

Public Abstract

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Title:The Self Perception of Leadership Efficacy of Elementary Principals and the Effects on Student Achievement

The purpose of this study was to determine if a relationship existed between the perception of self-efficacy by elementary school principals and student achievement in leading their schools in an era of change and heightened accountability. The importance of effective instructional leadership cannot be minimized and by determining the self perceptions of skills of instructional leaders and efficacy among elementary principals, a relationship between instructional leadership, self efficacy, and student achievement was the focus of this research. One hundred twenty-three Missouri principals of various building grade configurations including Prekindergarten through sixth grade completed the Principal Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2004).

MAP scores from spring 2009 testing were used to determine if a relationship existed between those scores and the perceived self-efficacy of principals. The self-efficacy scores were placed in three groups, low scores, moderate scores, and high scores based on the nine-point range for answers. Likewise, MAP scores were placed in two groups, based on the percentages of students scoring in the Advanced/Proficient levels on the MAP. The chi-square nonparametric test of significance was used to compare frequencies occurring in each of the groups to determine if a relationship existed between the communication arts and math MAP scores and the perceived efficacy scores. There was no indication of a relationship between the MAP scores and the perceived efficacy scores of elementary principals.

Professional development methods and broad topics of professional development were studied to determine if a relationship existed between the professional development of principals and their perceptions of self-efficacy. The top three choices of professional development topics were filtered to determine if efficacy scores were higher for the principals participating in formal and focused professional development related to the topics of use of data, improving student achievement, and assessment. Eighty-six principals participated in all three of these professional development topics, however, no significant differences in the mean scores of perceived self-efficacy existed between this group filtered by professional development topics and the whole survey sample.