EXPLORING THE IMPACT OF FOCUS 3 R FACTOR TRAINING ON PRINCIPAL SELF EFFICACY

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ABSTRACT

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School leadership matters. Specifically, principals play a major role in the success of their schools (Bartoletti & Connelly, 2013. Research indicated that after quality of instruction the most important variable for student achievement was the effectiveness of the school principal (Wallace Foundation, 2011; Branch, Hanushek & Rivikin, 2013. Tschannen-Moran and Gareis (2004 argued that a strong sense of self-efficacy was a critical characteristic of an effective school leader. Tim Kight's R Factor training offered an actionable system that could be employed by principals to improve themselves and thereby their schools. This framework uniquely combined elements of organizational culture improvement as well as improving the individual leaders' behavior and decision making skills. Currently, a gap in knowledge exists regarding whether the system actually improves school leaders' performance. Simply put, the system had not been empirically tested. In addition, self-efficacy researchers revealed a gap in the research and a recommendation for future study; how to educate, train and develop principals to improve their sense of self-efficacy? (Federici, 2013; Federici and Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996;Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018) Therefore, this study adds to the developing literature. The purpose of this quasi-experimental retrospective study was to examine principals' perceptions in regards to the impact R Factor training had on their sense of efficacy in their professional responsibilities as measured by the PSE Scale (Tschannen-Moran & Gareis, 2004). The target population included all principals in the state of Ohio trained in R Factor spread across over 60 school districts. Principals (n = 104) completed the Principal response to R Factor Training Survey (PRRFTS).

The PRRFTS contains 28 close-form items, 3 subscales, including instructional leadership, moral leadership and management, and an overall PSE score. Data was analyzed using a T-test of related samples, forward multiple regression and analysis of variance. Self-efficacy served as the foundation of the theoretical framework for the study (Bandura, 1977). Data analysis revealed the following broad conclusions as a result of R Factor training. 1) Significant increases occurred in overall PSE, all 3 PSE subscales and on all 18 individual PSE items. 2) Principals perceived the greatest gain on the Instructional Leadership Subscale. 3.) As principal years of experience increases the likelihood of growth as a result of R Factor Training decreases.

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CHAPTER I. INTRODUCTION

Intuitively, the education community has asserted the need for and significance of great school leaders. In their article "Leadership Matters," this sense was vetted and supported by research from the Wallace Foundation and other groups that explored the impact of principals on school performance (Bartoletti & Connelly, 2013). Specifically, research established "a particularly noteworthy finding between school leadership and improved student achievement" (Wallace Foundation, 2011, p. 3). "School Leaders Matter" documented a similar conclusion. The study found that a single student's learning within a school was most impacted by the quality of instruction from her or his teacher; however, the second most important variable was the effectiveness of the school principal (Branch, Hanushek & Rivikin, 2013). Considering the principal was the second most impactful factor within the school on each student, the quality of that individual's leadership becomes exponentially significant.

Seeing within the school that the two biggest impacts on student achievement were the quality of instruction and leadership respectively, research regarding principal impact on quality of instruction was also considered. Quinn (2002) argued that exceptional teaching could certainly occur within a school in isolation. However, strong instructional leadership was "crucial in creating a school that values and continually strives to achieve exceptional education for all students" (Quinn, 2002, p. 448). Over a six-year period, Louis, Leithwood, Wahlstrom and Anderson (2010) conducted a research project ultimately concluding in the following summary:

> Leadership is second only to classroom instruction as an influence on student learning. After six additional years of research, we are even more confident about this claim. To date, we have not found a single case of a school improving its student achievement

> record in the absence of talented leadership. Why is leadership crucial? One explanation is that leaders have the potential to unleash latent capacities in organizations. (p. 9)

In addition to being impactful, the principal's responsibilities and roles are varied and demanding. Tschannen-Moran and Gareis (2004) categorized those responsibilities as instructional, managerial and moral. The principalship may interrupt one from analyzing student achievement data to deal with a disciplinary situation immediately followed by determining the best course of action for a facility upgrade. McDaniel and Gruenert (2018) asserted that a school administrator "will make about 300 decisions" a day (p. 3). In summary, the school principal's role is as varied and demanding as it is impactful and far-reaching.

In 2017, Tim Kight released a book in collaboration with Urban Meyer entitled *Above the Line: Lessons in Leadership and Life from a Championship Program*. This release sparked the massive expansion of Kight's Focus 3 firm whose stated mission was "to help companies around the world align the power of leadership, culture and behavior to achieve next level results" (Kight, 2020). Focus 3 gained significant momentum across the country in public and private institutions over that time period but specifically within public education in Ohio. Kight's leadership firm offers a series of systems including The R Factor, Lead Now, and The Culture Playbook designed to build behavior skills necessary for optimum performance (Kight, 2020).

A foundation of Kight's Focus 3 was that ideas are far less significant than execution. Similarly, Fullan (2011) in the *Change Leader* argued that research and theory are useful but only insofar as they help leaders move forward" (p. 3). This study explored whether Focus 3 training significantly impacted school leaders' efficacy to effectively perform their roles within their schools. Thereby, the study sought to consider whether Focus 3, a concrete, executable

system, could improve arguably the most important variable in school performance: school leadership.

Background of the Problem

Michael Fullan (2011) astutely highlighted the fact that "Google generates at least twice as many entries for the word strategy than for the word implementation" (p. 9). Similarly, extensive research has been conducted on information relevant to serving as an effective principal. For example, the Association for Supervision and Curriculum Development or ASCD, one of the foremost publications for educational research, provided their Principal Leadership Development Framework. The stated purpose of the framework was to "provide a clear target for educational leadership excellence" (Hall, Childs-Bowen, Pajardo & Cunningham-Morris, 2015, p. 4). Hall et al (2015) challenged school administrators to serve as a visionary, instructional leader, influencer and learner. Within each of these categories, four to five responsibilities were listed; for example, the principal as a visionary "compels the district and community to embrace and work toward the attainment of shared mission and vision" (Hall et al, 2015, p. 5).

Limitless additional educational research centered on virtually every topic in education could serve to inform effective principal practice: to name a few, instruction, special education, scheduling, facilities, budgetary, evaluation, discipline, hiring, professional development, technology, extra-curricular experiences, public relations, legislative and contractual. Furthermore, extensive leadership research aimed at exploring topics from organizational change to leadership theory to diversity and more all apply to the principalship. However, to translate this content into what matters, improved schools and student development, principals need the prerequisite mindset and behavior skills. Tim Kight argued "mindset and skills at the heart of

individual and organizational performance" is what distinguishes great organizations from average organizations" (Kight, 2020).

In effect, far more information and research has been conducted on strategy and ideas than on execution skills. The education market in Ohio alone has demonstrated the demand from school districts and leaders for support in this area. Specifically, Focus 3 has trained nearly 1,000 school administrators in Ohio in the last few years and tens of thousands of students and teachers (Salyer, personal communication, January 17,2020).

Statement of the Problem

As discussed, the role of the school principal demanded a large variety of different areas of expertise all with the potential to be informed by powerful research and knowledge (Bartoletti & Connelly, 2013; Branch, Hanushek & Rivikin, 2013; Wallace Foundation, 2011; Hall et al., 2015; Louis et al., 2010). However, the prerequisite to unleashing that power was principals' ability to execute. Tim Kight's Focus 3 systems offered a training program to build the prerequisite mindset and behavior skills necessary "to apply their job specific knowledge in a productive manner" (2019, p. 2). After exhaustively reviewing the research, a significant gap in knowledge exists regarding whether the system actually improves school leaders' performance. Simply put, the system has not been empirically tested. With that said, according to Sayre (Salyer, personal communication, January 17,2020), over 1,000 administrators have already been trained in R Factor across the state of Ohio with continued exponential growth on the horizon. This study was designed to test and explore whether the Focus 3 R Factor system actually improved school administrators' ability to lead their schools.

Rationale

Tim Kight (2019) grounded his system in the Performance Pathway found in Appendix A, Figure 1 (p. 1). Specifically, he argued that "leaders create the culture that drives the behavior that produces results. Nothing impacted performance more powerfully than culture. Nothing impacted culture more powerfully than leadership" (Kight, 2019, pg. 1). Deal & Peterson (2016) similarly "expanded the research base demonstrating how culture influences school functioning" within their text *Shaping School Culture*. Deal & Peterson (2016) articulated how positive culture fostered success and dysfunctional cultures damaged school performance in a series of different areas. The authors supported Kight's assertion regarding the power of leadership in their extensive discussion centered on how external mandates, for example No Child Left Behind or Every Student Can Succeed, were less effective in positive school reform than internal leadership development.

The R Factor system was predicated upon two important realities: "behavior skills drive job skills" and "everyone matters" (Kight, 2019, p. 2). Kight (2019) utilized both graphics within appendix B and C to demonstrate this claim. Appendix A Figure 2 illustrated the power of all members of the organization aligning their behaviors enables the group to better communicate, problem-solve, innovate and manage change resulting in superior outcomes. Figure 3 created a visual of how every member's ownership of his or her "20 square feet" meant that "there was no such thing as a culturally neutral attitude or action" (Kight, 2019, p. 2).

With these core beliefs regarding organizational culture in mind, the R Factor system outlined a specific mindset built around the Event + Response = Outcome formula. Kight (2019) explained this concept as "a system for being intentional about the way you think, make decisions and act" (p. 3). The R Factor Mindset was founded upon the following four

convictions. "I do not control Events. My Response is my choice. I earn Outcomes by the quality of my Response. E + R = O is the way life works" (Kight, 2019, p. 4). Kight (2019) connected the R Factor Mindset to the corresponding behavior skills by explaining that "E + R = O is a mindset first and a skill set second. Apply the mindset as you learn the skill set" (p. 4). The six R Factor Disciplines enumerated a sequential set of behavior skills created to maximize an individual's quality of response: Press Pause, Get Your Mind Right, Step Up, Adjust & Adapt, Make a Difference and Build Skill (Kight, 2019, p. 7). Finally, Kight (2019) warned against the danger of the human tendency to Blame, Complain or Defend (BCD) when faced with adversity. He argued "BCD never solved a problem, achieved a goal or improved a relationship" (Kight, 2019, p. 5). Avoiding this common pitfall required one to strive for Disciplined over Default behaviors. Kight (2019) juxtaposed the two approaches with the following examples:

> When people operate with discipline they work smarter, team better, learn faster, communicate more clearly and are more resilient. When people operate on default they get hijacked by the power of impulse, caught in the gravitational pull of old habits, or stuck in the ruts of routines of the comfort zone. (p. 5)

These elements composed the core of Focus 3's The R Factor. Each element contained many more layers and nuanced concepts later explored within Chapter 2. Furthermore, Kight's Focus 3 company offered additional training in system's such as Lead Now; however, for the purpose of this study, The R Factor was the tested system.

Burke (2014) in his book *Organization Change* offered three sources of nontraditional literature that informed organizational theory. Kight's systems fell into Burke's second category: trade literature. Burke (2014) described these trade books as an author distilling

"wisdom from many years of experience as a consultant, a teacher, an executive, or some combination of these roles" (p. 2). He went on to describe these texts as both helpful and problematic. Like Kight, Burke (2014) referenced the fact that John Kotter, most famous for his prescriptive 8 step organizational change process, referenced no other sources within his writings. Instead, Kotter's "wisdom was based on one individual's experience and knowledge" (Burke, 2014, p.4). Burke (2014) argued that "without independent verification and validation that what these authors recommend actually works under a variety of circumstances, however, leaves me with some concerns and skepticism" (p. 4). In essence, his summation articulated the very reason for this empirical study. Trade experts' claims, although intuitive, required systematic, not simply anecdotal, testing. The study sought to apply a logical standard of measurement to determine whether Kight's rapidly growing R Factor system within educational institutions in Ohio actually yielded the professed results.

Germane to the study's topic was also the prevalence of the current discourse regarding topics such as Social Emotional Learning (SEL), Emotional Intelligence, GRIT and Growth Mindset. Topics of this nature began their expansion with the federal Every Student Succeeds Act (ESSA) of 2015 in which states were required to include at least one non-academic measure with-in their school accountability data. Topics and measures related to SEL rose as a viable option for states to meet this criteria (Melnick, Cook-Harvey & Darling-Hammond, 2017). Melnick et al. (2017) documented that 14 states adopted SEL standards, including Ohio, and 21 provided tools and resources in this area. Kight's R Factor system provided one of the few actual systems to execute student and staff systematic development to meet these new standards.

The Wallace Foundation (2010) "found that school districts were able to influence teaching and learning, in part, through the contributions they make to positive feelings of

efficacy on the part of school principals" (Seashore, K., Leithwood, K., Wahlstrom, K., & Anderson, S.) The construct of the study thereby sought to determine the impact of Focus 3 R Factor training had on individual Principal's self-efficacy (PSE). Empirical studies regarding principal self-efficacy have increased over recent years (Federici, 2013) These studies have documented a multitude of factors influenced by principal's individual sense of self-efficacy regarding their position, including: job satisfaction, work engagement, burnout, work alienation, flexibility, quality of teacher supervision, collective efficacy, and teacher commitment (Federici, 2013; Federici and Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996;Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018) Albert Bandura (1997) in his seminal book entitled *Self-Efficacy: the exercise of control* expanded the influence of efficacy to include fundamental functions such as cognitions, emotions and perceptions. These authors elucidated the significance of a principal's individual self-efficacy. In response, principal self-efficacy was determined as an appropriate variable for the study.

Purpose of the Study

The purpose of this quasi-experimental research study was to analyze how Tim Kight's R Factor training impacted school principals' perception of their own professional self-efficacy. The independent variable was completed training in the R Factor framework. Because there were some variations in Focus 3 trainings and implementation, the study evaluated which factors best predicted growth in principal self-efficacy: including, additional Focus 3 trainings to the R Factor framework and time spent practicing/implementing training. In addition, the results were analyzed according to principal demographic variables, including: years of administrative

experience, grade level(s) assignment (elementary, middle or high school), position (assistant principal or principal for example), and school setting (rural, urban, or suburban).

The dependent variable was principals' sense of professional self-efficacy as measured by the Principals' Sense of Efficacy (Tschannen-Moran & Gareis, 2004). Principal's Sense of Efficacy was further dissected according to Tschannen-Moran & Gareis' (2004) three subscales: management, instructional leadership and moral leadership. A retrospective pre-assessment was utilized to determine the preliminary levels of principal efficacy to increase the surveyable sample size. The sample included R Factor trained principals in Ohio whose building assignments ranged from kindergarten to twelfth grade and were still currently practicing in the profession. In summary, the study examined whether the R Factor training framework developed by Tim Kight significantly grew/impacted principals' sense of self efficacy measured by Tschannen-Moran & Gareis' (2004) PSE instrument including subscales with additional analysis according to demographic variables.

Research Questions

1. Does Focus 3 R Factor training significantly improve/effect Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales?
2. Which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training?

Theoretical Framework

Albert Bandura's (1997) seminal work entitled *Self-Efficacy: the exercise of control* defined self-efficacy regarding both cognition and action as the following:

> Self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments… Such beliefs influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they preserve in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress or depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize. (p. 3)

As an element of social cognitive theory, Bandura (1986) further explored this exciting new construct's influences and distilled those into four sources: mastery experience, physiological arousal, vicarious experience and verbal persuasion. Notably however, Bandura (1986) recognized that self-efficacy was context specific, meaning a principal may be more efficacious when confronted with different professional tasks depending on the circumstance.

Tschannen-Moran (2004) acted upon Bandura's (2001) recommendation to develop measures of self-efficacy that were context specific and nuanced to determine strengths of beliefs. The authors created an instrument called the Principal Self-Efficacy Scale (PSE) designed to provide leveled data within three professional contexts: efficacy for management, efficacy for instructional leadership and efficacy for moral leadership. Tschannen-Moran and Gareis (2007) expanded their research by seeking to identify the antecedents of principal self-efficacy. In this study, the important link between organizational culture and PSE was revealed; specifically, cultural variables were the first and third most influential on PSE. Over the ensuing years, numerous authors explored the impacts of principal self-efficacy on, for example, job satisfaction, work engagement, burnout, work alienation, flexibility, quality of teacher supervision, collective efficacy, and teacher commitment. However, these authors revealed a

significant gap in the research and a recommendation for future study; how to educate, train and develop principals to improve their sense of self-efficacy?

This R Factor study sought to fill that exact gap. R Factor training was uniquely designed to provide leaders not only a framework to improve organizational performance and culture but behavior skills and a prescriptive decision making heuristic in an effort to develop efficacious leader. Therefore, a retrospective pre-assessment was utilized to collect data to determine whether R Factor training improved/affected PSE using a T-test of related samples regarding both overall and subscale self-efficacy scores. Analysis of covariance (ANCOVA) was applied to evaluate scores to determine potential significance of principal and training factors.

Significance of the Study

Robert Evans (1996) in his book entitled *The Human Side of School Change* argued that the only real solution to the complex and difficult problems faced by modern educational institutions was transformational leadership. James Burns (1978) introduced the concept of transformational leadership and centered this concept on the idea that leadership was a relationship predicated on both the leader and the followers pushing each other to improve toward a higher level of morale and motivation. Bernard Bass (1985) expanded on his work by providing a means to measure transformational leadership and by defining how these leaders influence their followers, instilling a sense of trust, admiration, loyalty and drive for example. Similar to many of the leadership themes later explored within the Chapter 2, Kouzes and Posner's (2002) *The Leadership Challenge* argued that transformational leaders are willing to challenge the status quo and to change the environment to improve their organization.

When considering these foundational authors' assertions combined with the modern research from institutions such as the Wallace Foundation that documented the importance of school principals, the significance of this study was clear. As Fullan (2011) stated, "research and theory are useful but only insofar as they help leaders move forward" (p. 3). Tim Kight's R Factor training offered an actual, actionable system that could be employed by principals to improve themselves and their schools. This framework uniquely combined an element of organizational culture improvement as well as improving the individual leaders' behavior and decision making skills. However, quantitative research had not been conducted to determine the validity of these assertions. The study sought to test this promising, potentially high impact system's actual outcomes. With analysis, Tim Kight's R Factor framework might arm principals across the country with a system to improve their leadership skills and their schools for the benefit of students.

Delimitations, Limitations and Assumptions

Generally, a delimitation of the study was the quantitative approach and analysis as opposed to a qualitative or mixed methods design. Additionally, the researcher chose to only survey principals within the Ohio K-12 education system who were already trained in Tim Kight's R Factor system. Therefore, the findings were not able to be generalized to other states, institutions of higher education or private sector business organizations. A third delimitation was the research focus specifically on the R Factor framework. Results from the study, therefore, best apply to this topic and were not generalized to other systems designed to improve principal performance or self-efficacy.

Limitations within the study included both funding and time constraints. This limitation impacted the researcher's ability to incentivize potential participants to complete the survey

thereby decreasing the sample size. Although confidentiality was emphasized with participants, self-report surveys were susceptible to social desirability reporting especially if the R Factor initiative was viewed as a school district directive or mandate. Considering the retrospective pre-assessment, limitations also included the potential for recall bias from participations. Finally, limitations existed within the sample profile regarding diversity including race and gender.

The researcher assumed, as with most survey studies, that participants would report truthfully in their responses. To that end, participants were notified that their individual responses would remain confidential. Additionally, educators surveyed were all licensed within the state of Ohio and thereby under a code of professional ethics. The study also assumed that participants understood the survey instrument. To support this belief, the research provided all respondents with directions prior to completing the survey.

Definitions

The following list of terms and definitions were established in an effort to provide consistency and clarity when utilized throughout this study.

- Social Cognitive Theory- The theory developed by Bandura that aspects of an individual's knowledge acquisition can be directly related to observing other individuals behaviors within the social context
- Self-Efficacy- The belief in one's ability to succeed or accomplish a task (Bandura, 1977).
- Principal Self-Efficacy - The judgement of his/her own capabilities to structure a particular course of action in order to produce desired outcomes in the school he or she leads (Bandura, 1997)

- Principal Self Efficacy Scale - The instrument designed to measure principal's self efficacy composed of 18 items and 3 subscales: managerial, instructional, moral
- Social Emotional Learning (SEL)- The process through which people learned to manage emotion, pursue goals, relate to others, develop relationships and make decisions.
- Organizational Culture- The shared beliefs, values and principles that collectively constitute an organization; simply, the way things are done around here.
- R Factor- This framework was the foundation of Tim Kight's Focus 3 system and the first training in the sequence. As a single term, it highlighted the only controllable component of the life sequence, E + R = O, and featured the most important element as well.
- E + R = O- Tim Kight referred to this sequence as the formula for life: E (Event), R (Response), and O (Outcome).
- Performance Pathway- Pictured in Appendix A, Figure 1, Tim Kight's graphic depicted organizational performance framework ordered as leadership drives culture, culture drives behavior and behavior produces results. The circle around culture and behavior signified how both elements reinforced on another.
- 20 Square Feet- Pictured in Appendix A, Figure 3, the graphic was created to emphasize that every member of an organization owned part of that organization's culture. The actual organizational culture, therefore, was not what statements were written or espoused by the institution but the collective result of every individuals' 20 square feet.

- Discipline vs. Default- Pictured in Appendix A, Figure 4, Tim Kight's (2019) binary option for moment by moment behavior. Kight framed this concept according to which mentality was being practiced as an individual determined his or her response.
- BCD- This term was an abbreviation meaning Blame, Complain and Defend. Tim Kight (2019) described this as a "default trap" that people tended to employ as an ineffective response when facing difficult events.
- R Factor Disciplines- These six behaviors were designed to offer a decision and action heuristic for optimizing an individual's response, specifically: press pause, get your mind right, step up, adjust & adapt, make a difference and build skill.
- Culture Playbook - This system was one of Tim Kight's three elements of the Focus 3 system. The Culture Playbook was created to enable organizations to purposefully define their own culture by articulating beliefs, behaviors and outcomes in a simple and clear manner. A sample Culture Playbook was inserted into Appendix A, Figure 5.
- Lead Now- This system was the third and sequentially last training offered as part of Tim Kight's Focus 3 system. The other two systems developed, trained and practiced prior to Lead now were R Factor and Culture Playbook.

Organization of Study

The dissertation was organized according to five chapters. Chapter I: Introduction offered an opening to the study and included background of the problem, statement of the problem, rationale, purpose of the study, research questions, theoretical framework, significance of the study, delimitations, limitations and assumptions, definitions, and organizations of the

study sections. Chapter II described a current review of the literature including, for example, sections on self efficacy, leadership theories and social-emotional learning. Chapter III, the methodology, outlined the sample, procedures, planned analysis and instrumentation. Chapter IV discussed the study's results while Chapter V concluded with implications for the professional and research community as well as recommendations for future exploration.

CHAPTER II. LITERATURE REVIEW

Introduction

The following literature review sought not only to thoroughly discuss topics explicitly germane to this study, principal self-efficacy for example, but also important ancillary subjects. Specifically, the review included principal self-efficacy, social emotional learning, and leadership theories. Each subject was reviewed and summarized within the chapter to provide the context that warranted inclusion. The chapter began with one most obvious topic requiring exploration: principal self-efficacy. After, the concept of Social Emotional Learning and other related ideas were outlined. This section was provided because of the relationship to R Factor behavior skills and the prominence of these ideas in education today; thereby, the section established the significance and timeliness of the study. Prior to the final summary, the chapter concluded with a section centered around applicable leadership theories as they related R Factor, the principalship and the overall study.

Principal Self-Efficacy

The following literature exploration was structured to elucidate the growth in research and understanding of the concept and significance of principal self-efficacy. To that end, the discussion was designed to follow a chronological progression.

Licklider & Niska (1993) provided a foundational perspective regarding the shift in expectations for principals' from building managers to instructional leaders. The authors studied this phenomenon within the context of cooperative learning. Specifically, all principals studied were required to complete a 30-hour cooperative learning training course, evaluator skill development (Licklider & Niska 1993). Of the fifty-five Iowa principals who underwent the training requirements, twenty-six agreed to participate. The staff development program lasted

twenty weeks and included multiple rounds of observation in which a pre-conference, observations and post-conference was conducted between the trained teacher and principal participants. Three instruments were utilized to assess the effects "of the staff development program: (1) the *Supervisor Attitude Survey,* (2) the *Supervisory Conference Effectiveness Inventory,* and (3) the *Teacher Evaluation Profile"* (Liscklider & Niska, 1992, p. 374).

Prior to the cooperative learning training, the teachers had not rated the effectiveness of the control group and the experimental group of principals significantly different. After, "teachers rated principals who had participated in the staff development significantly more effective," especially in the area of "effectiveness of feedback given by the principal related to lesson implementation," with the greatest increase of (1.48) (Licklider & Niska, 1993, p. 374.) In addition, the experimental group "were also significantly more confident and experienced a higher degree of sense of efficacy" (Licklider & Niska, 1993, p. 376). In fact, the principal groups' views of their own growth in effectiveness aligned with reports from the teachers highlighting the agreement in improvement in feedback regarding lesson implementation and knowledge of cooperative learning. The authors concluded that:

> A sense of efficacy helps determine how much effort people will expend and how long they will persist. It follows then that principals who feel efficacious in supervising cooperative learning will approach the supervision of cooperative learning with less hesitancy and anxiety and will also persist in their efforts to help teachers improve their cooperative learning teaching strategies. (Licklider & Niska, 1993, p. 377)

The heart of Licklider & Niska's discussion foreshadowed the growth of principal influence on academic achievement and quality of instruction in addition to establishing the relationship between a principal's sense of efficacy and that individual's professional effectiveness.

Tschannen-Moran and Gareis flipped the analysis to explore the antecedents to principal self-efficacy as opposed to Licklider & Niska's focus on the effects of principal self-efficacy (PSE). The authors' sampled 558 principals in Virginia and used analysis of variance to determine that school context variables, grade levels, setting and poverty, had no significant relationship to PSE (Tschannen-Moran & Gareis, 2007). Furthermore, multiple regression was utilized to find that demographic variables, race and gender for example, were not strong predictors of PSE (Tschannen-Moran & Gareis, 2007).

Tschannen-Moran & Gareis (2007) conclusions were the most significant of all the sources documented within this section of the literature review as it relates to this R Factor study for a series of reasons. First, as stated above, the authors' analysis revealed that PSE was a powerful independent variable not strongly predicted by the school context or the demographics of the individual. Second, the authors summarized their primary conclusions as the following:

> "The set of interpersonal support variables at the school-building level (teachers, support staff, students and parents) was the strongest predictor of PSE, followed by principal preparation and district level support (interpersonal support from the superintendent and central-office staff, as well as resource support)" (Tschannen-Moran & Gareis, 2007, p. 89)

This summation aligned to a critical element of the R Factor system: culture. One of the most unique elements of the R Factor design was how it paired development of both the individual's behavior skills and decision making heuristic with organizational culture. Tschannen-Moran and Gareis (2007) stated above that the first and third strongest predictors of PSE were both cultural factors: interpersonal support variables at the school building level and district level support! Tim Kight (2019) argued that "nothing impacts performance more powerfully than

culture" (p. 1). The R Factor system uniquely incorporated a framework to improve all three of the strongest predictors of PSE by addressing the individual as well as the organization.

Third, the R Factor system was one of the few in existence that actually provided principals with preparation through training to increase their PSE. As stated later within this section, a common element of almost all of the principal self-efficacy articles was a call for the development of actual programs to improve PSE through training. Fourth and finally, these authors developed the instrument utilized within this study to measure PSE of individual principals. For all these reasons, Tschannen-Moran and Gareis' work played a critical role in the study.

Federici and Skaalvic (2011) continued to develop the research community's sense of the impact of principals' self-efficacy. Specifically, in their first in a series of articles, the authors considered how principal self-efficacy related to work engagement. The researches utilized the Utrecht Work Engagement Scale (UWES) and the Norwegian Principal Self-Efficacy Scale (NPSES) to test two structural models that both specified principal self-efficacy as the exogenous variable and the work engagement as the endogenous variable. Federici and Skaalvic (2011) prefaced their study with a similar context experienced within the United States school system regarding the expansion of the role of the principalship; "The work content has changed tremendously over the past decades, and new tasks and areas of responsibility have become apparent. This expanded area of responsibility is believed to have consequences for role implementation" (p. 583).

The Norwegian Principal Self-Efficacy Scale was a multidimensional, 22-item instrument composed of eight different subscales: instructional leadership, economic management,

municipal authority, parental relations, relationship with local community, administrative management, teacher support and school environment (Federici & Skaalvic, 2011).

> "Results from the confirmatory factor analysis verify that principal self-efficacy is a multidimensional construct. In the present study, principal self-efficacy consists of eight correlated primary factors with 22 corresponding items. The correlations vary from moderate to strong. Self-efficacy can be regarded as both domain-specific and multidimensional and the second-order analysis also indicates that the concept is constituted by a more general domain-specific experience of self-efficacy (Federici & Skaalvic, 2011, p. 588)

The authors followed by emphasizing the relationship between a principal's self-efficacy and work engagement as well as the impact on job performance. Fedrici and Skaalvic (2011) concluded by challenging the research community to explore the antecedents to principal self-efficacy and seek to identify the impacts on other educational stakeholders.

Federic and Skaalvik (2012) continued their research into principal self-efficacy in their article entitled *Principal self-efficacy: relations with burnout, job satisfaction and motivation to quit.* A similar construct was utilized by the authors with principal self-efficacy remaining as the exogenous variable while all three listed variables were tested as endogenous. The same Norwegian Principal Self-Efficacy Scale (NPSES) was employed with eight dimensions and 22 items. Confirmatory factor analysis and structural equation modeling were the primary means of data evaluation in the article (Federici & Skaalvik, (2012). Interestingly, "all the regression weights between the latent variables except one were significant at $p < .001$," the weight between "principal self-efficacy and job satisfaction," which was then removed from the model (Federici & Skaalvik, 2012, p. 306). In summary:

> "We found a relatively strong positive correlation between self-efficacy and job satisfaction as well as a strong positive indirect relation between these constructs. The indirect relation was mediated through burnout. Furthermore, we found that motivation to leave the position as principal was directly related to all other constructs in the model. Burnout was the strongest predictor of motivation to leave (Federici & Skaalvik, 2012, p. 309)"

The authors recognized the limitations of the study regarding self-reporting and the need to combine an additional more objective data measure. In addition, the importance of a more longitudinal approach was noted and recommended.

In a later study that discussed the impact of principal self-efficacy conducted by only Federici (2013), he explored the relations between principals' self-efficacy, perceived job autonomy, job satisfaction and perceived contextual constraints to autonomy with over 1,800 Norwegian principals. Principal self-efficacy and perceived job autonomy were found to have a positive relation (Federici, 2013). Furthermore, both of these variables, efficacy and autonomy, positively related to job satifaction and negatively related to contextual constraints (Federici, 2013). In summary, Federici and his collaborating authors explored and documented the significance of principal self-efficacy through a series of articles and publications. Their narrative evolved to the ultimate conclusions described below:

> "Given the responsibility of school principals for students' education and well-being at school, it is therefore important that school principals develop high levels of competency as well as self-efficacy. Norwegian principals' work is often described as demanding and unpredictable, partly because the curriculum and educational policy often are subject to change. Such work environments require principals to be updated at any time in order to

> act efficaciously. Self-efficacy contributes positively to this functioning, because it affects performance of principals' through mechanisms like choice, effort and perseverance. Increasing principals' self-efficacy is therefore an important objective for those responsible for improving the quality of leadership in schools. (Federici & Skaalvik, 2012, p. 313-314)

Versland & Erickson (2017) expanded the research on principal self-efficacy through a qualitative case study design thereby providing unique and informative discourse to the quantitative articles documented above. Specifically, the authors began by describing principal self-efficacy and impact:

> Principal self-efficacy describes a set of beliefs that enable a principal to enact policies and procedures that promote the effectiveness of a school. Principal self-efficacy beliefs are also important because they guide the leader's actions and behaviors that affect expectations for students as well as teachers' motivation and school improvement process. (p. 800)

Versland & Erickson sought to explore how a principal's, within one high poverty, rural middle school, self-efficacy influenced the school's collective efficacy.

The authors utilized a single embedded case study to answer two research questions. The second question, which was most germane to principal self-efficacy, asked "how the efficacy beliefs and subsequent actions of the principal influenced collective efficacy" (Versland & Erickson, 2017, p. 814). Versland & Erickson (2017) asserted that the school's collective efficacy was most influenced by maintaining an instructional focus, leading by example and developing teacher leaders. The principal in this case study's personal sense of self-efficacy and

beliefs drove her resolute focus around both instructional achievement and collaborative school initiatives that built her teachers' collective capacity.

Hallinger, Hosseingholizadeh, Hashemi & Koushsari (2018) in their article *Do beliefs make a difference?: Exploring how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iran* conducted a similar study to Federici & Skaalvik articles by exploring these notions using confirmatory factor analysis and structural equation modeling. Prompted by a lack of foundational research on instructional leadership in developing societies, Hallinger et al. (2018) notably began their study by seeking to determine the relationship between instructional leadership, teacher collective efficacy and teacher organizational commitment in Iranian primary schools. The authors collected their data from 111 principals and 345 teachers (Hallinger et al. 2018, p. 800).

The author's summarized their results stating:

> "The results confirmed the proposed conceptual model affirming the impact of both principal and teacher beliefs (i.e. self-efficacy) on their behaviors and on teacher commitment. More specifically, the SEM results identified robust, positive and statically significant relationships among the constructs. These findings extend prior research by revealing how leader self-efficacy beliefs and instructional leadership behaviors interact to shape collective teacher efficacy and commitment" (Hallinger et al. 2018, p. 800)

In summary, the many articles chronicled above established a foundation for the importance of principal self-efficacy. These studies have documented a multitude of factors influenced by principal's individual sense of self-efficacy regarding their position, including: job satisfaction, work engagement, burnout, work alienation, flexibility, quality of teacher supervision, collective efficacy, and teacher commitment (Federici, 2013; Federici and

Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996;Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018) Furthermore, the discussion and conclusion sections of these articles revealed a significant gap in the research and a recommendation for future study; how to educate, train and develop principals to improve their sense of self-efficacy? Hallinger et al. (2018) succinctly summarized this need for efficacious principals within the education community as "only when school leaders believe that they can make a difference and have the tools to do so will the promise be fulfilled on a wider basis" (p. 813). This R Factor study sought to fill that exact gap. R Factor training was uniquely designed to provide leaders not only a framework to improve organizational performance and culture but behavior skills and a prescriptive decision making heuristic in an effort to develop efficacious leader.

Social Emotional Learning

Perhaps counterintuitively, Social Emotional Learning was placed second in the literature review. Why? Recently, Social Emotional Learning (SEL) and related topics exploded in popularity within the education community. Considering Focus 3 offered an actual practicable system, the state and nation-wide interest experienced exponential growth. In essence, SEL and related topics were especially germane to this study because that was what made the research so timely, relevant and impactful.

The growth in SEL resulted from the federal Every Student Succeeds Act (ESSA) of 2015 in which states were required to include at least one non-academic measure of student achievement. Topics and measures related to SEL rose as a viable option for states to meet this criteria (Melnick, Cook-Harvey & Darling-Hammond, 2017). Melnick et al (2017) documented

that 14 states adopted SEL standards, including Ohio, and 21 provided tools and resources in this area.

Additional research explored the impact of these non-cognitive skills on student achievement. Heckman & Rubinstein (2001) argued that emotional intelligence better predicted long-term success than cognitive tests. Furthermore, a noted meta-analysis documented significant academic gains as a result of SEL programming (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Yang, Bear & May (2018) stated that the most effective approach for social emotional learning regarding school-wide implementation came when all stakeholders modeled such learning through the curriculum. In effect, the social emotional capacity of a principal not only impacts that individual's performance but the modeling that results impacts students' ability to grow in this important area.

Tim Kight (2017) referred to this notion when he stated that "when it comes to culture, if the culture is not happening in you, it will not happen through you." He went on to explain the Performance Pathway depicted in Appendix A, Figure 1 stating, "leaders create the culture that drives the behavior that produces results. Nothing impacted performance more powerfully than culture. Nothing impacted culture more powerfully than leadership" (Kight, 2019, pg. 1). In essence, Kight captured Yang, Bear & May's (2018) recommendation that the leader must seek above all to serve as a model so the staff and teachers could embrace their own individual growth that eventually would be modeled to students.

History and Definition of Social Emotional Learning

The Collaborative for Academic, Social and emotional Learning (CASEL), a national leader in SEL education, defines SEL as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for

others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2020). In 1994 in a meeting at the Fetzer Institute, a group of educators and researchers coined the term social emotional learning (Elias et al., 1997). The educational context at the time involved schools attempting to address a myriad of issues outside of the academic curriculum: anti-drug, anti-violence, anti-gang, sex education, character development and anti-bullying (Weissberg, Durlak, Domitrovich & Gullota, 2015). Within that context, CASEL was established in an effort to develop an organization committed to developing a cohesive approach to this plethora of student needs.

Since the 1994 inception of CASEL, Weissberg et al. (2015) found there were at least 500 evaluations of different SEL programs. Yet, confusion and disagreement continued within the academic and educational sphere regarding what constituted social and emotional learning (Humphrey, Kalambouka, Wigelsowrth, Lendrum, Deighton, & Wolpert, 2011). Although the discourse traced much further back in history, Gardner's (1993), multiple intelligence theory, and Sterberg's (1985), practical intelligence, both argued that interpersonal (emotional) and interpersonal (social) were distinct and that relationship existed between intelligence, social and emotion competencies (Elias, Parker, Kash, Weissberg, & O'Brien, 2008). Similarly, Salovey and Mayer (1990) in their article established the term *Emotional Intelligence,* often abbreviated as EI or EQ, and outlined a specific set of skills that comprised said term. With that stated, for the purpose of this study, the CASEL definition of SEL was utilized. The remainder of this section explored a series of different SEL concepts and initiatives currently popular in primary and secondary schools, including: grit, growth mindset, and emotional intelligence. The section concluded with a discussion of the relationship between the R Factor framework and social emotional learning.

Social Emotional Learning Related Topics

Grit

One critical element of CASEL's definition of SEL was the process through which adults and children "set and achieve positive goals" (CASEL, 2020). This element directly aligned SEL learning with an extremely popular concept in primary and secondary education today: grit. Angela Duckworth (2016) in her seminal work entitled Grit: the power of passion and perseverance not only established this concept but developed an instrument known as the grit scale to measure this trait. Duckworth designed a study in an attempt to establish a measure for which West Point candidates were able to complete the admission process or Beast as it was called. The author found that "Grit turned out to be an astoundingly reliable predictor of who made it through and who did not" (Duckworth, 2016, p. 10). Duckworth similarly applied her instrument to a company that employed a sales force in a vacation time-share company. Like the cadets preliminary admission testing scores, no other commonly measured personality trait predicted the sales peoples' ability to succeed other than grit (Duckworth, 2016). The researcher went on to apply her test to large samples of teachers in Chicago Public Schools, graduate degree programs and the Green Berets. Duckworth argued that the fundamental insight generated from these studies was "our potential is one thing. What we do with it is quite another" (p. 14). Morton and Paul (2019) argued that:

> Grit is distinct from familiar philosophical notions like willpower and continence. Specifically, grit has an important epistemic dimension: quitting is often caused by a loss of confidence that continued effort will result in success. Correspondingly, successful exercise of grit often involve "epistemic resilience" in the face of setbacks suggesting that success is not forthcoming. We argue that resilient

> reasoning can be epistemically rational to some extent, though it depends in part on whether the agent's circumstances involve severe material scarcity or oppression (p. 1)

In effect, Morton and Paul (2019) added an element of context to Duckworth's concept; specifically, the authors' discussion elucidated the importance that an individual's personal perspective had on their evaluation of grit.

Growth Mindset

Growth mindset, like grit, was another important SEL concept that warranted inclusion in this discussion based on its current popularity in primary and secondary schools. Specifically, growth mindset aligned with CASEL's definition of social emotional learning regarding "making responsible decisions," "managing emotions," and "setting and achieving positive goals" (CASEL, 2020). Duckworth (2016) described growth mindset as:

> "Some of us believe, deep down, that people really can change. These growth-oriented people assume that it's possible, for example, to get smarter if you're given the right opportunities and support and if you try hard enough and if you believe you can do it. Conversely, some people think you can learn skills, like how to ride a bike or do a sales pitch, but your capacity to learn skills-your talent-can't be trained. The problem with holding the latter fixed-mindset view-and many people who consider themselves talented do-is that no road is without bumps. Eventually, you're going to hit one. At that point, a fixed mindset becomes a tremendous liability" (p. 180).

Dweck (2006) argued that in a growth mindset people believe that their most basic abilities can be developed through dedication and hard work-brains and talent are just a starting point. The author articulated the result of a growth mindset as creating "a love of learning and a resilience that is essential for great accomplishments" (Dweck, 2015)

Emotional Intelligence

Finally, emotional intelligence (EQ) served to address the other two elements of CASEL's definition of SEL not previously discussed: establishing and maintaining positive relationships and feeling and showing empathy for others (CASEL, 2020). Like growth mindset and grit to a degree, EQ also aligned with the making responsible decisions element of the adopted SEL definition. In 1990, Salovey and Mayer developed the term emotional intelligence and defined it as "the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Daniel Goleman's book, *Emotional Intelligence*, was what popularized the concept and ignited significant research and public policy (Mayer, 2001). Goleman's (2017) theory evolved to include 5 components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skill.

Goleman's Theory of Emotional Intelligence was also important to consider because CASEL broadened Goleman's original skill clusters (Goleman, 1995). Specifically, CASEL SEL and emotional intelligence skills framework constituted of self-awareness, social awareness, self-management, responsible decision-making, and relationship management. (Elias et al., 2008). CASEL referred to these concepts within their framework as "core competencies" (CASEL, 2020). These core competencies composed the foundation of CASEL's understanding of social and emotional learning.

R Factor Relation to SEL

The final analysis within this section sought to explore how R Factor related to social emotional learning within primary and secondary schools similar to the previous discussion of grit, growth mindset and emotional intelligence. The R Factor framework uniquely aligned to

CASEL's SEL definition regarding all five core competencies: self-awareness, social awareness, self-management, responsible decision-making, and relationship management (CASEL, 2020). At the core, the R Factor system was centered on a decision making heuristic: Event + Response = Outcome. The name of the system highlighted the most important factor within any circumstance, an individual's Response. The central premise was that people constantly experienced events beyond their control; therefore, a person must always seek a discipline-driven response based on what will yield the desired outcome.

Not only did this systematic heuristic optimize decision making, the framework provided critical behavior skills necessary for successful "self-management" and "self-awareness" (CASEL, 2020). Kight (2019) enumerated a sequential set of behavior skills, the six R Factor Disciplines, created to maximize an individual's quality of response: Press Pause, Get Your Mind Right, Step Up, Adjust & Adapt, Make a Difference and Build Skill (p. 7). Kight's R Factor training model required a deep dive into these disciplines. Specifically, a train the trainer approach was utilized which enabled the leader to role play scenarios and to reflect upon situations in which each skill could be employed during training before teaching members of their teams.

The truly unique and powerful secret to Kight's system, which makes it particularly promising for principals and schools, was that it did not just address the individual or the organization; it addressed both. The combination of the individual elements of the behavior skills and the decision making heuristic with the organizational elements of relationships and culture established a compelling formula. Regarding the latter, the R Factor system also targeted the final two elements of CASEL's SEL definition: social awareness and relationship management. CASEL defined social awareness as the ability to take the perspective of and

empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior to recognize family, school and community resources and supports" and relationship skills as “the ability to establish and maintain healthy rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiations conflict constructively, and seeking and offering help when needed” (CASEL, 2020). Kight outlined specific practices and concepts like BCD, 20 square feet, the culture playbook, and the performance pathway. These concepts and practices empowered leaders with a common vocabulary and approach centered on the most crucial and difficult elements of organizational culture; thereby, leaders could systematically build capacity in both areas of social awareness and relationship management.

Leadership Theories

Following the prior discussion of principal self-efficacy and social emotional learning, this section of the literature review examined multiple, applicable leadership theories to the study. Specifically, these theories and concepts were considered as they related to the R Factor system, the context of the principalship and the Lead Now system. This exploration was critical to providing a foundation of important research and knowledge through which the reader could better understand and evaluate the R Factor system.

The R Factor System

Michael Fullan’s, a world-wide authority on organizational change in education, text (2011) *Change Leader* provided numerous critical insights to frame the relationship of the R Factor system to leadership theory. Fullan argued that “research and theory are useful but only insofar as they help leaders move forward” (2011, p. 3). He also stated that “Google generates at least twice as many entries for the word strategy as for the word implementation” (Fullan, 2011,

p. 9). Tim Kight articulated this critical reality by emphasizing the importance of execution; specifically, "results don't come from strategies, results come from behavior. It is about execution" (2017). Ultimately, Kight's R Factor system was framed as the necessary precursor to all the powerful leadership theories and concepts explored later within this section of the literature review. Kight's detailed behavior skills and prescriptive decision making heuristic were the vessel leaders could use to implement growth and improvement in their followers and organizations. Kight (2017) articulated his belief succinctly stating "exceptional leadership is not magic, it is mechanics." Within this analysis, the primary authors reviewed included James Kouzes, Barry Posner, Jim Collins, John Kotter and Michael Fullan.

The Leadership Challenge

Within their best-selling text, *The Leadership Challenge* (2002), James Kouzes and Barry Posner compiled two careers worth of leadership exploration and distilled that information into the following five key practices. In their view, effective leaders modeled the way, inspired a shared vision, challenged the process, enabled others to act and encouraged the heart.

Within Model the Way, Kouzes and Posner (2002) provided two foundational commitments: find your voice by clarifying your personal values and set the example by aligning actions with shared values. Kight (2017) stated "under pressure, people will compromise a concept but not a core belief." Regarding core values, Kouzes and Posner suggested writing a professional credo that succinctly outlined the leader's beliefs. As an element of R Factor training, Kight provided a graphic organizer and required leaders to create a blueprint in which each individual documented his or her core beliefs, behaviors and outcomes. Thereby, the leader was pushed one step farther toward action by removing barriers and providing pragmatic steps forward.

The second key leadership practice was to inspire a shared vision; Kouzes and Posner (2002) stated the leader must unite followers and stakeholders around that vision. Kight (2017) argued that "belief was cultivated not declared; it was led." He went on to state that "when people believe, they behave" (Kight, 2017). Kouzes and Posner emphasized the importance of listening deeply, appealing to common purpose and communicating expressively to give life to the vision. Overall, the authors claimed that "it's not enough for a leader to have a vision, members must understand, accept and commit to the vision" (Kouzes & Posner, 2002, p. 148).

Kouzes and Posner (2002) divided the third exemplary leadership practice, challenge the process, into search for opportunities, experiment and take risks. The authors recommended four essential elements within this practice: seize the initiative, make challenge meaningful, innovate and create and look outward for fresh ideas (Kouzes & Posner, 2002, p. 177). Kight (2017) believed that "the job of a leader is to push people to perform in a way they wouldn't do unless you were leading them." Similar to Kouzes and Posner, Kight (2017) framed this leadership challenge as a journey; "exceptional leaders are going somewhere and taking people with them. They don't just offer them a job. They invite them on a journey." Kouzes & Posnder (2002) defined "leadership experiences as voyages of discovery and adventures of a lifetime" (174). As described, all three of the leadership experts shared a belief in purposeful, continuous improvement.

Kight posed two questions as the source of his leadership exploration: "what is the source of elite performance and how do you create that culture as a leader?" Fourth, enable others to act spoke directly to these notions. "Grand dreams don't become significant realities through the actions of a single person. Leadership is a team effort" (Kouzes & Posner, 2007, p. 18). Kight discussed the importance of what he termed the edge in this context as the point at which an

individual must build skill to overcome a task for which he or she does not have talent. He went on to state that this was "the line between average and elite when productive discomfort begins. Most people discover at the edge they choose to go back" (Kight, 2017)

Finally, Kouzes & Posner (2002) entitled their fifth practice encourage the heart. The authors delineated a consequential difference between inspire a shared vision and encourage the heart. This distinction centered on the concept of purpose. Kight offered a similar explanation regarding organizations' written mission and vision statements. Specifically, he argued that these statements may be written on the wall or a paper "but more importantly it is in their (followers) hearts" (Kight, 2017). "Leadership and culture development was mostly a heart to heart exercise" (Kight, 2017). Kight went on to warn that if these core beliefs were only words, followers would dismiss them when facing difficult circumstances. His foundational message in this regard was "if it is not happening in you, it will not happen through you" (Kight, 2017)

As outlined, Kight's R Factor system aligned with valuable research documented by Kouzes & Posner in *The Leadership Challenge*. Ultimately though, Kouzes & Posner had one overarching, foundational message: "if you don't believe the messenger you won't believe the message" (Kouzes & Posner, 2002, p. 46). Kight aligned to the authors' axiom with his emphasis of trust. "Leadership is building trust and achieving results. The foundation is the trust piece. The focus is the results piece" (2017)

Level 5 Leader

Jim Collins (2008) within his article *Level 5 Leadership* defined the difference between a level 4 and level 5 leader as one of purpose. Both level 4 and level 5 leaders were successful evidenced by those being the second and highest scores respectively. Out of 1,435 companies that Collins studied, only 11 achieved and sustained greatness (Collins, 2008). What did the 11

companies have in common? Each institution had a Level 5 leader at the helm. Level 5 leaders had a combination of deep personal humility with an intense professional will. These individuals manifested humility by routinely crediting others, external factors, and good luck for their companies' success. When the results were poor, they blamed themselves. Fullan framed this notion as "change leaders are more confident than the situation warrants but more humble than they look" (2011, p. 111)

"The secret of leadership is that it is not about you. The job of a leader is to help other people become elite in their 20 square feet," proclaimed Kight (2017). Kight elaborated on this belief stating "leadership is an inside out activity not an outside in" (2017). Collins (2008) extensively explored the concept of ego that often limited a leader's ability to elevate into a level 5 leader. Kight (2017) described these as two types of ego: strong and big. He aligned to Collins saying that "strong ego is focused on other people while big ego is focused on self" (Kight, 2017). Collins (2008) offered a metaphor called the window and mirror. He explained this symbol in reference to level 5 leaders as a window when the organization experienced success through which the leader celebrated the followers; however, when negative outcomes arose, the glass became a mirror through which the leader assigned responsibility to themself.

Organizational Change

After the previous discourse in which multiple influential leadership authors were compared to Tim Kight's R Factor system, a specific focus was taken on organizational change.

Leadership theorists have agreed that a difficult, if not the most difficult, endeavor to pursue in leadership was change. John Kotter's (1996) seminal contribution to the leadership field was his eight step organizational change process outlined in his bestselling book *Leading Change*. As a leading organizational change theorist, Kotter argued that the eight step process

should be done in chronological order and with fidelity. Kotter's eight steps included the requirement to create a sense of urgency, build a guiding coalition, form a strategic vision and initiatives, enlist a volunteer army, enable action by removing barriers, generate short-term wins, sustain acceleration and institutionalize change. Although Molson, Habashly, Malo and Shariq (2012) note within their article that *Leading Change* was written without citing other academic resources, the authors find corroborable value in their vetting of Kotter's process.

Kotter's process was an important development that Kight's system could serve to enable. As stated, McDaniel and Gruenert (2018) asserted that a school administrator "will make about 300 decisions" a day (p. 3). In addition, many of these decisions were not congruent in nature. Tschannen-Moran and Gareis (2004) categorized principals' responsibilities as instructional, managerial and moral. The principalship might have been interrupted from analyzing student achievement data to deal with a disciplinary situation immediately followed by determining the best course of action for a facility upgrade. Kights prescriptive decision making heuristic, E+R=O, and the corresponding six disciplines of that heuristic, press pause, get your mind right, step up, adjust and adapt, make a difference and build skill, enable a principal to successfully implement the change process. Without the R Factor system, a principal could easily fail in his or her pursuits simply based on sheer variety and load of decision and responsibilities.

Of note, John Kotter (2008) in his book *A Sense of Urgency* discussed a concept he termed false urgency. Kotter warned leaders that simply observing the pace with which your followers function within the organization is not enough; the reason mattered. Too often, individuals expended energy based on feelings of anxiety and anger versus a guttural determination for real change. Kight skillfully articulated this challenge when he stated "just

because something gets your attention, it doesn't mean it deserves it" (2017). Once again, he provided an actionable practice through which to filter a principal's daily chaos into order and significance.

Similarly, Michael Fullan (2011) wrote about the importance of actionable leadership in his book *Change Leader*:

> "The bottom line is that your best source of learning is day-to-day practice because it is only experience that can engage and reshape your brain" (p. 5). "It's easier to act your way into a new way of thinking, than to think your way into a new way of acting" (p. 17). "The truth does not reveal itself to idle spectators" (p. 20).

These quotes spoke to the value of the R Factor system when paired with powerful leadership research. Kight's framework was designed to unlock a leader's abilities with the necessary prerequisite mindset, decision making process and behavior skills.

In summary, what separated the R Factor framework from other organizational performance systems was its foundation and focus on execution. Ultimately, Kight (2017) was committed to developing "behavior skills people need to execute strategy." The system achieved this end by centering on both clarity and action. Tim Kight (2017) stated "the right skill set does not mean much without the right mindset." Thereby, the R factor system provided a unique conduit for leaders to be able to practice other key learnings and research from leadership studies. This element was one of the two key, unique powers of the R Factor system, enabling leaders to act and implement significant leadership practices. Michael Fullan (2011) elucidated the power of action when he wrote, "the establishment of new practices and experiences galvanized passion. This is the essence of the change leaders: the capacity to generate energy and passion in others through action" (p. 23).

The Context of the Principalship

The previous section outlined one of the two key, unique powers of the Tim Kight's R Factor system, how it developed a leader's behavior skills and decision making processes to optimize their ability to utilize a series of different research-based leadership practices. Those powerful skill sets combined with Kight's focus on organizational culture were what made his system truly unique. This section of the literature review focused on the second element referenced above, organizational culture. Specifically, the discussion began with an exploration into the context of the principalship and the factors particular to the field of education. The analysis concluded by examining how Tim Kight's R Factor system uniquely matched the demands and challenges posed to principals by the context of education.

Conditions of Education

Karl Weick (1976) in his article *Educational Organizations as Loosely Coupled Systems* articulated the unique challenges faced by educational institutions specifically regarding implementing direct, causal change. In effect, he argued intervening variables were often too powerful in loosely coupled systems for causal variables to overcome and thereby change the end results. Therefore, understanding what Evans (1996) called the paradox of power or the dependent leader in the modern educational institution was critical to enable educational leaders to navigate the many barriers encountered during organizational change (p. 162). Evans stated "when a teacher ascends to the princpalship of a school, he immediately begins to realize how much he depends on his former colleagues" (p. 162). With this reality in mind, the educational leader must execute organizational change initiatives using a systemic, researched approach.

Like loosely coupled systems, Dimaggio and Powell (1983) in their article *The Iron Cage Revisited* articulated another challenge to educational leaders: institutional isomorphism. The

strength of institutional isomorphism within an organization was determined by the prevalence of a series of different characteristics. Of the twelve factors listed, education institutions contained eight: the more uncertain relationship between means and ends, the more ambiguous the goals of the organization, the greater the reliance on academic credentials, the greater the participation in professional associations, the greater extent to which the agency transacts with the state, the fewer the visible alternative organizational models, the greater extent of professionalism and the greater extent of structuration in the field. Therefore, the educational leader must acknowledge that strong forces of institutional isomorphism will challenge the implementation of innovation and change.

Leadership in Context

Hersey, Blanchard and Johnson (2001) devoted their text *Management of Organizational Behavior* to providing an exhaustive review of situational leadership constructs and variables that impact said constructs. Specifically, Hersey et al. reviewed the Tannenbaum-Schmidt Continuum of Leader Behavior. The authors (2001) defined the continuum as "moving from authoritarian, or manager-centered, leader behavior at one end to democratic, or follower-centered, leader behavior at the other end" (Hersey et al., p. 109). As with many of the theories explored throughout the book, the situation ultimately should define which leadership approach was most appropriate. Considering the continuum, the democratic style was most appropriate for schools for two reasons. First, the vast majority of teachers pursued education because of an intrinsic desire to impact students. Theory Y, which aligns to a democratic style, was predicated upon the notion that people are mostly good and capable. Second, highly effective teachers often had vastly different approaches. Although there are certainly researched based instructional strategies and elements of effective practice, teaching is more an art than a science.

In addition to their discussion of landmark situational leadership theories, Hersey et al. (2001) examined the foundation on which all leaders stand, power bases. Specifically, the authors (2001) defined power as "influence potential" and listed seven power bases: coercive, connection, reward, legitimate, referent, information and expert (p. 204-212).

Just as situational leadership and sources of power required exploration, the concept of motivation within an educational organization demanded examination. Specifically, Hersey et al. explained the House-Mitchell Path-Goal Theory within their text *Management of Organizational Behavior*. The authors defined Robert House's pursuit as being interested in "explaining not only which style of leadership was effective but also why" (p. 111). Path-Goal Theory tasked the leader with supplying whatever component was missing in the expectancy model: intrinsic reward, extrinsic reward, or structure for example. Ultimately, this theoretical construct enabled a leader to systematically determine which action steps to take to increase the desired motivation.

Transformational Leadership

James Burns (1978) introduced the concept of transformational leadership and centered this concept on the idea that leadership was a relationship predicated on both the leader and the followers pushing each other to improve toward a higher level of morale and motivation. Similarly, Rost (1991) described a multidirectional relationship as a key aspect of leadership. "If a relationship is one-sided, unidirectional, and one-on-one, those are clear signs that the relationship is not leadership" (Rost, 1991, p. 105). Bernard Bass (1985) expanded on his work by providing a means to measure transformational leadership and by defining how these leaders influence their followers, instilling a sense of trust, admiration, loyalty and drive for example. Burns (1985) argued that transformational leaders were willing to challenge the status

quo and to change the environment to improve their organization. These authors provided the foundation for the definition of leadership that was most effective in educational institutions.

In support, Robert Evans (1996) in his book entitled *The Human Side of School Change* argued that the only real solution to the complex and difficult problems faced by modern educational institutions was transformational leadership. Along with many other arguments and observations, Evans stated that transformational leaders "seek improved performance in the name of deep, fundamental values that transcend technical competence" (p. 169). He also recognized though that the difficulty of achieving transformational leadership would make instances "rare, not routine" as a result (p. 181). Evans (1996) saw leadership not as a science but as a craft, a unique blend of practical experience, personal skill, judgement and institution all informed by training and research. Regarding followers, the author wrote that "transformational leaders induce followers to pursue goals that represent the values and the motivations - the wants and the needs, the aspirations and expectations - of both leaders and followers" (Evans, 1996, p. 172).

The R Factor System

Considering all the pertinent leadership research and information discussed above, Kight's R Factor system uniquely aligned to the demands of education organizations. Evan's (1996) dependent leader or Weick's (1976) loosely coupled system drastically limited the leader's ability to simply mandate action and change results. This unique challenge required a strong organizational culture to overcome; a culture that produced the best behaviors of all people in the organization. Kight (2017) stated "strategies don't produce results, people do. The great performance variable is not strategy, it is people." In essence, Kight was speaking to the importance of creating emergent leaders within each organization who each felt a distinct

ownership of their 20 square feet. "Why is culture important? It engages hearts and minds, algins effort, energizes behavior called for by the strategy. It is not about making people feel good, but about creating winning behavior," said Kight (2017).

Dimaggio and Powell's (1983) institutional isomorphism was another challenge faced due to the conditions of educational institutions; in effect, change was especially difficult in education. Kight's R Factor system once again though responds with the power of culture. As Kotter (1996) identified creating a sense of urgency, building a guiding coalition and elisting a volunteer army as 3 of the 4 first critical steps in the change process. All these steps shared a common element, the need for influence. Kight (2017) argued that "if you want to maximize your influence outside your 20 sq feet, as referenced in Appendix A, Figure 3, you must maximize your control inside your 20 square feet." This aligned with the first key leadership practice according to Kouzes and Posner, model the way. Kight realized the necessity for effective leaders to build both culture and relationships within their organization.

Hersey, Blanchard and Johnson (2001) cited Tannenbaum-Schmidt Continuum of Leader Behavior as a means for leaders to determine the appropriate style for their organization. In that regard, the R Factor's unique focus on culture was once again critical. Kight understood that a democratic style of leadership was necessary within the complex context of education. Principals depended on teachers to make tons of decisions everyday that moved the school forward and produced positive results. These actions and decisions were complex. The delegation end of the continuum was the only option.

In Appendix A, Figure 1, The graphic depicts that "leaders create culture, culture drives behavior, behavior produces results" (Kight, 2019, p. 1). Kight did not simply portray that leaders dictate behavior and behavior produces results. He understood the critical element of

culture in complex organizations that sought difficult outcomes. For example, Kight (2017) posed the question "what if you have A+ strategy and B- behavior. What do you get? You get B- results." Simply, "culture eats strategy for lunch" (Kight 2017).

Kight not only developed a universal system to help leaders understand and develop organizational culture, he established a prescriptive process to enable each institution to create its own specific culture: the culture playbook (Kight, 2019). As with all elements of Focus 3 frameworks, the culture playbook was designed to be both clear, simple and practical. The final product could be depicted on one page and was composed of a nine cell table as shown in Appendix A, Figure 5. The first column stated the three primary beliefs of the organization while the second column outlined from one to three specific behaviors that demonstrated the named belief. Finally, each row culminated in the outcome achieved if the particular belief resulted in the included set of behaviors. The culture playbook also provided a written narrative that explained each BBO, belief, behavior and outcome, in more detail. However, the total document never exceeded five pages in length. In essence, the culture playbook was another example of how Kight took critical learnings from organizational culture research and created a practical process through which leaders could actually employ the information.

Regarding power bases, Hersey et al. (2001) "influence potential" aligned with Kight's system. Kight (2017) spoke directly about his system's foundation of power when he stated "leadership is not authority based on a position you have been given, it is influence based on trust you learned." The democratic situational leadership style was predicated upon connection power as opposed to coercive.

In summary, a myriad of leadership researchers were considered including James Kouzes, Barry Posner, Jim Collins, John Kotter and Michael Fullan. The context of the

principalship and educational institutions were explored and how Kight's R Factor system related to those complexities. The section concluded with a history and discussion of how transformational leadership was the goal in educational organizations. Evans (1996) summed this demand up in his statement that "leadership was not as a science but as a craft, a unique blend of practical experience, personal skill, judgement and institution all informed by training and research" (p. 169) The issue as highlighted by Fullan was "research and theory are useful but only insofar as they help leaders move forward" (2011, p. 3); in essence, what system bridged the gap for leaders to make theory into practice. Kight's unique blend of culture development, behavior skills training and prescriptive decision making heuristic not only yielded significant value in isolation but stood to unlock the potential of leaders to practice additional effective leadership theory within their organizations.

Lead Now

This final section within the leadership theories topic of the literature review discussed Kight's Lead Now system. Kight's Focus 3 framework included three tiers: R Factor, Culture Playbook and Lead Now. Each of these tiers were designed to be able to be integrated in phases according to the sequential list above. R Factor and Culture Playbook training were conducted simultaneously as the first phase of the system. However, R Factor and Culture Playbook did not require the eventual implementation of Lead Now to be highly effective as standalone systems. As a result, this study only required participants to have been trained in R Factor and in the development of the Culture Playbook to be included in the study. Analysis was conducted to explore whether additional training in the Lead Now program impacted a principal's sense of self-efficacy.

The Lead Now framework was grounded in the graphic depicted in Appendix A, Figure 4. First, Kight emphasized the importance for a leader to build trust; specifically, he stated that "trust is the build by the repeated experience of your behavior" (Kight, 2017). The second pillar of the Lead Now leadership model was to achieve results. This pursuit was realized when leaders demonstrated clarity, accountability and support. Kight summarized the purpose of Lead Now as:

> "Your business will perform to the level of leadership you provide. How many leadership books are out there, slide decks, keynotes seminars; despite all this stuff on leadership, we are not measurably better. One of the reasons why is we don't have a clear simple framework for what leadership is. I don't think the Lead Now model is the only effective leadership model; I am simply giving you an example of what a clear, leadership model looks like. You need one. You have to have one. Go find one. Build one yourself" (Kight 2017).

In summary, Kight was arguing that the main value of Lead Now lay in the value of a leader embracing an effective leadership model, not that the only successful model was his framework. This discussion was included within the literature review to establish the fact that Kight did have this additional training option and to provide the details of the model.

Summary

The previous literature review sought not only to thoroughly discuss topics explicitly germane to this study, principal self-efficacy for example, but also important ancillary subjects. Specifically, the review included principal self-efficacy, social emotional learning, and leadership theories.

The principal self-efficacy section chronicled a series of articles in an effort to both establish a foundation for the importance of principal self-efficacy and provide context into the evolution of PSE research. These studies documented a multitude of factors influenced by PSE, including: job satisfaction, work engagement, burnout, work alienation, flexibility, quality of teacher supervision, collective efficacy, and teacher commitment (Federici, 2013; Federici and Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996;Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018) Furthermore, the discussion and conclusion sections of these articles revealed a significant gap in the research and a recommendation for future study; how to educate, train and develop principals to improve their sense of self-efficacy? Hallinger et al. (2018) succinctly summarized this need for efficacious principals within the education community as "only when school leaders believe that they can make a difference and have the tools to do so will the promise be fulfilled on a wider basis" (p. 813). This R Factor study sought to fill that exact gap. R Factor training was uniquely designed to provide leaders not only a framework to improve organizational performance and culture but behavior skills and a prescriptive decision making heuristic in an effort to develop efficacious leader.

The second section centered on the R Factor system within the education context of social emotional learning. A historical and educational policy background was outlined to frame the adoption of Collaborative for Academic, Social and emotional Learning (CASEL), definition and understanding of SEL: "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2020). Within that

definition, a series of other SEL concepts and initiatives were juxtaposed, including girt, growth mindset and emotional intelligence, to provide a foundation for the concluding discussion of how the R Factor system related to SEL. This discussion highlighted the truly unique design of Kight's system which was that it did not just address the individual or the organization; it addressed both. Yang, Bear & May (2018) stated that the most effective approach for social emotional learning regarding school-wide implementation came when all stakeholders modeled such learning through the curriculum. In effect, the social emotional capacity of a principal not only impacts that individual's performance but the modeling that results impacts students' ability to grow in this important area. Therefore, the SEL movement in education both aligned with Kight's system and created the educational conditions for its popularity.

The final section of the literature review examined multiple, applicable leadership theories to the study. Specifically, Mothese theories and concepts were considered as they related to the R Factor system, the context of the principalship and the Lead Now system. First, the R Factor framework's potential to improve the principal's individual leadership capabilities were analyzed. Second, the system's unique cultural focus was explored as it related to the educational context and transformational leadership. Ultimately, Kight's unique blend of culture development, behavior skills training and prescriptive decision making heuristic not only yielded significant value in isolation but stood to unlock the potential of leaders to practice additional effective leadership theory within their organizations. John Maxwell (1998), prominent leadership author, wrote "great leaders always seem to embody two seemingly disparate qualities. They are both highly visionary and highly practical." This study sought to test if Kight struck that unique balance in the creation of his R Factor system as measured by the impact on principal's self-efficacy.

CHAPTER III. METHODOLOGY

Introduction

Chapter III outlined the methodology utilized to examine the impact of Tim Kight's R Factor system on school principals' sense of self efficacy (PSE) including all three efficacy subscales: managerial, instructional and moral (Tschannen-Moran & Gareis, 2004). The research study also sought to analyze which principal and training factors best predicted growth in PSE overall and within the previously listed subscales. The chapter outlined the study's research design, participants, instrumentation, data collection and procedures, research questions, data analysis process and study assumptions.

Research Design

Moore and Tananis (2009) in their article "Measuring change in a short-term educational program using a retrospective pretest design" provided the quasi-experimental retrospective pretest-posttest treatment only design utilized within this study. Moore and Tananis (2009) stated their study supported previous research "suggesting that before beginning a program, participants overestimated their initial level of competency, but after completing the program, changed their perception of that initial level of competency and reflected this change in the retrospective pretest scores" (p. 200). Although Creswell (2019) recommended an experimental research design when investigating whether a specific treatment influenced an outcome, this design was not an option because participants training had already been conducted and the pre-assignment of groups had already occurred regarding principal's demographic characteristics and the variables in training factors (Salkind, 2012; Chang & Little, 2018).

Tschannen-Moran and Gareis (2004) PSE instrument measured the primary purpose of the study to explore the impact of the R Factor system training on the dependent variable of

principals' overall PSE and PSE with each of the subscales: managerial, instructional and moral. In addition, the study analyzed various principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation). The retrospective element of the design was utilized to overcome challenges Moore & Tananis (2009) warned about to collecting accurate data in an educational setting. As highlighted in the literature review of principal self-efficacy, the research revealed a gap in how to educate, train and develop principals to improve their sense of self-efficacy. Howard, Schmeck & Bray (1979) argued that a retrospective pretest design offered more accurate baseline data when participants lacked enough knowledge to rate their initial level of competency; the authors termed this phenomenon response-shift bias. In this study, principals would have been unable to define the R Factor system or how it would impact the behavior skills it was created to improve. Finally, Thomas et al. (2019) and Chang & Little (2018) highlighted two additional, practical benefits of a retrospective pre-test regarding both cost and time savings which were both limitations within the context of this study. In addition, the retrospective pretest option significantly increased the number of potential participants in the study by allowing individuals who were already trained prior to the administration of a pretest to serve as participants. In summary, the quasi-experimental retrospective pretest-posttest treatment only design was appropriate both regarding accurate data collection and the context of R Factor training in the state of Ohio.

Participants

According to Dawn Sayre, director of educational partnerships for Focus 3 (Sayre, personal communication, January 17, 2020), over 1,000 school administrators in Ohio had been trained from the 100 different schools on the Focus 3 client list. This group represented the

target population for the study. Those administrators worked in elementary, middle and high school settings and served a range of students from kindergarteners to seniors. Although R Factor trainings were conducted outside the state, participants within the study were limited to Ohio.

Convenience sampling, also called availability sampling, was utilized to select participants. Creswell (2019) articulated a series of benefits to this approach including cost, time and ease of accessibility for the researcher. A total of approximately 60 school districts' principals in Ohio were invited to participate in the study. Of those invited, 30 districts chose to participate in both the retrospective pretest and post-test.

Instrumentation

The primary instrument utilized within the study was Tschannen-Moran's and Gareis's (2004) Principal Self Efficacy Scale or PSES. The author's adopted Bandura's (1977) description of self-efficacy as the belief in one's ability to succeed or accomplish a task. Tschannen-Moran and Gareis (2004) argued that a strong sense of self-efficacy was "a foundational characteristic of an effective school leader" (p. 573). Tschannen-Moran and Woolfolk Hoy (2001) previously argued that the study of principal's efficacy beliefs was hampered by the lack of a reliable and valid instrument. In response, the authors worked to create an instrument that met Bandura's (2001) recommendation that self-efficacy measures should include both level and strength of an individual's efficacy beliefs. The study included analysis based on both participants' overall PSES score and their individual subscale scores regarding instructional, managerial and moral. In addition, demographic information was collected based on the specifications described below.

Principal Response to R Factor Training Survey

The Principal response to R Factor Training Survey or PRRFTS contained multiple elements. In total, the survey included 28 closed-form items; Creswell (2019) described closed form items as those questions in which the researcher provided the participant with response options. Items 1-6 explored principal participants' years of administrative experience, grade level assignment categorized as elementary, middle or high school, position including principals, assistant or vice or other, and school setting including rural, urban or suburban. Items 7-10 inquired about the principals' Focus 3 training factors including additional training beyond R Factor and years of implementation. Items 11-28 were composed of Tschannen-Moran and Gareis's (2004) Principal Self-Efficacy questionnaire; all of these items utilized a 9-point scale ranging from "1" meaning "none at all" to "9" meaning "a great deal." All 18 of these items were prefaced with fragment "In your current role as a principal, to what extent can you….." (Tschannen-Moran and Gareis's, 2004). Each statement concluded with a different professional task, for example "facilitate student learning in your school?"

In addition, Moore and Tananis (2009) system was employed to modify items 11-28 into a retrospective design. In effect, principal participants were asked within each item to utilized hindsight to rate their self-efficacy regarding the specific professional task prior to and then after training in R Factor. Tschannen-Moran *et al*. (1998) described the importance of both the elements of the task at hand and an individual's self-assessment of their strengths and weaknesses in relation to those requirements. To that end, the authors efficacy subscales, managerial, instructional and moral, were included to provide a much more detailed picture of principals' self-efficacy. 6 questions were devoted to each of the 3 subscales listed and were

randomly ordered within the 18 item sequence from number 11 to number 28 within the survey. Appendix C included a full copy of the PRRFTS.

Validity and reliability were tested for PSES. The survey instrument was designed by the authors utilizing three different studies: an adaptation of Dimmock and Hattie's (1996) measure for principal self-efficacy, an adjusted measure based on Goddard *et al.* (2000) collective teacher efficacy and a measure modeled after Tschannen-Moran and Woolfolk Hoy's (2001) teacher sense of efficacy scale. After testing the first and second instruments on principal populations in Ohio and Virginia, the researchers determined that these attempts "did not make for a sufficiently valid and reliable measure of principals' sense of efficacy" (Tschannen-Moran and Gareis's, 2004, p. 578). The authors started their survey with 50 questions based on the Interstate School Leaders Licensure Consortium (ISLLC); these items were reviewed and refined by a panel composed of 3 professors of educational leadership and a practicing superintendent. Tschannen-Moran and Gareis (2004) field tested the instrument with 10 former principals to check for "clarity of directions, appropriateness of items and response scale" (p. 579). The authors utilized a work alienation scale to measure discriminant validity for principals' sense of efficacy based on the presumption that work alienation was both conceptually distinct and negatively related to PSE. Finally, the authors included a series of demographic elements and personal characteristics within their survey, many of which were included in the PRRFTS: school grade level, school setting, and years of experience.

Tschannen-Moran and Gareis (2004) tested their new PSES instrument on 544 public school principals across the state of Virginia. Based on the results, axis factor analysis was utilized to reduce the number of items from 50 to 18. In addition, three subscales emerged with 6 items each in the survey with the corresponding factor loading range listed: self-efficacy to

handle management aspects of the job ranged from 0.53 to 0.81, self-efficacy for instruction aspects of the principalship ranged from 0.45 to 0.81 and self-efficacy for moral leadership ranged from 0.42 to 0.78 (Tschannen-Moran and Gareis's, 2004). The authors concluded by testing construct validity by correlating the PSES with work alienation ($r = -0.45$, $p < 0.01$), trust in teachers ($r = 0.42$, $p < 0.01$), and trust in students and parents ($r = 0.47$, $p < 0.01$).

Table 1

Summary of PSES Subscales

Subscale	Survey	Items	Source	Mean Calculation
Principal' Sense of Efficacy for Management	PRRFTS	6	PSES by Tschannen-Moran & Gareis (2004)	Items 13, 21, 22, 25, 27, 28
Principal' Sense of Efficacy for Instructional Leadership	PRRFTS	6	PSES by Tschannen-Moran & Gareis (2004)	Items 11, 12, 14, 16, 17, 19
Principal' Sense of Efficacy for Moral Leadership	PRRFTS	6	PSES by Tschannen-Moran & Gareis (2004)	Items 15, 18, 20, 23, 24, 26

Data Collection Procedures

The Bowling Green State University Human Subjects Review Board reviewed and approved this study on October 13, 2020. Tim Kight granted the researcher permission to collect data on and to study his Focus 3 R Factor system (personal communication, February 24, 2020). Data collection was conducted in November and December of 2020 via the PRRFTS survey administered through the Qualtrics platform.

Participants for the study were selected based on the Focus 3 school client list provided by Derek Avera, Director of Education Partnerships. The researcher contacted a school leader within each district by email and requested for that individual to forward the survey to all the

principals within the school district. The email contained introductory information for each of these individuals that included the PRRFTS survey (See Appendix D).

All these school leaders were sent the first PRRFTS retrospective pretest posttest survey between November 17, 2020 and November 18, 2020. A second and third email request was sent to the school leaders at the beginning of the two following weeks respectively both soliciting participation in the Qualtric survey if not already completed.

Research Questions

1. Does Focus 3 R Factor training significantly improve/effect Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales?
2. Which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training?

Data Analysis

A variety of independent variables were explored within the study including both categorical and quantitative. The independent principal factors included: years of administrative experience, grade level assignment, position, and school setting. The independent training factors included: additional Focus 3 training besides R Factor and years of experience implementing R Factor. Then, final and primary independent variable tested was Focus 3's R Factor training.

The dependent variable examined was Tschannen-Moran and Gareis's (2004) principals' sense of efficacy in their profession before and after training in R Factor. The dependent variable was dissected and analyzed according to the authors' 3 subscales: efficacy of

management, efficacy of instructional leadership and efficacy of moral leadership. Information regarding all variables was acquired through the retrospective pretest posttest PRRFTS survey.

Survey data was collected using the Qualtric's online software platform. All data was anonymous and password protected. Table 2 describes the survey variables, scale, and source. Data from Qualtric was downloaded into Statistical Package for Social Sciences (SPSS).

Table 2

Variables, Type, Scale, and Survey Source

Variable	Type	Scale	Survey Source
Years of Admin. Experience	Quantitative	Open	
Grad Level Assignment	Quantitative	1 = Elementary (K-5) 2 = Middle (8-6) 3 = High (9-12)	PSES
Position Title	Quantitative	1 = Assistant or Vice Principal 2 = Principal 3 = Other	
School Setting	Quantitative	1 = Urban 2 = Rural 3 = Suburban	PSES
Additional Focus 3 Training to the R Factor	Categorical	1 = Yes 2 = No	
Teachers' Sense of Efficacy in Literacy Instruction	Quantitative	1 = None At All 2 = Very Little 3 = Some Degree 4 = Quite a Bit 5 = A Great Deal	TRLCS
Years Implementing R Factor	Quantitative	Open	
Years Implementing R Factor	Categorical	1 = Novice (0-2) 2 = Experienced (More than 2)	
Efficacy of Management	Quantitative	1 = 1 (None at All) 2 = 2 3 = 3 (Very Little) 4 = 4 5 = 5 (Some Degree) 6 = 6 7 = 7 (Quite a Bit) 8 = 8 9 = 9 (A Great Deal)	PSES
Efficacy of Instructional Leadership	Quantitative		PSES
Efficacy of Moral Leadership	Quantitative		PSES
Principal Overall Sense of Efficacy	Quantitative		PSES

Mertler and Vannatta-Reinhart's (2017) recommendations were utilized to screen for missing data, recoding, outliers, normality, linearity and homoscedasticity. Data screening

resulted in the recoding of multiple variables prior to statistical analysis, including: position title and school setting. On the PRRFTS survey, the efficacy for management subscale was calculated as the mean score of items 13, 21, 22, 25, 27, and 28. The same approach was utilized for efficacy of instructional leadership, items 11, 12, 14, 16, 17, and 19 and efficacy of moral leadership, items 15, 18, 20, 23, 24, and 26.

The researcher documented descriptive statistics for all the previously listed subscales and for the overall PSE scores including the mean, median, mode, range and standard deviation. In addition, individual items were examined to determine their averages and variability both for the retrospective pretest and posttest survey results. These statistics were presented in table form after data screening.

Research Question 1

The first research question examined if Focus 3 R Factor training significantly improved/effected Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales? The question sought to determine the changes in the dependent variable of PSE, measured through a retrospective pretest and posttest design, as a result of the independent variable of R Factor training. The dependent variable, PSE, was broken down into the subscales listed to further explore the change result from the independent variable.

The researcher utilized a *t* test of related samples to analyze the "improve" element of the research question. Creswell (2019) recommended a one-tailed test of significance when the researcher expects a probable directional change in the dependent variable. Therefore, a one-tailed *t*-test analysis was employed to determine if R Factor training significantly improved principals' overall PSE or within any of the 3 listed subscales.

A *t*-test of related samples was appropriate since the IV was categorical regarding R Factor training (perceived pre and post) and the DV was quantitative measured by the Tschannen-Moran & Gareis (2004) 9-point Likert-scale. The researcher tested the assumptions of homoscedasticity and normality by examining tests of normality and Levene's Test for Equal Variances. Additional descriptive statistics were presented in tables including the mean and standard deviation for post and pretest scores aligned to each survey item.

P values were used during data analysis to determine if there was statistical significance. Creswell (2019) recommended the calculation of Cohen's *d*, which represented the effect size for paired samples, to determine strength of conclusions when analyzing group differences between variables in quantitative research. Cohen (1988) offered a standard effect size of .5, considered to be a medium effect, which was established as the a priori standard for the study.

Research Question 2

The second research question explored which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training. The researcher utilized multiple regression analysis for the question. Mertler and Vannatta-Reinhart (2017) described the purpose of regression analysis as "the development of an equation that can be used for *predicting* values on some DV for all members of a population" (p. 169). Multiple regression specifically was appropriate because a single quantitative dependent variable, PSE, existed with multiple independent variables in the category of principal factors and training factors.

Scatter plots, histograms, and tests of normality were generated to examine the assumptions of linearity and normality. The assumption of multi-collinearity was examined

using tolderance. Mertler and Vannatta-Reinhart (2017) defined multicollinearity as "a problem that arises when moderate to high intercorrelations exist among predictor variables (IVs) to be used in a regression analysis" (p. 173). The researcher utilized a tolerance value of 0.1 as the cutoff point and documented said values within the tables (Norusis, 1998).

Forward multiple regression was utilized to determine the best set of predictors for each dependent variable (Mertler and Vannatta-Reinhart, 2017, p. 175). As recommended by Pedhazur (1982), variables remained in the regression analysis once placed. As designed, the IVs that best predicted the DVs from preliminary analysis were input into the forward multiple regression sequentially based on beginning with the most to least impact. The process concluded when "predicator variables stopped making significant contributions to the prediction of the DV (Mertler & Vannatta-Reinhart, 2017. p 175).

Assumptions

All research studies require certain assumptions to be true in order to establish an acceptable level of validity. The multiple regression analysis employed in research question 2 necessitated both assumptions of research design and of data factors. Research design assumptions were fixed IVs, accurate IV measurement and a zero mean of the residuals for each observation of the dependent variable (Mertler & Vannatta-Reinhart, 2017). The data assumptions were a linear relationship between the IV and DV, DV observation errors not correlated with other DV observations, errors no correlated with IVs, homoscedasticity, and normality (Mertler & Vannatta-Reinhart, 2017). A series of these assumptions were empirically tested, explained and presented prior to analysis.

More generally, the studied assumed, regarding both research questions, that participants were accurate and honest when completing the PRRFTS. Additionally, participants understood

the directions of the survey especially regarding the retrospective design. As previously stated, the researcher utilized Moore and Tananis's (2009) retrospective item design in an effort to collect the most accurate data. It was also assumed that principals possessed the necessary technology skills to operate the Qualtrics survey without error. Tschannen-Moran and Gareis's (2004) PSES survey instrument was assumed to be valid and reliable based on the previously presented research.

In addition to the design and analysis assumptions listed above, specific assumptions regarding the retrospective design were considered. Alexander and Farrell (1981) highlighted the challenge of evaluation research regarding how to efficiently operationalize, observe, and measure the effectiveness of an intervention program. Although the retrospective pretest design allows for high-quality data collection while reducing the research costs and data collection burden on participants according to Chang and Little (2018), Thomas *et al.* (2019) asserted that the design still contained multiple potential biases. For example, Taylor *et al.* (2009) cautioned that participants can experience self-enhancement bias in which they try to represent large gains in skill. Similarly, Krosnick (1999) explained the potential inflation of impact if participants feel a sense of completion leading to an underreporting of bad outcomes while over-reporting good ones. Taylor *et al.* (2009) also warmed of Implicit Theory of Change, which may influence participants who are unable to remember their prior performance toward inflating personal growth. Chang and Little (2018) emphasized the benefit of the retrospective design to limit response shift bias, meaning the respondent uses different frames of reference between the pre and posttest, as long as there were clear survey directions. Finally, Change & Little (2018) cautioned that the retrospective design might miss potential participants who dropped out of the

intervention program due to data collection occurring at a single point in time after the completion of the program.

CHAPTER IV. RESULTS

The study sought to explore the impact of Focus 3's R Factor training on Ohio Principal's sense of self efficacy in their profession measured by Tschannen-Moran and Gareis (2004) PSE instrument. Furthermore, the analysis documented which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) resulted in significant gains in PSE scores. The chapter examined both the descriptive and inferential statistics produced in both text and table format. Finally, a narrative summary of the results was presented.

Descriptive Results

Prior to inferential analysis, the researcher generated several descriptive statistics to gain an understanding of both the target population and sample. As stated, according to Sayre (Salyer, personal communication, January 17,2020), over 1,000 administrators have already been trained in R Factor across the state of Ohio. Derek Avera, Director of Education Partnerships at Focus 3, provided a list of 60 school districts in the state of Ohio whose principal's had received training. Of the 60 districts contacted, 31 responded to the researcher affirming their intention to participate in the study. In total, 137 respondents started the survey, of which 104 completed the majority of the PPRFT (n = 104). Six of the surveys included some missing data resulting in a final total of 98 (n = 97) surveys completed in their entirety (71%).

Principal Demographics

The PRRFT survey instrument's introductory items were designed to explore the demographics of the principal participants. Table 3 outlines a series of principal demographics including the sample size (n) and the percentage of that total. Most respondents were assigned to

the elementary grade level (44.9%) followed by high school (31.6%) and middle school (23.5%). A significant majority of participants' position was within the title of principal (71.4%). Of note, the rural and suburban setting accounted for 92% of the total with only 8% of respondents practicing in the urban setting. Finally, candidates' years of experience were fairly evenly spread across the first four categories: 0-5 at (25.5%), 6-10 (27.5%), 11-15 (23.4%) and 16-20 (23.4%).

Table 3

Principal Participant Demographics

Demographics	*n*	% of total
Grade Level Assignment	98	
Elementary	44	44.9
Middle	23	23.5
High	31	31.6
Position	98	
Principal	70	71.4
Assistant/Vice Principal	23	23.5
Other	5	5.1
School Setting	98	
Rural	45	45.9
Urban	8	8.2
Suburban	45	45.9
Years of Administrative Experience	98	
0-5	25	25.5
6-10	27	27.5
11-15	23	23.4
16-20	23	23.4
20+	2	2.1

Focus 3 Training Demographics

Following the initial demographic information, the PRRFT examined the differences in additional training and experience principal participants had with Focus 3. Table 4 depicts these additional Focus 3 training and experience in implementation for the participants. Notably, a significant majority of respondents had been trained in developing a Culture Playbook (69.4%) and had experience implementing R Factor with their staff (71.4%). An example Culture

Playbook is provided in Appendix A, Figure 5. In addition, only 25.5% of participants were trained in Lead Now, which is Focus 3's leadership system discussed at length in Chapter 2 and represented graphically in Appendix A, Figure 6.

Table 4

Focus 3 Training Participant Demographics (n = 98)

Demographics	*Yes*	% of total
Culture Playbook	68	69.4
VBOs (Values, Behaviors and Outcomes)	57	58.2
Lead Now	25	25.5
Implementing with Staff	70	71.4
Implementing with Students	47	48.0

Table 5

Years of Experience Implementing R Factor (n = 98)

Number of Years	*n*	% of total
0 Years	5	5.1
1 Year	15	15.3
2 Years	26	26.5
3 Years	36	36.7
4 Years	8	8.2
5 or More Years	8	8.2

Research Question 1

Does Focus 3 R Factor training significantly improve/effect Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales?

This research question sought to explore the changes in the dependent variable, PSE including the managerial, instructional and moral subscales, as a result of the independent variable, R Factor Training. To that end, the researcher utilized a one-tailed related samples *t*-test to compare the PRRFT's post-test responses with the retrospective pretest survey responses.

Specifically, the test measured whether statistically significant increases existed in the respondents overall PSE or PSE subscale scores. The PRRFT descriptive statistics for items 11-28 for both the pretest and posttest are presented in Table 6. The overall PSE scores for participants and managerial, instructional leadership and moral leadership subscales were calculated by determining the mean of the respective survey items.

Prior to the analysis, the researcher evaluated the variables for normality and homoscedasticity using histograms, outliers, Levene's Test, and scatterplots. Levene's results indicated the fulfillment of homogeneity of variance across studied groups. However, several outliers were identified with subscales; the researcher eliminated any participants who scored 6 or above on the post moral leadership subscale. This process also excluded outliers for all other subscales. Removing outliers and missing data resulted in a final sample of 90 respondents for the reminder of the analysis. In addition, this step improved normality.

Research question 1 sought to determine whether statistical significance existed for the individual items, subscales and overall PSE between post and retrospective pre scores. Item and subscale pre and post survey means and standard deviations are presented in Table 6. Prior to R Factor Training, administrators responded most positively to item #26 (promoting ethical behavior among school personnel). After training, administrators reported item #24 (promote acceptable behavior among students) as the highest. The related samples t-test results are presented in Table 7. In addition, Cohen's *d* (1988) was calculated to reveal the magnitude of effect for each paired sample. Cohen (1988) utilized this measure to provide important context to the strength of conclusions for variables in quantitative research when evaluating group differences. The a priori standard set for this student before analysis was a standard effect size of .5 indicating a medium effect (Cohen, 1988).

Table 6

Descriptive Statistics for Post and Pre PRRFT items (n=90)

To what extent can/could you:	Post		Pre	
	M	*SD*	*M*	*SD*
11. Facilitate student learning in your school?	7.57	1.06	6.60	1.74
12. Generate enthusiasm for a shared vision for the school?	7.76	0.89	6.28	1.44
13. Handle the time demands of the job?	7.36	1.08	6.62	1.25
14. Manage change in your school?	7.63	0.79	6.36	1.11
15. Promote school spirit among a large majority of the student population?	7.42	0.99	6.54	1.34
16. Create a positive learning environment in your school?	7.94	0.66	6.83	1.05
17. Raise student achievement on standardized tests?	6.47	1.24	6.00	1.21
18. Promote a positive image of your school with the media?	7.38	1.26	6.49	1.24
19. Motivate teachers?	7.53	0.96	6.49	1.24
20. Promote the prevailing values of the community in your school?	7.47	0.91	6.30	1.19
21. Maintain control of your own daily schedule?	7.02	1.27	6.24	1.37
22. Shape the operational policies and procedures that are necessary to manage your school?	7.24	1.01	6.47	1.15
23. Handle effectively the discipline of students in your school?	7.91	0.77	6.87	1.12
24. Promote acceptable behavior among students?	8.00	0.73	6.92	1.00
25. Handle the paperwork required of the job?	7.37	1.04	6.97	1.21
26. Promote ethical behavior among school personnel?	7.79	0.88	7.00	1.10
27. Cope with the stress of the job?	7.43	1.12	6.49	1.22
28. Prioritize among competing demands of the job?	7.49	0.92	6.60	1.18
Managerial Subscale	7.31	0.81	6.56	0.99
Instructional Leadership Subscale	7.48	0.65	6.43	0.87
Moral Leadership Subscale	7.66	0.62	6.69	0.87
Overall	7.49	0.59	6.56	0.81

First, paired *t*-tests were applied to each PRRFT item used from Tschannen-Moran's and Gareis's (2004) Principal Self Efficacy Scale (PSES): questions 11-28. All 18 items registered statistically significant increases from pre to post ($p < .001$). In addition, all PSE items' *t* statistics were large and ranged from 4.72 to 13.18. Item 12 (To what extent could/can you generate enthusiasm for a shared vision for the school?) generated the largest mean increase from the pretest score ($M = 6.28$, $SD = 1.44$) to the posttest score ($M = 7.76$, $SD = 0.89$); $t(90) = 11.00$; $p = < .001$. The effect size, Cohen's *d* of 1.24 indicated a large treatment effect, which as the second highest effect size of all items behind item 14 (To what extent could/can you manage school change) ($t(90) = 1.32$) effect size, Cohen's *d* of 1.32. Of note, both items 12 and 14 were included in the Efficacy for Instructional Leadership Subscale. The results indicate that principals reported the largest increases in their efficacy to generate enthusiasm for a shared school vision and to manage school change after training in R Factor.

Conversely, the smallest mean increase was reported for Item 25 (To what extent could/can you handle paperwork required for the job?), registering a pretest score ($M = 6.97$, $SD = 1.21$) and a posttest score ($M = 7.37$, $SD = 1.04$); $t(90) = 4.72$; $p < .001$, one-tailed, Cohen's *d* of 0.35, indicating a small effect size. The only other item indicating a small effect size was Item 17 (To what extent could/can you raise student achievement on standardized tests?) pretest ($M = 6.00$, $SD = 1.21$) and posttest ($M = 6.47$, $SD = 1.24$); $t(90) = 5.05$; $p < .001$, one-tailed, Cohen's *d* of 0.38. Unlike the two top increasing items, questions 25 and 17 were from different subscales, Efficacy for Management and Efficacy for Instructional Leadership respectively. Overall, according to Cohen (1977), 9 items registered a large effect size, 7 registered a medium effect size and 2 registered a small effect size according to Cohen's *d*.

As depicted in Table 7, the mean difference, *t*-statistic, and effect size were also calculated for the overall PSE score, the Managerial Subscale, the Instructional Leadership Subscale and the Moral Leadership Subscale. Results indicated a significant increase for all three subscales and the overall PSE score. Specifically, the Instructional Leadership Subscale pretest ($M = 6.43$, $SD = 0.87$) and posttest ($M = 7.48$, $SD = 0.65$) registered the largest both the largest mean difference ($MD = 1.06$) and effect size; $t(90) = 13.15$; $p < .001$, one-tailed, Cohen's d of 1.37. Although the result was still significant, the Managerial Subscale pretest ($M = 6.56$, $SD = 0.99$) and posttest ($M = 7.31$, $SD = 0.81$) registered both the smallest mean difference ($MD = 0.75$) and effect size; $t(90) = 10.35$; $p < .001$, one-tailed, Cohen's d of 0.83. The overall PSE score pretest ($M = 6.56$, $SD = 0.81$) and posttest ($M = 7.49$, $SD = 0.59$) registered both the smallest mean difference ($MD = 0.93$) and effect size; $t(90) = 13.61$; $p < .001$, one-tailed, Cohen's d of 1.31. In addition to the significant results, all four summary scores yielded a large effect size for the Cohen's d calculation (Cohen, 1977).

Table 7

Related Samples t-test Results for PRRFT items (n=90)

To what extent:	Mean Difference	*t*	Cohen's *d*
11. Facilitate student learning in your school?	0.97	7.19	0.67
12. Generate enthusiasm for a shared vision for the school?	1.48	11.00	1.24
13. Handle the time demands of the job?	0.73	6.78	0.63
14. Manage change in your school?	1.28	12.18	1.32
15. Promote school spirit among a large majority of the student population?	0.88	7.87	0.75
16. Create a positive learning environment in your school?	1.11	13.18	1.27
17. Raise student achievement on standardized tests?	0.47	5.05	0.38
18. Promote a positive image of your school with the media?	0.89	8.85	0.71
19. Motivate teachers?	1.04	10.09	0.94
20. Promote the prevailing values of the community in your school?	1.17	9.93	1.10
21. Maintain control of your own daily schedule?	0.78	7.71	0.59
22. Shape the operational policies and procedures that are necessary to manage your school?	0.78	8.87	0.71
23. Handle effectively the discipline of students in your school?	1.04	10.09	1.08
24. Promote acceptable behavior among students?	1.08	11.66	1.23
25. Handle the paperwork required of the job?	0.40	4.72	0.35
26. Promote ethical behavior among school personnel?	0.79	8.38	0.79
27. Cope with the stress of the job?	0.94	9.65	0.80
28. Prioritize among competing demands of the job?	0.89	9.73	0.84
Managerial Subscale	0.75	10.35	0.83
Instructional Leadership Subscale	1.06	13.15	1.37
Moral Leadership Subscale	0.97	12.56	1.28
Overall	0.93	13.61	1.31

***** All p values < .0001

Research Question 2

Which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training?

Forward multiple regression was conducted to determine which factors (years of administrative experience, grade level(s) assignment, position) best predict growth as a result of R Factor Training. Pearson Correlation coefficients were calculated for each predictor with the growth factors (see Table 8). Years of Experience had the strongest relationship with each Growth score. These negative relationships were significant with the exception of Instructional Leadership. Multiple regression analyses generated one factor models of Years of Experience predicting all growth scores, with the exception of Instructional Leadership. Regression results are presented in Table 8 and indicate that Years of Experiences negatively contributes to each predictive model. In other words, as experience increases the likelihood of growth as a result of R Factor Training decreases.

Table 8

Table of Correlation Coefficients of PRRFT Growth and Possible Predictors (n=90)

	Years of Experience	Building Type	Position
Growth Moral Leadership	-.237*	.184	-.048
Growth Management	-.221*	.050	-.065
Growth Instructional Leadership	-.159	.081	.032
Overall Growth	-.230*	.119	-.028

Note: * indicates $p<.01$

Table 9

Table of Regression Results of Years of Experience as the Predictor for Each Dependent Variables (1, 96)

Dependent Variables	*F*	*p*	R^2	*B*	Constant
Growth Moral Leadership	5.70	.019	.056	-.028	1.235
Growth Management	4.95	.023	.049	-.024	0.994
Overall Growth	5.34	.023	.053	-.024	1.154

* Growth Instructional Leadership was not a significant predictor.

Since school setting is a categorical variable, ANOVA was conducted to examine group differences in each growth variable by school setting. Descriptive results reveal that growth variables are fairly equivalent across school setting (rural, suburban, and urban; see Table 10). ANOVA results indicate training outcomes did not differ by school setting (see Table 11).

Table 10

Descriptive Statistics of Growth Means by School Setting

	Rural (*n*=45)		Suburban (*n*=45)		Urban (*n*=8)	
Growth	*M*	*SD*	*M*	*SD*	*M*	*SD*
Moral	0.98	0.63	0.90	0.79	0.94	0.96
Instructional	1.10	0.80	0.98	0.73	0.85	0.77
Management	0.75	0.73	0.67	0.60	1.00	0.85
Overall	0.95	0.65	0.85	0.63	0.93	0.78

Table 11

Analysis of Variance Results for School Setting (n = 98)

Growth	*F*(2,95)	*p*
Moral	0.16	.850
Instructional	0.53	.590
Management	0.79	.458
Overall	0.26	.772

Summary

This study sought to explore principals' perceptions regarding the impact of Focus 3 R Factor training on their senses of self-efficacy measured utilizing the Principal Self Efficacy scale, which was administered with a retrospective pretest posttest model. All three of Tschannen-Moran and Gareis's (2004) PSE subscales and overall PSE scores were analyzed. The research analysis also examined whether there were significant gains in PSE based on both principal demographics and additional Focus 3 training factors. The sample consisted of 104 principals in the state of Ohio who were all trained in Focus 3 R Factor. Elementary principals (44.9%) accounted for the highest percentage of participants. An equal number of principals surveyed worked in a rural or suburban setting (45.9%). The majority of respondents' title was principal (71.4%) with the other options of assistant principal (23.5%) or other (5.1%). Years of administrative experience was fairly similar across 4 of the 5 ranges: 0-5 years (25.5%), 6-10 years (27.5%), 11-15 years (23.4%), and 16-20 years (23.4%). The average years of administrative experience for all principals was 10.5 years. Notably regarding additional Focus 3 training and experience, the majority of respondents had been trained in Culture Playbook (69.4%) and VBOs (58.2%) and had experience implementing with staff (71.4%).

Data analysis centered on two research questions. Table 12 depicts a summary of results as they relate to each research question. A one-tailed related samples *t*-test was utilized to determine whether there were statistically significant increases in principals' senses of overall PSE, the three PSE subscales and each individual survey item. Results indicated significant increases in every one of these scores including every survey item.

Forward multiple regression was applied to determine which independent variables if any were predictors of growth in principals' overall senses of self-efficacy and according to each of

the three subscale scores. Insufficient group size eliminated the option for conducting this inquiry for additional training factors. However, the analysis indicated that years of experience had the strongest relationship with each growth score. Specifically, the one factor model generated indicated a significant, negative relationship between all growth scores with the expectation of Instructional Leadership. In other words, as experience increases the likelihood of growth as a result of R Factor Training decreases. The analysis of variance conducted regarding school setting indicated that R Factor outcomes did not differ based on rural, urban or suburban school setting.

Table 12

Results Summary for Research Questions

Research Question	Results
1. Does Focus 3 R Factor training significantly improve/effect Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales?	**Related Samples *t*-test:** • Significant increase in overall PSE and all three PSE Subscales items at $p < .001$ • Significant increase in all 18 of the PRRFT survey items at $p < .001$ • Overall PSE, Management Subscale, Instructional Leadership Subscale and Moral Leadership Subscale all had a large effect • Nine of the 18 PRRFT items had a large effect.
2. Which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training?	**Multiple Regression:** • Building Type and Position did not significantly predict variations in Overall PSE or subscale scores • PSE growth decreases as principals' years of teaching experience increase regarding Overall PSE, Management Subscale and Moral Leadership Subscale **Analysis of Variance:** • R Factor training outcomes did not differ by school setting

CHAPTER V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

School leadership matters. Specifically, principals play a major role in the success of their schools (Bartoletti & Connelly, 2013). Research indicated that after quality of instruction the most important variable for student achievement was the effectiveness of the school principal (Wallace Foundation, 2011; Branch, Hanushek & Rivikin, 2013). Previously, Quinn (2002) argued that high quality instruction could occur in isolation within a school but could only exist across the entire spectrum of classrooms if quality leadership was in place. Louis, Leithwood, Wahlstrom and Anderson (2010) summarized this research with the following conclusion:

> Leadership is second only to classroom instruction as an influence on student learning. After six additional years of research, we are even more confident about this claim. To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership. Why is leadership crucial? One explanation is that leaders have the potential to unleash latent capacities in organizations. (p. 9)

In additional to the importance of the principalship, the role is both varied and demanding. McDaniel and Gruenert (2018) estimated that a school administrator "will make about 300 decisions" a day (p. 3). These decisions vary between a wide variety of topics: such as, instruction, special education, scheduling, facilities, budgetary, evaluation, discipline, hiring, professional development, technology, extra-curricular experiences, public relations, legislative and contractual.

Tim Kight's Focus 3 systems offered a training program to build the prerequisite mindset and behavior skills necessary to apply "job specific knowledge in a productive manner" (2019, p. 2). R Factor training exploded in popularity across schools in Ohio over the past 10 years; specifically, over 1,000 administrators were trained across at least 60 school districts in (Salyer,

personal communication, January 17,2020). The system centered on developing an elite mindset, decision making heuristic and behavior skills and grew in popularity based on leaders' intuitive value of these teachings, not based on empirical research. Burke (2014) labeled these systems and people as trade experts. Burke (2014) argued that "without independent verification and validation" that what these systems recommend actually works under a variety of circumstances, however, leaves me with some concerns and skepticism" (p. 4). In essence, his summation articulated the very reason for this study. Trade experts' claims, although intuitive, required systematic, not simply anecdotal, testing. The study sought to apply a logical standard of measurement to determine whether Kight's rapidly growing R Factor system within educational institutions in Ohio actually yielded the professed results.

A quasi-experimental retrospective research design was utilized to examine principals' perceptions regarding how their senses of professional self-efficacy were impacted by R Factor training. Tschannen-Moran and Gareis (2004) argued that a strong sense of self-efficacy was "a foundational characteristic of an effective school leader" (p. 573). Self-efficacy was selected as an appropriate dependent variable because of the many researchers whose works discuss the major impacts this metric has on principal performance. These studies documented a multitude of factors influenced by PSE, including: job satisfaction, work engagement, burnout, work alienation, flexibility, quality of teacher supervision, collective efficacy, and teacher commitment (Federici, 2013; Federici and Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996;Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018). A quasi-experimental research design was necessary because participants could not be assigned to different experimental groups considering the trainings had already take place. The retrospective pretest

design enabled the researcher to drastically increase the sample size to the point that statistical analysis was possible (Chang & Little, 2018; Thomas et at., 2019). The retrospective pretest was also appropriate due to the participants limited knowledge of the R Factor system and the behavior skills it was designed to improve (Howard, Schmeck & Bray, 1979; Moore & Tananis, 2009).

The following sections of Chapter V comprise an analysis and discussion for reach researcher question within the context of the relevant literature. This final chapter concludes with recommendations for leadership, practice, policy and future research.

Discussion by Research Question

Research Question 1

Does Focus 3 R Factor training significantly improve/effect Principals' Sense of Self Efficacy (PSE) overall and/or within the management, instructional or moral subscales?

Results of the PRRFT indicated both significant increases and large effects in Principals' Senses of Efficacy for all 3 subscales, Managerial, Instructional Leadership and Moral Leadership, and overall PSE as an outcome of R Factor Training. Specifically, Instructional Leadership registered the greatest increase in mean score (*MD* = 1.06) and the largest effect size (Cohen's *d* = 1.37). Conversely, Managerial resulted in the smallest increase in mean score (*MD* = 0.75) and the smallest effect size (Cohen's *d* = 0.83), which was still a large effect.

Hallinger et al. (2018) succinctly summarized the need for efficacious principals within the education community as "only when school leaders believe that they can make a difference and have the tools to do so will the promise be fulfilled on a wider basis" (p. 813). Prior research, however, revealed a gap in how to actually educate, train and develop principals to improve their sense of self-efficacy. Trade experts like Tim Kight often filled these gaps in available education

and training but these systems required independent verification and validation (Burke, 2014). This study was the first to test the empirical impact of R Factor.

Beyond the landmark finding that all three subscales and overall PSE indicated significant increases and large effect sizes, the fact that Instructional Leadership registered the largest increase and effect size was noteworthy. As stated, previous research indicates that after quality of instruction the most important variable for student achievement was the effectiveness of the school principal (Wallace Foundation, 2011; Branch, Hanushek & Rivikin, 2013). Louis et al. (2010) related leadership to quality of instruction as an ability to unleash latent capacities in an organization. Therefore, the competencies that compose the instructional leadership subscale items may likely have been the most important in the entire instrument. The Principal Leadership Development Framework, developed by the Association for Supervision and Curriculum Development or ASCD which is one of the foremost publications for educational research, charged principals to be visionaries, instructional leaders, engagers, learners and collaborators (Hall et al., 2015). These pillars exemplify the shift in priorities across the profession from building managers to instructional leaders (Licklider & Niska, 1993). In effect, this studies outcomes indicate that R Factor improves the most important of all the subscales listed: instructional leadership.

The results were further examined by item for the PRRFT survey. The greatest individual item gain was principals' perceived ability to generate enthusiasm for a shared vision for the school (Cohen's $d = 1.24$). Hall et al.'s (2015) Principal Leadership Development Framework placed the principal as a visionary as the first critical role of the principal, which tasked the principal with articulating, communicating and leading the collaborative implementation of the school's vision. The second largest item gain was based on principals'

perceived ability to manage change in their school (Cohen's $d = 1.32$), which generated the highest effect size of all the items in the instrument. Similar to the importance of establishing a shared vision, managing school change is one of the most difficult responsibilities in school leadership (Weick, 1976; Evans, 1996).

Inversely, the item that produced the smallest mean increase was reported for principals' perceived ability to handle paperwork required for the job. The second smallest mean increase was perceived ability to raise student achievement on standardized tests. The difference between ability to raise standardized test scores registering low and the Instructional Leadership Subscale registering high was notable. This counterintuitive discrepancy could be attributable to the general frustration in the education community centered on the standardized testing. Additional qualitative research regarding this difference may help to increase understanding.

Research Question 2

Which principal factors (years of administrative experience, grade level(s) assignment, position, and school setting) and training factors (additional Focus 3 trainings and years of experience in implementation) best predict PSE subscales and overall growth as a result of R Factor training?

Forward multiple regression analysis only generated a one factor model for which years of administrative experience predicted all growth scores, with the exception of Instructional Leadership. In this case, years of experience negatively contributed to each predictive model. Specifically, in other words, as experience increases the likelihood of growth as a result of R Factor Training decreases. Fox's (2018) research indicated that experience positively impacted principal self-efficacy. The natural growth of PSE with experience may explain the negative

correlation considering experienced candidates had less room to grow in self efficacy when compared to their more inexperienced colleagues.

Of note, grade level assignment and position did not generate significant, predictive models for overall PSE growth or any of the 3 PSE subscales. These results aligned with prior studies that found school context variables had no significant relationship to PSE and that demographic variables were not strong predictors of PSE (Tschannen-Moran & Gareis, 2007). Since school setting was a categorical variable, analysis of variance was conducted to examine group difference in each growth variable by school setting. The ANOVA results indicated that outcomes did not differ by school setting which also aligned with the prior research described above. These findings were promising considering the indication that R Factor training was effective across a wide variety of school settings and with principal demographics.

Summary of Conclusions

Based upon the results of the study, the following conclusions were generated:

1. Principal respondents reported significant gains in their Overall PSE, Managerial Subscale, Moral Leadership Subscale and Instructional Leadership Subscale scores after receiving R Factor training.
2. Principals perceived the greatest grain from R Factor training to be their ability to generate enthusiasm for a shared vision for the school and to manage school change.
3. Principals indicated that the smallest, while still a significant increase, item was ability to handle paperwork required for the job.
4. The growth in principals' professional sense of self efficacy after receiving R Factor training decreases as years of administrative experience increase.

5. School context variables had no significant relationships to changes in respondents' senses of overall PSE or regarding any of the 3 instrument subscales.

These conclusions are the basis for the following recommendations.

Recommendations for Leadership and Policy

Reviewing the summary conclusions provided a foundation for a broader discussion centered on the implications for relevant leadership and policy. Federici and Skaalvik wrote that "Given the responsibility of school principals for students' education and well-being at school, it is therefore important that school principals develop high levels of competency as well as self-efficacy….. Self-efficacy contributes positively to this functioning, because it affects performance of principals through mechanisms like choice, effort and perseverance. Increasing principals' self-efficacy is therefore an important objective for those responsible for improving the quality of leadership in schools. (2012, p. 313-314). The same authors articulated a challenge regarding PSE though because it "can be regarded as both domain-specific and multidimensional and the second-order analysis also indicates that the concept is constituted by a more general domain-specific experience of self-efficacy" (2011, p. 588). The summary study results listed above offer a promising training that not only significantly affected PSE but also positively impacted at 18 different domain items measured.

Fullan argued that "research and theory are useful but only insofar as they help leaders move forward" (2011, p. 3). He also stated that "Google generates at least twice as many entries for the word strategy as for the word implementation" (Fullan, 2011). Tim Kight articulated this critical reality by emphasizing the importance of execution; specifically, "results don't come from strategies, results come from behavior. It is about execution" (2017). The recommendations listed below address that important transition: research to practice.

Boards of Education and Central Office School District Leadership

Tschannen-Moran and Gareis (2007) ranked interpersonal support variables at the school-building level (teachers, support staff, students and parents) and district level (superintendent and central-office staff,) as the first and their most important predictors of strong PSE. In addition, central office administrators and superintendents as well as local School Boards of Education are generally the bodies that pursue Tim Kight's R Factor training for the district's principals. These leaders must weigh R Factor training against other, often important, district needs. This study serves to inform those leaders in their difficult decisions. It should be noted that Focus 3 training, including R Factor, can be an expensive endeavor for school districts. For example, one small Ohio school district disclosed expending approximately $20,000 over a three-year period (Skilliter, personal communication, February 4,2021). A small district may be advised to team with other school district or to develop cooperatives in concert with their local Education Service Center to decrease the cost for individual school district, thereby making the training a more viable option for their principals.

School district leaders should consider Yang, Bear and May's (2018) recommended approach for social emotional learning regarding school-wide implementation came when all stakeholders modeled such learning through the curriculum. Therefore, these leaders can anticipate that the implementation of R Factor Training on a district-wide basis will take time and resources. The necessary budgeting and time allotment for these training would be critical.

Institutions of Higher Education

Missing in the introduction above was the second strongest predictor of PSE according to Tschannen-Moran and Gareis (2007): principal preparation. Bowling Green State University listed the eight required Masters courses to earn an Ohio Principal Licensure as Organizational

Leadership & Change, Law, Ethics & Negotiations, Fiscal Management, School Culture, Instructional Program, & Professional Staff Development, Leadership Practicum, Information Management, Evaluation, & Student Personnel Service, Diversity of School Communities & Political Dynamics, and Special Education Law, Inclusion & Intervention Teams. Within these courses, the opportunity certainly exists to discuss the R Factor concepts of mindset, behavior skills and decision making heuristics. However, like current K-12 education, the importance of social emotional learning is just beginning to become more prevalent. Institutions of Higher Education could be informed by the results of this study regarding the purposeful teaching and training of principal candidates in these critical SEL skill and practices.

In addition, many of the items in Tschannen-Moran and Gareis's (2004) instrument align with commonly accepted leadership practices within the research community. For example, inspiring a shared vision, managing change, enabling others to act, creating an effective culture and more are all examples of these leadership responsibilities. This study can contribute to the research communities' body of knowledge regarding leadership theories, especially in regards to how the tenants of R Factor relate to leaders' abilities to utilize best practices.

State and National Education Policy

As stated above, the costs to local school districts can be quite significant for purchasing R Factor training for their principals. In July of 2019 according to the Ohio Department of Education, House Bill 166 was passed in Ohio which "invested $675 million to help districts and schools support their students' academic achievement through mental health counseling, wraparound services, mentoring and after school programs." These monies were earmarked for 11 student wellness and success initiatives (ORC 3317.26(B)). R Factor training falls under option 10, professional development regarding cultural competence. These flexible funding

initiatives targeted improving mental health and social emotional learning are critical for districts to be able to offer R Factor training. Local, state and national education policies leaders should consider the results of this study and hopefully future research as they determine where to allocate education funding. Monies, similar to those established in House Bill 166, should be made permanent to enable districts to budget and fund these trainings of the time period necessary for success.

Recommendations for Future Research

Hallinger et al. (2018) summarized the need for efficacious principals within the education community as "only when school leaders believe that they can make a difference and have the tools to do so will the promise be fulfilled on a wider basis" (p. 813). This summary mirrored the discussion and conclusions sections of a myriad of articles calling for additional research focused on how to increase PSE (Federici, 2013; Federici and Skaalvik, 2011; Federici and Skaalvik, 2012; Tschannen-Moran and Gareis, 2005; Osterman & Sullivan, 1996; Licklider & Niska, 1993; Versland & Erickson, 2017; Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018). This R Factor study sought to fill that exact gap. R Factor training was uniquely designed to provide leaders not only a framework to improve organizational performance and culture but behavior skills and a prescriptive decision making heuristic in an effort to develop efficacious leader.

Specifically, this study advanced the collective understanding by empirically testing this system developed to improve leadership quality. Although the results were promising, additional research in a series of different areas is needed to continue growing our collective understanding. These additional areas of recommended research are listed below:

1. The data in this study was generated from principal respondents (n = 104) across the state of Ohio from 60 different school districts. Considering over 1,000 school administrators have been trained in the state, additional studies should be conducted on this population with increases sample sizes to generate stronger parametric results (Salyer, personal communication, January 17,2020). Additional respondents from urban school settings and middle and high school building types would increase the diversity of the sample. In addition to the parametric benefits, another quantitative study would help to determine the reliability of this individual study.
2. The PRRFT required educators to self-report their own perceptions of PSE changes after R Factor training. Therefore, participants' sense of completion may have prompted them to inflate their reported gains while minimizing bad or ineffective outcomes (Krosnick, 1999). The retrospective pretest also may have been vulnerable to principals inaccurately reporting larger than experienced gains (Taylor et al., 2009). These limitations could be countered by collecting additional data that could be compared to the self-reported participant results. For example, a study may pole principals' teachers or fellow administrators to determine if they perceived any improvements in the paired principal's job performance or compare the self-report data to the corresponding principal's evaluation scores.
3. Additional research that included a qualitative component might increase the researcher's insight during data analysis. For example, as previously stated, this study noted the counterintuitive discrepancy between principals' reported increases in their Instructional Leadership Subscale scores while simultaneously reporting the second lowest item mean increase with the largest effect size for increasing standardized test

scores. During interviews, respondents could offer important insights regarding these and other outcomes. Specifically, one-on-one interviews and focus groups would help inform what elements of the training principals found most impactful. In addition, these methods would reveal how these new behavior skills were put into practice by principals across different descriptive groups.

4. Potentially most beneficial, would be a partnership between Focus 3 and a research partner that enabled a pretest administered to principals prior to R Factor training. This collaboration would negate the need for the retrospective pretest design. Additionally, the researcher could include data collection on a control group of principals who did not received the R Factor training and simply gained the corresponding days, months or years of administrative experience.
5. Regarding students, Heckman and Rubinstein (2001) argued that emotional intelligence better predicted long-term success than cognitive tests. Furthermore, a noted meta-analysis documented significant academic gains as a result of SEL programming (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Yang, Bear and May (2018) stated that the most effective approach for social emotional learning regarding school-wide implementation came when all stakeholders modeled such learning through the curriculum. Focus 3 offers a unique combination of leadership, culture and individual behavior skills. The impact this study found R Factor had on principals offers a potentially promising outcome for students as well. Additional research should be conducted to determine if the same gains reported by principals also have positive outcomes on students and/or teachers, especially considering the current support in the education community for SEL initiatives.

6. Finally, Burke (2014) in his book *Organization Change* offered three sources of nontraditional literature that informed organizational theory. Kight's systems fell into Burke's second category: trade literature. Burke (2014) described these trade books as an author distilling "wisdom from many years of experience as a consultant, a teacher, an executive, or some combination of these roles" (p. 2). He went on to describe these texts as both helpful and problematic. Burke (2014) argued that "without independent verification and validation that what these authors recommend actually works under a variety of circumstances, however, leaves me with some concerns and skepticism" (p. 4). More studies such as this should be conducted on the many trade experts in the education community. This research requires the higher education community to remain connected to the current initiatives in K-12 education. In essence, higher education has the capacity to offer protection against potentially false claims and assertions.

Final Observation

James Burns (1978) introduced the concept of transformational leadership and centered this concept on the idea that leadership was a relationship predicated on both the leader and the followers pushing each other to improve toward a higher level of morale and motivation. Similarly, Rost (1991) described a multidirectional relationship as a key aspect of leadership. "If a relationship is one-sided, unidirectional, and one-on-one, those are clear signs that the relationship is not leadership" (Rost, 1991, p. 105). Bernard Bass (1985) expanded on his work by providing a means to measure transformational leadership and by defining how these leaders influence their followers, instilling a sense of trust, admiration, loyalty and drive for example. Burns (1985) argued that transformational leaders were willing to challenge the status

quo and to change the environment to improve their organization. These authors provided the foundation for the definition of leadership that was most effective in educational institutions.

Additional research has clearly established the critical role school principals play in successful schools (Bartoletti & Connelly, 2013; Wallace Foundation, 2011; Branch, Hanushek & Rivikin, 2013; Quinn, 2002; Louis, Leithwood, Wahlstrom & Anderson, 2010). Authors have also outlined the many challenges that leaders in these roles face (Weick, 1976; Dimaggio & Powell, 1983; Evans, 1996). The issue as highlighted by Fullan was "research and theory are useful but only insofar as they help leaders move forward" (2011, p. 3); in essence, what system could bridge the gap for leaders to make theory into practice? Kight's unique blend of culture development, behavior skills training and prescriptive decision making heuristic not only yielded significant value in isolation but stand to unlock the potential of principals to practice effective leadership within their schools. Evans (1996) summed up this demand in his statement that "leadership was not as a science but as a craft, a unique blend of practical experience, personal skill, judgement and institution all informed by training and research" (p. 169).

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APPENDIX A. FIGURES

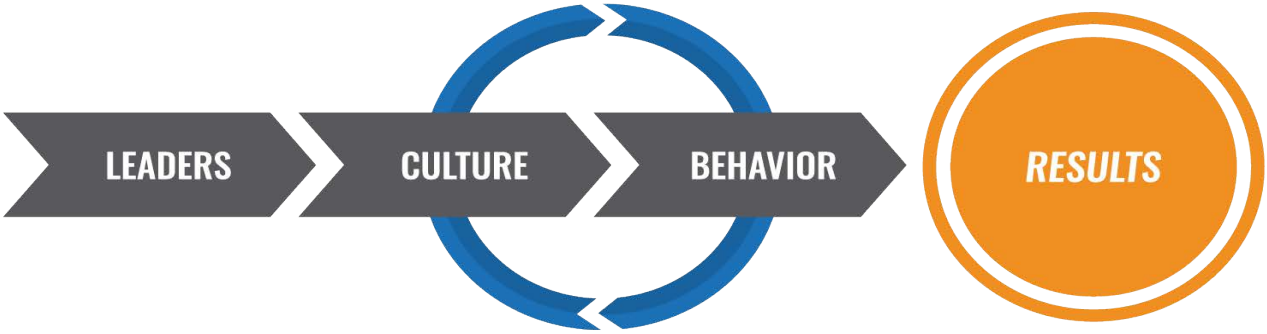

Figure 1. Represents Tim Kights (2019) Performance Pathway. The graphic was designed to be read left to right and to denote the primary, sequential impact factors on organizational results. The central circle between culture and behavior represented how each factor reinforce the other over time.

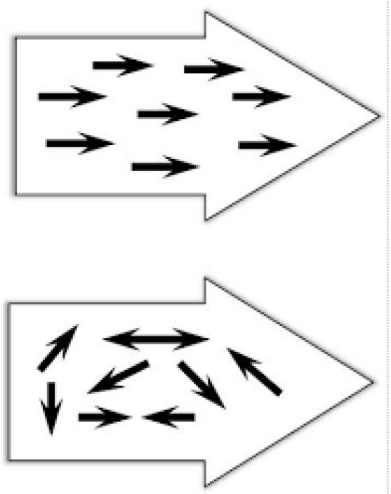

Figure 2. The figures above represented two organizations with aligned and not aligned cultures respectively. The first organization's culture resulted in better communication, collaboration, problem-solving, and ultimately results.

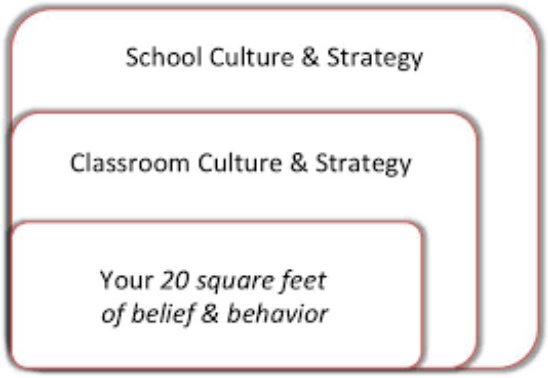

Figure 3. Represents Tim Kights (2019) 20 Square Feet organizational culture analogy. The graphic was created to emphasize that every member of an organization owned part of that organization's culture. The actual organizational culture, therefore, was not what statements were written or espoused by the institution but the collective result of every individuals' 20 square feet.

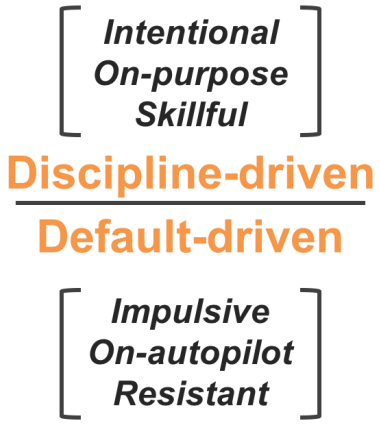

Figure 4. Represents Tim Kights (2019) binary option for moment by moment behavior. Kight framed this concept according to which mentality was being practiced as an individual determined his or her response. Each adjective associated with discipline or default-driven behavior paired with the opposing approach below: intentional versus impulsive, on-purpose versus on-autopilot and skillful versus resistant.

Belief	Behavior	Outcome
Stand Up & Own It ***(It Starts with You)***	• Be accountable for your actions and attitudes • Be Above the Line • Do the right thing, especially when it is hard	**Best Version of YOU!**
Stronger Together ***(Unite as One)***	• Bring others to Elite • Care for others, respect differences and seek solutions • Talk to people, not about people	**Great place to learn.** **Great place to work.** **Great place to live.**
Pursue Excellence ***(Find Joy in the Journey)***	• Do the work to win the moment • Be coachable and seek opportunities to learn • Chase the Edge - embrace productive discomfort	**Better today than yesterday.** **Better tomorrow than today.**

Figure 5. Represents an example of Tim Kight's (2019) culture playbook. The culture playbook was designed to be specific to the institution undergoing training in the Focus 3 corresponding narrative was developed to explain each belief, behavior and outcome.

Figure 6. Represents Tim Kight's (2019) Lead Now system. Focus 3 developed their program to train professionals in Lead Now after R Factor training and the development of the organization's culture playbook.

APPENDIX B. INSTRUMENT

APPENDIX C. PRINCIPAL RESPONSE TO R FACTOR TRAINING SURVEY

PRINCIPAL RESPONSE TO R FACTOR TRAINING SURVEY –PRRFTS

Thank you for participating in the PRRFTS survey. This questionnaire is designed to help us gain a better understanding of how R Factor training impacts a principal's sense of self-efficacy. Your answers are confidential.

	Part 1: Background Information **Directions: For Questions 1-6, please answer some questions about your position, training and school.**			
1	How many years of administrative experience do you have?	Enter Years:		
2	Grade Level Assignment	Elementary	Middle	High
3	Position Title	Assistant or Vice Principal	Principal	Other
4	School Setting	Urban	Rural	Suburban
5	In addition to R Factor training, have you had training in developing a Culture Playbook?	Yes		No
6	In addition to R Factor training, have you had training in developing personal VBOs (Values, Behaviors and Outcomes)?			
7	In addition to R Factor training, have you had training in Lead Now?			
8	In addition to R Factor training, have you had experience training staff in R Factor and/or your Culture Playbook?			
9	In addition to R Factor training, have you had experience training students in R Factor and/or your Culture Playbook?			
10	How many years have you been implementing your R Factor training?	Enter Years:		

Part 2: PSES – Principal Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2004)

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for principals in their school activities.

Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.

Please respond to each of the questions by considering first your perspective prior to R Factor training regarding the combination of your current ability, resources, and opportunity to do each of the following in your present position. In part B of each question, incorporate the same considerations in your current perspective having now been trained in R Factor.

		None at All		Very Little		Some Degree		Quite a Bit		A Great Deal
11 A	In your role as a principal PRIOR to R Factor training, to what extent could facilitate student learning in your school?	1	2	3	4	5	6	7	8	9
11 B	In you role as principal AFTER R Factor training, to what extent can facilitate student learning in your school?	1	2	3	4	5	6	7	8	9
12 A	In your role as a principal PRIOR to R Factor training, to what extent could you generate enthusiasm for a shared vision for the school?	1	2	3	4	5	6	7	8	9
12 B	In you role as principal AFTER R Factor training, to what extent can you generate enthusiasm for a shared vision for the school?	1	2	3	4	5	6	7	8	9
13 A	In your role as a principal PRIOR to R Factor training, to what extent could you handle the time demands of the job?	1	2	3	4	5	6	7	8	9
13 B	In you role as principal AFTER R Factor training, to what extent can you handle the time demands of the job?	1	2	3	4	5	6	7	8	9

14 A	In your role as a principal PRIOR to R Factor training, to what extent could you manage change in your school?	1	2	3	4	5	6	7	8	9
14 B	In you role as principal AFTER R Factor training, to what extent can you manage change in your school?	1	2	3	4	5	6	7	8	9
15 A	In your role as a principal PRIOR to R Factor training, to what extent could you promote school spirit among a large majority of the student population?	1	2	3	4	5	6	7	8	9
15 B	In you role as principal AFTER R Factor training, to what extent can you promote school spirit among a large majority of the student population?	1	2	3	4	5	6	7	8	9
16 A	In your role as a principal PRIOR to R Factor training, to what extent could you create a positive learning environment in your school?	1	2	3	4	5	6	7	8	9
16 B	In you role as principal AFTER R Factor training, to what extent can you create a positive learning environment in your school?	1	2	3	4	5	6	7	8	9
17 A	In your role as a principal PRIOR to R Factor training, to what extent could you raise student achievement on standardized tests?	1	2	3	4	5	6	7	8	9
17 B	In you role as principal AFTER R Factor training, to what extent can you raise student achievement on standardized tests?	1	2	3	4	5	6	7	8	9
18 A	In your role as a principal PRIOR to R Factor training, to what extent could you promote a positive image of your school with the media?	1	2	3	4	5	6	7	8	9
18 B	In you role as principal AFTER R Factor training, to what extent can you promote a positive image of your school with the media?	1	2	3	4	5	6	7	8	9
19 A	In your role as a principal PRIOR to R Factor training, to what extent could you motivate teachers?	1	2	3	4	5	6	7	8	9
19 B	In you role as principal AFTER R Factor training, to what extent can you motivate teachers?	1	2	3	4	5	6	7	8	9
20 A	In your role as a principal PRIOR to R Factor training, to what extent could you promote the prevailing values of the community in your school?	1	2	3	4	5	6	7	8	9
20 B	In you role as principal AFTER R Factor training, to what extent can you promote the prevailing values of the community in your school?	1	2	3	4	5	6	7	8	9
21 A	In your role as a principal PRIOR to R Factor training, to what extent could you maintain control of your own daily schedule?	1	2	3	4	5	6	7	8	9
21 B	In you role as principal AFTER R Factor training, to what extent can you maintain control of your own daily schedule?	1	2	3	4	5	6	7	8	9
22 A	In your role as a principal PRIOR to R Factor training, to what extent could you shape the operational policies and procedures that are necessary to manage your school?	1	2	3	4	5	6	7	8	9
23 B	In you role as principal AFTER R Factor training, to what extent can you shape the operational policies and procedures that are necessary to manage your school?	1	2	3	4	5	6	7	8	9
24 A	In your role as a principal PRIOR to R Factor training, to what extent could you handle effectively the discipline of students in your school?	1	2	3	4	5	6	7	8	9
24 B	In you role as principal AFTER R Factor training, to what extent can you handle effectively the discipline of students in your school?	1	2	3	4	5	6	7	8	9
25 A	In your role as a principal PRIOR to R Factor training, to what extent could you promote acceptable behavior among students?	1	2	3	4	5	6	7	8	9

25 B	In you role as principal AFTER R Factor training, to what extent can you promote acceptable behavior among students?	1	2	3	4	5	6	7	8	9
26 A	In your role as a principal PRIOR to R Factor training, to what extent could you handle the paperwork required of the job?	1	2	3	4	5	6	7	8	9
26 B	In you role as principal AFTER R Factor training, to what extent can you handle the paperwork required of the job?	1	2	3	4	5	6	7	8	9
27 A	In your role as a principal PRIOR to R Factor training, to what extent could you promote ethical behavior among school personnel?	1	2	3	4	5	6	7	8	9
27 B	In you role as principal AFTER R Factor training, to what extent can you promote ethical behavior among school personnel?	1	2	3	4	5	6	7	8	9
28 A	In your role as a principal PRIOR to R Factor training, to what extent could you cope with the stress of the job?	1	2	3	4	5	6	7	8	9
28 B	In you role as principal AFTER R Factor training, to what extent can you cope with the stress of the job?	1	2	3	4	5	6	7	8	9
29 A	In your role as a principal PRIOR to R Factor training, to what extent could you prioritize among competing demands of the job?	1	2	3	4	5	6	7	8	9
29 B	In you role as principal AFTER R Factor training, to what extent can you prioritize among competing demands of the job?	1	2	3	4	5	6	7	8	9

Thank you for using your valuable time to complete this survey.

Moore, D., & Tananis, C. A. (2009), Measuring change in a short-term educational program using a retrospective pretest design. *American Journal of Evaluation, 30*(2), p. 189-202. Doi: 10.1177/1098214009334506

Tschannen-Moran, M. & Gareis, C. R. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of School Leadership, 42*(1), 573-585.

Figure 6. Depicts the Principal Response to R Factor Training Survey (PRRFTS) composed of initial items of demographic and training questions. The remainder of the instrument, Items 11-29, included Tschannen-Moran's and Gareis's (2004) Principal Self Efficacy Scale (PSES) modified into a retrospective design developed by Moore and Tananis (2009).

APPENDIX C. CONSENT LETTER

Superintendent ****,

My name is Dan Lee, and I am the principal at Ada High School in northwest Ohio. I am also a doctoral student at Bowling Green State University in the Leadership Studies program.

I know how challenging current circumstances are in education. I am reaching out to you because you were the school leader named as the primary contact for your school's Focus 3 initiative (Tim Kight's R Factor System). With the help of Mr. Derek Avera, Director of Education Partnerships at Focus 3, I am working to systematically study the impact of Focus 3's trainings across schools in Ohio. I am conducting a study to determine if this training impacted your principals' senses of professional self-efficacy based on Tschannen-Moran & Gareis's Principal Sense of Efficacy Scale.

I am asking for you to forward this email to all the principals in your district with R Factor training, including assistant principals and all those serving in the building administrator capacity. The below bold text is information intended for your building administrators. The survey should take them less than 5 minutes to complete. As a principal, I know we are living in a very challenging and busy time. However, I believe that continuing to grow our understanding of socio-emotional learning is critical for the future success of our students and schools.

If you have questions or concerns about the survey, you may reach me at (419) ***-**** or email me at **********. You may also contact my research chair, Dr. Paul Johnson, at **********.

Thank you for taking the time to consider my request and for all you do for your students and communities. If you are willing, please send me a quick reply with whether you intend to forward on the email below to your school administrators.

Principals,

I am forwarding you a request to take part in research on Tim Kight's Focus 3 R Factor training. This is a brief survey that should take less than 5 minutes to complete. This survey is completely anonymous and can be easily accessed through the Qualtric link below. No school, teacher, or administrator will be named in the research.

https://bgsu.az1.qualtrics.com/jfe/form/SV_bxylI4viLVkGeOh

Participation in this survey is voluntary and you may opt not to take the survey. You may skip any question you do not want to answer, and you may stop the survey at any time.

If you have questions or concerns about the survey, you may reach me at (419) ***-* or email me at **********. You may also contact my research chair, Dr. Paul***

Johnson, at ***************. You may also contact the BGSU Institutional Review Board at (419) 372-7716.***

As a high school principal in this challenging time, I especially appreciate your time and consideration regarding completing this survey.

Respectfully,

Dan Lee
Ada High School Principal
725 W. North Avenue
Ada, Ohio 45810
"Aspiring to excel in all areas of the school experience."

Figure 7. Represents a sample of the consent letter provided to all school district contacted regarding participating in the PRRFTS and the request to include all administrators trained in R Factor in the school district.