce a barrier that can distract an individual's attempt in performing a task.

Finally, past accomplishments, vicarious experiences, verbal persuasion, and emotional arousal contribute to efficacy beliefs. It is the mastery experience that has the strongest effect on confidence in future actions and outcomes (Bandura, 1997; Paglis & Green, 2002). It should not be misunderstood that the other sources matter in the aspect of past success; the process of producing behaviors that result positively can make a difference.

Effects of Efficacy Beliefs

According to Bandura (1997), "The well-spring of human agency is self-efficacy" (p. 2). Pajares (1996) specified how efficacy beliefs make up the level of effort people will exert on any given activity, length of time they will persevere, and how resilient they will be when encountering hardships. The beliefs of efficacy influence the course of action that people will engage in for a specific task. For example, principals who want to change reading and writing in a school will simply adopt a program, which is claimed to be researched based, or they can choose to work with staff and reading specialists to develop behaviors and mindsets that will foster student engagement in reading. The efficacy of principals is essential in transforming the school environment, and the less confident principals will seek out very little and settle for a program that they know very little about.

Nevertheless, people must believe that they have the ability of producing desired outcomes through personal actions, or they will lack the motivation to perform in the face of adversity (Bandura, 1999). Positive visualization serves as a guide in completing the task, and individuals who do not possess such qualifications will ultimately see themselves as failures. It is the sense of self-efficacy that provides the necessary power to pursue innovation and excellence, and it is those who dwell on the risks that will be less efficacious (Bandura & Locke, 2003).

The study of efficacy beliefs has led to evidence that suggests that students can maximize educational achievement with strong efficacy beliefs. The empowerment of educators can enable students to become more independent learners through self-efficacy strategies such as goal setting, feedback from peers and adults, modeling, and positive

affirmation for learning directed behavior (Schulze & Schulze, 2003). Specifically, a student who sets a goal to read 25 books a month will receive feedback from a teacher when the goal is met and is encouraged to set a new goal, which will likely instill an experience of success that will inspire the student to achieve more reading goals.

Strategies of self-efficacy have been known to increase academic achievement especially in minority students (Dopke, 2000; Duran, 1998; Fan & Mak, 1998) and female students (Jackson, Ervin, Gardner, & Schmitt, 2001; McCormick, 2001) who struggle with issues of self-efficacy and self-esteem, quite often. Seeking new challenges and self-regulating behavior are important factors for learning. Students learn as they work through difficult items, and as they take ownership of their learning, they become more efficacious (Bouffard-Bouchard, Parent, & Larivee, 1991).

Teacher Efficacy

School research has found that teacher efficacy is a product of context, which teachers feel is more efficient in classes with students who are academically advanced and well behaved or in schools with a sense of community, a positive atmosphere, and a sense of constraint (Tschannen-Moran, 1998). Based on this framework, it is important to realize the link between principal behavior and teacher efficacy (Stein, Macaluso, & Stanulis, 2016). Specifically, it was discovered that teachers felt more efficacious when working with principals who set the tone for acquiring resources, setting school priorities, protecting teachers from pressures outside the school, and communicating clear expectations (Lee, Dedrick, & Smith, 1991).

A feeling of mastery is the dominant feature, in both knowledge and practice, which solidifies a teachers' sense of self-efficacy. Also, in the same way, teachers' self-

beliefs are the determinants of teaching behavior, which is a powerful idea (Armor et al., 1976; Henson, 2001). Such beliefs of efficacy influence teachers' stamina when things do not go well within the classroom environment and when setbacks are faced (Tschannen-Moran & Hoy, 2001). Creating learning environments that support the development of cognitive skills rests on the ability, talents, and self-efficacy of teachers. The influence of a high sense of efficacy of teachers regarding their teaching capabilities can stimulate their students and support their cognitive development. Likewise, motivation is prompted when a goal-directed activity is sustained (Pintrich, 2003), and according to Gardner, Lalonde, and Moorcroft (1985), motivated students learn and achieve when they recognize that their teachers care for them.

Many studies have shown that the influence of teacher self-efficacy on student achievement can greatly enhance the learning experience (Muijs & Reynolds, 2001; Tournaki & Podell, 2005). In fact, studies have provided evidence to substantiate that teacher self-efficacy has been associated with teacher perseverance and determination when encountering difficulties (Gibson & Dembo, 1984; Podell & Soodak, 1993).

Those teachers who possess a low sense of instructional efficacy prefer a custodial direction that focuses on negative approvals to get students to study (Bandura, 1994). According to Woolfolk Hoy, Hoy, and Kurtz (2008), one reason to explain the lack of efficacy would be to infer that if teachers feel confident, they are able to affect student learning and higher expectations would be set, greater effort would be exerted, and persistence when faced with difficulties would be extended. Hence, individuals who pursue actions and conditions in which they feel capable will avoid situations in which they doubt their competence to perform effectively (Bandura, 1993, 1997; Pajares, 1992).

Figure 2 illustrates the self-efficacy scale framework of the teacher self-efficacy formation by Tschannen-Moran, Hoy, and Hoy (1998).

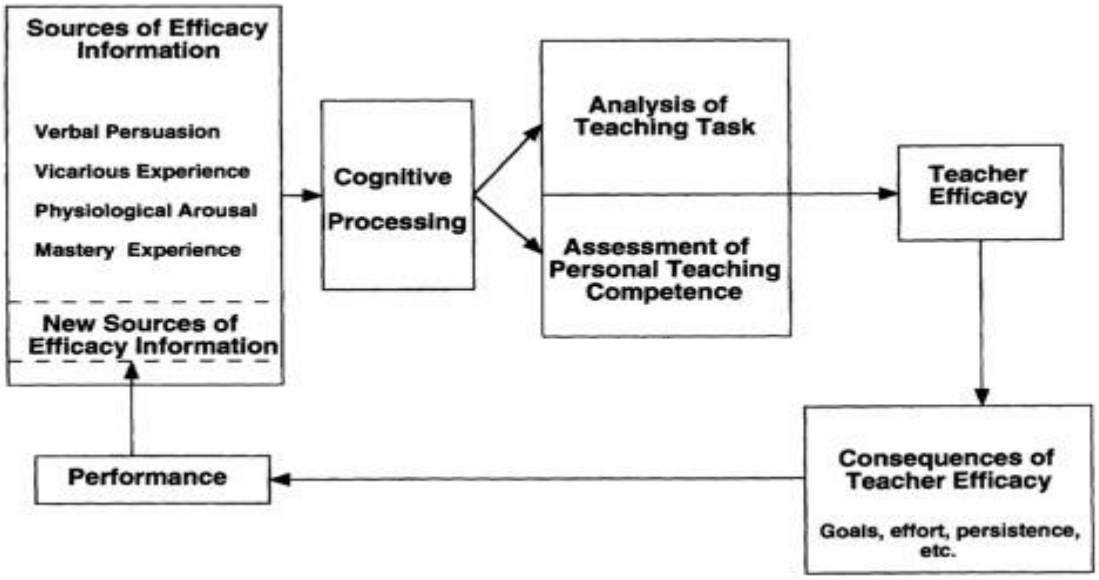

Figure 2. Scale framework of teacher self-efficacy formation. From "Teacher Efficacy: Its Meaning and Measure," by M. Tschannen-Moran, A. W. Hoy, & W. K. Hoy, 1998, *Review of Educational Research, 68*(2), p. 204. Copyright 1998 by Sage Publications. Reprinted with permission.

According to Nir and Kranot (2006), they found similarly high levels of teacher efficacy when teachers experienced conditions of job satisfaction that they credited to the principal's leadership behaviors. Based on these findings, it has been recognized that it is these factors regarding prior successes in teacher leadership, experiences with other teacher leaders, persuasion from important people, physical reactions during leadership experiences, understanding of teacher tasks, and school context and principal leadership that likely influence teacher efficacy.

Principals' Sense of Efficacy

Within the current age of responsibility and school reform, hard work to advance schools has increasingly shifted to the principal to lead change, and with the construct of

self-efficacy being largely unexplored, it is essential in understanding principal motivation and behavior during this critical time. One unexplored avenue, which requires further understanding, is principal motivation and behavior based upon principals' sense of efficacy (Tschannen-Moran & Gareis, 2004).

Principals with great leadership skills are the cornerstones of great schools, and without such skills, efforts to raise student achievement are possibly out of reach (Tschannen-Moran & Gareis, 2004). According to Bandura (1997), the most important leadership quality is the individual's belief in one's own personal efficacy (see Figure 3).

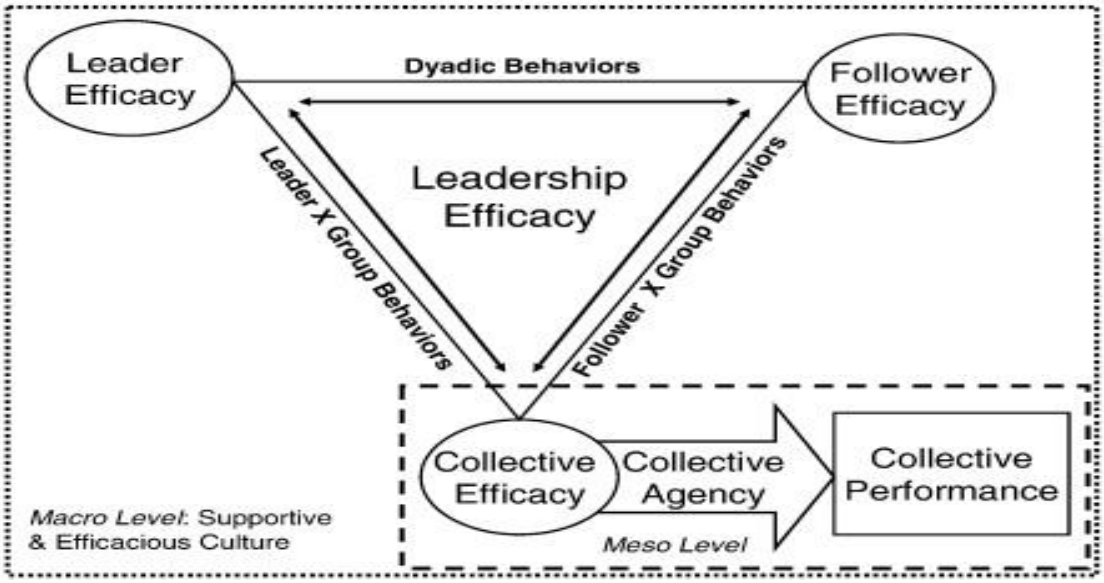

Figure 3. The structure of the leadership efficacy scale. From "Self-efficacy: Toward a Unifying Theory of Behavioral Change," by A. Bandura, 1977, Psychological *Review, 84*(2), p. 200. Copyright 1977 by the American Psychological Association. Reprinted with permission.

Self-efficacy is described as having considerable impact on performance. It simply means, those who have a strong sense of self-efficacy when carrying out a task will believe they will do well (Murphy & Torff, 2012). Based on the ideas of Paglis and Green (2002), leadership self-efficacy requires direction setting and a commitment of

followers as well as an emphasis to overcoming difficulties to change. In fact, Bandura (1994) stated, "When faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up prematurely, or settle for poorer solutions. Those who have a strong belief in their capabilities redouble their effort to master the challenges" (p. 180).

Self-efficacy beliefs are exceptional predictors of distinct performance. Principals' who possess a strong sense of self-efficacy have been found to be determined and more flexible in pursuing their goals and are more willing to strategize to meet appropriate conditions (Tschannen-Moran & Gareis, 2004). Additionally, such an impact of principal self-efficacy may have a positive influence on attitudes and motivations of teachers, in addition to student achievement (Goddard & Salloum, 2011; Kelleher, 2016; Killion, 2015).

To view leadership as part of human functioning, consideration must be given to Bandura's social cognitive model, which implies that the leadership process must possess three categories of leadership variables: an emphasis on leader cognitions, leadership environment, and leadership behaviors (McCormick, 2001). The most important task of leadership cognition is self-efficacy (McCormick, 2001).

Losee (2000) explained that the self-efficacy theory is understood from the basis that people have the power to influence their own lives and develop human efficacy. She expresses the opinion that self-efficacy has three categories of skills that school principals must develop: focus, flow, and follow-through. These skills will allow for transformation and change as principals blend with the energies around them and within.

For clarity, certain objects have been chosen as metaphors to represent the three skills that the school principals must develop to provide support, which will facilitate the procedure in others. Specifically, the caterpillar serves as the focus of the school principals. It is the caterpillar who tenaciously follows the path of the rim of the jar, following the edge with determination and will. This represents the school principals who follows the mission and core values of the community and sticks to the path of motivation to reach the purpose of student growth and learning. The clown serves as flow and is the "one closest to the truth of the human situation" (Losee, 2000, p. 9). The school principal serves as the flow of compassion and the nurturing vision of the teachers, community, and parents for the growth and development of the children. Equally important is the reflection of joy and excitement of learning and being as well as sorrow. The position of self-efficacy is critical here. Finally, the curry serves as follow-through and enables the school principal to establish a culture of a learning organization. This is the energy that causes the progression in the organization. A school principal in tune with the school environment will provide energy and provide follow-through to the school-community system. Principals' who are connected create connections and unify all within the organization to provide nurturance and care. Working together is the curry that motivates people to take on greater challenges (Losee, 2000).

Kelleher (2016) stated, "If a principal is successful, identifies suitable role models, receives reassurance, and remains stress-free, she or he will most definitely develop self-efficacy, which will benefit the principal, and the school community that she or he serves" (p. 3). Therefore, based on these reasons, principals must possess a strong sense of self-efficacy, which will benefit the school environment as well as the "rocky

educational landscape" they serve (Kelleher, 2016, p. 72). Even though the literature on principals' self-efficacy is small, it invites further study into already intriguing results, with an emphasis on theory, which would be beneficial considering the study of principals' self-efficacy has been hampered by the lack of reliable and valid instruments (Tschannen-Moran & Hoy, 2001).

Small Schools

According to Strange, Johnson, Showalter, and Klein (2012), half of small school district students are from low socioeconomic families. More than one student in four is a child of color, and one in nine has changed residence more than once in the school year.

Small school districts cover 97% of the nation's land but contain 19.3% of the population (U.S. Census Bureau, 2014), and along with the influx of federal and state educational mandates, they are usually faced with consolidation issues requiring education reform to be put to the wayside. Despite these issues, one fourth of all U.S. students attend a small school, and the quality of education matters (Johnson, Showalter, Klein, & Lester, 2014).

California has 363 school districts (1,426 schools and 337,251 students) categorized as small by the National Center for Education Statistics (NCES; Vincent, 2018). The majority (91%) of California's small school districts enroll below 2,500 students, and nearly a quarter (24%) are small, enrolling fewer than 100 students (Vincent, 2018).

Schafft and Biddle (2014) explained that the school community has a strong relationship, which is enhanced in small school districts, simply because of school size. Parents of students in small school district are more likely to attend school events and

volunteer within the school environment, and the students note the community camaraderie and the opportunities for participation in extracurricular activities. Evidence also proposes that smaller schools provide positive social and academic benefits to students from lower socioeconomic backgrounds, which may help to explain why small schools do better in math and reading compared to their urban and town counterparts.

According to Fishman (2015), some of the challenges of small schools include burdensome policies and insufficient access to resources that defer improvement of small schools and/or small school education. Many state and federal education policies dismiss America's natural advantages of being a small school and require school districts to operate in a manner like their urban counterparts. For example, it has been well documented that the population of students in urban schools are minority and of lower socioeconomic status with low academic performance served by ineffective teachers (Ayers, 2011). A high percentage of children, from small elementary school districts, are from economically disadvantaged households, which greatly impacts resource allocation, curriculum content, and academic outcomes of students (Bouck, 2004). The location of a school has been noted to affect various factors concerning education. For instance, the location of a school is often linked with the socioeconomic status of the school and measured by the amount of free and reduced lunches. In comparison, small and urban schools are linked with a high level of poverty and a lower amount of money allocated for student education (Anyon, 2003; Kozol, 1992).

Like urban schools, small schools have similar levels of poverty, and they often struggle to maintain high-performing teachers (Yettick, Baker, Wickersham, & Hupfeld, 2014). This lack of resources affects principals who often receive less mentoring and less

specific professional development than those in larger school districts, given that smaller school districts have small central offices, shrinking budgets, and superintendents who often wear as many hats as the principal (Kaufman, 2017).

Reasons as to why students receive inferior education range from fewer curriculum options, based on electives and advanced placement options, to teachers setting lower expectations for students (Bouck, 2004). Brenner (2016) and Fishman (2015) identified that the directive to deliver highly qualified teachers for all students, when teacher staffing and accreditation is a struggle, can be burdensome and does little to provide a stable teaching force. Research on staffing in urban and small schools differ greatly based on the difficulty in recruiting and retaining high-quality teachers for students at risk (Goldhaber & Hansen, 2009). Therefore, policy makers have implemented a plan to devise programs that will make teaching a more attractive career in small communities, which will improve the workforce by recruiting new employees from outside of the small community areas (Cowen, Butler, Fowles, Steams, & Toma, 2012).

Academic Achievement

An important factor of school effectiveness is student achievement in academic disciplines. Academic achievement represents a complex concept that identifies changing levels of mastery. Related to educational outcomes based upon standards-based learning, academic achievement refers to proficiency in literacy, science, mathematics, and social science (Steinmayr, Meisner, Weldinger, & Wirthwein, 2015).

Views on the last years of the 20th century focus on education and the failures of large parts of American students to gain the minimal academic outlooks of a society.

There are various views based on how students' academic achievement can be raised and how the responsibility for success be equally distributed across districts, teachers, schools, and students (Sanders, 2000). For example, evidence based on the laissez-faire approach has been analyzed and noted to be not influential based on the huge inconsistency of sums of money being delivered by the state, federal and local governments to support initiatives to raise academic achievement (Hanushek, 2016).

According to the National Center on Safe Supportive Learning Environments (2021), children will become more engaged learners when provided a safe, stimulating environment where adults foster positive relationships between and among adults and children. All students learn best when their education is provided in an environment that is safe both physically and emotionally. Furthermore, by providing a safe, supportive environment, a student's basic needs for belonging, autonomy, influence, and competence can be fulfilled.

Steinmayr et al. (2015) identified that a highly planned, standardized nature of school instruction impacts the definition of academic achievement. Test scores and grades have been traditionally defined as the indicators that support student achievement. Opponents pointed out that standardized testing results were untrustworthy due to the narrow focus on curricula, testing anxiety, the tendency to instruct by information drilling as opposed to learning from instruction, and in worse cases, educator cheating (Strauss, 2015; Toppo, Amos, Gillium, & Upton, 2011).

Supporters of measuring academic achievement by means of standardized tests and grades emphasized the simplicity and equity linked with being able to compare students from different settings (Spinath, 2012; Yeh, 2005). The body of literature on

testing strongly indicates the following conclusions: test scores and grades used to measure accomplishment in numeracy, literacy, subject-specific mastery, and college readiness were considered an equitable way to equate student ability (DuFour, 2011).

However, today in the United States, few would disagree that the emphasis on improving academic achievement for all students has become more important than ever before. The political spectrum view has agreed that the improvement of academic achievement is a shared goal (Sanders, 2000). The U.S. Department of Education (n.d.) identified that some would argue that the way to improve academic achievement for all students is to appropriate more resources and free educators to employ their own competence within the field of education. Consequently, charter schools, vouchers, privately funded scholarships, choice among public schools, and homeschooling are some of the implemented substitutions to traditional educational efforts. However, the one effort cultured from outside the traditional educational community is the standards movement (Sanders, 2000).

According to the National Academy of Education (n.d.), a 20-year history of standards-based education reform has been enacted for a long time. Under the Clinton administration a standards-based vision was passed into federal law, and in 1994 a reauthorization of the Elementary and Secondary Education Act was moved forward through the Bush administration with the No Child Left Behind Act of 2001. Consequently, the standards were acknowledged by policy makers as the central framework guiding state education policy, Every Student Succeeds Act (U.S. Department of Education, 2020).

As identified by Sanders (2000), it has been found that this testing commands to measure the percentage of students within grades who are at mastery, proficient, basic, or non-mastery. However, when the results of these tests were presented, a strong correlation to socioeconomic measures became a factor in the demographics of the population of students in the school and district, and these simple averages became so perplexed with socioeconomic factors that any interpretation of these reports as to the efficacy of schools was impossible.

Research on student achievement records confirms that differences in teacher effectiveness is the largest factor affecting academic growth of student populations (Haycock, 1998; Sanders & Rivers, 1996). It is the collective and lingering effects of teacher effectiveness on academic achievement that are huge and quantifiable. Measurement cannot stand alone to bring about change that will lead to increased equity for students and better outcomes for schools (Sanders & Rivers, 1996). Teachers, supervisors, principals, superintendents, school boards, and commissioners of education must engage in the information from assessment to enhance their curricula, instructional strategies, and educational programs (Sanders, 2000).

Organizational Citizenship Behaviors

It has been found that much of the recent research on the foundational theory of OCBs depicts a depressing picture of the state of the teaching profession (Somech & Oplatka, 2015). As working under ever-changing circumstances becomes an essential feature of schools (Lee et al., 1991; Sweetland & Hoy, 2000), the dependency on teachers who are willing to contribute greatly to change will be sought after regardless of formal job requirements (Bogler & Somech, 2004). Within the organizational literature, these

contributing factors of change are prearranged organizational behaviors that are distinguished from behaviors that can be imposed based upon formal role obligations (Van Yperen, van den Berg, & Willering, 1999).

According to Bateman and Organ (1983) these prearranged behaviors are considered OCBs. The phrase organizational citizenship behavior denotes organizational behavior that is beneficial to workers that is not prescribed but occurs freely to help others achieve the task at hand. In contrast, scholars have argued that such behaviors could be role-prescribed or extra-role behaviors and organizational performance (Coleman & Borman, 2000).

The first emphasis of OCB was based upon discretionary unrewarded behavior that employees do not receive training to perform (Borman & Motowidlo, 1997; Organ & Ryan, 1995). Later, Organ (1997) redefined OCB as "performance that supports the social and psychological environment in which task performance takes place" (p. 5). This type of behavior is said to be the oil that lubricates the operation of the company. Therefore, the willingness to go above and beyond formal obligations of the employees' positions has been known to be an essential factor of organizational performance.

To further define OCB, Organ (1988) highlighted five specific categories of behavior that are specific to improving the efficiency in the organization: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism involves helping new colleagues or voluntarily helping others with a task. Conscientiousness focuses on the efficient use of time and going well beyond the minimal required use of attendance. Sportsmanship reflects on the willingness of employees to tolerate inconveniences without complaining. Courtesy helps with communicating important information and

helps prevent work-related problems. Civic virtue entails serving on committees and attending functions voluntarily within the organization.

The structure of change is a part of life. Change is a law, and along with change are individuals who can choose what is needed to enact change and can join parts together to develop empathy and understanding and have gained a social, cultural, and political identity needed at the present (Ahmet, 2016). Based on the findings of Dimmock and Hattie (1996), principals' efficacy to deal with change is linked to the accomplishment of change, especially in a context of restructuring and shared decision-making.

Concurrently, the most critical need for effective leadership styles and OCBs is for the efficient running of the education and training system. The creation of a healthy school climate and the achievement within the atmosphere are what will significantly support the efforts for people to make extra efforts and sacrifices in educational institutions. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016).

The interest in the relationship of leadership and OCBs has gradually increased, especially in recent times. With competitive conditions, and globalization, the increased importance of leadership styles to achieve more efficient and effective management of the institutions is of great importance. Such leadership styles will support the effective management of the institutions and promote OCBs for employees who will inevitably work more and make sacrifices for the goals of the organization by applying extra effort (Podsakoff, MacKenzie, & Bommer, 1996).

In summary, the results of extensive experimental research lead to the firm conclusion that research on OCB has led to some interesting insights into a variety of organizational settings (Organ, 1997; Organ & Ryan, 1995), but unfortunately, it has been neglected in the study of schools. Therefore, the importance of learning more about the OCBs could help to cultivate the work in schools that cannot be comprehensively agreed upon in teachers' job descriptions or contracts (DiPaola & Tschannen-Moran, 2001).

Organizational Citizenship in Schools

Basically, the success of schools depends on the willingness of teachers to go above and beyond the call of duty to attain their school's objectives and goals. Now more than ever, school principals encounter recurring issues that restrict their ability to motivate teachers externally to participate in extra-role behaviors (DiPaola & Tschannen-Moran, 2001; Somech & Bogler, 2005). In fact, the leadership of the school principal, the building of relationships among colleagues, and the basic orientation of the school community can either simplify or delay the development of OCB (Hackmann, 2009).

Contrary to what most of the earlier research discusses about OCB, it all folds into a single cohesive conception of citizenship (DiPaola & Hoy, 2005). In two separate factor analytic studies, it was found by DiPaola and Tschannen-Moran (2001) that there are not five dimensions of the construct, or two for that matter, but rather one dimension that captures all characteristics of OCB in schools. The benefits to the organization are encompassed with helping the organization and the individual, which combine into a single, bipolar construct.

The results noted are not surprising for two reasons. First, OCBs are considered context specific, and the behaviors vary from one type of organization to another (Organ, 1997). Second, public schools are different from private sector organizations. Schools represent service organizations that are staffed with professionals committed to doing the best for their students (DiPaola & Hoy, 2005). Therefore, in organizations such as schools, both professional workers and the organization principals are committed to what is in the best interest of the student.

OCBs extend to colleagues, supervisors, and students. The extension of these behaviors refers to colleagues lending a helping hand to complete work overload or preparing special assignments for students who are academically high or academically low in skills or talking positively about the school to people outside the school environment (Van Dyne, Cummings, & McLean Parks, 1995).

The cultivation of organizational citizenship in schools is a change in culture. The process is slow, and not a simple one. The emphasis is that most of the teachers voluntarily extend extra support and time to make the school a better place. The idea is that once most of the teachers are engaged in OCB, then others will follow (DiPaola & Hoy, 2005).

The following are suggestions for principals who will lead the organization change: (a) lead by example, (b) be a good organizational citizen who reinforces those behaviors and views them in school, and (c) be supportive and flexible with teachers. Principals who focus on rules and regulations will not be successful in motivating teachers, nurturing informal organization, working with teacher leaders and supporting solutions to problems, or having as few formal rules as possible (DiPaola & Hoy, 2005).

In short, principals should develop an organization in which school culture helps teachers do their jobs without interference by bureaucratic rules and procedures (Sweetland & Hoy, 2000). Thus, the focus of school should be based upon collegiality, informality, professionalism, and volunteerism (Burns & Carpenter, 2008).

OCBs play an essential role in schools to be effective and successful (DiPaola & Tschannen-Moran, 2001). Schools with OCBs have teachers who continually develop themselves professionally and personally. They are more helpful to their students, and they support the achievement of the objectives of the school more effectively (DiPaola & Hoy, 2005).

Studies in the field have shown that OCB enhances the effectiveness of the school and frees up resources for productive purposes, supports coordination of activities within the school environment, and allows teachers to adapt effectively to environmental changes (Miles, Borman, Spector, & Fox, 2002; Podsakoff, MacKenzie, Paine, & Bacharach, 2000). Thus, the use of such behaviors extends to teachers using their talents and efforts to help both the students and the school to achieve success (DiPaola & Hoy, 2005), and it is those OCBs of teachers that go above and beyond routine contractual obligations that have the greatest impact on effective organizational performance (DiPaola & Tschannen-Moran, 2001).

The organization of schools affects the lives of all members—students, teachers, and administrators. Research on effective schools' organizational features has been increasingly recognized as important factors of effective schools with frequently mentioned features including the school's organizational culture or climate. Researchers

have had some difficulty, however, in demonstrating direct empirical links between school organization climate and student outcomes (Chubb & Moe, 1990).

Therefore, current research has not yet linked OCB and student achievement in schools. Thus far, the analysis of the literature on OCBs provides a positive picture for schools with teachers who exude the extra effort and are willing to try groundbreaking approaches; administrators should devote more resources and time to teaching-related issues rather than focusing on monitoring and management and applying more time to engage in cooperative activities like helping colleagues and promoting positive behavior, and in turn, teachers should be more likely to remain at schools that display these behaviors, which will minimize the costs for recruitment and socialization of new staff (DiPaola & Hoy, 2005).

According to Bandura (1997), staff behavior reflecting citizenship, persistence, responsibility, and resilience in teaching should all lead to higher student performance. Such teachers are more likely to improve their teaching strategies and effectiveness simply by trying new different curricular approaches, which should lead to positive outcomes of behaviors and have a more direct influence on student learning.

School Climate and Culture

One of the main challenges of school administrators is to create a climate in which teachers and staff members identify and relate to the school and its mission. School climate represents the teachers' insights of the work environment, and it is these perceptions that are strongly influenced by the leadership practices of the administrator who sets the tone for the collaborative structure of the organization (Hoy & Clover, 1986).

The motivations of individuals are affected greatly by the climate because it has an impact on organizational performance. The interpersonal relationships between teachers and principals shape motivation and behavior within the school environment (Hoy & Clover, 1986). In contrast, Woolley and Bowen (2007) described school climate as how it makes an individual feel, and it is the relationships that contribute to understanding OCB and the positive consequences (Burns & Carpenter, 2008).

For example, educational organizations that exhibit a strong culture of efficacy seem to promote high student achievement, strong organizational effort, and persistence that leads to improved performance (Hoy & Miskel, 2008). Teachers display OCBs through mentoring teachers, sponsoring clubs, and participating in school activities. It is these behaviors that significantly increase when a healthy climate is maintained, and a strong sense of culture and a positive climate are in existence (Burns & Carpenter, 2008).

Based on Goleman's (2000) research, there are six different leadership styles that can affect the climate of an educational setting. These are coercive, authoritative, affiliative, democratic, pacesetting, and coaching. These styles can impact the outcomes positively or negatively based on the outcomes of various issues that may arise and the OCBs of the staff. The coercive style relates to the negativity within the organization. Most workers who are high performing are motivated by more than money; they are striving to achieve satisfaction from their job performance (Goleman, 2000). The authoritative style projects a strong, positive affect and is a visionary leader who supports stakeholders to better understand how their performance aids the organization. Individuals who work for a leader using the affiliative style possess strong allegiance and influence the environment of the individuals by communicating, inspiring, and sharing

with one another. With positive and constructive feedback, these principals' enable risk-taking and trusting to flourish in education (Goleman, 2000). With a sense of trust and morale in an organization, the democratic principal asks for peoples' input regarding ideas and buy-in, thus an increase in commitment. The pacesetting principal sets the tone of negativity; morale is low due to the demand for excellence and an array of tasks. Based on the insights of Goleman (2000), the coaching approach guides individuals in identifying their strengths and weaknesses. It is these individuals who are more likely to reach their goals and career objectives.

Successful school principals' have learned to view their school and district environments through a lens of concept of culture. The concept of culture gives principals' a broader framework to better understand complex relationships and difficult problems with the school and district. When principals' increase their understanding of school culture, they will be able to shape attitudes, beliefs, and values needed to ensure a stable and successful learning environment (Stolp, 1994).

Culture is defined as a framework that has its foundation in the field of sociology. Geertz (1973) noted that culture "is not a part of experimental science in search of law but an interpretive one in search of meaning" (p. 5). He also stated that culture represents an "historically transmitted pattern of meaning" (Geertz, 1973, p. 5). Deal and Peterson (1990) stated that culture is defined as "deep patterns of values, beliefs, and traditions that have been formed over the course of [the school's] history" (p. 15). Based on these definitions, leadership in the capacity of school culture goes beyond creating an efficient learning environment; culture must focus on the core values necessary to directly affect

student success. One of the most effective ways to understand school culture is to contrast it with the daily school climate.

Gruenert and Whitaker (2015) suggested that if culture is the personality of a school, then climate is the attitude of the school. They noted that the greatest difference between the two is the ability to change. Changing the daily attitude (climate) of a school is far easier to change than a personality (culture). It also would be defined by "the way we do things around here," whereas climate is based on perceptions, and school staff would state that "[this] is the way we feel around here" (Gruenert & Whitaker, 2015, p. 16).

Healthy schools promote and provide a daily climate that is more conducive to student achievement and success. These schools foster a culture of high academic standards (Hoy & Clover, 1986). Both the climate and culture of a school must be focused on student achievement. School improvement efforts that have not addressed the culture and organizational health of a school have been unsuccessful (Timko & Moos, 1996). The principal is the one who directly and indirectly has the greatest influence on the culture and climate of a school (Hoy et al., 1990).

Turan and Bektas (2013) stated that "good leaders have the power to change people" (p. 10). Human beings are at the heart of every organization, and changing the behaviors of people can foster a positive culture in terms of the growth of the organization, especially in a school (Hoerr, 2005). A school leader, especially the principal, who acts with compassion, care, and genuine concern for the students, the staff, and the community is more likely to develop a school culture that reflects the same values.

The principal is the key leader in creating a positive atmosphere, as well as vision casting, for the creation of a positive, strong school culture through a collaborative process, which would include teachers, students, parents, staff, and community members (Fullan, 1992). The shared vision creates a collaborative school culture where all voices count, and trust is established through this collaborative process. The principal has the responsibility of modeling the values and beliefs that are important to the institution (Stolp, 1994). A principal who promotes, creates, and encourages a culture of teaching and learning is essential to improve student achievement in the principal's school (Freiberg, 1999; Sergiovanni, 2001). Culture in a school can either be positive or negative; a negative culture may become toxic to the school and individuals at the school site.

Toxic school culture starts when there is an absence of leadership. When there is an absence of leadership, other staff members will try to supply it. The strongest negative personalities in the school often take the lead (Gruenert & Whitaker, 2015). These types of leaders dampen enthusiasm, reduce professionalism, and reduce the effectiveness of the organization. According to Deal and Peterson (1999), toxic cultures have specific characteristics, such as viewing the past as a story of failure that will repeat itself and accepting mediocrity as well as avoiding innovation. Toxic cultures lack a sense of purpose and have no clear mission or vision, which results in decisions being made out of the self-interests of the staff members instead of the students. Most schools are not entirely toxic; however, they have subcultures or pockets of negativity. These pockets may be found in a department, or grade level, or with a specific group of people like veteran teachers who have seen and done it all for years and positive change

according to them has never worked (Deal & Peterson, 1990). Strong school principals' can change a toxic culture into a positive school culture focused on student achievement, but it will take time and commitment of the principal and the staff. When school principals' become aware that their school culture does not support student achievement, whatever they do to change the current culture will be taken as a threat to the current belief system and identity of the school (Gruenert & Whitaker, 2015). Therefore, the school principal must bring the staff together to regarding the mission and vision of the school. The school principal will need to establish core values of collegiality, outstanding performance, and targeted improvement that embraces quality, learning, and achievement (Peterson & Deal, 2002). The principal should establish a professional learning community who uses research, knowledge, and experience to improve practice, which will result in growth in the achievement of students (Peterson & Deal, 2002).

Principals who build a collaborative leadership model that involves leaders who value teacher ideas and seek input from the teachers, as well as engage them in the decision-making process, will build trust and cultivate risk-taking and innovative ideas, which can lead to increased student achievement as well as create a culture focused on the shared ownership of student success (Gruenert & Whitaker, 2015; Peterson & Deal, 2002).

Altruism

Altruistic leadership is defined as the guiding of others with the goal of improving their well-being or emotional state. In some situations, altruism means selflessness, or unselfishness. In practice, it refers to caring about the happiness of other people. Somech and Bogler (2005) suggested that improvements in student achievement will

happen in schools with positive and professional cultures that reflect a positive school climate. Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes (Gruenert & Whitaker, 2015).

Conscientiousness

The behavior of conscientiousness is defined as a person wishing to do what is right, especially to do one's work or duty well and thoroughly ("Conscientiousness," 2021). The success of schools depends on the willingness of teachers to go above and beyond the call of duty to attain their school's objectives and goals (Somech & Bogler, 2005). In practice, a principal who is conscientious, daily doing what is right, and focused on the success of students and staff affects the culture of the school site. Modeling the behavior of conscientiousness has a positive effect on the entire staff.

In addition, principals' and staff who help each other and go above and beyond their job duties create a culture focused on the mission and vision of the school and change the lives of staff and students. Also, teachers with OCBs continually develop themselves professionally and personally and are more helpful to their students and more supportive to achieve the objectives of the school more effectively (DiPaola & Hoy, 2005).

Sportsmanship

Sportsmanship mainly refers to virtues such as fairness, self-control, courage, and persistence and has been associated with interpersonal concepts of treating others fairly and being treated fairly, maintaining self-control when dealing with others, and respecting both authority and opponents ("Sportsmanship," 2021). The elements of

sportsmanship transfer well to the climate and culture of a school site. Principals' and staff who demonstrate the traits of the behavior associated with sportsmanship create an environment where the standard of behavior is virtuous and will transfer to the way students are treated.

Courtesy

"Courtesy" (n.d.) is showing politeness in one's attitude and behavior toward others and respecting others. Courtesy is very important in life because when you are courteous, people have a good impression of you, and respect automatically follows instead of hatred. Learning to have courtesy is a must for everyone who desires to make progress in life. Courtesy is a small investment that pays off well. The organizational behavior of courtesy was discussed by 100% of the principals.

Civic Virtue

Civic virtue reflects responsive, constructive involvement in the organization (Somech & Oplatka, 2015). Putnam (1993) defined three civic virtues: active participation in public life, trustworthiness, and reciprocity that is acquired through social connectedness. Only through an understanding of civic virtue will Americans be able to flourish in their communities and play an active role in American democracy.

Shared Values

Shared values are organizational values that are developed by the leadership in conjunction with the members of the organization. According to Gruenert and Whitaker (2015), shared values keep people together during the difficult times, and it will bring people joy during the high points of a school success. When teachers at a school are all in agreement about the educational values of the school, they are not able to hide what

they do because their peers will hold them accountable (Gruenert & Whitaker, 2015). Shared values are often known as core values for an organization and often align with the mission and vision of a school.

Also, every school or school district has a mission and vision statement that along with student achievement data is used to develop the goals for the school year. When principals and staff have an in-depth understanding of the shared values of their schools, they can support each other as they achieve the aligned goals that are focused on student achievement.

Risk-Taking

Risk-taking involves putting oneself in the position of potentially losing something to achieve a goal (Google Dictionary.com, 2021). It is essential that principals' cultivate risk-taking culture to establish a positive and constructive culture of feedback because these leaders enable risk-taking and foster trusting relationships to flourish the mission and vision in education (Goleman, 2000).

Principals who build a collaborative leadership model, which involves leaders who value teacher ideas and seek input from the teachers, as well as engage them in the decision-making process, will build trust and cultivate risk-taking and innovative ideas, which can lead to increased student achievement as well as create a culture focused on the shared ownership of student success (Gruenert & Whitaker, 2015; Peterson & Deal, 2002).

Openness

"Openness" (n.d.) is an honest way of talking or behaving, a tendency to accept new ideas. An environment that fosters a high level of openness includes people who are

interested in new things, and they are often motivated to learn about new ideas. Schools that have a culture of openness allow teachers to feel free to critique one another and to grow from the experience (Gruenert & Whitaker, 2015).

Therefore, when principals foster a high level of openness, which includes being transparent about the data and process of student growth, as well as discussing and accepting the school improvement plan and daily practices, teachers are willing to take risks and try new things (Woolfolk et al., 2008). Teachers are willing to take risks and have truthful discussions about their data, instructional practice, what is working well at the school site, and what needs to be changed when the entire staff is focused on their personal impact on student achievement.

Socialization

"Socialization" (n.d.) is defined as the adoption of the behavior patterns of the surrounding culture. The demographics of school sites create an opportunity for socialization. The principal along with the staff sets the tone for the type of socialization found at the school site. The creation of a healthy school climate with an atmosphere of achievement is what will significantly support the attempts of people to make extra efforts and sacrifices in educational institutions. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016). Team support was identified as the theme for the aspect of socialization.

Therefore, effective principals should develop an organization in which school culture helps teachers do their jobs without interference by bureaucratic rules and procedures (Sweetland & Hoy, 2000). Thus, the focus of school should be based upon

collegiality, informality, professionalism, and volunteerism (Burns & Carpenter, 2008). The principals who responded in this study noted that their staff like to work together and that team support has a positive impact on student achievement.

Collegial Awareness

Collegial awareness is when teachers are encouraged by the school culture to believe that they can improve their own practice by watching their colleagues in action (Gruenert & Whitaker, 2015). This collegial model suggests that employees are aware of their purpose and role, and they will try their best to fulfill the needs of an organization. It can be described as a work environment where the responsibility and authority of success is equally shared by teachers and staff. The traditional norm of working in isolation and autonomy is being admonished and replaced with a move to greater collegiality and collaboration (Gruenert & Whitaker, 2015).

Thus, research has suggested that teacher collegiality plays a vital role in increasing teacher professional growth and development, job satisfaction, organizational and professional commitment, school quality, and student performance (Madiha, 2012).

Decision-Making

Decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions (UMass, n.d.). This is essential in establishing a strong school culture. The principal is the key leader in creating a positive atmosphere, as well as vision casting, for the creation of a positive, strong school culture through a collaborative process that includes teachers, students, parents, staff, and community members in the decision-making process (Fullan, 1992). Teachers who feel they are making a professional contribution to their school accomplish

more and enjoy their work. Within an effective school culture, they expect to be included in decision-making.

Trust

"Trust" (n.d.) is based on reliance of integrity, strength, ability of a person or thing. Principals must realize that all school goals apply to all students, and decency, trust, and commitment apply to the entire school, which is dedicated to learning and teaching (La Prad, 2015). According to Gruenert and Whitaker (2015), trust involves members who are confident that they can share their professional struggles with anyone else in the culture without invalidating their work. Research has suggested that the making of a positive, open climate has benefits that incorporate increased student achievement, faculty trust, school effectiveness, and shared decision-making in schools (DiPaola & Tschannen-Moran, 2001).

According to Gruenert and Whitaker (2015), trust is essential to establishing a positive school culture focused on student achievement, and the principal is the key person to model behaviors associated with trust. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, to commitment, to school culture and climate, and to the advancement of education and training (Ahmet, 2016). Positive and constructive feedback by these leaders enable risk-taking and trusting environment to flourish in education (Goleman, 2000). When a principal creates a sense of trust, it affects morale in an organization; therefore, the democratic principal asks for peoples' input regarding ideas and buy-in, thus an increase in commitment to success occurs.

Parent Relations

Parent relations involve parents and teachers working together to ensure that children do better in school and at home (Early Learning Network, n.d.). Effective school cultures can involve the meanest or apathetic parents. Teachers have written or unwritten permission to initiate parent engagement by any means that works (Gruenert & Whitaker, 2015). Parent engagement is valued and cultivated as part of the school culture. In schools, it is a shared responsibility in which school members and other community members reach out to engage parents in meaningful and impactful ways. This type of relationship requires parents to be committed to actively support their children's and adolescents' learning and development. Research has shown that parent engagement in schools is closely linked to student's better school behavior, higher academic achievement, and enhanced social skills (CDC, n.d.-b).

Communication

Communication is a key aspect needed to create a culture of student success focused on achievement. Principals who contribute to the effectiveness of a positive organizational culture and behavior that lead to trainings related to teacher, student, and parent relationships, based upon communication and support within the classroom, will lead to increased student academic achievement (Somech & Drach-Zahavy, 2004). The art of communication is defined as the imparting or exchanging of information or news, and according to Smit and Chetty (2018), the word means "the act of imparting, especially news, or 'the science and practice of transmitting information'" (p. 6).

Research has suggested that teaching listening, reading, and speaking skills and communicating with learners is essential to students as well as to teachers. This quality

should be applied to teacher-to-teacher communication to effectively ensure collaboration among teachers, parents, and administrators (Atieno, 2018).

Organizational History

Organizational history is defined as the historical work within an organization to enrich the broad endeavor of an organization (Academy of Management, n.d.). The organizational history is a product of organizational citizenship. OCBs are considered context specific, and the behaviors vary from one type of organization to another (Organ, 1997). Public schools are different from private sector organizations. Schools represent service organizations that are staffed with professionals committed to doing the best for their students (DiPaola & Hoy, 2005). Therefore, in organizations such as schools, both professional workers and organizational leaders are committed to what is in the best interest of the student.

According to Gruenert and Whitaker (2015), culture is created on the organizational history of practices, rituals, and celebrations that unify the staff and creates a system of expectations to celebrate events together as a staff. Principals must know the past culture and practices of the school as they set the mission and vision for the current school year to establish a positive school climate and culture focused on school achievement.

Research Gap

The concept of OCBs can be a relatively stable quality of the school environment that is affected by the principal's leadership, the experience of the teachers, and the influences of members' behaviors, which is based on collective perceptions (Hackmann, 2009). However, there is little research to connect the attitudes of school principals,

represented by the OCB profile, to student performance in schools, particularly in small schools (Hackmann, 2009).

Essentially, maintaining a school environment that interacts in various ways to affect how staff, students, parents, and family members feel about a school is vital to academic progress. Further, research over the past decades has demonstrated that school environments that welcome students, support students and care for them, and give students hope about their performance and success have positive effects on student behavior, academic performance, and well-being (Brand, Felner, Shim, Seitsinger & Dumas, 2003; Sweetland & Hoy, 2000).

Summary

In conclusion, the cultivation of organizational citizenship in schools is the change needed within the school culture. The process is slow, and not a simple one, but the following are suggestions for principals who will lead the organization change: (a) lead by example, (b) be a good organizational citizen who reinforces those behaviors and views them in school, and (c) be supportive and flexible with teachers. Principals who focus on rules and regulations will not be successful in the motivation of teachers or the nurturing of the informal organization nor will they work with teacher leaders and support solutions to problems or have as few formal rules as possible (DiPaola & Hoy, 2005). In short, principals should develop an organization in which school culture helps teachers do their jobs without interference by bureaucratic rules and procedures (Sweetland & Hoy, 2000). Thus, the focus of school should be based upon collegiality, informality, professionalism, and volunteerism (Burns & Carpenter, 2008).

Concurrently, the most critical need for effective leadership styles and OCBs is for the efficient running of the education and training system. The creation of a healthy school climate and the achievement within the atmosphere is what will significantly support the efforts for people to make extra efforts and sacrifices in educational institutions. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and advancement of education and training (Ahmet, 2016).

Furthermore, the interest in the relationship of leadership and OCBs has gradually increased, especially in recent times. With competitive conditions and globalization, the increased importance of leadership styles to achieve more efficient and effective management of the institutions is of great importance. Such leadership styles will support the effective management of the institutions and promote OCBs for employees who will, inevitably, work more and make sacrifices for the goals of the organization by applying extra effort (Podsakoff et al., 1996).

However, today in the United States, few would disagree that the emphasis on improving academic achievement for all students has become more important than ever before. The political spectrum of education has agreed that the improvement of academic achievement is a shared goal (Sanders, 2000). The U.S. Department of Education (n.d.) identified that some would argue that the way to improve academic achievement for all students is to appropriate more resources and free educators to employ their own competence within the field of education. According to Bandura (1997), staff behavior reflecting citizenship, persistence, responsibility, and resilience in teaching should all lead to higher student performance.

CHAPTER III: METHODOLOGY

Overview

This chapter describes the methodology used according to Sesay's (2011) description of methodology as a major part that demonstrates the importance of considering the aims and context of the study. This chapter also describes the purpose of the study, restates the research questions, and research design used in the study as well as the population and sample of the study. Data were collected through interviews and through data analysis. The instrumentation used in the study and the validity and reliability of the instruments are examined and explained. Finally, this chapter explains the collection and analysis of the data for the study as well as the limitations of the research design. This study focused on the variables of organizational citizenship behaviors (OCBs) and student achievement in two different groups: principals and students in small elementary school districts in California. The qualitative portion of this study was used to describe principals' perceptions regarding culture and climate.

Purpose Statement

The purpose of this mixed methods study was to determine whether a relationship exists between small school elementary principal OCBs as measured by the Principal School OCB Survey and student academic achievement on the California Assessment of Student Performance and Progress (CAASPP) in California small school districts. An additional purpose was to determine how small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) and school culture and climate on student achievement.

Research Questions

1. What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?
2. How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) on student achievement?
3. How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture?

Research Design

Research design is an important set of procedures and practices used by the researcher to address the research questions and problem statement. The selection of the design is crucial to the research because it increases trustworthiness of the data as well as reducing bias (Scott & Morrison, 2007). A mixed methods explanatory design was selected for the completion of this study. Teddlie and Tashakkori (2009) defined a mixed methods research design as a study that includes qualitative and quantitative approaches for the research methods, questions, and collection of data and analysis procedures. A mixed methods design provides triangulation of the data. One method helps support and strengthen the other method; therefore, both methods provide a more comprehensive picture of the data (McMillan & Schumacher, 2010). Roberts (2010) noted that the benefit of a mixed methods design is that it combines "the what" of a study with "the why" of a study and adds richness to the study that provides more meaningful results. Mixed methods brings the quantitative and qualitative methods together.

This study used a mixed methods approach. The quantitative portion of the study utilized a nonexperimental, quantitative design. A correlational method was used because the study would be assessing the relationship between student academic achievement and OCBs. This method had potential because it would assess "relationships between two or more phenomena" (McMillan & Schumacher, 2010, p. 22). The rationale for this study was to measure the relationship between the two variables and understand whether there was a negative or positive correlation between student academic achievement and OCBs in principals. A nonexperimental correlational design was used due to research limitations based on budget, sample accessibility, and time. A qualitative portion was also selected due to concerns regarding the results of the quantitative portion of the study.

Patten (2012) stated that quantitative data design uses descriptive statistics to analyze and summarize data, so it can be understood in a study. Roberts (2010) stated that qualitative research focuses on people's experiences from their perspectives. The three main forms of data collection in qualitative research include observations, interviews, and review of documents and artifacts (Patton, 2015; Roberts 2010). The qualitative research for this study was conducted with 12 principals of rural small schools. The research questions were aligned with the components of OCBs and school climate and culture.

Population

McMillan and Schumacher (2010) defined a population as "a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research" (p. 129). The population for

this study was all California elementary principals who operate within a small school district that serves elementary students, which comprises an enrollment of 101–2,500 (Vincent, 2018). There are 363 such districts in California, which consist of 1,426 principals, categorized as small by the National Center for Education Statistics (2001).

Target Population

According to Creswell (2013), the target population is the "actual list of sampling units from which the sample is selected" (p. 393). The target population may be members of an organization, some specific group, or the public at large. It is critically important that the target population is identified correctly because failure to do so may cause the researcher to generate inaccurate conclusions (Best & Krueger, 2004). This study centered on understanding the relationship between OCBs and student academic achievement, as measured by the principal OCB survey (see Appendix B) and student academic achievement in California small school districts that serve elementary students. The target population for this study was identified as all California elementary school principals who operate within a small elementary school district in Sutter, Tulare, Kern, King, and Fresno counties in California. These counties were selected due to the researcher's proximity and access to the schools in these counties. Rural schools throughout California have a set student population and a set of characteristics that are similar; therefore, the findings could be generalized to the wider population. The criteria for selection included the following:

1. The principals were in schools that were in five counties: Sutter County, Tulare County, Kern County, Kings County, and Fresno County (CDE, 2018).
2. The principals had served at least 2 years in their present position.

3. The principals' were in schools that had 2016–2017 and 2017–2018 CAASPP data available from the CDE website in the areas of English language arts (ELA) and mathematics.
4. The principals' were in schools that were in a district that had a population between 101 and 2,500 students as specified by the NCES (2001) definition for a small school district.

There were 67 schools and 67 principals who met the selection criteria for the target population for the study in Sutter, Tulare, Kern, King, and Fresno county school districts.

Sample

According to McMillan and Schumacher (2010), "The group of subjects or participants from whom the data are collected is referred to as the sample" (p. 129). In this study, potential participants considered for the sample consisted of principals who practiced in small school districts in Sutter, Tulare, Kern, Kings, and Fresno counties within Northern and Central California, which have the CAASPP data based on the 2016–2017 to 2017–2018 school years on the CDE website. There were 67 schools and 67 principals in the target population for this study. Sixty-seven principals were selected via purposeful and convenience sampling to participate in the study. Sixty-seven principals were chosen for the sample, and 30 was the minimum sample size required to have valid statistical results for correlation for the quantitative portion of this study (McMillan & Schumacher, 2010). For the qualitative sample, 12 site principals were selected from the 67 principals in the quantitative portion of the sample. Purposeful sample selection in qualitative research studies allows the researcher to "purposely select individuals who they believe will be good sources of information" (Patten, 2012, p. 266).

Because qualitative research aims to describe and cover material in an in-depth manner, a better understanding of the study is formed.

Sample Selection Process

In purposeful sampling, the "researcher selects elements from the population that will be representative or informative about the topic of interest" (McMillan & Schumacher, 2010, p. 138). This study utilized purposeful sampling to select participants who matched the criteria specified for participation. In addition, to the use of purposeful sampling as defined by the criteria, the use of convenience sampling also defined by McMillan and Schumacher (2010) utilized select participants based on the aspect of "being accessible" (p. 137) for the research such as those within proximity of the researcher's current school district. The following is the quantitative participant selection process used:

1. The researcher invited principals from each qualifying school to participate in the study.
2. All principals who agreed to participate were included and sent materials.
3. As part of the survey, each participant was requested to complete the informed consent form.
4. All participants were notified that responses will be kept confidential, and all responses and data for the study will be kept in a confidential file to which only the researcher has access. All data collected will be destroyed after the dissertation is published.
5. Following the identification and consent of the participants, the OCB survey was sent to the participants.

6. As a part of the survey, participants were asked whether they would be willing to participate in a follow-up interview.
7. From the quantitative sample, 12 principals of small rural schools that agreed to be interviewed were contacted.
8. Principals who were willing to participate in the research study were contacted.
9. The 12 principals were selected based upon convenience and access for the researcher.
10. Participants were provided with the informed consent form (Appendix C), Letter of Invitation (Appendix D), and Participant's Bill of Rights (Appendix E).
11. The interviews of the participants were scheduled and administered according to protocol.

Instrumentation

This study used a mixed methods research design. The researcher collected archival data from the CDE Dashboard (n.d.). Data were also collected from the Principal OCB Survey for comparison analysis. In addition, the researcher collected qualitative data by conducting in-depth interviews with 12 principals of small rural schools. This study used one instrument for the quantitative portion, the principal OCB survey, and archival data from the CDE Dashboard and the CAASPP for academic years 2016–2017 and 2017–2018.

Quantitative Instrumentation

The researcher gathered archived data from the CDE Dashboard, specifically the CAASPP data for 2017–2018. The data were compared to the results from the principal OCB survey. The Principal OCB Survey measured principal perceptions of OCB based

upon organizational citizenship. This survey was developed using Organ's (1988) five categories of OCB. The categories were altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Each category was divided into subcategories to refer to the different constituencies (colleagues, certificated staff, classified staff, students, and parents) addressed as part of a principal's duties as a school site leader (see Appendix B). The Principal OCB Survey used a 5-point Likert scale to rate the level associated with the principals' willingness to perform with each constituency in each category. The scale is as follows: 1 (*never willing*), 2 (*sometimes willing*), 3 (*moderately willing*), 4 (*generally willing*), and 5 (*always willing*).

Qualitative Instrumentation

Patton (2015) stated that the researcher acts as the instrument when conducting a qualitative study. It is critically important for researchers to be trained in the methodology of interviewing as well as be reflective and aware of self-bias in order to maintain the integrity of the research (Merriam, 1988; Patton 2015). In this qualitative portion of the study, the researcher included the required protocols and safeguards during the interview process to mitigate researcher bias in order to produce a valid and reliable study.

The interview questions were predetermined. Each research question was aligned with the elements of OCB to expand added validity to the elements of the OCB as well as describe the perceptions of those behaviors on achievement. The interview guide was further expanded to include the impact of school culture and climate on student achievement.

The researcher followed the interview protocol for this study, which included an introduction section, and the researcher closely followed the developed interview guide. A total of 15 questions constituted the core of the instrument, which also included follow-up questions to get more clarifications and collect rich data. Each question was connected to the quantitative research instrument as well as the review of the literature. The use of an interview protocol (Appendix F) provided a uniformed structure that allowed for a quality review and a future possible replication of a similar study (McMillan & Schumacher, 2010; Patton, 2015).

Although the qualitative portion of this study followed standardized interview protocols, the impact of the researcher on the process of interviewing, collection of data, and analysis of data cannot be completely eliminated. This researcher immersed herself in the study and actively interacted with the participants. Therefore, it was important for the researcher to identify and be aware of any bias to maintain objectivity (Merriam & Tisdell, 2015). To address the limitations and biases, the researcher enlisted a second researcher to examine the collected data and the results of the extracted themes.

Validity and Reliability

An important aspect of designing and using a survey tool is first establishing that it is "valid, reliable, and unambiguous" (Richards & Schmidt, 2002, p. 438). Validity is vital "in the selection or application of an instrument, for validity is the extent to which that instrument measures what it is intended to measure" and "accurately performs the function(s) it is purported to perform" (Lynn, 1986, p. 382). Reliability is the "extent to which measurements are repeatable" (Drost, 2011, p. 106).

Reliability

Consistent and standardized data collection promotes reliability. Relatability also refers to the consistent measurement of data, which results are similar when using forms of the same instrument and/or different occasions of data collection (McMillan & Schumacher, 2010). Field tools were conducted for both the qualitative and quantitative portions of the research study.

Qualitative Pilot Field Test

Prior to conducting the study, a panel of three educators were asked to field-test the interview questions and protocol. The pilot test increased the reliability of the study by ensuring that the interview questions aligned to the research questions, as well as providing an opportunity for corrections and reviews of questions, and protocol prior to the actual collection of data (Creswell, 2014). The following steps were taken:

1. Pilot test interviews were conducted with two principals who did not participate in the study. These principals provided feedback and clarity to the interview questions and guide.
2. A trained observer watched the researcher and participants during the pilot test interviews and gave feedback regarding potential biased behavior and/or improvement comments.
3. After feedback from the observer was received, if needed, additional pilot test interviews were conducted.
4. The feedback received from the principals during the pilot test provided clarity of questions, instructions, and process.

5. Adjustments were made to the instrument and process based on the feedback received during the pilot tests.

Validity

Validity refers to the degree the data collected is accurate and the truthfulness of the findings (McMillan & Schumacher, 2010). In qualitative research, it requires that the researchers and participants establish an agreed upon understanding of the concepts being addressed in the study (Patton, 2015). In this study, a recording device was used to ensure all data received were verbatim to the participant's words and experience. The transcript of each interview was member checked with each participant to ensure an adequate and valid account was captured during the interview. After the data were analyzed, a second researcher randomly selected two transcripts to code and determined an interrater reliability rate of 85%, adding validity to the results of the study.

The validity of the instrumentation is attributed to how well the purpose was achieved (Patten, 2012). The elements of the instrument developed for this study by the researcher were taken directly from Organ's (1988) five elements of OCB. They are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The interview questions were developed using an Interview Question Development Matrix to directly align the research questions, the interview questions, and the data gathered as a validity measure.

Data Collection

The purpose of data collection in a mixed methods study is to collect data that reflects a participant's position or perception regarding the topics of the research and

collect specific data using standardized instruments to support or refute research questions as well as establish correlations between variables (Creswell, 2013).

Prior to data collection, permission was granted by the Brandman University Institutional Review Board (BUIRB) to conduct the study (Appendix G). Participants received a document presenting the goals of the study, participant's contribution to the current body of knowledge, and how the results of the study affect the educational field (Appendix D). The informed consent form included a concise description for each participant of exactly what was expected of them (Appendix C). The rights and privacy of all participants were protected throughout the study as noted in the Participant's Bill of Rights (Appendix E).

Confidentiality of the participants was part of the protocol, and guidelines were followed (McMillan & Schumacher, 2010; Patton, 2015). Prior to interviewing, all participants were assured of the confidentiality of information gathered for the study. The safeguards of generalizing the participants' names and locations were implemented to protect their identities. All audio recordings were protected by passwords and destroyed after transcriptions were completed and verified through member checking and interrated reliability checking.

Researcher as an Instrument of the Study

According to Patten (2012), when conducting qualitative research, the researcher becomes an instrument of the study. Pezalla, Pettigrew, and Miller-Day (2012) concluded that personality and the interview process of the researcher may influence the results of the data collected. Therefore, the study may contain biases by the researcher based on how the interviews were conducted during the qualitative interview process.

At the time of the study, the researcher was employed as a teacher, and as a result, brought potential bias to the study based on personal experiences in an educational setting, which was similar to the setting of the study. All interviews were conducted and transcribed by the researcher.

Qualitative Data Collection

Qualitative data were recorded and collected during a 30- to 60-min electronic virtual format such as Zoom with principals of small rural schools in five counties in California. However, because of the pandemic known as COVID-19, several interviews were conducted via Zoom or another electronic program. The researcher checked with the respondents ahead of time to verify that each participant knew how to use Zoom or other electronic means. A link to the meeting was sent ahead of time, and a phone number was provided in case there were problems before, during, or after the interview.

Before the interviews began, the researcher reviewed the research topic, questions, and goals of the study. During the interviews and data-collection process, probing questions were used to gather more detailed responses. The use of probing questions helped the researcher clarify and explore meaningful responses from the participants (Gerrish & Lacey, 2013).

Mathematics and ELA data were taken from the school-wide CAASPP for the 2016–2017 and 2017–2018 school years from the CDE website to represent student academic achievement levels.

For this study, the researcher contacted survey respondents via email. Next, the researcher emailed each corresponding district to gain prior authorization to collect data from the appropriate school sites. Based upon district approval, each school site principal

was contacted through telephone for introductions and to explain the basis of the research, the data-collection process for the surveys, and student achievement data.

An email was sent to each school site administrator that included encrypted hyperlinks and a cover letter to be distributed to the participants. Each cover letter included the informed consent form, the purpose of the study, that participation was voluntary, the approximate 20-min time requirement to take the survey, the timeframe for the study, and assurance of complete anonymity (see Appendix C and Appendix D). A follow-up email was sent 2 weeks following the initial email, which included encoded hyperlinks connected to SurveyMonkey.com, which enabled participants to be associated to their respective school site. Upon receipt of all survey responses, the data were downloaded into a Google file. Prior to conducting the study, the researcher completed the National Institutes of Health (NIH) training course (see Appendix H).

All data for student academic achievement were taken directly from the publicly accessible CDE website. The mathematics and ELA data for the 2016–2017 and 2017–2018 school years were taken from CAASPP data and used to investigate student performance.

Data Analysis

This study used a mixed methods research design, which required the researcher to collect both quantitative and qualitative data. The quantitative data were collected first, and because of a lack of significant results, qualitative data were also collected. The qualitative data were from interviews conducted with site principals of small rural schools. The quantitative data were collected from the Principal School OCB Survey and was aggregated to the school level for analysis. The survey responses were transferred to

Mega Stat and Microsoft Excel. The analysis of the data included descriptive statistics that displayed the characteristics of the sample group and relativeness to the population. The Principal OCB Survey for small school principals was used to identify OCBs for small school principals in K–6 elementary schools. The Principal OCB Survey measured principal perceptions of OCB based upon organizational citizenship. This survey was developed using Organ's (1988) five categories of OCB. The categories are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Each category was divided into subcategories to refer to the different constituencies (colleagues, certificated staff, classified staff, students, and parents) addressed as part of a principal's duties as a school site leader. The Principal OCB Survey used a 5-point Likert scale to rate the level associated with the principals' willingness to perform with each constituency in each category. The scale is as follows: 1 (*never willing*), 2 (*sometimes willing*), 3 (*moderately willing*), 4 (*generally willing*), and 5 (*always willing*).

Seventeen participants from specific school sites comprised of principals who took the Principal OCB Survey. The Principal OCB Survey was administered electronically through the online survey platform SurveyMonkey.com. The Principal OCB Survey was school-level behaviors, and each principal's score was averaged and calculated at the school level to determine the principal OCB scores for each participating school.

The data were analyzed using the Pearson correlation coefficient, which develops a statistic to measure the strength of the relationship between two variables. The descriptive statistics were calculated for student achievement in ELA and math and principal OCBs. The mean school scores for ELA and math for the 2016–2017 and

2017–2018 school years were obtained by combining the percentage of students achieving Standard Met and Standard Exceeded for the CAASPP for the corresponding academic school years.

Determining the principal OCB score required a four-step process. The first step was to convert all principal OCB responses from SurveyMonkey to Mega Stat. The second step was accomplished by adding the scores of each item and dividing by the number of respondents to calculate the mean score. Third, to compute the principal OCB score, all item scores were added and divided by thefive categories within the principal OCBs. Fourth, a correlation coefficient analysis was performed.

A correlation coefficient is a number calculated to show the strength of the relationship between variables (McMillan & Schumacher, 2010). For this study, a correlation coefficient between variables, principal OCB scores and school test scores, was determined using the Pearson product-moment coefficient for individual comparisons. According to McMillan and Schumacher (2010), this is the best method to employ when both variables use continual scales, as with self-concept inventories. The comparison data, mathematics and ELA scores, were taken from the school CAASPP 2016–2017 and 2017–2018 data on the CDE website to represent student academic achievement levels through Grades 3 and 8 (CDE, n.d.).

Qualitative Data Analysis

After the quantitative data were calculated and analyzed, the researcher analyzed the qualitative data from all the interviews. Creswell (2013) stated that qualitative research should include the lived experiences of the participants, the perception of the researcher, and the complex depiction of the problems or situation.

Qualitative data collection uses inductive reasoning to generate themes from the collected data. These themes and codes simplify data interpretation (Elliot, 2018). Themes are defined as "bread units of information that consist of several codes aggregated to form a common idea" (Creswell, 2013, p. 186). The researcher read, reread, and analyzed all data many times to make sure that all important data and ideas were identified.

The researcher transcribed all interviews and saved the interview transcripts and data in secure Word documents, which were password protected. Copies of the Word documents were sent to the participants to confirm accuracy and make sure no important data were omitted. Member checking increases the validity of the data collected. The researcher also enlisted reflexivity as a means to control bias and subjectivity (Attia & Edge, 2017).

Reflexivity can be both retrospective and prospective. This means that reflexivity involves analysis of the researcher's potential interference in the process as well as how the researcher is thinking about issues or a topic. To account and control for both types of reflexivity, the researcher must be self-aware and step back to reflect on the research process (Attia & Edge, 2017). In this study, the researcher kept a reflective journal. The journal was used after each interview to note observations, ideas, thoughts, and rationale for decisions regarding the data-collection process and interview process. Reflexivity through journaling helped the researcher to understand the reasons for specific decisions and to control for bias.

Intercoder Reliability

Intercoder reliability was also used as a means to confirm that data analyzed by the researcher was accurate and to control for bias. Intercoder reliability is defined as the extent to which researchers (rate) code the same units of data in the same way. It is a specific percentage of agreement between coders. This agreement determines credibility of the findings (Mac Phail, Khoza, Abler, & Ranganathan, 2015). Intercoder reliability addressed the limitations of the researcher as an instrument. To control for this bias, two experienced researchers were invited to look for themes and trends in the collected data and compare their coding with the initial coding of the study performed by the researcher. The additional coders in their comparison analysis of data concluded that their codes matched the coding of the researcher 90% of the time with data from the interviews.

Limitations

All studies have limitations originating from the methodology selected (Green, Camilli & Elmore, 2012). Every researcher's aim is to minimize limitations by paying attention to the methodological and ethical standards; however, some things are beyond the control of the researcher, such as researcher as one of the instruments, survey used in the process, sample size, location of the participants, the COVID-19 pandemic, and time.

The limitations for this mixed methods study occurred for both the qualitative and quantitative portions of the study. For the qualitative portion of the study, the researcher as the primary instrument for the data collection can potentially influence the collection and analysis of materials (Atieno, 2018). The researcher used member checking, a reflexive journal, and two intercoders to reduce these limitations.

Sample size is another common limitation of a mixed methods study. Yin (2015) stated that quantitative studies require a large sample to achieve an acceptable probability of confidence level. The qualitative portion of this study was conducted to maximize the information and expand or confirm the findings from the quantitative portion of the study. The sample size selection for the quantitative and qualitative portions of this study was a challenge due to the availability of participants.

This study was limited to rural small schools in Northern and Central California. Although limiting the research to these two geographic areas narrowed the possibility of including more rural principals, it was necessary to fit into the time and budget constraints. Along with location limits, the limitation of conducting interviews for all participants in person was affected by the COVID-19 pandemic. The onset of the pandemic required the researcher to conduct portions of the study via an electronic format such as Zoom or Go-To Meetings. All IRB protocols were followed when the interview format was changed.

This study took several months to conduct, making time a limitation. Interviews were scheduled according to the schedules of the participants, the preferences of the participants, and the safety of the participants, including follow-up contact. To address this limitation, the researcher sent interview questions and transcribed results to each participant in advance.

For the quantitative portion of this study, the CAASPP data in the areas of mathematics and ELA, for 2016–2017 and 2017–2018, were used to measure student achievement. This study neither investigated nor controlled for the demographics of the school based upon principal experience, student-to-teacher ratios, or socioeconomic

status, which could possibly impact academic performance. It was assumed that the principals would respond honestly to the OCB survey, but the possibility exists that some would not and therefore may have been a limitation.

Summary

This chapter presented the purpose statement, the research questions, and the methodology and rationale for the instruments and methods that were chosen and how they were thoroughly examined to enhance the credibility of the findings. The research methods and data collection as well as data analysis procedures were described. This study was designed to examine an existing relationship between small elementary school principal OCBs as measured by the Principal School OCB Survey in a California small school district and student achievement. It also sought to describe how school culture and climate relates to the school principal's OCBs. Chapter IV discusses the relationships between the variables and the predictive nature of OCBs to student performance in a California small school district as well as evident trends and themes in the data from the qualitative portion of the study as they relate to school culture and climate. Chapter V presents a summary of the study, major findings, unexpected findings, conclusions, and implications for future recommendations of study. Chapter V concludes with remarks and reflections of the researcher.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This mixed methods study sought to understand whether school performances of organizational citizenship behaviors (OCBs) directly related to student academic performance in small elementary schools that serve K–6 grade students in California. Prior to the presentation of the specific methods of data analysis, this chapter provides a synopsis of the constructs of principal OCBs and reaffirms the purpose of the study, the research questions, the population, the sample, the instrumentation used, and the data collection procedures. In conclusion, this chapter offers a comprehensive report and a descriptive explanation of the findings.

Overview

The OCBs were examined at the school level. OCBs were defined as prosocial behaviors that extend beyond the job description. Within the school setting, these behaviors include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Each category was divided into subcategories to refer to the different constituencies (colleagues, certificated staff, classified staff, students, and parents) addressed as part of a principal's duties as a school site leader. School-wide student performance levels were determined by retrieving the California Assessment of Student Performance and Progress (CAASP) results for the 2016–2017 and 2017–2018 school years in the areas of English language arts (ELA) and mathematics.

To determine the level of OCBs, the Principal School OCB Survey was used. The results were analyzed to determine whether a relationship existed between student academic achievement and OCBs. Additionally, the data were analyzed to determine whether OCB levels could be used to predict school performance outcomes.

Purpose Statement

The purpose of this mixed methods study was to determine whether a relationship exists between small school elementary principal OCBs as measured by the Principal School OCB Survey and student academic achievement on the CAASPP in California small school districts. An additional purpose was to determine how small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) and school culture and climate on student achievement.

Research Questions

What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the California Assessment of Student Performance in a California small school district?

1. What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?
2. How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) on student achievement?
3. How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture?

Research Methods and Data Collection

This study employed a mixed methods design to collect data that focused on people's experiences from their perspectives. The three forms of data collection in qualitative research include observations, interviews, and review of documents and artifacts (Patton, 2015; Roberts 2010). The qualitative research for this study was conducted with 12 principals of rural small schools.

The qualitative data were recorded and collected during 30- to 60-min telephone interviews with principals of small rural schools in five counties in California. Before the interviews began, the researcher reviewed the research topic, questions, and goals of the study. During the interviews and the data-collection process, probing questions were used to gather more detailed responses. The use of probing questions helps the researcher clarify and explore meaningful responses from the participants (Gerrish & Lacey, 2013).

For this study, the quantitative data were recorded and collected from the respondents via email. Next, the researcher emailed each corresponding district to gain prior authorization to collect data from the appropriate school sites. Based upon district approval, each school site principal was contacted through telephone for introductions and to explain the basis of the research, the data-collection process for the surveys, and the student achievement data.

An email was sent to each school site administrator that included encrypted hyperlinks and a cover letter to be distributed to the participants. Each cover letter included the informed consent form, the purpose of the study, that participation was voluntary, the approximate 20-min time requirement to take the survey, the timeframe for

the study, and assurance of complete anonymity (see Appendix C and Appendix D). A follow-up email was sent 2 weeks following the initial email, which included encoded hyperlinks connected to SurveyMonkey.com, which enabled participants to be associated to their respective school site. Upon receipt of all survey responses, the data were downloaded into a Google file. Prior to conducting the study, the researcher completed the NIH training course (see Appendix H).

All data for student academic achievement were taken directly from the publicly accessible CDE (n.d.) website. The mathematics and ELA data for the 2016–2017 and 2017–2018 school years were taken from CAASPP data and used to investigate student performance.

Population/Sample

The population of this study was elementary school principals who practice in small school districts that serve K–6 grade students. This study utilized a purposeful convenience sample of schools in Sutter, Tulare, Kern, Kings, and Fresno counties within Central and Northern California, which have the CAASPP data based on the 2016–2017 to 2017–2018 school years on the CDE (n.d.) website. There were 67 schools and 67 principals in the target population for this study. Sixty-seven principals were selected via purposeful and convenience sampling to participate in the study. Sixty-seven principals were chosen for the sample and 30 is the minimum sample size required to have valid statistical results for correlation for the quantitative portion of this study (McMillan & Schumacher, 2010). Although 67 principals were chosen for the sample, only 12 principals agreed to participate in the study as well as the interview process.

Demographic Data

Table 1 shows the demographic data of the 12 elementary principals of rural small schools.

Table 1

Criteria for Selection of Elementary School Principals

Principal	Administrator/ principal 2+ years	Superintendent/ principal 2+ year	Distinguished school site	Dashboard growth three of five areas	Turnaround school
1	X			X	X
2	X				
3	X				
4	X				
5	X				
6	X		X		
7	X				
8		X	X	X	
9		X			
10	X				
11	X				
12	X				

Presentation and Analysis of the Data

Quantitative Data Summary

The Principal OCB Survey for small school principals was used to identify OCBs for small school principals in K–6 elementary schools. The Principal OCB Survey measured principal perceptions of OCB based upon organizational citizenship. This survey was developed using Organ's (1988) five categories of OCB. The categories are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Each category was divided into subcategories to refer to the different constituencies (colleagues,

certificated staff, classified staff, students, and parents) addressed as part of a principal's duties as a school site leader. The Principal OCB Survey used a 5-point Likert scale to rate the level associated with the principals' willingness to perform with each constituency in each category. The scale is as follows: 1 (*never willing*), 2 (*sometimes willing*), 3 (*moderately willing*), 4 (*generally willing*), and 5 (*always willing*).

Twelve participants from specific school sites comprised of principals who took the Principal OCB Survey. The Principal OCB Survey was administered electronically through the online survey platform SurveyMonkey.com. The Principal OCB Survey was school-level behaviors, and each principal's score was averaged and calculated at the school level to determine the principal OCB scores for each participating school.

The data were analyzed using the Pearson correlation coefficient, which develops a statistic to measure the strength of the relationship between two variables. The descriptive statistics were calculated for student achievement in ELA and math, and principal OCBs. The mean school scores for ELA and math for the 2016–2017 and 2017–2018 school years were obtained by combining the percentage of students achieving Standard Met and Standard Exceeded for the CAASPP for the corresponding academic school years.

Determining the principal OCB score required a four-step process. The first step was to convert all principal OCB responses from SurveyMonkey to Mega Stat. The second step was accomplished by adding the scores of each item and dividing by the number of respondents to calculate the mean score. Third, to compute the principal OCB score, all item scores were added and divided by the five categories within the principal OCBs.

Table 2 illustrates the mean and standard deviation values for the principal OCBs and the CAASPP scores for ELA and math. The mean level values for altruism, conscientiousness, sportsmanship, courtesy, civic virtue, and ELA and math scores were calculated by adding all the scores together and dividing by the 12 participating principals. The standard deviation for each variable references the difference between the mean deviation for principal OCBs and student performance in ELA and math.

Table 2

Mean and Standard Deviation for All Variables

Variable	*M*	*SD*
Altruism	4.82	0.24
Conscientiousness	4.61	0.39
Sportsmanship	4.38	0.58
Courtesy	4.35	0.56
Civic virtue	4.57	0.52
ELA scores	47.25	16.96
Math scores	39.17	14.73

The mean scores for altruism, conscientiousness, sportsmanship, courtesy, and civic virtue were all in the mid-4 out of 5 range with relatively small standard deviations, meaning that the scores for these elements of the OCB were relatively high on the measured scale with minimal deviation (between 4% and 9%) in the recorded scores. The mean scores for ELA (47.25) and math (39.17) were relatively low on a scale of 100. In addition, the standard deviations were relatively high for both ELA (36%) and math (39%) showing a great variance in the recorded scores for these subjects.

Table 3 illustrates the strength of correlation between the variables of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, which are the variables in the OCB survey. These correlations show a strong relationship (.84 for sportsmanship/

conscientiousness) to weak relationship (.24 for civic virtue/altruism) between them. There were four strong relationships, five moderate relationships, and one weak relationship between these variables.

Table 3

Correlations for Principal Organizational Behaviors and CAASPP Scores

Variable	Altruism	Conscien-tiousness	Sportsman-ship	Courtesy	Civic virtue	ELA/ math
Altruism	1.00					
Conscientiousness	0.66**	1.00				
Sportsmanship	0.480	0.84**	1.00			
Courtesy	0.45	0.70**	0.75**	1		
Civic virtue	0.24	0.45	0.44	0.53*	1	
ELA	0.03	0.20	0.02	0.19	0.17	1
Math	-0.06	0.23	0.11	0.35	0.17	0.91**/ 1.00

*$p < .05$. **$p < .01$.

The strength of correlation between the variables of altruism, conscientiousness, sportsmanship, courtesy, civic virtue, and ELA and math for the 2016–2017 and 2017–2018 school years is shown also. These were the variables being compared for this study. These relationships show the following OCB element relationships to ELA:

1. ELA to altruism shows a strength of relationship of .03, which is negligible and can be counted as no relationship.
2. ELA to conscientiousness shows a strength of relationship of .20, which is weak and can be counted as a very weak relationship.
3. ELA to sportsmanship shows a strength of relationship of .02, which is negligible and can be counted as no relationship.

4. ELA to courtesy shows a strength of relationship of .19, which is very weak and can be counted as no relationship.
5. ELA to civic virtue shows a strength of relationship of .17, which is very weak and can be counted as no relationship.

To summarize, all relationships between ELA and principal OCBs showed virtually no relationship.

These relationships show the following OCB element relationships to math:

1. Math to altruism shows a strength of relationship of -.06, which is negligible and can be counted as no relationship.
2. Math to conscientiousness shows a strength of relationship of .23, which is weak and can be counted as a very weak relationship.
3. Math to sportsmanship shows a strength of relationship of .11, which is negligible and can be counted as no relationship.
4. Math to courtesy shows a strength of relationship of .35, which is weak and can be counted as a minimal relationship.
5. Math to civic virtue shows a strength of relationship of .17, which is very weak and can be counted as no relationship.

To summarize, all relationships between math and principal OCBs showed one minimal relationship and the others virtually no relationship.

Quantitative Results Summary

Research Question 1 asked, “What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student

academic achievement as measured by the CAASPP in a California small school district?"

The findings of this study have indicated that principal OCBs as measured by the small school elementary Principal OCB Survey did not have a significant relationship to student performance on the CAASPP in the years 2016–2017 and 2017–2018 in ELA and math.

Therefore, ELA in relation to altruism, conscientiousness, sportsmanship, courtesy, and civic virtue is considered to have no statistical correlation because the values indicated a relationship of .02 to .20, which signifies that ELA scores in relation to each principal OCB are not related.

Likewise, math, altruism, conscientiousness, sportsmanship, courtesy, and civic virtue are also considered to have no statistical correlation relation because the values indicated a relationship of -.06 to .35, which signifies that math scores in relation to each principal OCB of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue are not related.

Presentation and Analysis of the Data

Qualitative Data Summary

The qualitative portion of this mixed methods study used in-depth qualitative interviews with 12 principals of small schools residing in five counties in Northern and Central California. This chapter applies Research Question 2 from the quantitative portion of this study about personal OCBs and Research Question 3 regarding climate and culture based on the research by (Gruenert & Whitaker, 2015). The main section of this chapter presents the findings obtained during the interviews. The data were

organized into themes in tables, and each question facilitated an understanding of the information from the interviews. Consequently, identifying the common patterns and meaningful data that require a more thorough analysis are discussed in the next chapter. The last section of the chapter includes a summary of the key findings as well as the components of Chapter V.

The following sections and tables provide an overview of the major themes including the number of participants and the frequency number, which refers to the total number of times the theme occurred during all the interviews with the participants. Following each table is a more in-depth explanation with specific participant quotations for the themes that provided the greatest number of responses.

Findings for Research Question 2

How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) on student achievement?

Altruism. Interview Question 1 asked, "Please describe how you perceive the impact of altruism in your personal behavior as a principal impacts student achievement."

Altruistic leadership is defined as the guiding of others with the goal of improving their well-being or emotional state. In some situations, altruism means selflessness, or unselfishness. In practice, it refers to caring about the happiness of other people. According to Somech and Bogler (2005), improvements in student achievement will happen in schools with positive and professional cultures that reflect a positive school climate. Strong school cultures have better motivated teachers, and highly motivated teachers have greater success in terms of student performance and student outcomes (MacNeil, Prater, & Busch, 2009). The subthemes that emerged from the interviews with

12 small school principals for the theme altruism in this study are presented in Table 4. For the behavior of altruism, there were 12 participants and 24 overall responses. Responses were distributed between two subthemes. Serve the students was mentioned by 10 participants a total of 16 times. Needs of staff and students are first and was mentioned by eight participants a total of 8 times. Of the principals, 100% identified that when they model altruism on a daily basis and serve students, as well as put the needs of staff and students first, the outcome of student achievement, which is central to the purpose of the school, is impacted.

Serving the students is a personal behavior that principals view strongly. Principal 5 correlated this personal behavior with having a positive attitude: "Every morning I greet my staff and compliment every single student." Principal 10, in turn, models altruistic behavior by "knowing your students and understanding the needs of your students, not just our academic needs but the social and emotional needs." Principal 12 mentioned, "Leading the work by modeling the behavior you want. That is key to ensuring the needs of everyone is met," and Principal 6 fully agreed by stating "Leaders have to be out front to model the behavior needed."

The most expressive points of view involved serving the students' and staff needs to ensure student achievement. Principal 1 emphasized the importance of growth among students and staff: "You have to also help the adults grow with an attitude of servitude then we will be able to see more student achievement." Principal 4 mentioned the aspect of altruism "Is to be yourself and keep it real." In addition, Principal 4 added "That this is a place where they can come and learn and to know that we have high standards." Principal 2 stated, "A person working through or for the betterment of the student will

bring the best results possible." Therefore, principals who focus on serving staff, with a practice of daily altruism, encourage student growth and impact student achievement for increased academic success.

Conscientiousness. Interview Question 2 asked, "Please describe how you perceive the impact of conscientiousness in your personal behavior as a principal impacts student achievement."

The behavior of conscientiousness is defined as a person wishing to do what is right, especially to do one's work or duty well and thoroughly (Collins Dictionary, 2021). The success of schools depends on the willingness of teachers to go above and beyond the call of duty to attain their school's objectives and goals (Somech & Bogler, 2005). In practice, a principal who is conscientiousness, daily doing what is right and focused on the success of students and staff affects the culture of the school site. Modeling the behavior of conscientiousness has a positive effect on the entire staff. The subthemes that emerged from the interviews with 12 small school principals for the theme conscientiousness in this study are presented in Table 4.

For the behavior of conscientiousness there were ten participants and 24 overall responses. Responses were distributed between two themes. Helping others was mentioned by eight participants a total of 14 times. Going above and beyond your job duties was mentioned by ten participants a total of ten times.

Principals' and staff who help each other and go above and beyond their job duties create a culture focused on the mission and vision of the school and change the lives of staff and students. Schools with OCBs have teachers who continually develop themselves professionally and personally. They are more helpful to their students, and

they support the achievement of the objectives of the school more effectively (DiPaola & Hoy, 2005).

Being aware in helping others was another aspect of being an effective principal. Principal 9 stated, “As we build up to students being successful and all these things that are pressing down on us, we force ourselves to keep some level of conscientiousness.” Principal 1, in turn, mentioned, “You are able to be conscientious of the needs that need to be met when you’re helping students grow and show love and compassion for staff efforts.” Principal 8 shared a different perspective on conscientiousness, which has to do with modeling good behavior. The effect of modeling good behavior helps to ensure professional relationships “with the staff and you learn how to interact and treat people respectfully.”

In addition to conscientiousness being a measure of helping others, going above and beyond the call of duty seems to lack half of the importance. For instance, Principal 12 undoubtedly felt that, “It is about going above and beyond what we do for our staff. Our job is to make their job much easier and sometimes it’s a challenge.” Principal 3 added detailed information that correlates with Principal 12:

> I always know what to look for regarding staff needs or student needs or just the environment. If I am at a parent event, I am looking at to see how people are getting along and how we can improve; my mind always tends to go 10 miles an hour looking at different ways to look at things, and I think I do that consciously and I’m able to make positive decisions.

Principal 3 and Principal 12 went on to mention the importance of sitting down and having a one-on-one conversation with staff and celebrating the small wins within

education and life. They made a conscientious effort to invest time with staff to celebrate student achievement.

Sportsmanship. Interview Question 3 asked, "Please describe how you perceive the impact of sportsmanship in your personal behavior as a principal impacts student achievement."

Sportsmanship mainly refers to virtues such as fairness, self-control, courage, and persistence and has been associated with interpersonal concepts of treating others fairly and being treated fairly. This means staff is maintaining self-control when dealing with others and having respect for both authority and opponents (Collins Dictionary, 2021). The elements of sportsmanship transfer well to the climate and culture of a school site. Principals' and staff who demonstrate the traits of the behavior associated with sportsmanship create an environment where the standard of behavior is virtuous and will transfer this standard to the way students are treated. The subthemes that emerged from the interviews with 12 small school principals for the theme of sportsmanship in this study are presented in Table 4.

For the behavior of sportsmanship, there were 11 participants and 16 overall responses. Responses were distributed between two themes. Supportive of one another was mentioned by 11 participants a total of 16 times.

The principals noted that a culture of team work and supporting each other was important to maintain a culture of winning for students. They used sports as an analogy for the staff working together and supporting each other as a team, which gives them permission to fail and/or succeed with the support of the principal and staff. They also

noted, “How the game was played,” which allows for the examination of instructional practice and its impact on student achievement.

Interviews showed that being supportive of one another is key to providing a strong culture. Principal 3 emphasized the need to cheer staff on: “I go in to provide positive feedback to my teachers so that they know that this is a team effort, and this is not me just against you.” Principal 5 believed that sportsmanship is everything, and it needs to be modeled. Referring to the statement, “It is okay to fail. We are not going to win all the time because that is life.” In agreement, Principal 6 stated, “I see my staff as a team. I would not tell my staff to run to the wall if I was not going to run to the wall with them; we are going to do it together. That is what a good leader does.”

Allowing failure; to succeed is in direct correlation to supporting one another as noted by Principal 5 in the previously mentioned statement. According to Principal 9, sportsmanship is character: “When the game is not going how we want, we have to remember how important it is to maintain our character and treat people the way we want to be treated. With respect.” In addition, Principal 9 compared much of what happens in the school environment to real life: “I play the game because nobody is going to be perfect; you just have to be real.” In essence, Principal 10 stated, “Not everybody is going to be a winner. We always have those discussions and recognize that is how games are played.”

Courtesy. Interview Question 4 asked, “Please describe how you perceive the impact of courtesy in your personal behavior as a principal impacts student achievement.”

"Courtesy" (n.d.) is showing politeness in one's attitude and behavior toward others and respecting others. Courtesy is very important in life and at school sites because when you are courteous, people have a good impression of you, and respect usually follows. Learning to have courtesy is important for everyone who desires to make progress at school and in life. Courtesy is an investment in the climate and culture of schools that pays off well for staff and students (Google Dictionary, 2021). The subthemes that emerged from the interviews with 12 small school principals for the theme of courtesy in this study are presented in Table 4.

For the behavior of courtesy, there were 9 participants and 15 overall responses. Responses were distributed between two themes. Respect for staff members was mentioned by nine participants a total of 15 times.

Principals who are courteous are better at communicating important information, which helps prevent work-related problems. Principals noted that it was important to be kind and respectful as well as going above and beyond for their staff. The leadership characteristic of courtesy when practiced by school principals directly influence the OCBs in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016).

Principals viewed courtesy as a form of respect toward staff members and students. Courtesy was viewed as respecting staff members, as Principal 3 described it: "It is being approachable and professional toward staff members while projecting a positive attitude and being fair to teachers." Principal 9 believed, "Going out of your way to be courteous and respectful goes into supporting people to be their greatest."

As a leader, some principals serve the needs of their staff, before their own. Principal 4 stated, “Serving my staff is having the attitude of I am the leader, but the first thing I should do is to serve everyone here and make sure they have everything they need.” Principal 6 added, “It is easy to get complacent on courtesy, but being more aware of the needs of staff and students helps to support building relationships, and that is huge.” Courtesy builds relationships and creates a culture of respectful considerations of others. This culture is apparent throughout the school day and within each classroom. The behavior of courtesy has an impact on student achievement because students do not want to disappoint adults who care about them and their academic success.

Civic virtue. Interview Question 5 asked, “Please describe how you perceive the impact of civic virtue in your personal behavior as a principal impacts student achievement.”

Civic virtue reflects responsive, constructive involvement in the organization (Somech & Oplatka, 2015). Putnam (1993) defined three civic virtues acquired through social connectedness: active participation in life, trustworthiness, and reciprocity. Putnam also noted that only through an understanding of civic virtue will Americans be able to flourish in their communities and play an active role in American democracy. The components of trust, participation, and reciprocity are actively evident at school sites that have a healthy school culture (Gruenert & Whitaker, 2015). The subthemes that emerged from the interviews with 12 small school principals for the theme of civic virtue in this study are presented in Table 4.

For the behavior of civic virtue there were 9 participants and 15 overall responses. Serve the community was mentioned by nine participants a total of 15 times. Being

mindful of others and dedicating service to school activities and community align with the organization behavior of civic virtue. The use of this behavior extends to teachers using their talents and efforts to help both the students and the school to achieve success (DiPaola & Hoy, 2005), and this OCB allows teachers and leaders to go above and beyond routine contractual obligations to have the greatest impact on effective organizational performance, which equates to student and school success (DiPaola & Tschannen-Moran, 2001).

In regard, to civic virtue, Principal 6 tried to do as much as possible to serve in the community: "Having connections in the community helps the kids feel that everybody cares about us and wants us to do well, not just my teachers, but the community cares." Principal 8 regarded the community as an important tool in building student achievement:

> I think of people who volunteer for the parents' club or the ELAC committee (English Learner Advisory Committee), they are the ones who provide support to our school environment. Also, the participation of various people from different careers provide the students with information about careers of the future.

Findings for Research Question 3

How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture?

Gruenert and Whitaker (2015) noted that leadership is one of the 12 aspects that has the greatest impact on student achievement. The other 10 key aspects of climate and culture are embedded in the 10 interview questions in the following sections.

Shared values. Interview Question 6 asked, "Please describe how you perceive the impact of shared values on student achievement?"

Shared values are organizational values that are developed by the leadership in conjunction with the members of the organization. According to Gruenert and Whitaker (2015), shared values keep you together during the difficult times, and they will bring you joy during the high points of a school success. When teachers at a school are all in agreement about the educational values of the school, they are not able to hide what they do because their peers will hold them accountable (Gruenert & Whitaker, 2015). Shared values may also be known as core values for an organization and often align with the mission and vision of a school. The subthemes that emerged from the interviews with 12 small school principals for the theme of shared values in this study are presented in Table 4.

For the shared values theme there were 12 participants and 24 overall responses. Responses were distributed between two themes. Mission and vision was mentioned by ten participants a total of 14 times. What is needed to be successful was mentioned by 11 participants a total of ten times. Every school or school district has mission and vision statements that along with student achievement data is used to develop the goals for the school year. When the principal and staff have an in-depth understanding of the shared values of their school, they can support each other as they achieve the aligned goals, which are focused on student achievement.

Principal 1 believed that it is imperative to get a shared value on student achievement, and the mission and vision should state that message: "We have to build a team of leaders that accomplish that goal." In addition, Principal 3 confirmed that,

> Shared values is a must for me, and what I try to do is share my values with my staff and then allow them to share their values with me. Next, I try to engage my staff in the values that is important to us so we may establish our mission and vision.

What is needed to be successful was emphasized by Principal 2 who stated that it is important for "The teachers to take ownership of improving student achievement and demonstrating that self-efficacy within the grade-level team and therefore building a foundation for buy-in with the next year's initiatives."

Risk-taking. Interview Question 7 asked, "Please describe how you perceive the impact of risk-taking on student achievement?"

"Risk-taking" (n.d.) involves putting oneself in the position of potentially losing something to achieve a goal. It is essential that principals' cultivate risk-taking culture to establish a positive and constructive culture of feedback because these leaders enable risk-taking and foster trusting relationships to flourish the mission and vision in education (Goleman, 2000). Encouraging risk-taking was mentioned often in the maintenance and advancement of student achievement. The subthemes that emerged from the interviews with 12 small school principals for the theme of risk-taking in this study are presented in Table 4.

For the risk-taking theme there were 9 participants and 15 overall responses. Responses were distributed between two themes. To be free to try things to increase student achievement was mentioned by nine participants a total of 15 times. With positive and constructive feedback, these principals' enable risk-taking and trusting to flourish in education (Goleman, 2000). Principals who build a collaborative leadership

model that involves principals' who value teacher ideas and seek input from the teachers, as well as engage them in the decision-making process, will build trust and cultivate risk-taking and innovative ideas, which can lead to increased student achievement and create a culture focused on the shared ownership of student success (Gruenert & Whitaker, 2015; Peterson & Deal, 2002).

Risk-taking was encouraged by Principal 3: "Taking the steps to be autonomous you want them to know from you that they have a lot of what autonomy brings. They can try new things and be free to try things to increase student achievement." In addition, Principal 6 mentioned, "By encouraging the staff to use materials they think is best for student achievement, it is those risks which are vital to school culture. When you are willing to try different things, it is important." In turn, Principal 9 encouraged the willingness to help the team be comfortable with risk-taking and also mentioned, "Assessing where a child is in their learning is based on their comfort zone, which is something that needs to be applied to our staff as well as administrators."

Transparency was a theme of risk-taking that is also encouraged by principals. Principal 7 believed, "You have to be transparent, and you have to be comfortable with vulnerability and uncomfortable because conversations are hard, and it's okay." Principal 1 added,

> Being transparent in the process of student growth is important. You must be willing to share data and be willing to say you are wrong and be willing to share what you are doing correctly. You have to do the same that you are requiring of your students, which is to take a risk.

An environment of trust and transparency focused of student achievement fosters risk-taking to impact student success.

Openness. Interview Question 8 asked, "Please describe how you perceive the impact of openness on student achievement?"

"Openness" (n.d.) is an honest way of talking or behaving, a tendency to accept new ideas. People are interested in new things in an environment that fosters a high level of openness, and they are often motivated to learn about new ideas. Schools that have a culture of openness allow teachers to feel free to critique one another and to grow from the experience (Gruenert & Whitaker, 2015). Openness was an important theme among most of the principals. The subthemes that emerged from the interviews with 12 small school principals for the theme of openness in this study are presented in Table 4.

For the openness theme, there were 11 participants and 10 overall responses. Responses were distributed among three themes. Be transparent in the process of student growth was mentioned by 11 participants a total of 10 times. When principals foster a high level of openness, which includes being transparent about the data and process of student growth, as well as discussing and accepting the school improvement plan and daily practices, teachers are willing to take risks and try new things. Teachers are willing to take risks and have truthful discussions about their data, instructional practice as well as what is working well at the school site and what needs to be changed. Openness occurs when the entire staff is focused on their personal impact on student achievement.

Principal 1 stated, "You have to be willing to share data and be willing to say you're wrong, and when you are right, you have to be willing to share what you are doing correctly." Principal 2 believed, "You need to be transparent on values. Some of the

decisions you make will be based on those values that you have as a person, and don't go back on those words because you will have mistrust."

Being accountable for mistakes is what Principal 8 based openness upon: "Openness has an impact if they don't think I am real. Understanding what we hear from each other is a lot of work. I am open when I make mistakes because it is just a mistake." In agreement, Principal 9 stated,

> I like to be real; that is openness. I have my strengths and they might fit one organization, but they might not help me be successful in another. The reality is I am part of a team, and my limitations might help someone else.

Being accepting of opinions is valuable to Principal 6:

> Being open and honest about everything is how I am. I am straightforward. Everyone else can be open and share their ideas and not feel like they are going to get struck down because they mentioned something about an idea.

In addition, Principal 7 included the staff in "Conversations about how things are working at the school site and whether or not we need to revise or modify, or do we need to scrap it altogether."

In an open environment that welcomes discussion and fosters a team environment, a culture of risk-taking and acceptance is developed. Teachers feel safe to make mistakes and learn best practices to impact student achievement.

Socialization. Interview Question 9 asked, "Please describe how you perceive the impact of socialization on student achievement?"

Socialization is defined as the activity of mixing socially with others (Staton, 2008). The demographics of school sites create an opportunity for socialization. The

principal along with the staff set the tone for the type of socialization found at the school site. The creation of a healthy school climate with an atmosphere of achievement is what will significantly support the efforts for people to make extra efforts and sacrifices in educational institutions. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016). Team support was identified as the theme for the aspect of socialization. The subtheme that emerged from the interviews with 12 small school principals for the theme of socialization in this study is presented in Table 4.

Principal 6 mentioned, "The staff members actually like to collaborate. They do not like to be separate from each other; they do not like to break up into small grade-level groups. They want to do it all together." Principal 8 added,

> This is a very tight school. There is a lot of support for each other and the principal. They will rally in the troops in a heartbeat for field trips. I think the kids feel the teachers get along well.

Collegial awareness. Interview Question 10 asked, "Please describe how you perceive the impact of collegial awareness on student achievement?"

Collegial awareness at a school site is when a school culture encourages teachers to believe that they can improve their own practice by watching their colleagues in action (Gruenert & Whitaker, 2015). This collegial model suggests that employees are aware of their purpose and role, and they will try their best to fulfill the needs of an organization. It can be described as a work environment where the responsibility and authority of success is equally shared by teachers and staff. The subthemes that emerged from the

interviews with 12 small school principals for the theme of collegial awareness in this study are presented in Table 4.

For the collegial awareness aspect, there were 9 participants and 9 overall responses. Grow strengths of the teachers through support was mentioned by nine participants a total of nine times. Collegial awareness was not identified as an aspect of climate and culture by all participants; however, the identified theme demonstrated the importance of building a staff who help each other, principals' who build capacity in the talent of their teachers, and staff who work to address and impact student achievement in both areas of successes and challenges.

Principal 8 compared collegial awareness to understanding who people are working with: "My job is to grow the strengths of teachers. I can help them with what they need as far as having more student interaction or engagement, but I can only do that if they communicate and learn." Principal 9 felt, "If you are not aware of what it is and what it looks like and whether you are doing it, you may believe you are doing it when in fact you never were."

In support of interacting and helping more is sharing successes. Principal 10 followed up by stating, "Sharing successes and challenges is how they are going to provide for one another and their students and support one another in that way." Principal 1 believed,

> Collegial awareness is the key to student growth. Teachers have to be willing to share all information that they have about a student and their data, and once you have all the information then you can start wherever they need to grow.

Decision-making. Interview Question 11 asked, "Please describe how you perceive the impact of decision-making on student achievement."

Decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions (UMass, n.d.). This is essential in establishing a strong school culture. The principal is the key leader in creating a positive atmosphere, as well as vision casting for the creation of a positive, strong school culture through a collaborative process, which would include teachers, students, parents, staff, and community members in the decision-making process (Fullan, 1992). Teachers who feel that they are making a professional contribution to their school accomplish more and enjoy their work. Within an effective school culture, they expect to be included in decision-making. Decision-making is a theme shared by all participants. The subthemes that emerged from the interviews with 12 small school principals for the theme of decision-making in this study are presented in Table 4.

For the decision-making theme there were 12 participants and 27 overall responses. Responses were distributed between two themes. What is best for students? Was mentioned by 12 participants a total of 15 times. Value input was mentioned by 12 participants a total of 12 times.

According to the data results, 100% of the principals used the question "What is best for students?" to drive the decision-making process that occurred on their school campuses. Also, 100% of the principals identified the importance of valuing the suggestions, discussions, requests, and feedback of their staff during the decision-making process. By combining the essential question of student achievement with shared decision process of staff members, a positive culture occurs centered on students.

Principal 1 believed, "To be decisive, decision makers teachers must make decisions that are best for students and as they make the decisions that are best, they look at data in ways that help them grow." Collaboration is important when it comes to decision-making according to Principal 6:

> Decision-making is the right thing to do; it is what is expected. Learning how to balance my decision-making is based on what is right for kids, and if it is not right for kids, why are we doing it? I want to collaborate with my staff on everything.

Valuing input is the guiding force for Principal 9:

> If we force one kind of decision-making on ourselves when we are not there, we are going to do a lot of damage. I like to think things through people. I shoot from the hip, but I give it a lot of thought when people are counting on a decisive answer.

Principal 2 valued the input from teachers based on student data:

> I think teachers need to be where they can see the data because some are not comfortable with sharing. I personally think that teachers should see their own data because that will become a reflective tool on themselves and will also aid in producing valuable input that will improve student achievement.

Principal 3 added a different viewpoint on the value of input:

> On occasion you may have a staff member that seems to not understand the dynamics of how things are working in the school environment or how their colleagues are feeling or thinking. So, sometimes you have to talk to them individually and find out what their input is on a certain situation.

In the decision-making process, all staff and other voices need to be valued to establish a culture focused on student achievement.

Trust. Interview Question 12 asked, "Please describe how you perceive the impact of trust on student achievement."

"Trust" (n.d.) is based on reliance of integrity, strength, and ability of a person or thing. Principals must realize that all school goals apply to all students, and decency, trust, and commitment apply to the entire school, which is dedicated to learning and teaching (La Prad, 2015). According to Gruenert and Whitaker (2015), trust involves members who are confident that they can share their professional struggles with anyone else in the culture without invalidating their work. Research has suggested that the making of a positive, open climate has benefits that incorporate increased student achievement, faculty trust, and school effectiveness and shared decision-making in schools (DiPaola & Tschannen-Moran, 2001). Of the participants, 100% identified that trust is essential to the growth of an organization. The subthemes that emerged from the interviews with 12 small school principals for the theme of trust in this study are presented in Table 4.

For the trust theme, there were 12 participants and 28 overall responses. Responses were distributed between two themes. Building relationships was mentioned by seven participants a total of 21 times. Open and honest was mentioned by seven participants a total of 17 times. The cultural aspect of trust had the highest frequency among all 10 aspects of climate and culture.

According to Gruenert and Whitaker (2015), trust is essential to establishing a positive school culture focused on student achievement, and the principal is the key

person to model behaviors associated with trust. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016). Positive and constructive feedback by these leaders enable risk-taking and a trusting environment to flourish in education (Goleman, 2000). When a principal creates a sense of trust, it affects morale in an organization; therefore, the democratic leader asks for peoples' input regarding ideas and buy-in, thus an increase in commitment to success occurs.

According to Principal 1, "Trusting the process is an element of growth. … As you develop that trust, and you see the growth, then there is more buy-in as a group of decision-makers." In support, Principal 2 thought that "Students need to build trust with their teachers and the administration team. We all need to build trust and I think that is a great impact on student achievement." In turn, Principal 8 believed, "Your staff has to trust you; if they don't believe you have their back when things get rough, you will lose that teacher."

Principal 4 felt trust is extremely essential:

> I don't want to lose a parent or students trust. I take the extra time to call parents and let them know what happened at school, and I think the students have to trust you as well as the parents and the families.

In addition, Principal 7 stated, "Just being authentic and being vulnerable and purposeful on how you communicate and what you are thinking. Listening to all stakeholders and figuring what they have to say because that is where it's at; it is not about me." Principal 10 concluded by stating, "If you don't have trust, you're going nowhere and

that to me is the key piece. I have to be transparent and be very honest and let them know that this is what I believe in." Trust is a foundational aspect of positive, successful school culture focused on student achievement.

Parent relations. Interview Question 13 asked, "Please describe how you perceive the impact of parent relations on student achievement."

Parent relations involve parents and teachers working together to see that children do better in school and at home (Early Learning Network, n.d.). Effective school cultures find ways to involve the meanest or apathetic parents. Teachers have written or unwritten permission to initiate parent engagement by any means that works (Gruenert & Whitaker, 2015). Parent engagement is valued and cultivated as part of the school culture. Positive feedback and interactions were identified as important by six of the participants.

For the parent relations theme, there were six participants and six overall responses. Responses were dedicated to one theme. Positive feedback/inactions was mentioned by eight participants a total of 11 times.

The narrative connected to the parent relations as an aspect of culture demonstrates that principals know the importance of parental involvement as well as their responsibility of student success. The principals indemnified the importance of positive relations with parents to involve them as much as possible in the process to impact student success at the school site.

Principal 3 influenced positivity onto the school campus by allowing the parents to be team members: "Let them know that we can't get the best out of this without them

knowing that they're important in their child's education." Principal 5 also built on positive interactions by reassuring parents

> That they are important, and we are serving their most vital possessions, their kids. So, when they take the time to come on in, we open the door and tell them to come on in, and I drop what I am doing to make sure that I take time for them.

In conclusion, Principal 1 stated, *"*You get better results whether it be a parent or grandparent or guardian, you get more people involved the higher the level of success you attain at the school."

Communication. Interview Question 14 asked, "Please describe how you perceive the impact of communication on student achievement."

Communication is defined as the ways in which human beings communicate; it could entail the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, and/or feelings (Collins Dictionary.com, 2021). Principals can contribute to the effectiveness of a positive organizational culture and behavior that will lead to trainings related to teacher, student, and parent relationships based upon communication and support within the classroom. This in turn may lead to increased student academic achievement (Somech & Drach-Zahavy, 2004). Principals believe that communication is one of the stronger keys in a turnaround of the school that must focus on student achievement.

For the communication aspect, there were 12 participants and 30 overall responses. Responses were dedicated to one theme. Telephone calls/emails and newsletters was mentioned by 7 participants a total of 30 times.

Communication is a key aspect needed to create a culture of student success focused on achievement. Principals use personal calls and emails to communicate with staff, and they use newsletters to communicate with all stakeholders.

According to Principal 4, communication is number one: "You have to have the right amount of communication with your staff with your students to parents and so on. As a team we make phone calls and send postcards to families based upon attendance and positive behavior." Principal 5 who provided technology stated, "Using Facebook, Instagram, and Twitter allows for valuable ways to communicate to parents. Everyone has technology. I can shoot a message and it goes directly to the parents instantly." Principal 6 also provided technology:

> Communication is so easy now. There is no reason you should have lack of communication with the staff or parents. Email and social media are a way to connect so people know what is going on. I also do an update every Friday in a newsletter to the parents.

Principals noted that the message is more important than the frequency of the communication and that the message should always be connected to student achievement.

Organizational history. Interview Question 15 asked, "Please describe how you perceive the impact of organizational history on student achievement."

Organizational history is defined as the historical work within an organization to enrich the broad endeavor of an organization (Academy of Management, n.d.). The organizational history is a product of organizational citizenship. OCBs are considered context specific, and the behaviors vary from one type of organization to another (Organ, 1997). Public schools are different from private sector organizations. Schools represent

service organizations that are staffed with professionals committed to doing the best for their students (DiPaola & Hoy, 2005). Therefore, in organizations such as schools, both professional workers and organizational staff are committed to what is in the best interest of the student. The history of the organization is an important part of the culture and climate.

For the organizational history, there were five participants and 5 overall responses. Responses were distributed among three themes. Mission and vision was mentioned by six participants a total of nine times. Know the past culture was mentioned by five participants a total of five times.

According to Gruenert and Whitaker (2015), culture is created on the organizational history of practices, rituals, and celebrations that unify the staff and create a system of expectations to celebrate events together as a staff. Principals must know the past culture and practices of the school as they set the mission and vision for the current school year to establish a positive school climate and culture focused on school achievement.

Principal 1 viewed organizational history as the past and believed, "You have to know the past culture to understand where you're coming from, and then you have to set the mission and vision to know where you're going for the future." Principal 12 added, "Building relationships and supporting the mission and vision in school is essential. I am a leader, but I say we are all in this together." In addition, Principal 3 valued "What is important to us, not what is important to me, but to establish our values and our mission statement and when helped by all, we can work on our organizational structure."

Table 4

Subthemes of Behavior Emerging from the Aspect of Culture and Climate

Behavior	Theme	Part.	Freq.
Altruism	Serve the Students.	10	16
	Needs of staff/students first	8	8
Conscientiousness	Above and beyond duties	10	10
	Helping others	8	14
Sportsmanship	Supportive of one another	11	16
Courtesy	Respect for Staff members	9	15
Civic Virtue	Serve the community	9	15
Shared Values	Mission and vision	10	14
	What is needed to be successful	11	10
Risk Taking	Be free to try things to increase student achievement.	9	15
Openness	Transparent in the process of student growth	11	10
Socialization	Team support	10	14
Collegial Awareness	Grow strengths of teachers through support	9	9
Decision Making	What is best for students.	12	15
	Value input from stakeholders: teachers, parents, community.	12	12
Trust	Build relationships	7	21
	Open and Honest	7	17
	Combined: Build open and honest relationships	12	41

Note. Only took themes with 8 or more respondents (75%).
Exception was trust theme where responses can be combined.

Principal 5 provided a culture and climate survey at the end of every year to see how the parents feel about the school. So, he knows what can be done to make sure everything is better for everyone when addressing climate and culture. Principal 12 arrived at a school site and believed that the culture and climate starts from the leadership. The focused conversation centered on the power of the culture and climate being in the hands of all staff members. The question that should be asked regarding organization history is "How do we want to be remembered?" Student success and achievement must be the legacy of organizational history

Summary

The purpose of this mixed methods study was to show a relationship between principal's OCB and student achievement, which was the quantitative portion of the study. The quantitative findings of this study confirmed that the quantitative relationship between small school elementary principal OCBs and student performance in ELA and math supported no significant relationship. The OCB instrument did not produce results that are consistent with the literature has identified as typical of an organization. This population of elementary principals under these particular circumstances could have resulted in the lack of results. Possible explanations for the lack of results could have been misunderstandings or lack of clarity of the key terms associated with the survey instrument, therefore; the survey yielded inconsistent results.

The qualitative portion of this study produced results that established how principals address student achievement through the five OCBs. It also addressed the 12 aspects of climate and culture at a school site as established by Gruenert and Whitaker

(2015). Gruenert and Whitaker noted the importance of climate and culture as it relates to student achievement.

Deal and Peterson (1990) noted that culture is defined as "deep patterns of values, beliefs, and traditions that have been formed over the course of [the school's] history" (p. 12). Based on these definitions, leadership in the capacity of school culture goes beyond creating an efficient learning environment; culture must focus on the core values necessary to directly affect student success. Healthy schools promote and provide a daily climate that is more conducive to student achievement and success. These schools foster a culture of high academic standards (Hoy et al., 1990). The quantitative portion of this chapter presented the data summarizing the major themes of Research Question 2 and Research Question 3. The qualitive data were derived from interviews with 12 principals of small schools. The data were coded, analyzed, and synthesized, which results in several emergent themes for both questions. The results and analysis identified the lived experiences of principals who use OCB and cultivate a positive climate and culture at their school sites to impact the student achievement.

Chapter V presents a summary of both the quantitative and qualitative portions of the study. The data analysis resulted in no significant findings, and the qualitative portion of the study resulted in rich data results connected to the two research questions. Chapter V includes major findings, unexpected findings, conclusions, implications, and recommendations for future research and policy changes. The last section of Chapter V is the reflections and conclusions of the researcher of this study.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Overview

The purpose of this mixed methods study was to identify and explore a participant's position or perception to determine whether the achievement gap within education was related to elementary principal organizational citizenship behaviors (OCBs) and associated with student academic achievement. Therefore, the purpose of the quantitative, correlational study was to determine whether there was a relationship between elementary principals' OCBs as measured by the small school Principal OCB Survey and student academic achievement on the California Assessment of Student Performance and Progress (CAASPP) in California small school districts. Research Question 1, which guided this research, asked, "What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?"

The researcher contacted survey respondents via email for the study. Next, the researcher emailed each corresponding district to gain prior authorization to collect data from the appropriate school sites. Based upon district approval, each school site principal was contacted via telephone for introductions and to explain the basis of the research, the data-collection process for the surveys, and the student achievement data.

An email was sent to each school site administrator that included an encrypted hyperlink directing them to a cover letter. Each cover letter included the informed consent form, the purpose of the study, that participation was voluntary, the approximate 20-min time requirement to take the survey, the timeframe for the study, and assurance of

complete anonymity (see Appendix C and Appendix D). A follow-up email was sent 2 weeks following the initial email, which included an encoded hyperlink connected to SurveyMonkey.com, which enabled participants to be associated to their respective school site. Upon receipt of all survey responses, data were downloaded into a Google file.

All data for student academic achievement were taken directly from the publicly accessible CDE (n.d.) website. The mathematics and ELA data for the 2016–2017 and 2017–2018 school years were taken from CAASPP data and used to investigate student performance.

The population of this study was elementary school principals who practice in small school districts that serve K–6 grade students. This research utilized a purposeful convenience sample of schools in Sutter, Tulare, Kern, Kings, and Fresno counties within Central and Northern California, which have the CAASPP data based on the 2016–2017 to 2017–2018 school years on the CDE (n.d.) website. There were 67 schools and 67 principals in the target population for this study, but only 17 principals voluntarily participated in the study.

The Principal OCB Survey for small school principals was used to identify OCBs for small school principals in K–6 elementary schools. The Principal OCB Survey measured principal perceptions of OCB behavior based upon organizational citizenship. The categories are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Each category was divided into subcategories to refer to the different constituencies (colleagues, certificated staff, classified staff, students, and parents) addressed as part of a principal's duties as a school site leader. The Principal OCB Survey used a 5-point

Likert scale to rate the level associated with the principals' willingness to perform with each constituency in each category. The OCB instrument did not produce results that are consistent with the literature has identified as typical of an organization. This population of elementary principals under these particular circumstances could have resulted in the lack of results. Possible explanations for the lack of results could have been misunderstandings or lack of clarity of the key terms associated with the survey instrument, therefore; the survey yielded inconsistent results.

Research Questions

What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?

1. What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?
2. How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB below) on student achievement?
3. How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture?

Major Findings–Qualitative

Although the quantitative portion of this mixed methods study yielded no significant findings and, therefore, no conclusions, several major findings resulted from the qualitative section of this mixed methods study. The findings are outlined in the following sections and organized by research question.

Research Question 2

How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the elements of OCB) on student achievement?

Key Finding 1: Having altruism impacts the entire staff and students. The first major finding of personal behavior on student achievement is that all small school elementary principals in this study unanimously agreed that the trait altruism has a vital impact on student achievement. Altruistic leadership is defined as the guiding of others with the goal of improving their well-being or emotional state. In some situations, altruism means selflessness, or unselfishness. In practice, it refers to caring about the happiness of other people. Somech and Bogler (2005) suggested that improvements in student achievement will happen in schools with positive and professional cultures that reflect a positive school climate. This personal behavior is based upon the principal's viewpoint on the impact of greeting students and staff as a proclaimed act of altruism). The principals agree that students and staff social and emotional needs must be met, which in turn will encourage student growth and achievement. In addition, principals express the importance of being observant in modeling the altruistic behavior to ensure this behavior will inspire and lead staff to work positively for the betterment of student progress. Therefore, principals who focus on serving staff, with a practice of daily

altruism, encourage student growth and impact student achievement for increased academic success.

Key Finding 2: Conscientiousness focuses on doing what is right.

The second major finding from the study is that small school elementary principals agree that the personal behavior of conscientiousness is as important as altruism. This behavior focuses on the efficient use of time and going well beyond the minimal required use of attendance. The behavior of conscientiousness is defined as a person wishing to do what is right, especially to do one's work or duty well and thoroughly (Collins Dictionary, 2021). The success of schools depends on the willingness of teachers to go above and beyond the call of duty to attain their school's objectives and goals (Somech & Bogler, 2005). In practice, a principal who is conscientiousness, daily doing what is right and focused on the success of students and staff affects the culture of the school site. Modeling the behavior of conscientiousness has a positive effect on the entire staff.

Key Finding 3: Sportsmanship equals fairness.

The third major finding from the study is that small school elementary principals agree that the personal behavior of sportsmanship is important because it mainly refers to being supportive of one another and employing virtues such as fairness, self-control, courage, and persistence and has been associated with interpersonal concepts of treating others fairly and being treated fairly. This means staff is maintaining self-control when dealing with others and having respect for both authority and opponents (Collins Dictionary, 2021). The elements of sportsmanship transfer well to the climate and culture of a school site. Principals' and staff who demonstrate the traits of the behavior associated with

sportsmanship create an environment where the standard of behavior is virtuous and will transfer this standard to the way students are treated.

Key Finding 4: Being courteous equates to service and relationship building. The fourth major finding from the study is that small school elementary principals agree that the personal behavior of courtesy is equally as important as being altruistic because a reoccurring subtheme of to serve was frequently mentioned 100% of the time during the coding process of altruism and courtesy. The principals view courtesy as a form of respect toward all staff, students, and parents. Principals emphasize that being approachable and professional projects a positive attitude that supports people to be their greatest. Serving the needs of their staff and being aware of their needs helps principals build relationships. In essence, help teachers or parents solve a problem and they will be there when you need those (Hoy & Smith, 2007). The leadership characteristic of courtesy when practiced by school principals directly influence the OCBs in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016). This culture is apparent throughout the school day and within each classroom. The behavior of courtesy has an impact on student achievement because students do not want to disappoint adults who care about them and their academic success.

Key Finding 5: Civic virtue sets a standard of behavior that impacts schools. The fifth major finding from the study is that small school elementary principals agree with the personal behavior of civic virtue. Civic virtue reflects responsive, constructive involvement in the organization (Somech & Oplatka, 2015). Putnam (1993) defined three civic virtues acquired through social connectedness: active participation in life,

trustworthiness, and reciprocity. Putnam also noted that only through an understanding of civic virtue will Americans be able to flourish in their communities and play an active role in American democracy. The components of trust, participation, and reciprocity are actively evident at school sites that have a healthy school culture (Gruenert & Whitaker, 2015). Being mindful of others and dedicating service to the school activities and community align with the organization behavior of civic virtue. The use of this behavior extends to teachers using their talents and efforts to help both the students and the school to achieve success (DiPaola & Hoy, 2005), and this OCB allows teachers and principals' to go above and beyond routine contractual obligations and have the greatest impact on effective organizational performance, which equates to student and school success (DiPaola & Tschannen-Moran, 2001).

Research Question 3

How do small school elementary principals identify and describe the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker' (2015) 12 aspects of school climate and culture?

Key Finding 6: Shared Values

The sixth key finding of the study related to climate and culture is shared values. Shared values are the mission and vision of the organization. The values that are developed by the leadership in conjunction with the members of the organization serve to ensure what is needed to be successful. According to Gruenert and Whitaker (2015), shared values keep you together during the difficult times, and they will bring you joy during the high points of a school success. When teachers at a school are all in agreement about what is

needed to be successful in regards to the educational values of the school, they are not able to hide what they do because their peers will hold them accountable (Gruenert & Whitaker, 2015). Shared values may also be known as core values for an organization and often align with the mission and vision of a school.

Key Finding 7: Risk-taking should be encouraged and validated through results. The seventh key finding from the study identifies risk-taking as an encouraging behavior among principals. It is essential that principals' cultivate risk-taking culture to establish positive and constructive feedback because these leaders enable risk-taking and foster trusting relationships to flourish the mission and vision in education (Goleman, 2000).

Principals express that trying new things and being free to do so increases student achievement. The willingness to help the team be comfortable with risk-taking is what many principals strive to achieve. Some principals feel that risk-taking should be modeled to encourage risk-taking by teachers. The data supported that encouraging risk-taking was mentioned often in the maintenance and advancement of student achievement.

Key Finding 8: Openness fosters a culture of transparency and growth.

The eighth key finding for small school principals is the element of openness. The willingness to share data is a personal behavior shared by principals that adds to openness. Being accountable for your mistakes and strengths is an understanding that has an impact on openness and being transparent, and it is these moments that inspire the school culture to be truly collaborative. An environment that fosters a high level of openness allows people to be interested in new things, and they are often motivated to learn about new ideas. Schools that have a culture of openness allow teachers to feel free

to critique one another and to grow from the experience (Gruenert & Whitaker, 2015). In an open environment that welcomes discussion and fosters a team environment, a culture of risk-taking and acceptance is developed. Teachers feel safe to make mistakes and to learn best practices to impact student achievement.

Key Finding 9: Socialization

The ninth key finding of the study related to climate and culture is socialization and is defined as the activity of mixing socially with others (Staton, 2008). The demographics of school sites create an opportunity for socialization. The principal along with the staff set the tone for the type of socialization found at the school site. The creation of a healthy school climate with an atmosphere of achievement and team support is what will significantly support the efforts for people to make extra efforts and sacrifices in educational institutions. The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016).

Key Finding 10: Collegial Awareness

The tenth key finding of the study related to climate and culture is collegial awareness. At a school site is when a school culture encourages teachers to believe that they can improve their own practice by watching their colleagues in action (Gruenert & Whitaker, 2015). This collegial model suggests that employees are aware of their purpose and role, and they will try their best to fulfill the needs of an organization. It can be described as a work environment where the responsibility and authority of success is equally shared by teachers and staff and where teachers grow their strengths through support.

Key Finding 11: Decision-making must be shared and valued.

The fifth key finding of the study is decision-making, which seems to be an essential factor for principals. Collaborating with staff members and learning to balance decision-making is what principals view as right for kids based upon the sharing of data to help students grow. Principals view decision-making as a reflective tool that will also aid in the production of valuable input among all stakeholders. It is this element that builds on intrinsic motivation and produces a school culture that is effective and engaged (Gruenert & Whitaker, 2015). The principal is the key leader in creating a positive atmosphere, as well as vision casting, for the creation of a positive, strong school culture through a collaborative process, which include teachers, students, parents, staff, and community members in the decision-making process (Fullan, 1992). In the decision-making process, all staff and other voices need to be valued to establish a culture focused on student achievement.

Key Finding 12: A culture of trust allows for risk-taking and effectiveness.

The twelfth key finding of the study related to climate and culture is trust. Trust as an element of growth was one of the major elements identified. It has been found that when growth is seen, there is buy-in as a group of decision makers who have a great impact on student achievement and open and honest relationships are built and maintained. In addition, most principals feel that being authentic, vulnerable, and purposeful in their communication and what they are thinking is an essential piece of building trust. According to Gruenert and Whitaker (2015), trust involves members who are confident that they can share their professional struggles with anyone else in the culture without invalidating their work. Research has suggested that the making of a positive, open

climate has benefits that incorporate increased student achievement, faculty trust, and school effectiveness and shared decision-making in schools (DiPaola & Tschannen-Moran, 2001). Of the participants, 100% identified that trust is essential to the growth of an organization. Also, being aware of how you listen and respond is the foundation many principals rely on to build trust with stakeholders and staff. Trust is a foundational aspect of positive, successful school culture focused on student achievement.

Conclusions

This study focused on the personal behaviors (as delineated by the elements of OCB) of small school elementary principals and their impact on student achievement and the impact of school culture and climate on student achievement using the elements of Gruenert and Whitaker's (2015) 12 aspects of school climate and culture. The following conclusions are based on the findings and supported by the literature and align with the study's theoretical framework of OCB (Bateman & Organ, 1983) and the 12 aspects of school climate and culture (Gruenert & Whitaker, 2015). The leadership characteristics of school principals directly influence the OCBs felt in relation to organizational trust, commitment, school culture and climate, and the advancement of education and training (Ahmet, 2016).

Conclusion 1: A Culture of Trust Builds Open and Honest Relationships that Impacts Achievement

Principals who have a high level of trust with their staff and exhibit civic virtue when dealing with all systems, problems, and stakeholders will be successful in developing a culture focused on the purpose of education: student achievement. According to Gruenert and Whitaker (2015), trust involves members who are confident

that they can share their professional struggles with anyone. Research has suggested that the making of a positive, open climate built of trust has benefits that incorporate increased student achievement, faculty trust, and school effectiveness as well as shared decision-making in schools is successful (DiPaola & Tschannen-Moran, 2001). Based on the findings of this research, it is concluded that principals who do not have a high level of trust and focus on building open and honest relationships will not create a climate and culture focused on student progress and achievement.

Conclusion 2: Decision-Making Must Be Student Centered, and Altruistic

Based on the findings of this study, principals who create a culture of shared decision-making experience a culture centered on what is best for students will result in increased student success and staff who feel valued. Principals view decision-making as a reflective tool, which aids in the production of valuable input among all stakeholders. It is this element that builds on intrinsic motivation and produces a school culture that is effective and engaged (Gruenert & Whitaker, 2015). The principal is the key leader in creating a positive, altruism atmosphere through putting staff and students before themselves. The creation of a positive, strong school culture through a collaborative process, which include teachers, students, parents, staff, and community members in the decision-making process will lead to increased student achievement (Fullan, 1992).

Conclusion 3: Sportsmanship and Socialization Result in a Supportive Culture

Based on the findings of this study, principals who demonstrated sportsmanship to their staff and students will set a standard of daily practice that changes their culture. Sportsmanship mainly refers to virtues such as fairness, self-control, courage, and persistence and has been associated with interpersonal concepts of treating others fairly

and being treated fairly. This means staff is maintaining self-control when making decisions, dealing with others and having respect for both authority and opponents. The principal and staff are working together as a team for a common goal (Collins Dictionary, 2021). The elements of sportsmanship transfer well to the climate and culture of a school site which will lead to student success. Principals' and staff who demonstrate the traits of the behavior associated with sportsmanship create an environment where the standard of behavior is virtuous and will transfer this standard to the way students are treated (Gruenert & Whitaker, 2015).

The environment of school sites creates an opportunity for socialization. The principal along with the staff sets the tone for the type of socialization found at school sites. Principals who create a healthy team support climate with an atmosphere of achievement will significantly support the attempts of people to make extra efforts and sacrifices in educational institutions. Team support was identified as the theme for the aspect of socialization (Ahmet, 2016).

Conclusion 4: Risk-Taking Creates a Culture of Openness and Innovation

Based on the findings of this research, it is concluded that principals who do not model or encourage risk-taking fail to instill courage in their staff and are not able to implement changes to improve culture and climate focused on student achievement. Thus far, the analysis of the literature provides a positive picture for schools with teachers who exude the extra effort and are willing to try groundbreaking approaches should be more likely to remain at schools that display these behaviors (DiPaola & Hoy, 2005). Principal 1 noted,

> Being transparent in the process of student growth is important. You must be willing to share data and be willing to say you are wrong and be willing to share what you are doing correctly. You have to do the same that you are requiring of your students, which is to take a risk.

When school principals' set the example of risk-taking and transparency, the teachers and staff will follow their example.

An environment that fosters a high level of openness includes people who are interested in new things, and they are often motivated to learn about new ideas. Schools that have a culture of openness that allow teachers to feel free to critique one another and to grow from the experience will see an increase in achievement (Gruenert & Whitaker, 2015).

Therefore, when principals foster a high level of openness, which includes being transparent about the data and process of student growth, change will occur. When principals discuss, accept, and support the school improvement plan and daily practices, teachers are willing to take risks and try new things (Woolfolk et al., 2008).

Conclusion 5: Leaders Who are Conscientiousness and Courteous will Create Collegial Awareness with All Staff

Based on the findings of the study, school principals' who care about the well-being of their staff and are courteous to their staff will create a positive school culture. A school principal in tune with the school environment will provide energy and provide follow-through to the school-community system. Principals' who are connected create relationships and unify all within the organization to provide nurturance and care.

Working together is the curry that motivates people to take on greater challenges (Losee, 2000).

Principals who are courteous will communicate important information more effectually, which will help prevent work-related problems. Every principal noted that it was important to be kind and respectful as well as going above and beyond for their staff. Kelleher (2016) stated, "If a principal is successful, identifies suitable role models, receives reassurance, and remains stress-free, she or he will most definitely develop self-efficacy, which will benefit the principal, and the school community that she or he serves" (p. 3). School principals' who focus on others, as well as maintaining a high standard for a positive culture, will have an impact on student achievement and create a culture of collegial awareness.

Conclusion 6: School Leadership that Understands Civic Virtue and Shares the Values of Their Community Will Fulfill Their Mission and Vision

Based on the findings of this study and supported by the literature, it is concluded that school principals' who fail to understand the importance of civic virtue will struggle to fulfill the mission and vision of the school. Putnam (1993) defined three civic virtues that are acquired through social connectedness: active participation in life, trustworthiness, and reciprocity. Because one of the components of civic virtue is trustworthiness, the addition of the other two components in a principal's daily practice will create an open climate of connectedness with staff.

Openness with data analysis and effective communication based on data must occur throughout the school communication systems and during team data analysis in professional learning communities. Research on student achievement records confirms

that differences in teacher effectiveness is the largest factor affecting academic growth of student populations (Haycock, 1998; Sanders & Rivers, 1996). Measurement cannot stand alone to bring about change that will lead to increased equity for students and better outcomes for schools (Sanders & Rivers, 1996). Teachers, supervisors, principals, superintendents, school boards, and commissioners of education must engage in information from assessment to enhance their curricula, instructional strategies, and educational programs (Sanders, 2000). According to Gruenert and Whitaker (2015), an assessment of openness can reveal whether a culture is merely comfortable or truly collaborative.

Implications for Action

This study supported the hypothesis that principals can create a positive impact on student achievement through culture and climate within their school environment by demonstrating personal behaviors that reflect trust, decision-making, organizational history, openness, risk-taking, courtesy, and altruism. Further, this study reported that without one of these personal behaviors, the ability to shift beliefs and practices in the school environment would be a challenge. The following sections outline various implications for practice that should be put into action to ensure that principals instill a school-wide movement of cultural change.

Implication 1: Relationships are Key

Based upon the conclusion that human connection and support is essential to promoting academic achievement in elementary schools, and the fact that the findings for this conclusion are the most frequent among all themes and sub themes, the implication is that principals must spend a significant amount of time developing and nurturing human

connections and relationships among all stakeholders so that students are moving toward achievement. This is created within a culture where support for their achievement is surrounded three hundred sixty degrees by all adults on the school campus and extents to the other students, family, and friend off the campus.

Implication 2: Understanding the School Culture is Essential

It is important for principals to take the time to administer The Elements of Culture Form by Gruenert and Whitaker (2015) to staff, parents, and students to best understand the current culture. When principals create a culture of shared decision-making experience and a culture centered on what is best for students, this culture will result in increased student success and staff who feel valued. It is recommended to have the teachers complete the form during a staff meeting or another type of gathering where they are all situated in the same room and divided into small groups. The establishment of the groups should represent a mix of different subcultures and grade levels within the school. The protocol for answering the form is to ask each group how each concept manifests in the school environment and to develop an opportunity to seek out the information that frames the behaviors within the culture. Feedback from the survey will be important in understanding the current culture.

Implication 3: Celebrations must be Part of the Organizational Structure

Principals with the support of staff should develop established rituals and celebrations and plan for their occurrence throughout the school year. Celebrations ensure that the change in school culture and climate continues to function in its new state. Sportsmanship occurs when the staff and principal work together as a team and this is key for socialization and authentic celebrations. Sportsmanship mainly refers to virtues

such as fairness, self-control, courage, and persistence and has been associated with interpersonal concepts of treating others fairly and being treated fairly. The celebrations should be a part of the yearly school calendar and monthly staff meetings. According to Harvey and Drolet (2005), celebrate everything. You cannot have too much celebration. Celebrate the accomplishments of teachers, staff, parents, retirees, administrators, and the like or when a personal goal or accomplishment is achieved. In turn, everything that is celebrated will generate kindheartedness and socialization. Included in this plan will be the celebrations centered on students. Celebrations for student citizenship, academic improvement, and achievement goals should be planned concurrently with the rituals and celebrations of adults.

Implication 4: A Culture of Risk Taking Needs to align with Mission and Vision

Principals should develop a culture that is a representation of the mission and vision of the school. It is strongly recommended that principals include the staff in determining what the mission and vision of the school should include for the current school year and reexamining the mission and vision of the prior year and extracting the key words that will become the mantra for the new school year. This process should be done with openness and centered around risk taking. This mantra will be branded everywhere on campus, and it must align with the school culture because the purpose of a mission is to set forth a belief system and behaviors that all staff members believe in and support. The mission and vision should be reflected upon and discussed among all staff members at the monthly staff meetings to ensure that it is aligning with the school culture. The discussion will include actionable steps and outcomes supported by data which is transparent and centered on student achievement. Collectively, the principal and

staff will determine any course corrections needed as they discuss and examine the data aligned with their school improvement plan.

Implication 5: Conscientiousness and Courteous Principals' should Create Collegial Teams within the School

School principals' who focus on others, as well as maintaining a high standard for a positive culture, will have an impact on student achievement and create a culture of collegial awareness. It is important for principals to ensure that they have school improvement teams in place, so they can effectively provide a sense of ownership to transform the climate and culture into a sustainable and creative one. The core leadership team will work with the county office to develop a plan for school improvement and the formation of school improvement teams. This plan will be led by conscientious and courteous principals'.

The creation of teams will involve a diversity of the staff with diverse skills and perspectives that will support the improvement of the school goals. School improvement teams should meet once a month to discuss goals and seek to improve and respond to negativity and accentuate the positive. These meetings will involve achievement data and climate survey data. The teams will also seek to clarify the direction of the culture, build support, and serve as role models for the staff and students.

Implication 6: The Purpose of Education Survey

Principals should develop a survey on the purpose of education (Gruenert & Whitaker, 2015) to all teachers at the beginning of the school year. The survey should assess the degree to which teachers at the school site are all on the same page regarding the school's mission. The instrument being used should consist of a scale from 1 to 5

with thoughts based on the degree in which teachers believe why providing an education in the society is so important. Examples of thoughts are to help students be the best they can be, to narrow the student achievement gap, to be a contributing member to society, and so forth. Principals should encourage the question "Why are we here?" during monthly staff meetings or as daily reminders, which will support the continual building of conversations on the importance and purpose of education. This data would be used as the teams work on the mantra and the school improvement plan.

Implication 7: School Leadership Must Understand Civic Virtue and Shares the Values of Their Community as Part of Their Visionary Leadership

Those who aspire to be a leader and principal in an elementary school should work in collaboration with district leader teams and local networking groups to be assigned a mentor who is focused on civic virtue. This mentor will be matched and selected based upon visionary leadership skills, which include community building, emotional intelligence, and aspiring leader needs. This relationship will be built on trust with an emphasis on personal development and career advancement, which will be identified in a mentor–mentee protocol. In addition, guidance will be provided in structure and planning that will be developed by the district leadership team and third-party mentor providers. This model will be evaluated for effectiveness every 3 months by participants and stakeholders to ensure sustainability and course correction, if needed, to ensure the effectiveness of the program. In turn, principals will be much more successful in leading with a purpose, increasing student achievement, and building a community to establish stability, retention, and self-efficacy in which all human beings crave and deserve (Aguilar, 2014).

Recommendations for Further Research

Based on the research findings, conclusions, and limitations of this study, the researcher recommends that further research be conducted based on the personal behaviors of principals and teachers and offers recommendations in the following sections.

Recommendation 1: Self-Efficacy

It is recommended that a mixed methods study be conducted with elementary school principals of schools that have been identified as Blue-Ribbon Schools or Golden Bell winners. To measure self-efficacy, the use of an established instrument should be used. The developed Self-Efficacy Scale has a factor analysis that yielded two subscales: a General Self-efficacy subscale (17 items) and a Social Self-efficacy subscale (six items). This scale will predict conceptual relationships between the Self-Efficacy subscales and other personality measures (i.e., locus of control, personal control, social desirability, ego strength, interpersonal competence, and self-esteem). Following the quantitative portion of the study, 10 to 15 principals should be selected for a qualitative interview. This study would examine their sense of self-efficacy when judging how to lead a course of action at their school site.

Recommendation 2: OCB for Larger Elementary Schools

This study used the school culture and climate, and the OCB interview questions to examine personal behaviors of elementary school principals. It is recommended that a quantitative descriptive research should explore the status of the variables. The purpose of this descriptive research would be to explain and interpret the current culture and condition of the school. This research would be conducted using only the school culture

and climate interview questions for principals in larger elementary schools with a student population over 1,000 with more in-depth explanation and clarity of key terms.

Recommendation 3: School Culture and Climate for Principals in Larger Elementary Schools

It is recommended to conduct a qualitative phenomenological study to learn how The Elements of Culture Form by Gruenert and Whitaker (2015) impacts student achievement when implemented over time. This study would take place in schools that have implemented the 12 elements of successful climate and culture for over 3 years. The school size would be under 500 students. The study would include observations and the collections of artifacts and interviews of several stakeholders.

Recommendation 4: Personal Behaviors of Teachers

Although the focus of this study was on principals in small schools, a qualitative multiple case study needs to be done on teachers who aspire to be principals and how their personal behaviors on culture and climate impact the school environment. Results of this study would help mentor aspiring principals' as they step into the role.

Recommendation 5: Principals Cultural Behaviors

It is recommended to conduct a replication qualitative case study of three schools to explore the personal behaviors regarding organizational citizenship and culture and climate among principals in elementary schools who came from different counties and at the high school level. Their perceptions and attitudes toward this construct may provide interesting viewpoints.

Recommendation 6: Principals Need to Build Relationships

Principals must personally become involved with each stakeholder group separately and with stakeholder groups generally both on-campus and off-campus in order to generate the climate and culture that supports student achievement. Some specific actions principals can take include:

a. Set up a calendar of regularly occurring meetings with key groups and establish two-way communication within each group.
b. Meet personally with core leadership team members and set up a mentoring plan for each of the leaders on the team.
c. Conduct four surveys throughout the year to gauge the level of trust and relationships within stakeholder groups.
d. Develop SMART goals that will be presented to the board of trustees around relationship and student achievement.

Quantitative Major Findings

Research Question 1

What relationship exists between small school elementary principal OCBs as measured by the Principal OCB Survey and student academic achievement as measured by the CAASPP in a California small school district?

Key Finding 1: OCB Element Relationships Principal OCBs as measured by the small school elementary Principal OCB Survey did not have a significant relationship to English language arts (ELA) scores in relation to altruism, conscientiousness, sportsmanship, courtesy, and civic virtue and is considered to have no statistical correlation because the values indicated a relationship of .02 to .20. Likewise, for math

scores, altruism, conscientiousness, sportsmanship, courtesy, and civic virtue were also considered to have no statistical correlation because the values indicated a relationship of -.06 to .35.

OCB Element Relationships to ELA

1. ELA to altruism shows a strength of relationship of .03, which is negligible and can be counted as no relationship.
2. ELA to conscientiousness shows a strength of relationship of .20, which is weak and can be counted as a very weak relationship.
3. ELA to sportsmanship shows a strength of relationship of .02, which is negligible and can be counted as no relationship.
4. ELA to courtesy shows a strength of relationship of .19, which is very weak and can be counted as no relationship.
5. ELA to civic virtue shows a strength of relationship of .17, which is very weak and can be counted as no relationship.

To summarize, all relationships between ELA and principal OCBs showed virtually no relationship.

OCB Element Relationships to Math

1. Math to altruism shows a strength of relationship of -.06, which is negligible and can be counted as no relationship.
2. Math to conscientiousness shows a strength of relationship of .23, which is weak and can be counted as a very weak relationship.
3. Math to sportsmanship shows a strength of relationship of .11, which is negligible and can be counted as no relationship.

4. Math to courtesy shows a strength of relationship of .35, which is weak and can be counted as a minimal relationship.
5. Math to civic virtue shows a strength of relationship of .17, which is very weak and can be counted as no relationship.

To summarize, relationships between math and principal OCBs showed one minimal relationship and the others virtually no relationship.

Summary

The concept of OCBs can be a relatively stable quality of the school environment that is affected by the principal's leadership, the experience of the teachers, and the influences of members' behavior, which is based on collective perceptions (Hackmann, 2009). This study introduced the viewpoint that there is little research to connect the attitudes of school principals, represented by the OCB profile, to student performance in school, particularly in small schools (Hackmann, 2009). First, OCBs are considered context specific, and the behaviors vary from one type of organization to another (Organ, 1997). Second, public schools are different from private sector organizations. Schools represent service organizations that are staffed with professionals committed to doing the best for their students (DiPaola & Hoy, 2005). The findings of this study encourage further research into what types of factors provide growth within student achievement and what the actual impacts of OCBs are in the school setting.

Conclusions - Quantitative

This study's research questions confined the research to the narrow realm of the relationship between principals' OCBs and student achievement. As a result, the

conclusions and implications derived from the findings fall within this narrow band. However, they do provide slightly different perspectives within that realm.

Conclusion 1

This study found that principals' OCBs as measured by the small school elementary Principal OCB Survey did not have a significant relationship to ELA and math scores in small elementary schools in California. Based upon the findings of this study, it is concluded that OCBs of the principals do not directly relate to student achievement results. The OCB instrument did not produce results that are consistent with the literature has identified as typical of an organization. This population of elementary principals under these particular circumstances could have resulted in the lack of results. Possible explanations for the lack of results could have been misunderstandings or lack of clarity of the key terms associated with the survey instrument, therefore; the survey yielded inconsistent results.

Summary

The results of this study indicate no statistical correlation between principal OCBs and student achievement. Although the findings did not confirm a statistical correlation, the findings encouraged the researcher to continue to seek out factors that determine what external and internal qualifying practices and positive impacts further student achievement.

Recommendations for Further Research

Although the findings of the study did not yield a relationship between small elementary school principal OCBs and student achievement, it did lend itself to

expanding the research into various facets of education that may be unseen. The assessing of the number of adjustments within student achievement is explained by many factors: (a) in various grades and student subgroups and (b) in earlier grades and among disadvantaged subgroups. The performance of principals is critical to teacher success and is integrally linked to the success of teachers (Hanushek, 2016). The culture and climate of a school, which is directly affected by principals, is a key factor in teacher self-efficacy and performance (Wenglinsky, 2000). Therefore, continual research into the effects on achievement that may correlate with institutional practices and large-scale policies is much desired and needed because the level of knowledge and skills in relation to student learning continues to have an impact on the school environment.

Recommendation 1: Student Achievement

It is recommended that a replication study be conducted in different size districts and medium and large elementary schools to see whether the results are consistent with this study of OCBs because it has been found that the variation in student achievement is within schools rather than between schools (Hanushek, 2016). The assessing of different size districts and elementary schools through research may determine whether the school characteristics of OCBs do or do not support student achievement.

Recommendation 2: Teacher Quality

It is recommended that a study based upon a mixed methods approach be conducted with an emphasis upon OCBs of the same grade level and across grade levels in several similar types of schools. Because new standards emerge across the states, teacher quality has begun to receive greater attention based on student achievement (Darling-Hammond, 2000). Although better teachers may make a difference based on

student learning, there has been little inquiry into the effects on achievement that may correlate with large-scale policies and intuitional practices in a state or region (Darling-Hammond, 2000).

Recommendation 3: Principal Self-Efficacy

Further research could be conducted employing a qualitative methodology based on principal self-efficacy, with the use of observations. Even though the literature on principal's self-efficacy is minimal, it necessitates further study into already intriguing results, which would be beneficial considering the study of principals' self-efficacy has been hampered by the lack of reliable and valid instruments (Tschannen-Moran & Hoy, 2001). It is the school principal's responsibility to show compassion and have a nurturing vision for the teachers and parents for the continual development of all students.

Recommendation 4: Principal Gender

It is recommended that a comparative study be conducted to determine gender strategies and styles based on OCBs. The study should compare OCBs built by male principals with teachers as compared to OCBs built and maintained by female principals with teachers. Further differentiation could be achieved by analyzing OCBs used by male principals with both male and female teachers as well as OCBs used by female principals with both male and female teachers. Any gender-related OCBs should be noted along with recommendations on how principals of the opposite gender can develop those behaviors to a greater degree.

Recommendation 5: Self-Efficacy/Teacher Quality

It is recommended that a comparative study be conducted on urban or rural schoolteachers based on task characteristics such as feedback and intrinsic value for students. The emphasis of the study would be to understand whether teacher feedback has a direct effect on the intrinsic values of the student. In fact, studies have provided evidence to substantiate that creating learning environments that support the development of cognitive skills rests on the ability, talents, and self-efficacy of teachers (Pintrich, 2003). Self-efficacy has been associated with OCBs and could determine whether it is those characteristics that enhance teacher quality and lead to student achievement (Goddard & Salloum, 2011; Kelleher, 2016; Killion, 2015).

Recommendation 6: Leadership Behaviors

It is recommended that a mixed methods study be conducted by surveying and interviewing all adult stakeholders, including classified and certificated staff, and district office support staff based upon principal leadership behaviors such as articulating a vision and a mission, fostering the acceptance of group ideas and goals, and maintaining high expectations for teachers. To view leadership as part of a human function, consideration must be given to Bandura's social cognitive model, which implies that leadership must possess three categories: leadership cognition, leadership environment, and leadership behaviors (McCormick, 2001). The purpose would be to enhance the understanding of whether leadership behaviors are a direct influence on teacher quality and student achievement.

Concluding Remarks and Reflections

This study was more than a journey; it was a discovery of understanding who I am and what I can do. I have grown into a more knowledgeable adult with tools to enhance my future learning and abilities. I now feel more confident and well informed on what makes or breaks a culture and climate of the student environment. The web of learning involves so much more than what is seen on the surface. You must dive deeper into the issues of personal behaviors and how they interact with the school environment. It is more than what the child can do, but what the principal, staff, parents, and community can do to encourage students to want to achieve. It is interesting to know and understand why changes are constantly occurring without a resolution. It is the culture and climate of a school, which is directly affected by principals, that is a key factor in teacher self-efficacy and student performance (Wenglinsky, 2000).

Inquiring into the minds of principals was beneficial. It provided insight into their beliefs, morals, and values, which opened a door into the person they are and still becoming as they maneuver to the best of their abilities through the administrative position.

My perseverance through it all guided me to completion. There were times I wanted to give up, but my inner being would not allow it. I was told I have more to do, so I kept pushing on with faith in my heart and strength in my mind.

My passion for educating children's minds was an instrumental part of my research. Finding out what makes students perform at their best in an institution that strives to mold children's minds as it sees fit is mind boggling. There are so many factors at play, such as teacher quality, principal leadership, parental involvement, and student

abilities, but thanks to Bandura (1997), "The well-spring of human agency is self-efficacy" (p. 2). This quote sums it up. It is through people's self-efficacy that determines whether they will perform at their best. This is what I strive for as a teacher. Whether I am teaching second grade or third grade, my goal is to uplift my being and persevere through whatever I am given to do and by no means will I give up, not unless I have exhausted all resources.

My study offered various pathways to getting to the desired result, and I am proud of the fact that I was able to express some creative ways to further my research so that other researchers may set their sights on something that may intrigue them and enhance education. Education for the most part is a constant discovery of what works and what does not. One thing I know for sure is that human behavior is a large part of the process, and for those who do not believe it to be true, may my study help to gain the insight that is needed to encourage them to reconsider their position on this issue.

I implore those in the education field to assess their behaviors on regular intervals. Remember, behavior assessments are not based on an exam such as the CAASPP but an exam on what dictates one's inner being to educate students and encourage staff, parents, and the community to contribute to the education of young minds because it is not just a job that one is doing daily but a life-altering experience to benefit the young. It is a change or difference that one is truly making in the heart, mind, and soul of an individual who will grow up to be that change in the world. So, those individuals who are in the educational system should honor the position they have been given and remember that their beliefs and behaviors are exceptional predictors of distinct performance and influences of what they will become.

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APPENDICES

APPENDIX A

Synthesis Matrix

LITERATURE	SELF-EFFICACY	SCHOOLS/CLIMATE	ACADEMIC MOTIVATION	ORGANIZA-TIONAL CITIZENSHIP BEHAVIORS
Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. ***Review of Educational Research, 62*****(3), 307-332. doi: 10.3102/00346543062003307**	x	x		
La Prad, J. (2015). The Coalition of Essential Schools and Small Educational Reform. ***Small Educator, 36*****(3), 20-33.**		x	x	
Podsakoff, MacKenzie, Paine, & Bachrach (2000). Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research. ***Journal of Management, 26*****(3), 513-563. doi: 10.1177/014920630002600307**	x	x		x
Kelleher, J. (2016). You're OK, I'm OK: a lesser-known branch of research is beginning to focus on using self-efficacy to help principals navigate the increasingly difficult	x	x	x	

LITERATURE	SELF-EFFICACY	SCHOOLS/CLIMATE	ACADEMIC MOTIVATION	ORGANIZA-TIONAL CITIZENSHIP BEHAVIORS
demands placed on them. *Phi Delta Kappan* (8).				
Michael DiPaola, M. T.-M. (2001). Organizational Citizenship Behavior in Schools and Its Relationship to School Climate. *Journal of School Leadership, Volume 11*.		x		x
Schechter, C., and Michalsky, Tova. (2014). Juggling Our Mindsets-Learning from Success as a Complementary Instructional Framework in Teacher Education. *Teachers College Record, 116*, 48.	x		x	
Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education, 26*(4), 1059-1069. doi: 10.1016/j.tate.2009.11.001	x		x	
Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research, 68*(2), 202-248. doi: 10.3102/00346543068002202	x	x	x	

LITERATURE	SELF-EFFICACY	SCHOOLS/CLIMATE	ACADEMIC MOTIVATION	ORGANIZA-TIONAL CITIZENSHIP BEHAVIORS
VanYperen, N. W., van den Berg, A. E., & Willering, M. C. (1999). Towards a better understanding of the link between participation in decision-making and organizational citizenship behaviour: A multilevel analysis. ***Journal of Occupational and Organizational Psychology, 72*****(3), 377-392. doi: 10.1348/096317999166734**	x	x		x
Best, J., Cohen, C., & Mc, R. E. L. I. (2014). Small Education: Examining Capacity Challenges That Influence Educator Effectiveness: McREL International.	x		x	
Brown, C. S., Lamar, S. B., & Brown, U., III. (2015). Factors influencing organizational citizenship behavior and academic motivation in the classroom. ***International Journal of Education Research, 10*****, 67+.**	x	x	x	x
Bandura, A. (1993). Perceived Self-Efficacy in Cognitive Development and Functioning. ***Educational Psychologist, 28*****(2), 117-148. doi:10.1207/s15326985ep2802_3**	x	x		

LITERATURE	SELF-EFFICACY	SCHOOLS/CLIMATE	ACADEMIC MOTIVATION	ORGANIZA-TIONAL CITIZENSHIP BEHAVIORS
Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.	x	x		
Darling-Hammond, L. (2000). Teacher Quality and Student Achievement. *Education Policy Analysis Archives, 8*, 1. doi:10.14507/epaa. v8n1.2000	x		x	
Deal, Terrence E., and Kent D. Peterson. The Principal's Role in Shaping School Culture. Washington, D.C.: *Office of Educational Research and Improvement,* 1990. 122 pages. ED 325 914		x		
Freiberg, H. J. (2005). School Climate: Measuring, Improving and Sustaining Healthy Learning Environments. (n.p.): Taylor & Francis.		x	x	
Fullan, Michael G. "Visions That Blind." Educational Leadership 49, 5 (February 1992): 19-22. EJ 439 278		x	x	
Godfrey, D. (2016). Leadership of schools as research-led organizations in the English educational environment: Cultivating a research-engaged school culture. *Management*		x	x	

LITERATURE	SELF-EFFICACY	SCHOOLS/CLIMATE	ACADEMIC MOTIVATION	ORGANIZA-TIONAL CITIZENSHIP BEHAVIORS
***Administration & Leadership.*2016-journals.sagepub.com**				
Gruenert & Whitaker. (2015). School Culture Rewired: How to Define, Assess, and Transform It.		x		
Geertz, Clifford. *The Interpretation of Cultures.* New York: Basic Books, 1973. 470 pages. Heckman, Paul E. "School Restructuring in Practice: Reckoning with the Culture of School." *International Journal of Educational Reform* 2, 3 (July 1993): 263-71		x	x	
Sergiovanni, T. J. (2001). Leadership: What's in it for Schools? United Kingdom: Routledge/Falmer.		x		x
Stolp, S. (1994). School Culture and Climate: The Role of the Leader. OSSC Bulletin. Eugene: Oregon School Study Council, January 1994. 57 pages		x	x	
Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research, 52,* 155-168		x		

APPENDIX B

Principal/School Organizational Citizenship Behavior Survey

Principal School Organizational Citizenship Behavior Survey

Developed by Teresa Cowan-Fayter

Doctoral Dissertation Research

Background

This survey was developed using Curral and Organ's five categories of Organizational Citizenship Behavior. The categories are Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. Each category was divided into sub-categories to address the different constituencies (Certificated Staff, Classified Staff, Students, and Parents) addressed as part of a Principal's duties as a school site leader.

Directions

Please rate the following aspects of the Principal's performance in the following areas using the scale below:

1 – Never willing.

2 – Sometimes willing

3 – Moderately willing

4 - Generally willing

5 – Always willing

<u>Altruism</u>

1. Willingness to help certificated staff be successful. 1 2 3 4 5
2. Willingness to help classified staff be successful. 1 2 3 4 5

3. Willingness to help students be successful. 1 2 3 4 5

4. Willingness to help parents participate in the school. 1 2 3 4 5

Conscientiousness

1. Willingness to spend extra time with certificated staff. 1 2 3 4 5

2. Willingness to spend extra time with classified staff. 1 2 3 4 5

3. Willingness to spend extra time with students. 1 2 3 4 5

4. Willingness to spend extra time with parents. 1 2 3 4 5

Sportsmanship

1. Willingness to tolerate inconvenience to work with certificated staff. 1 2 3 4 5

2. Willingness to tolerate inconvenience to work with classified staff. 1 2 3 4 5

3. Willingness to tolerate inconvenience to work with students. 1 2 3 4 5

4. Willingness to tolerate inconvenience to work with parents. 1 2 3 4 5

Courtesy

1. Communicates with and helps prevent workplace problems with certificated staff.

   1 2 3 4 5

2. Communicates with and helps prevent workplace problems with classified staff.

   1 2 3 4 5

3. Communicates with and helps prevent workplace problems with students.

   1 2 3 4 5

4. Communicates with and helps prevent workplace problems with parents.

   1 2 3 4 5

Civic Virtue

1. Willing to voluntarily serve on committees inside the school. 1 2 3 4 5
2. Willing to voluntarily serve on committees outside the school. 1 2 3 4 5
3. Willing to voluntarily attend functions inside the school. 1 2 3 4 5
4. Willing to voluntarily attend functions outside the school. 1 2 3 4 5

Qualitative Interview Question Development Matrix

Teresa Cowan-Fayter

Research Questions	Interview Question(s)	Source
	Organizational Citizenship Behavior	
RQ1 – How do small school elementary principals identify and describe the impact of their personal behaviors (as delineated by the		Source 1 – The Principal School Organizational Behavior Survey. Curral and Organ

elements of OCB below) on student achievement?		
Altruism	IQ1 – Please describe how you perceive the impact of altruism in your personal behavior as a principal impact's student achievement.	
Conscientiousness	IQ2 – Please describe how you perceive the impact of conscientiousness in your personal behavior as a principal impact's student achievement.	
Sportsmanship	IQ3 – Please describe how you perceive the impact of sportsmanship in your personal behavior as a principal impact's student achievement.	

Courtesy **Civic Virtue**	IQ4 – Please describe how you perceive the impact of courtesy in your personal behavior as a principal impact's student achievement. IQ5 – Please describe how you perceive the impact of civic virtue in your personal behavior as a principal impact's student achievement.	
RQ3 – How do small school elementary principals identify and describe the impact of school culture and climate on student achievement	**School Climate and Culture** IQ6 – Please describe how you perceive the impact of	Source 2 – 12 Aspects of School Climate and Culture. S. Gruenert and T.Whitaker

using the elements of Gruenert and Whitaker's 12 aspects of school Climate and Culture?	shared values on student achievement. IQ7 – Please describe how you perceive the impact of risk-taking on student achievement. IQ8 – Please describe how you perceive the impact of openness on student achievement. IQ9 – Please describe how you perceive the impact of socialization on student achievement. IQ10 – Please describe how you perceive the impact of collegial awareness on student achievement.	

	IQ11 – Please describe how you perceive the impact of decision-making on student achievement. IQ12 – Please describe how you perceive the impact of trust on student achievement. IQ13 – Please describe how you perceive the impact of parent relations on student achievement. IQ14 – Please describe how you perceive the impact of communication on student achievement. IQ15 – Please describe how you perceive the impact of	

	organizational history on student achievement.	

Notes:

1. Each Research Question must be addressed.
2. Interview Questions should tie directly to a Research Question.
3. Each Interview Question should have a source/rationale for asking it that ties directly to the purpose and RQ's of the study so the information acquired addresses the Purpose and RQ's.

APPENDIX C

Informed Consent Document

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE, CA 92618

RESEARCH STUDY TITLE: The Relationship Between Small Elementary Principals Organizational Citizenship Behaviors and Student Achievement.

RESPONSIBLE INVESTIGATOR: Teresa Cowan-Fayter, Doctoral Candidate

TITLE OF CONSENT FORM: Consent to Participate in Research

PURPOSE OF THE STUDY: This study is being conducted for a dissertation for the Doctor of Education in Organizational Leadership program at Brandman University. The purpose of this quantitative, correlational study is to determine the relationship between principal organizational citizenship behaviors, as measured by the Organizational Citizenship Behavior Scale, and student academic achievement, as measured by the California Assessment of Student Performance and Progress.

PROCEDURES: In participating in this research study, I agree to be contacted by telephone for the purposes of introductions, and to explain the basis of the research, and the data collection process for personnel surveys, and student achievement data.

I understand that:

a) The possible risks or discomforts associated with this research are minimal.

b) I will not be compensated for my participation in this study. The possible benefit of this study is your input and feedback which could help determine the relationship between principal organizational citizenship behaviors, as measured by the Organizational Citizenship Behavior Scale, and student academic achievement, as measured by the California Assessment of Student Performance and Progress. Additionally, the findings and recommendations from this study will be made available to all participants.

c) Any questions I have concerning my participation in this study will be answered by Teresa Cowan-Fayter, Brandman University Doctoral Candidate. I understand that Mrs. Cowan-Fayter may be contacted by phone at (916) 267-7191 or email at cowa7201@mail.brandman.edu. The dissertation chairperson may also answer questions: Dr. Laurie Goodman at lgoodman@brandman.edu.

d) I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.

e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed, and my consent re-obtained. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

I have read the above and understand it and hereby voluntarily consent to the procedure(s) set forth.

_____ _____

Signature of Participant or Responsible Party Date

_____ _____

Signature of Witness (if appropriate) Date

_____ _____

Signature of Principal Investigator Date

Brandman University IRB 2018

APPENDIX D

Participation Request and Cover Letter

Study: The Relationship between Small Elementary Principals Organizational Citizenship Behaviors and Student Achievement

March 26, 2019

Dear Prospective Study Participant:

You are invited to participate in a mixed methods study to determine the relationship between principal organizational citizenship behaviors, as measured by the Principal Organizational Behavior Survey, and student academic achievement, as measured by the California Assessment of Student Performance and Progress. The main investigator of this study is Teresa Cowan-Fayter, Doctoral Candidate in Brandman University's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are a principal of a California small-size small school district.

Approximately 1,426 elementary schools from California were targeted. Participation should require about twenty-minutes of your time and is entirely voluntary. You may withdraw from the study at any time without any consequences.

PURPOSE: The purpose of this mixed methods study is to determine the relationship between principal organizational citizenship behaviors, as measured by the Organizational Citizenship Behavior Scale, and student academic achievement, as measured by the California Assessment of Student Performance and Progress.

PROCEDURES: If you decide to participate in the study, the researcher will contact you through telephone for the purposes of introductions, and to explain the basis of the research, and the data collection process for personnel surveys, and student achievement data.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are minimal risks to your participation in this research study.

POTENTIAL BENEFITS: There are no major benefits to you for participation, however, your input and feedback could help determine the relationship between principal organizational citizenship behaviors, as measured by the Principal School Organizational Citizenship Behavior Survey, and student academic achievement, as measured by the California Assessment of Student Performance and Progress. Additionally, the findings and recommendations from this study will be made available to all participants.

ANONYMITY: Records of information that you provide for the research study, and any personal information you provide, will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.

You are encouraged to ask questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. You may contact me at (916) 267-7191 or by email at cowa7201@mail.brandman.edu. You can also contact Dr. Laurie Goodman by email at lgoodman@brandman.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Respectfully,

Teresa Cowan-Fayter

Doctoral Candidate, Brandman University

COVER LETTER

Dear Study Participant,

I am a doctoral candidate at Brandman University, who is conducting a study on Principals Organizational Citizenship Behaviors (organizational behavior that is beneficial to workers that is not prescribed but occurs freely to help others achieve the task at hand. Examples are altruism, conscientious, sportsmanship, courtesy and civic virtue) in a small-elementary school setting.

I am asking your assistance in the study by participating in a survey, on www.surveymonkey.com, which will take about 20 minutes and will be set up at a time convenient for you. If you agree to participate in a survey, you may be assured that it will be completely confidential. No names will be attached to any notes or records from the survey. All information will remain in locked files accessible only to the researchers. No employer or supervisor will have access to the survey information. You will be free to stop the survey and withdraw from the study at any time. Further, you may be assured that the researcher is not in any way affiliated with the District Office.

The research director, Dr. Laurie Goodman is available at 559-999-5030, to answer any questions you may have. Your participation would be greatly valued.

Sincerely,

Teresa Cowan-Fayter, Doctoral Candidate at Brandman University
Email: cowa7201@brandman.edu

APPENDIX E

Participant's Bill of Rights

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB Adopted November 2013

APPENDIX F

Interview Protocol

Interviewer: Teresa Cowan-Fayter

Interview time planned: Approximately one-hour

Recording: Digital voice recorder

Written: Field notes

Introductions: Introduce ourselves to one another

Opening Statement: Thank you for agreeing to spend time with me today. My name is Teresa Cowan-Fayter and I am a doctoral candidate at Brandman University in the school of Education and I am a third grade teacher. I am curious to understand how the personal behaviors of principals can affect the culture and climate of an elementary school, and if so what are the impacts of those behaviors on the academic achievement of the K-6 elementary students.

Interview Agenda: I anticipate that this interview will take about one hour today. As a part of this interview you must identify as a principal working in a K-6 elementary school in California for 2 years or more. You signed an informed consent form that outlined the interview process and the condition of complete anonymity for this study. You also read the Letter of Invitation and the Participant's Bill of Rights. Thank you for signing the Audio Release Form in advance of this interview. Next, I will begin the audio recorder and ask a list of questions related to the purpose of the study. I may take notes as the interview is being recorded. If you are uncomfortable with me taking notes, please let me know and I will only continue with the audio recording of the interview. Finally, I will stop the recorder and conclude our interview session. After your interview is transcribed, you will receive a copy of the complete transcript to check for accuracy prior to the data being analyzed. Please remember that anytime during this process you have the right to stop the interview. If at any time you do not understand the questions being asked, please do not hesitate to ask for clarification.

Are there any questions or concerns before we begin with the interview? I will be conducting interviews with other school principals who work in K-6 elementary schools like yourself. To ensure the data collected is pure, I may not engage in a lot of dialogue with you during the interview. Below I have provided the interview questions for your review.

APPENDIX G

Interview Questions: To answer Research Question 2 (OCBs) and Research Question 3 (school climate and culture), 15 interview questions were addressed:

Organizational Citizenship Behavior

IQ1 – Please describe how you perceive the impact of altruism in your personal behavior as a principal impact's student achievement.

IQ2 – Please describe how you perceive the impact of conscientiousness in your personal behavior as a principal impact's student achievement.

IQ3 – Please describe how you perceive the impact of sportsmanship in your personal behavior as a principal impact's student achievement.

IQ4 – Please describe how you perceive the impact of courtesy in your personal behavior as a principal impact's student achievement.

IQ5 – Please describe how you perceive the impact of civic virtue in your personal behavior as a principal impact's student achievement.

School Climate and Culture

IQ6 – Please describe how you perceive the impact of shared values on student achievement.

IQ7 – Please describe how you perceive the impact of risk-taking on student achievement.

IQ8 – Please describe how you perceive the impact of openness on student achievement.

IQ9 – Please describe how you perceive the impact of socialization on student achievement.

IQ10 – Please describe how you perceive the impact of collegial awareness on student achievement.

IQ11 – Please describe how you perceive the impact of decision-making on student achievement.

IQ12 – Please describe how you perceive the impact of trust on student achievement.

IQ13 – Please describe how you perceive the impact of parent relations on student achievement.

IQ14 – Please describe how you perceive the impact of communication on student achievement.

IQ15 – Please describe how you perceive the impact of organizational history on student achievement.

APPENDIX H

BUIRB Approval

Dear Teresa Cowan-Fayter,

Congratulations! Your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.Brandman.edu

Best wishes for a successful completion of your study.

Thank You,

BUIRB

Academic Affairs

Brandman University

16355 Laguna Canyon Road

Irvine, CA 92618

buirb@brandman.edu

www.brandman.edu

A Member of the Chapman University System

This email is an automated notification. If you have questions, please email us at buirb@brandman.edu.

APPENDIX I

NIH Clearance

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Teresa Cowan-Fayter** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 05/28/2016.

Certification Number: 2080209.