

AN EXAMINATION ON EDUCATIONAL MANAGEMENT AND THE FOSTERING OF
LEADERSHIP SUSTAINABILITY IN HAWAIIAN CATHOLIC K-12 SCHOOLS

by

Miguel Alejandro Solis

A Dissertation Presented to the
FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

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ABSTRACT

The purpose of this mixed-methods study was to add to the already sustained research in educational leadership and management research practices. The study looks deeper at the different educational perspectives in Hawaiian K-12 Catholic schools and how leadership is fostered within such organizations. This study determined: (a) What role did the elementary, middle, and high school principal play to stimulate leadership practices amongst faculty and staff, (b) What were the most commonly used practices that promote school collaboration amongst faculty and staff, (c) What kind of current practices, to promote leadership skills are principals using to encourage leadership amongst faculty and staff to create future sustainable principals, and (d) What is the most prevalent leadership style amongst Hawaiian school elementary, middle and high school level principals? This study implemented a mixed-methods approach with 12 Hawaiian Catholic K-12 school principals completion of a survey, five of those surveyed participated in a structured interview. The study's findings indicated that all principals did something unique to help promote school collaboration amongst faculty and staff including creating leadership positions to help promote academic rigor throughout the school and that distributed leadership was influential and wise in the implementation of new leaders. The study's findings also indicated that by promoting and seeking leadership sustainability, which includes a strong Catholic identity, and promoting a kind of spiritual leadership is essential in determining which leaders take greater roles. The cultural significance unique to Hawaiian schools extends the greater outcome of leadership traits that bring about positive results and unique areas for growth that could be carried out in Hawaiian Catholic K-12 schools.

DEDICATION

This dissertation is for my entire family, including Mamá Mari and Mamá Nina, my grandmothers. To dad (Miguel) and mom (Esperanza) who have shown me that dedication, honesty, and hard work can take you as far as you want to go. For my sisters, brother, nieces and nephews, aunts and uncles who have shaped me and blessed me all throughout my life with their wonderful presence and bountiful love. All of them have been an inspiration and a motivator for me.

However, I would not have been able to accomplish this major event in my life without my wife, Dr. Lisa Marie Solis (USC Ed.D. Alumn Class of 2013) who I completely fell in love with and married on July 9, 2015 in Kauai, Hawaii. She has been my inspiration and the one who has guided me every single step of the way. She has been my cheerleader, my mentor, and counselor for all the joys and difficulties that I have encountered in this process, it is she who has kept me laser focused. Our son Noah Michael Solis, this is also for him so that this can move him forward and inspire him and others to bring about positive change in some way to our world, with whatever he chooses to be in life.

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A great Mahalo to all the Catholic educators and administrators of the Hawaiian Islands, thank you for demonstrating your sense of ALOHA and making me feel a part of your OHANA as I was able to interview, phone, and email throughout this entire process.

To my USC friends who I love so much, we supported each other, had fun study sessions, and great meals together as one happy family. May this friendship that we have for each other continue to our old age. We are truly one happy Trojan Family, WE DID IT!

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To my baby boy Noah, this is all for you my son. Grow up to be an amazing man and an inspiration to all who meet you. I cannot wait to see what will become of you and pray you receive bountiful blessings; your mom and I will always be with you to guide you.

A mi familia, muchas gracias por todo el apoyo y amor que siempre me han ofrecido. Papá y mamá, hermanos y hermanas, sobrinos y sobrinas, siempre están en mi corazón, pensamientos y oraciones, ustedes son los que me inspiran y los que siempre estarán a mi lado. Que suerte de estar en una familia t n linda.

To all of my deceased loved ones who shaped me, I know you are with me, thank you and I will never forget and continue to cherish the moments we had. I love you all.

I am truly blessed with what God has given me and humbled to cherish this major process in my life with others. May this dissertation be an added help to the religion and education I grew with loving and the Hawaiian islands where so much happiness and memories abound, it is what I envision heaven to be. Upon traveling to Hawaii and meeting different leaders, a great historical, long-deceased Saint was referred to time and again, Fr. Damien of Molokai. He was a man who saw despair in the face and did not waver. May the life he led and the great work he brought to the islands continue to enthuse us and remind us that we are also here for others. “In the face of deep despair, when hopelessness is everywhere, give the strength to stand again, grant me the heart of Damien.” (Downes, P., 2009, p. 2, alternative verse (c))

Mahalo nui loa- thank you very much.

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CHAPTER ONE: INTRODUCTION

The Hawaiian Islands have managed to flourish on their own; known for the tropical islands and sun kissed beaches, tourism thrives, attractions are bountiful, and nearly everywhere one looks there is beauty that can be captured in a picture as a postcard moment. Economically, Hawaii has been tremendously sustained on year-round tourism and agriculture. Education there, however, has not come full circle yet; some of the better schools have had the threat of federal takeover as test scores are low, there is high teacher turn over, teacher strikes and teacher shortages (Steinberg, 2001). Specifically in 2002, the State of Hawaii enacted incentives and legislation guidelines that would allow for hard-to-staff schools to encourage teachers to accept long-term assignments and develop stronger schools. These guidelines specifically add to leadership salaries in order to maintain a greater momentum in increasing stable schools (Best, 2006). There have been tremendous struggles that deal with high teacher and leadership attrition rates across all schools in Hawaii (Best, 2006). There is a definite connection between educational outcomes and educational leadership and management that helps keep students from falling below grade level, denying schools from falling low on resources and overall allowing students to reap the rewards of education. In recent research studies, demonstrations of being “strong” and decisive, effective in leadership modalities has been successful in being intensely interpersonal, involving working with individuals and teams to “transform” teaching and learning (Dinham, 2005). Leadership in principals and administrators of Catholic and public schools are no different, with the only difference that Catholic school principals bring in an added aspect of spiritual dimension that helps secure Catholic identity in individuals and in the school system (McLaughlin, O’Keefe, & O’Keefe, 1996). Catholic schools are being faced with problems in developing leadership succession at a time where there are shortages in preparing

the next generation of Catholic school leaders. Applicants for leadership positions are a cause for concern as there is a deep problem to fill positions and maintain a consistent position, and then creating an effective succession plan to continue with the next generation of changes and challenges that are presented (Canavan, 2013).

Catholic schools, in particular, will be viewed for providing effective leadership and allowing for maintaining strong skills that allow for a robust school development, prospects for teachers to seek leadership opportunities, and go on to become administrators or principals of other schools. In the interest to increase leadership succession, there will be a need to enhance long-term evangelization and thrust of Catholic schools, a need to realize goals, ensure leadership continuity at all levels, identify future leadership requirements, and develop a pool of potential leaders (Canavan, 2013). Leadership succession planning is a critical component in helping to organize future strategic directions that help embrace the vision and mission of Catholic schools, help establish criteria and competencies that help fill leadership positions, help identify future leaders through a variety of assessment strategies and maintain pools of high-potential staff at all levels of the school, provide developmental opportunities, and identify disincentives that discourage staff from seeking leadership roles and putting appropriate incentives clearly in place (Canavan, 2013).

Background

Catholic schools have been a fabric of the United States for several centuries now as they first came into being in Louisiana and Florida in the 1840s. At this time, there is real concern to view Catholic schools as educational institutions where students could be separated from public schools and receive a fundamentally ingrained belief in religion and have a common driven goal to teach moral values (Hunt, 2004). Catholics are still seen as “foreigners” unable to fully

Americanize in the strong Protestant uniformity continuing to grow against them. In particular, areas of great Catholic populations include Baltimore, Maryland and in the mid-20th century with the Vatican II era in reform, Catholic schools were flourishing (Hunt, 2004).

Catholic schools in Hawaii came behind French gunships around 1840 beginning a strong force of religious instruction counter to the Protestant school of thought. Since 1840 through 1941 and annexation, religious private schools were in constant conflict initially teaching from Hawaiian language and quickly evolving to Americanize and instructing to assimilate to the wider American culture (Hunt, 2004). This was done for purposes dealing with extensive acceptance, negating Hawaiian culture and forcefully implementing strict rigorous Catholic viewpoints that dealt with gender separation, boarding with the inclusion of authoritative viewpoints, dress, and discipline (Alvarez, 1994).

Catholic schools across America and in Hawaii are faced with deep issues where competition, resources, maintaining student enrollment, and recruitment all play an important part in continuing the vitality of this type of Catholic institution (Canavan, 2013). There is a challenge to help in the availability of attaining competent and well-prepared leaders willing to take a chance on the mission of the Catholic values that are incorporated into such school systems preparing men and women to lead far into the 21st century and beyond (Canavan, 2013).

According to the Hawaiian Catholic schools, the mission is to have faith-based education as a fulfillment of the ministry of the Catholic Church as its primary objective which is the ongoing formation and the allowance of provided by God. The opportunity of receiving this type of education allows for the spiritual and developmental skills needed to lead a moral life, thinking of others in whatever they do, and building a bright academic future (Diocese of Honolulu, 2017).

Statement of the Problem

Hawaii has a history of low academic achievement and, most recently, Hawaiian students are more likely than their non-Hawaiian peers to attend low-quality schools. This can be attributed to leadership within the Hawaiian school system where focus and goals need to be addressed for furthering the qualities of schools and the sustainability of leaders amongst school principals (Canvan, 2013). A school that prepares students for 21st century learning, is stable with low teacher turnover, holds leadership, teachers, parents and students accountable, is consistent in policies, curriculum and instruction, and yields promising results for the entire community (Coles & Southworth, 2005). Ultimately, school leadership drives the focus and the entire school community in the right direction. Therefore, this study will focus on principal leadership traits and their fostering of future leadership succession in Hawaiian K-12 private Catholic schools throughout the Hawaiian islands.

Purpose of the Study

The focus on this mixed-methods study is to add to the already sustained research in educational leadership and management research practices in Catholic K-12 schools. This study will look deeper at the different educational perspectives in Hawaiian K-12 Catholic schools and how leadership is fostered within such organizations. The Catholic school's difference in educative instruction is unlike the rest of the nation as there are cultural and administrative pressures to maintain and create a 21st century practice in a climate where odds tend to be against them (Canavan, 2013). The perspectives of these unique schools would allow a greater viewpoint of structure and focus for schools trying to evolve, center and connect not only students but teachers allowing them to generate a greater array of leadership opportunities, and to cultivate leadership sustainability in Hawaiian schools. By having administrators in Catholic

schools increase focus on leadership succession, there would be greater opportunities for teachers themselves to carry on traits that are acknowledged, practiced widely accepted, and effective for this particular state. There also is a great sense of cultural significance that is undoubtedly highlighted and unique to Hawaiian schools. Highlighting these unique features would greatly extend the greater outcome of leadership traits that bring about positive results.

Research Questions

The following research questions will guide the research of this study:

1. What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?
2. What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?
3. What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?
4. What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

Significance of the Study

This study will examine the leadership traits that can help Hawaiian Catholic schools at the elementary, middle, and high school levels because of the insufficient research based on their leadership skills. In delving deeper into the driving forces that encapsulate Hawaiian educational leadership, in particular, Hawaiian Catholics would obtain a greater professional significance with leadership as its focus. The study will further acknowledge the great things Hawaiian schools are doing as well as the areas of leadership that could probably use more focus on leadership traits and opportunities for greater leadership succession.

Therefore, gaining a wider breadth and depth of leadership opportunities throughout the schools would help such institutions drive a greater momentum and focus on providing more professional development opportunities to not only administrators and principals but opening the doors for highly qualified teacher leaders aspiring to become principals themselves.

Limitations of the Study

Some of the limitations to this study is the geographical distance between schools and islands as well as the clear strengths and weaknesses of leadership styles viewed amongst principals. The amount of research that has been conducted on Hawaiian Catholic schools is also slim and may not have a tremendous amount of wider concepts.

Delimitations of the Study

The delimitations of the study include the focus on Catholic K-12 schools in the island chain of Hawaii. Since the results only pertain to this geographical unique location, it cannot completely be replicated to serve other areas around the nation or countries. It also only focuses on Catholic private schools through principals and teachers with high leadership capabilities for sustaining and forming future leaders of schools.

Definition of Terms

- Catholic school: Schools that incorporate the mission of the Catholic Church within their own educational mission.
- Collective leadership practice: Leadership practice that can be stretched across the practice of two or more leaders who work separately but interdependently in pursuit of a common goal (Coles & Southworth, 2005).
- Coordinated leadership practice: Where leaders work separately or together on different leadership tasks that are arranged sequentially (Coles & Southworth, 2005).

- Diocesan schools: Schools that are operated and financed by the diocese or archdiocese for which the principal is held accountable to the bishop or archbishop through the superintendent (Hunt, 2004).
- Diocese (archdiocese): The region that is governed by the bishop or archbishop of the Catholic Church.
- Parish (parochial) school: A school that is connected to a particular parish because it incorporates the educational mission of the parish (Hunt, 2004).
- Private schools: Schools that are owned and governed by a Catholic religious order and are independent of parish or diocesan governance.
- Reciprocal interdependency: Individuals who play off one another, with the practice of person (A) enabling the practice of person (B) and vice versa (Coles & Southworth, 2005).
- Succession planning: A central issue in leadership succession is whether a transition in leadership establishes continuity or provokes discontinuity with past directions and how far this is deliberately planned (Coles & Southworth, 2005).
- Transactional leadership: Help people recognize what needs to be done in order to reach a desired outcome and may also increase confidence and motivation (Leithwood, 1992).

Organization of the Study

The study focuses on sustaining and producing leadership sustainability across Catholic schools. The research is limited and centered solely on the Hawaiian Islands that help form exclusive areas to create, mold, and foresee where new leaders could thrive given the unique conditions of the islands, its culture, the people, and the history that have worked against the educational process.

CHAPTER TWO: LITERATURE REVIEW

Introduction to the Topic

The effectiveness of leadership is crucial to this study as it hones into the various types of management that directly ties itself with succession. In order for there to be a meaningful and effective transition in managing a school, there needs to be certain ingredients that pertain to leadership that would help encourage, drive, and continue to sustain the leadership capacity for the indefinite future, including effective transformational leadership making, management dimensions for leadership sustainability, and succession for future organizational leadership.

Effective Transformational Leadership Making

Marzano, Waters, and McNulty (2005) proposed that there should be a five-step plan that would help organize this into a plan of action to help articulate and visualize a real powerful vision to help enhance school achievement. Their plan includes:

1. Developing a strong school leadership team
2. Distributing responsibilities throughout the leadership team
3. Selecting the right work
4. Identifying the order of magnitude implied by the selected work
5. Matching the management style to the order of magnitude of the changed initiative.

This visionary aspect of a plan would help focus itself on the impact leadership brings along with it, it establishes an order of change that would coordinate actions at a school effectively, and would transform leadership within the school itself.

Transformational leadership is a process that changes and transforms people and it is concerned with emotions, values, ethics, standards, and long-term goals (Northouse, 2010).

According to Northouse (2010), it is built upon the goals that a 21st century school, a school of

today that works with groups inspired and empowered to succeed in times of uncertainty. This type of leadership helps form and is specific in attempting to engage and create connections attentive to the various needs of a school as well as it motivates and raises morality. An example of this would be that of a manager who attempts to change his or her establishment and the values to reflect a more humane, fair, and just establishment thus setting higher standards and moral values (Northouse, 2010). Charisma then is a well-defined term that helps and is crucial in a person's exceptional qualities that are important in becoming an effective leader. Being this type of leader would help motivate followers to do more and a) raise the levels of consciousness about the importance and valued goals, b) get followers to transcend their own self-interest for the sake of the organization or establishment, and c) getting the followers to address higher level needs. Leaders who possess these traits exhibit having a very strong set of internal values.

According to Northouse (2010), traits in leadership are important measurements that should be distinguished in effective leadership characteristics. Some of these traits are:

- Sense of responsibility
- Concern for task completion
- Energy
- Persistence
- Risk-taking
- Originality
- Self-confidence
- Capacity to handle stress
- Capacity to influence
- Capacity to coordinate the efforts of others in the achievement of purpose

As these provide just a minute part of the picture, there is a lot that goes in on the day-to-day basis within a school setting. These traits when applied build on the maturity so that different behaviors will emerge and different tasks ensue. Such leaders whose drive it is to be motivating and ensure that tasks are completed are best suited to the various situations that they favor highly promising or highly disapproving (Crawford, Kydd, & Riches, 1997).

Accountability and leadership also goes hand in hand but in order for this to happen there needs to be a flexibility and an ability for self-organization to occur, a sort of ability to allow for space, and become creative, take risks, and find a balance in a system of instability. This type of leadership is termed paradoxical leadership which leads in the ability to be complex while adaptive to a system that may be unpredictable and emergent in its outcomes. Allowing for a core quality as a source of strength can easily become a pitfall. An example of this is helpfulness which too much of it can lead to interference, too much flexibility can lead to inconsistency, too much decisiveness can lead to pushiness, and too much carefulness can lead to fussiness. While these qualities are good too have, too much of them can be determined to be distortions that can negatively impact the core values or qualities (Raynor, 2004).

The basis of control and the ability to look around for too much flexibility and inflexibility, the lack of control for coherence, and the edges of chaos that can easily crumble an organization if not balanced. These dimensions of paradoxical leadership represent a constant gauging of leadership traits that can lead to a too close autocratic and virtually non-autonomous leadership to completely becoming unstable and being too open to a laissez-faire having too much autonomous behavior. There must be a shared valued, individual autonomy, that requests for diversity. Within this control, there must be a clear vision that needs to be worked on by understanding various unpredictable outside events that would help provide flexibility. Meaning

should also be a visionary aspect of the level of involving all school's constituents and stakeholders and finally, there needs to be action through generality and flexibility with a constant liberation of vision (Raynor, 2004).

This visionary approach according to Raynor (2004), helps in establishing an innovation that helps revolve around creation and organizational shared values. According to Raynor (2004), there should be applied leadership visionary values that help avoid conflict and sustain charisma, and transform leaders. Raynor (2004) implied going through some approaches, the first one involving environmental scanning and being able to detect the necessary changes in advance. The second approach is based on values and vision where innovation is highlighted and spring boarding off innovations to help a school would set up better and higher expectations. With this comes the art of coherence which is the art of juggling various aspects for positive outcomes. Aligning people behind a vision is very difficult but providing this reconfiguration and being able to have members buy into a process, is a strategy undenounced of leadership (Raynor, 2004). Shaping this strategy as an effective leader shows opportunism as a result. It is important as leader to create an achievement culture every day and to display a rapport of working hard and addressing issues head on. In a complex leadership role, there needs to be a clear design as to where the school or organization will emerge and this takes innovation. There is a great response to a clear vision and design that helps carry the organization forward and in this there must be buyin by putting attractors into place to influence the overall emergence of that goal. These opportunities are influenced by opportunism and shaping various issues as they continue to be molded (Raynor, 2004).

Specific more so to a leadership role is to know the community and know the culture of the area. In particular, as this study is centered on the needs for leadership not only of a Catholic

leader but more so of a school embedded in Hawaiian culture, these values must be based on emerging Hawaiian leaders and candidates for leadership. According to Kaulukukui and Nāhoʻyopiʻi (2008), identifying a set of behaviors that anchors within it Hawaiian values brings about a continuation and extension of “kuleana” or responsibilities. Adopting a Hawaiian worldview and a general concern for leadership is for the greater good of the Hawaiian community. The leaders must lead by example and participate in cultural customs and personify cultural values. The leaders must acknowledge the community and be mindful of their needs.

Management Dimensions for Leadership Sustainability

Management in Hawaiian Catholic schools should be addressed on the basis of how leadership plays a role and how a school is effective and ineffective as well as on the impact this leadership has on student achievement due to the leadership that it is attributed (Marzano et al., 2005). There are various ways in which maintaining a sustainable leadership team in a school, worthy of having a well-functioning system in place, would benefit Hawaiian Catholic schools which include significance, quality, responsibility, integrity, ethics, and openness (Marzano et al., 2005).

According to Marzano et al. (2005), as each of these are defined, the values possessed that would transcend onto the entire school culture and beyond would help benefit the school and would make it powerful. Marzano et al. described that significance would help with there being a greater depth and allowing for greater positive impact on the way learning and practice happens. There is a continuous review and ability to bring about new innovation to goals, all the while by having focus and allowing for resources to be well distributed across the school.

Marzano et al. (2005) continued to describe how quality embodies the greatest professional standard, being extra careful to examine and bring about a care to the way in which there are

results and a revolving amount of progress for reestablishing and holding accountability upon each other and all the constituents of the school. Upon a meta-analysis conducted by Marzano et al., there were 21 responsibilities that were important in establishing a change to some extent.

These 21 responsibilities include:

1. Monitoring/Evaluating
2. Culture
3. Ideals/Beliefs
4. Knowledge of Curriculum, Assessment, and Instruction
5. Involvement in Curriculum, Assessment, and Instruction
6. Focus
7. Order
8. Affirmation; Intellectual Stimulation (a tie rank order)
9. Affirmation; Intellectual Stimulation (a tie rank order)
10. Communication
11. Input
12. Relationships
13. Optimizer
14. Flexibility
15. Resources
16. Contingent Rewards
17. Situational Awareness
18. Outreach
19. Visibility

20. Discipline

21. Change agent

These 21 responsibilities reflect how important and how standard various operational procedures of a school demand routine and demands for any alterations and management behaviors. These are also necessary but Marzano et al. (2005) proposed that it is a daunting task to effectively accomplish the task and thus condenses to a Second-Order Change in connection to the 21 Responsibilities which include only seven:

1. Knowledge of Curriculum, Instruction, and Assessment
2. Optimizer
3. Intellectual Stimulation
4. Change Agent
5. Monitoring/Evaluating
6. Flexibility
7. Ideals/Beliefs

Considering these seven, brings a whole realm of innovations and helps in contextualizing and addressing various problems that can manifest a school with leadership inequities and thus make goals that centralizes and casts a wide net for responsibility of change (Marzano et al., 2005).

A clear aspect of managing a school relies upon a distributed kind of leadership that allows for various successful dynamics of individuals and, as a result, there is a shared sense of ownership that transcends to higher networked learning communities and school improvement (Harris, 2008). Through such influences and dynamism, there are four perspectives according to Harris (2008) that help shape this technical-rational. They are:

1. Leadership functions to influence organizational performance
2. Leadership is related to organizational roles
3. Leaders are individuals who contain certain attributes and act in certain ways
4. Leaders operate within the organizational culture

In the various studies that Harris (2008) has been accounted for and within studies abroad that deal with managerial leadership, accounts of this type of distributed leadership brings about a greater opportunity for members and the established school. There is a positive relationship that helps increase teachers' participation and collaboration as well as with the relationship that pertains to administration itself.

Harris (2008) accounted for principal encouragement to help in the distributed form of leadership to help problem-solve and thus eliminate solely relying on administrations. There are also instances that allow for teachers, particularly head teachers, to select and find other educators to take on responsibilities of professional development that would benefit the school itself. Leadership then involves providing resources, incentives for recognizing leaders which might include monetary and non-monetary rewards, and role clarity so as to avoid creating colleague resentment.

There must be a clear dimension in which a leader must be able to lead from and thus have control and represent him/herself, being completely aware of the area that is at the edge of chaos or truly chaotic, disorganized, and confused. Raynor (2004) identified this as a dimension of alignment as seen in Figure 1. These dimensions allow to be interpreted by a line that identifies it as highly stable in position, through an area of chaos indicated by the shaded gray area, and/or a chaotic position where there is absolutely no order or reason. According to Raynor (2004), this leads to a perception of where the school can be positioned if evaluated and

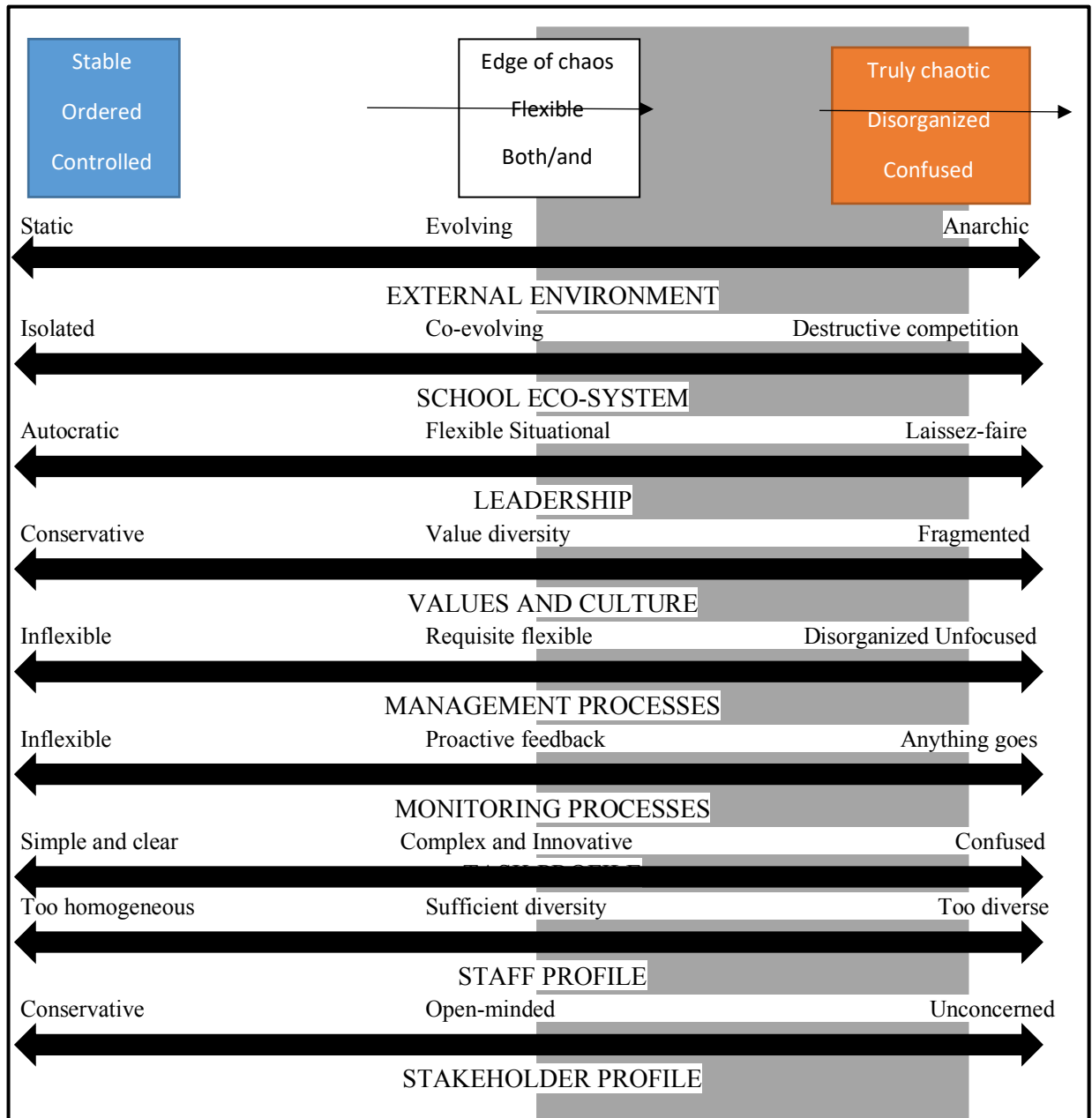


Figure 1: Dimension of Alignment

it helps with visually demonstrating where it lies or where it can lead to. There can also be a multitude in which these stages can be described, however, it can be determined that the school's position can be placed in a range from 'closed' and 'stable' to 'open,' 'highly evolved,' and

towards the 'edge of chaos.' The school's evaluation on environment, relationships, distributed leadership, school's emergent outcomes, school flexibility, its methodology, faculty competence, and stakeholders all encompass responsibilities that are more complex for juggling the school (Raynor, 2004).

Raynor (2004) also believed in steering the way towards effective leadership stems from a strategy that allows for shaping various trajectories and allowing for organization and the shaping of clear ideas to take place. Creating a culture of achievement is acting like a role model and then jumping on the occasion to be opportunistic, set capacities in personnel, and publicize such things as events or highlighting a school. Pursuing such strategies are strong in leadership so as to be recognized and be able to continually meet the goals of a school and letting the wider community know the great establishment that is setting clear policies and meeting clear goals. Such strategies occur through a wide array of happenings that help it reinforce and keep the school grounded in methodology and opportunities (Raynor, 2004).

Succession and Future Organizational Leadership

As stated by Coles and Southworth (2005), there is no leader that lasts forever; in fact according to them, more leaders need to leave when they are at the top of their game and this is when successors come into play for organizational leadership to be determined and so that good schools can be great (Harris, 2008). According to Coles and Southworth (2005), one of the most significant events in a school is that of its change and transition from leadership. Sustainable contributions from the past and improvements from incoming leaders comes from a line that molds, sets in to continue the school's greatness, and prepare to leave building upon what has been achieved and manifesting a clear leadership succession process impactful of the entire school, students, and community alike (Coles & Southworth, 2005). Succession planning is a

central and important issue that establishes continuity and provokes discontinuity with past directions. This sustainability of leadership becomes increasingly successful over multiple carefully planned continuity, preparing those within or outside of the school realm and proposing ingenuity and innovation. It is not a quick fix to a principal that within a couple years' whose time fazes out, but requires of the leadership planned purposeful continuity and planned discontinuity (Coles & Southworth, 2005).

As noted in Figure 2, there is a succession of leadership when the four different possibilities intersect and there is a planned continuity that is well-thought-out through research and samples. According to Coles and Southworth (2005), in the various instances in which this was implemented most of the schools were considered highly innovated, risk taking, and moving in a highly different elaborative direction under its other predecessors. These innovative schools sought out efforts to disassociate themselves from the traditional schools drifting just a bit, never resting.

	Continuity	Discontinuity
Planned (purposeful)	Planned continuity	Planned discontinuity
Unplanned (accidental/unintentional)	Unplanned continuity	Unplanned discontinuity

Figure 2: Planning and Continuity

Cumulative successions were a factor that was seen as affecting the success of succession as there were high increases of principal turnover so as to stop the difficulty of ineffective leaders and failing schools. In this case, there was no outbound knowledge or strategy that was considered and thus the school would lose in the nature of its leadership (Coles & Southworth, 2005).

The research conducted by Coles and Southworth (2005) indicated that leadership succession and sustainability and careful planning allows for a larger pool of talented leaders to replenish principals and head teachers as well. This research also indicated that there is a potential crisis in the area for recruiting and retaining leaders in various educational sectors and as some organizations have been successful in developing extended practices that help combat these matters, the findings showed there is still an increasing risk to many schools. The models for effective school leadership practice and emphasizing distributed leadership, effective leadership succession, and leadership development is a model that should be employed through innovative practices (Coles & Southworth, 2005). According to these researchers, seeking out effective leaders, planning, developing, and placing attention in key leadership areas across all school leaders should be a major part of molding and pursuing strategies for carrying forward an effective plan for organization across all schools.

A sustainable and distributable leadership is the constant trait that is mentioned across findings and specifically in the research conducted by Harris (2008). The cementing of authority and monitoring of teachers, accountability, and delegation distributions becomes more effective through distributed leadership as well and there is evidence to that indicating there is a direct improvement of student learning. Leadership acts as a catalyst for need to change and allows for direct and indirect effects on a school (Harris, 2008).

As there is a lot to say about distributed leadership and sustainability, there is literature that denoted the ability to effectively carry out succession through trust and examining how effective it can be to support the work in others, its confines of legislating, and regulation of contracts (Macmillan, Meyer, & Northfield, 2004). Trust as a concept can be created and is different to different people. Trust pertains to the predictability of an administrator's actions, various situations, and how appropriately they are carried out. Macmillan et al. (2004) argued that there needs to be consideration for representing the effectiveness in turnover. According to these researchers, there must be a mutual trust that can be critical for a succession event and in that there needs to be a mutual trust amongst principal and teachers. Integrative Torts also is an extension of such a role in which those around the leader perceive this notion that can be supported with high regard and allow for a sense of belonging that can be highly influential. This, according to Macmillan et al. (2004), must be thought of carefully as an incoming principal already finding key factors that would allow them to proceed in the succession step, noting the importance of evolution and the implications their leadership leaves behind.

As the demands of principals increases and as schools are faced with various uncertainty through new innovations and uncharted leadership difficulties, there are frustrations and anxieties that have surmounted in the last couple of years (Sing, 2009). Sing (2009) indicated that in Hawaii research has noted that responsibilities on accountability from leaders and a decreased autonomy has negatively impacted the school system. According to Bolman and Deal (2008) there needs to be an infusion of establishing clarity in expectations and promoting collaboration through passion and a sense of purpose. Sing went on to note that educational leadership in Hawaiian cultural values is essential and should include caring for relationships and looking at principals as role models for communities to emerge stronger.

CHAPTER THREE: METHODOLOGY

There are many responsibilities that entail on being an effective Catholic School Principal and the instances that allows them to be meaningful, impactful leaders of educational communities. Being a principal brings a tremendous impact to others looking to do the same in leading the way with innovation, entrepreneurship, charisma, and overall success. The leadership practices of Hawaiian Catholic schools are focused on the philosophy of traditions, building of knowledge, finance, facility management, development, fundraising, and public relations (Diocese of Honolulu, 2017). This chapter focuses on the purpose of the study, the participants, and the methods and data collection, instrumentation, and a preview of Chapters Four and Five.

Restatement of the Problem, Purpose, and Research Questions

The purpose of this mixed-methods study is to be able to find ways in which principal leadership succession is occurring at various levels — Hawaiian Catholic elementary, middle, and high schools. Research described the various modalities, behaviors, and perspectives of leaders and the collaboration needed to be an effective manager for leading a 21st century based education. In addition to these practices, Hawaii finds itself in a unique, diverse and segregated area not typical for the rest of the nation, yet highly competitive and constantly changing in practice. There is a lack of research that focuses on such an area that this particular study would bring highlight to interested parties and would propagate attention to allow for more research and build upon such a study. The study will aim to further the insight on principal succession on Hawaiian Catholic K-12 private schools throughout the island chain. The study will address the following research questions:

1. What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?
2. What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?
3. What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?
4. What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

Design Summary

The study will utilize a mixed-methods approach, both interview and surveys to help find methods, procedures, and trends that would help in elaborating and implementing formats to highlight effective principal leadership succession programs.

Sample and Population

The quantitative portion of this mixed-methods study involves surveying 26 principals, while the qualitative portion involves interviewing five Hawaiian Catholic K-12 school principals gathered through the Diocese of Honolulu and located throughout the Hawaiian island chain. Merriam and Tisdell (2016) recommended that purposeful sampling would help discover, understand, and gain insight on a select sample where most can be learned. Based on this, there are unique, atypical, and rare attributes that contribute interest in Principal Leadership succession. According to Creswell (2014), using the characteristic of a Qualitative design and with the use of inductive and deductive data analysis will be helpful. Looking for patterns, categories, and themes from the bottom up, and organizing the data into increasingly more abstract units of information will help illustrate where to move forward. By quantifying the data,

there can be a generalization of the population and factoring the influence of the outcome through a survey design that identifies the characteristics, attitudes, and behavior of the population (Creswell, 2014).

The Diocese of Honolulu is the nonprofit organization that is referred to as they are the governing agency that enforce and direct appropriate information dealing with Principals, curriculum, and instruction as well as various religious dimensions pertaining to a Catholic Religious Education. Hawaiian Catholic Schools of the Diocese of Honolulu serves 11,363 students across all Hawaiian Islands and principals interviewed for this study will be from two of the main islands. Some principals serve an all-girl population, some an all-boy population, and some co-ed. Also, some principals work at K-12 schools, K-5, and middle schools.

Instrumentation

The researcher developed the Principal Leadership Succession Survey (Appendix A) and used it for this study. Under the guidance of Dr. Rudy Castruita and Dr. Pedro Garcia at the USC Rossier School of Education, the researcher was able to focus on the principals' responses towards succession and leadership transition. The systematic procedure that was involved in finding relevant material was the first step. In this, the researcher included the 7-point Likert scale (1 strongly disagree, 2 disagree, 3 somewhat disagree, 4 neither agree nor disagree, 5 somewhat agree, 6 agree, and 7 strongly agree) in a series of statements towards the participant. These statements were taken from relevant literature to bring about a model that would hone in on leadership traits, succession, and transitional practices in an administration position.

Data Collection Protocols

The researcher obtained data after successfully completing the Institutional Review Board (IRB). In this procedure, there are mentioned limitations for the study and the collection

of information by documents, interviews, and various visual materials for establishing and compiling information (Creswell, 2014). Data collection was obtained by a Principal Leadership Succession Survey that was sent out to all 26 Hawaiian Catholic Schools by the superintendent of the Diocese of Honolulu. Attached to the email was a link to the survey through the online software tool, Qualtrics. In addition to this, a reminder to complete the survey was sent out to all participants.

Interviews were completed in person at the various island Catholic schools. Principals were notified via phone and email that the interviews would be audio recorded; also, it would not affect their participation in the study if they did not grant the recording. In addition, once the interviews were gathered they were analyzed to decipher cohesions on innovation and entrepreneurship; risk taking also played a part in the Principals' leadership roles.

Validity and Reliability

Creswell (2014) mentioned that by establishing validity and construct validity focused on whether the scores serve a useful purpose and have positive consequences in practice. The validity of the scores in the survey sent out to Hawaiian Catholic School Principals ensured a successful use of triangulation that yielded a higher valid and reliable use of data collection. The use of data triangulation was incorporated in the survey and interviews through open-ended questions. Incorporating methodological triangulation was used in both quantitative and qualitative methodology of collection, in the use of analysis and in the reporting of data. In order to develop the survey and interview protocol, leadership frameworks were utilized, therefore incorporating theory triangulation. By using triangulation as a validity strategy there is an ability to look for themes that have established various converging outcomes from the data or perspectives from the participants (Creswell, 2014). Creswell (2014) also added that in the

research already constructed in past studies, looking for consistencies and correlations in the administering and scoring of scores determines stability over time.

Data Analysis

Once all the data was collected, the researcher was able to organize it for a thorough data analysis. This was done by looking for commonalities in all surveys submitted, the various leadership styles and any other nuances or elaborative answers submitted. Correlations were gathered to determine relationships and a descriptive analysis of variables were defined and labeled.

As Merriam and Tisdell (2016) stated, the first order of unit was to reveal any information that could be relevant to the study and therefore stimulate the information further. As there was careful analysis of all surveys and transcript interviews, patterns and themes were able to be interpreted. This relates to making sense out of the data and identifying the central process that dealt with the answering the research questions.

The second area was to regulate what area could be identified as a stand-alone segment that could be interpreted in the absence of any supplementary information other than what is the broad understanding in the inquiry that is being carried out (Merriam & Tisdell, 2016). After this was decoded, then categorization was carried out by areas by conveying the various pieces of the data to construct these categories. This process referred by Merriam and Tisdell (2016) is termed “axial coding” or “analytical coding” that goes beyond descriptive coding and in fact allows for more reflection and meaning. Throughout this analytical process there were comments and reflections in each interview and survey turned in.

Finally, these categories and themes were able to cut across the data and represent clear information that could be less complex and attributed to the meaning of the study and thus become the findings of the study.

Summary

This study was to answer the following research questions:

1. What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?
2. What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?
3. What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?
4. What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

In addition, this chapter also highlighted the purpose of the study, the sample in population, the instrumentation used, and the impact principal leadership succession brings to Hawaiian Catholic K-12 schools. The triangulation of data collection through the thorough literature review and the problems in analysis and recommendations is presented in Chapters Four and Five.

CHAPTER FOUR: THE FINDINGS

Introduction

The analysis and data collected will be presented and examined in this chapter from a mixed-methods study pertaining to Hawaiian Catholic K-12 leadership succession. The purpose of this study was to add to the limited leadership succession plans for Catholic schools throughout the Hawaiian Islands, their various leadership styles and the culturally remote area for implementing such practices throughout Catholic schools within the Diocese of Honolulu.

Quantitative results were obtained through an online survey sent out to the Superintendent of Hawaiian Catholic Schools and distributed to 26 K-12 schools throughout the Hawaiian chain of islands. Qualitative data was gathered through various selected questions posed to administrators of schools and added questions focused on leadership succession, plans and strategies. The superintendent was able to facilitate in distributing as well as reminding administrators to fill out the survey and return at the earliest convenience. This chapter will demonstrate the demographic information and findings from the acquired data to help follow up with the following research questions that led the study:

1. What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?
2. What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?
3. What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?
4. What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

Quantitative Demographic Data

Demographic data was disaggregated by gender, age, ethnicity, total years as principal, total years at current school site, type of school, school size, and religious order if any. Of the 26 electronic surveys distributed, 12 were returned completed providing a 46.2% response rate.

The ethnicities of the various principals were as follows: Native Hawaiian (2), Japanese (1), Caucasian (2), Portuguese (4), Filipino (1) and Other (2) indicated as Hawaiian/Chinese and Japanese / Hawaiian and Chinese (Figure 3). Principals affiliated with a religious order were determined at 41.7% while 58.3% responded as being lay members of the Catholic Church and not being affiliated with a religious order (Figure 4). The level of degrees were indicated as 66.7% of principals completing their Master’s degree and 33.3% completing their Bachelor’s Degree.

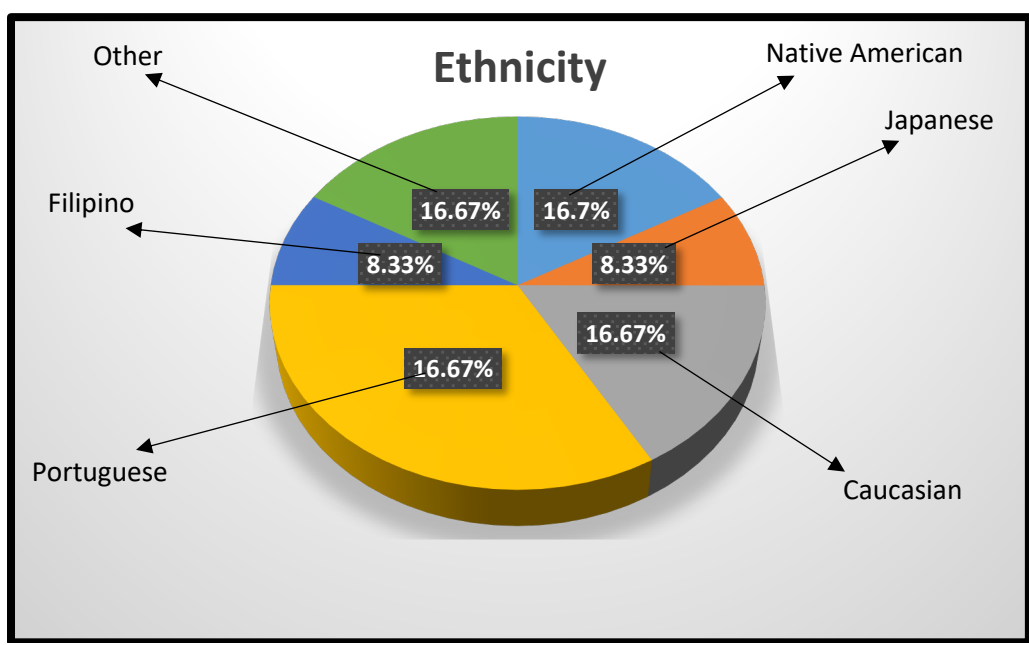


Figure 3: Ethnicity of Principals Surveyed

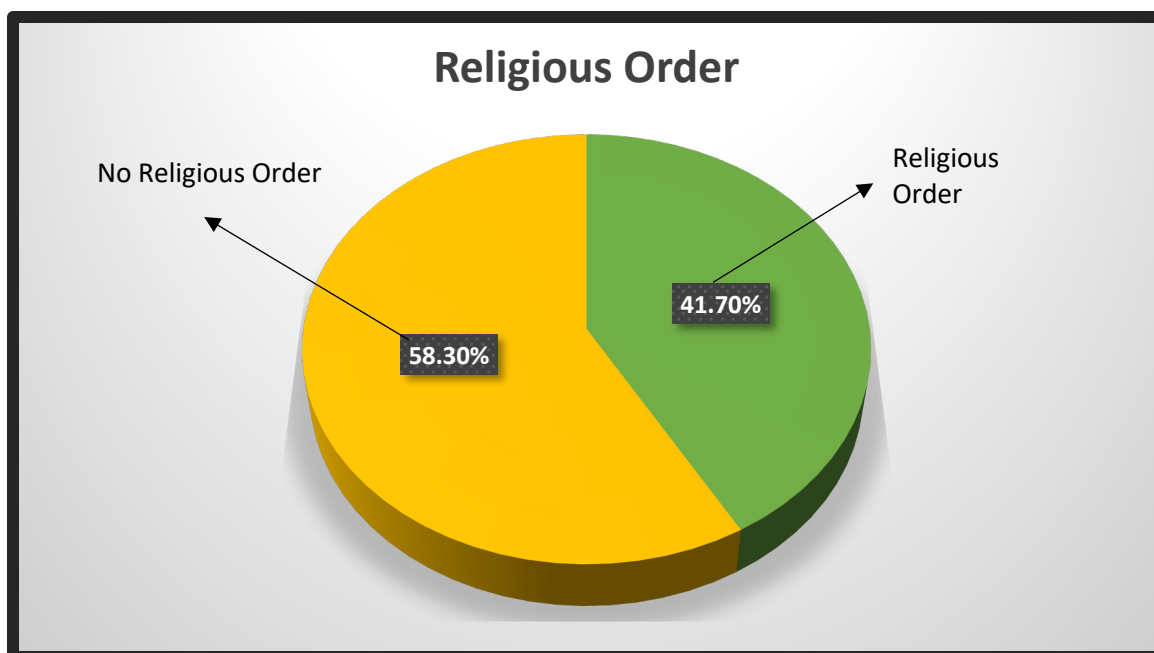


Figure 4: Religious Order of Principals Surveyed

The level of education of principals indicated there were many which held a Master's Degree in the field of Education (66.7%) and 33.3% held a Bachelor's degree (Figure 5). There was also indication of there being more females in this field (83.33%) than males standing at 16.7% (Figure 6).

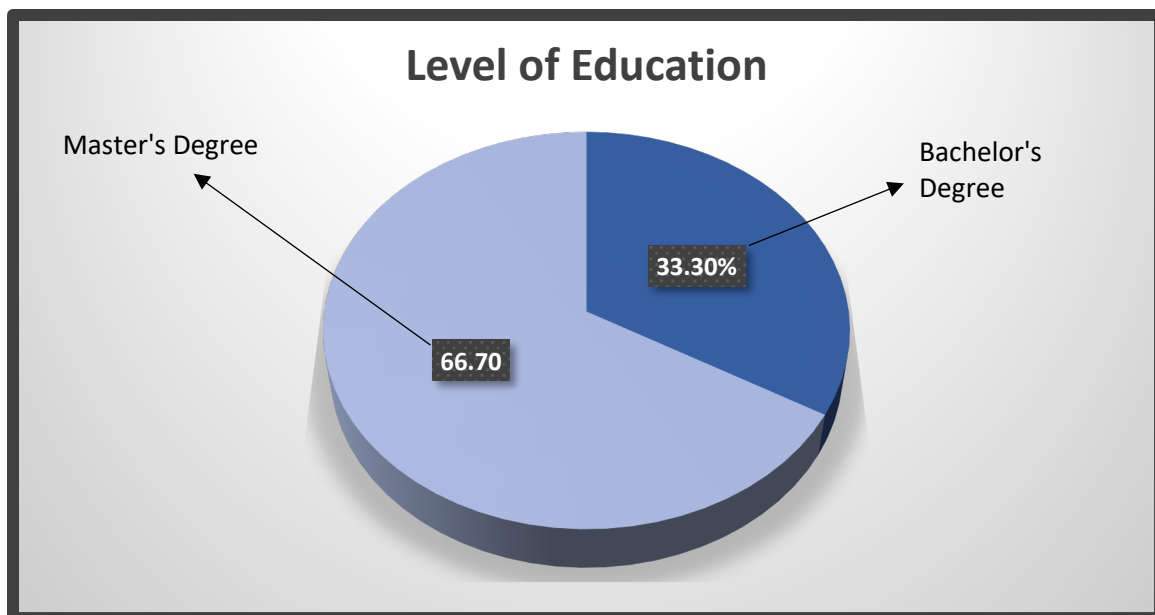


Figure 5: Level of Education from Principals Surveyed

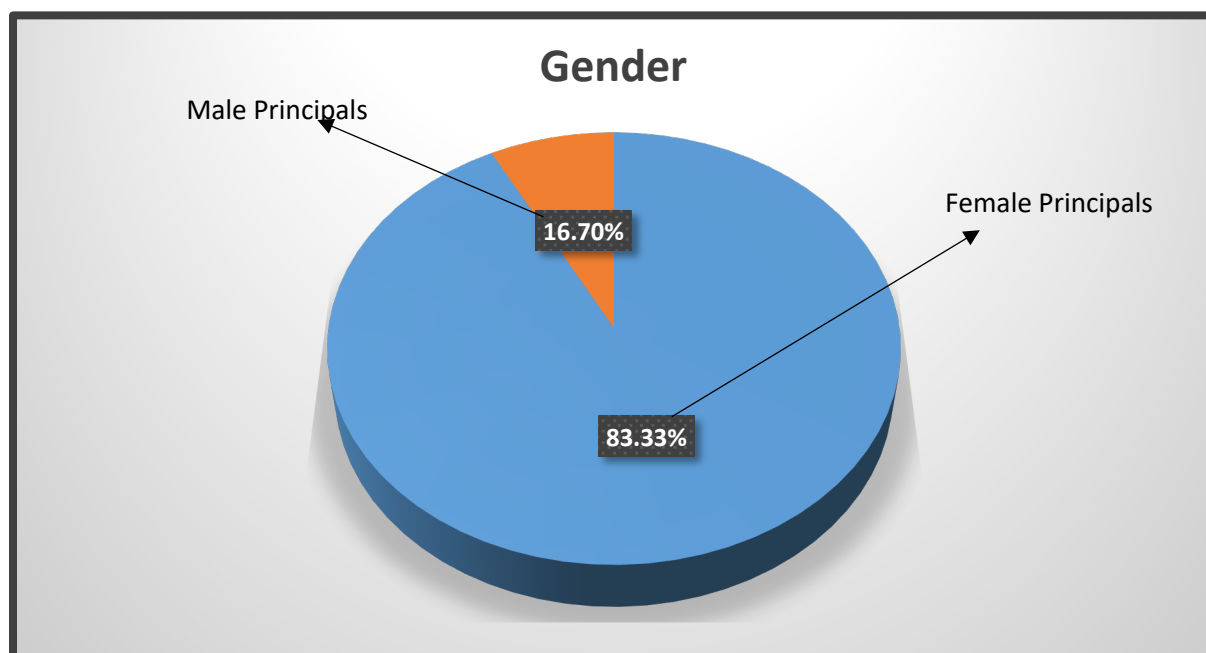


Figure 6: Gender of Principals Surveyed

The school population size was of a wide range beginning from 48 to 1100 students with an average of 242 students (Figure 7). Principals at each particular school site ranged from 1 to 36 years where the mean was 15.7 years while at the school. Experience as a principal also ranged from 1 to 34 years where the mean was 11.5 years. Current principals in education ranged from 16-47 years where the mean was 26.9 years. From the 12 schools where data was gathered, nine were K-8 schools and three were K-12 schools.

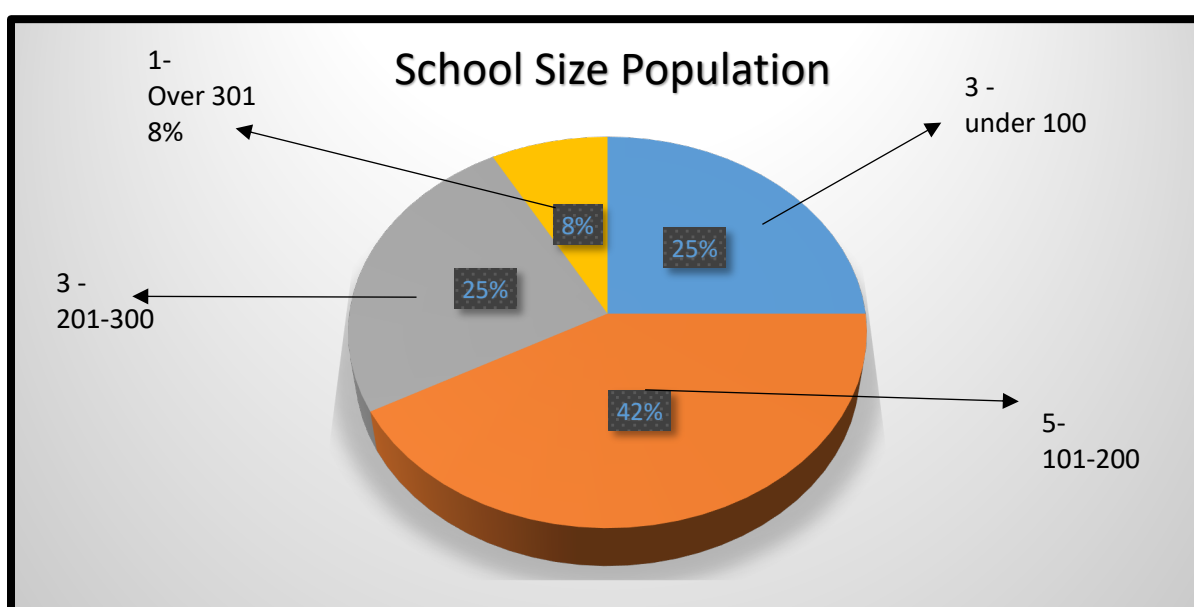


Figure 7: School Size Population

Qualitative Demographic Data

Qualitative data was acquired through interviews which were conducted with the school principal and various follow-up questions regarding principal leadership succession from the survey issued. In addition, the following questions were asked:

1. What are the most commonly used practices that promote school collaboration amongst faculty and staff?

2. What kind of current practices and concrete examples could you provide where you promote leadership skills to encourage leadership amongst faculty and staff?
3. How would you characterize your leadership style?
4. If you decided to leave the school through retirement or change in position, how do you view the change in leadership transition and the future for this school?

The interviewed participants were purposefully select to participate based on their interest to be interviewed for this study. All of the interviews were selected based on geographic location, selected on their willingness and eager to participate and based on their long-lasting relationship with the school site. Three females and two male principals were individually interviewed. All of the participants were Catholic and were principals at parishes and two were considered to be affiliated with the Archdiocese of Honolulu but not directly tied to any particular parish given their great number of students and families. Table 1 demonstrates the demographic data for the participants that were interviewed.

Table 1

Demographics of Interviewed Participants

Name	Gender	Age	Ethnicity	Years as Principal	Years at Site
Principal A	Female	51-60	Hawaiian	12	23
Principal B	Female	51-60	Hawaiian - Chinese	21	34
Principal C	Male	41-50	Caucasian	7	12
Principal D	Male	51-60	Portuguese	13	17
Principal E	Female	41-50	Portuguese	6	9

Findings to Question 1

What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?

Creating a school that promotes leadership practices amongst faculty and staff is imperative. According to Northouse (2010), leadership-making must be an approach that emphasizes a leader that should develop high-quality exchanges with all of the leader's subordinates rather than just a few.

Participants were asked to rank themselves on whether or not they were able to stimulate leadership practices amongst faculty and staff. Figure 8 illustrates the responses to the statement.

Of the 12 surveyed principals, this question provided interesting results in that 6 out of the 12 principals in Hawaiian Catholic K-12 schools felt they strongly agreed in providing actual leadership opportunities for faculty and staff. Four principals out of 12 felt they agreed in providing leadership opportunities and interestingly one principal neither agreed or disagreed in providing such opportunities and one final principal responded he/she disagreed in providing such opportunities. Some of the leadership opportunities offered included taking curriculum and instruction for departmental positions. Principal D described that four of the teachers lead professional development for all faculty at the school and will continue to enforce and produce such professional opportunities in the future. One of teachers was strong in implementing reading and language arts concepts and would create topics for focus on implementing rigorous and foundational, research-based curriculum co-created by the faculty.

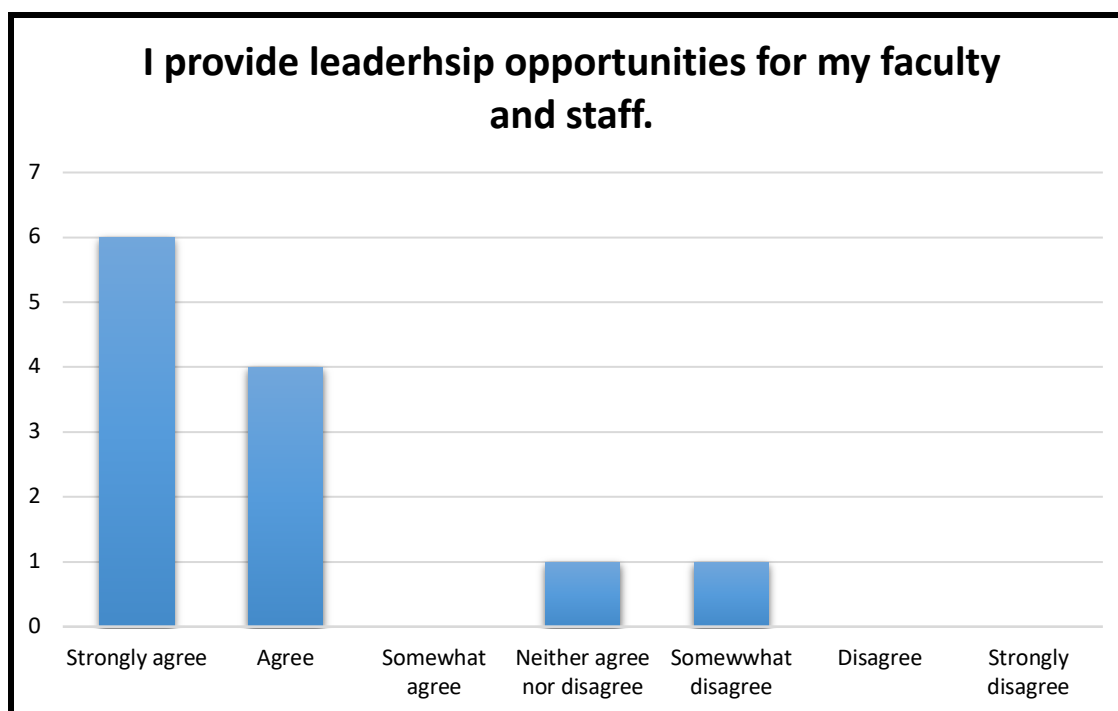


Figure 8: Survey Response to Questions Regarding Leadership Opportunities

Principal E described that in order to have leadership roles provided for some faculty there needs to be a clear opportunity that is witnessed by not only the administration but by others such as co-teachers, families and students. It was very clearly determined that one of the faculty members of the school exceeded the capacity of being a teacher and had a great deal of communication that corresponded with being a problem solver for many at the school. This is why this principal promoted her to being a dean of students and witnessed, that since this was implemented, there has been a better way of funneling the solving of problems both at an academic standpoint and in student behavior. Principal A described that this faculty member has enrolled in administrative classes referred to by the principal and foresees there being opportunities arising for this individual in the future.

Interviewed responses from three of the principals indicated a higher positive response to providing such opportunities. Principal A, a principal from a K-12 co-ed school, described

providing opportunities for teachers to rise and sought out emerging leaders especially that from deans, coaches, and those already in positions of leadership from within the school. Principal B, who was a principal of a K-8 co-ed school, accounted leadership more geared towards a spiritual type of leadership needed for the school that ensures the Catholic identity of the school. This principal felt it was the responsibility of seeking a strong Catholic candidate that the school could count upon to provide faith formation for all members of the school. According to Principal B, administrative leadership is important but more so is the umbrella of seeking someone who possesses a very strong spiritual identity and infuses the school with this energy.

Other survey responses in correlation to the question of providing leadership opportunities were creating school culture that is geared toward creating leaders. This response yielded a mean of 6.00 and a standard deviation of 1.128 as indicated in Figure 9.

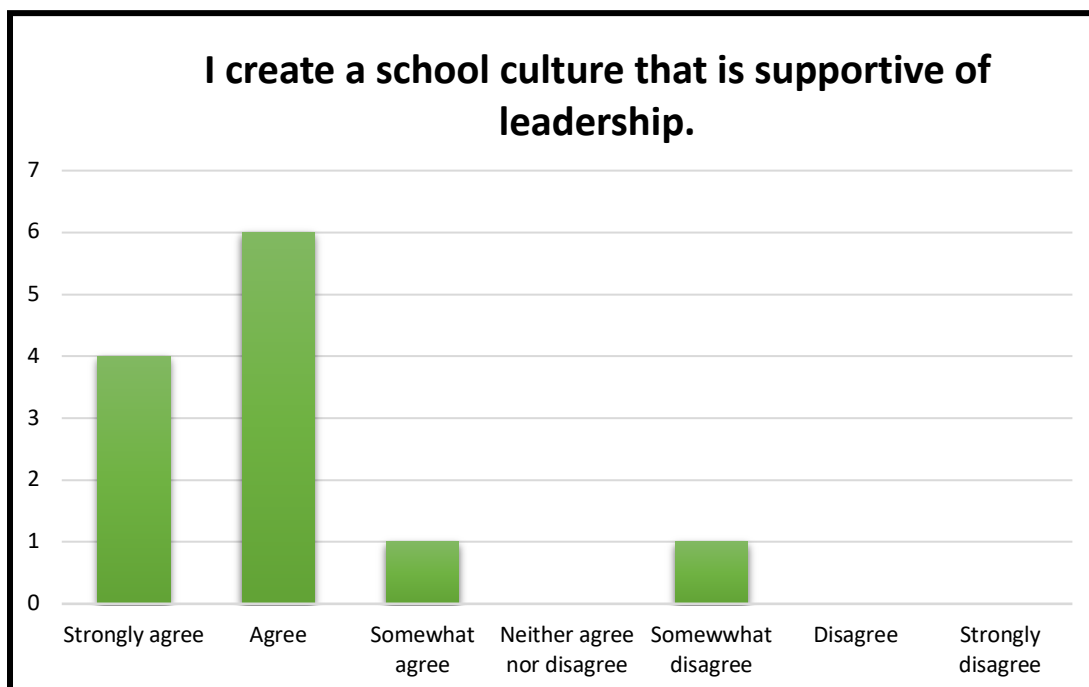


Figure 9: Survey Responses to Question Regarding Creating a School Culture Supportive of Leadership

Principal C felt that as a High School principal it was imperative to delegate and seek out leaders in the school who could ultimately do the job. Principal C added that such areas that purposefully provide opportunities for faculty and staff by allowing strong leaders to help interview incoming hires, supervise, and evaluate various programs that are initiated or carried out throughout the school. Principal C argued that this has lessened the burden as administrator and individuals who seek to further their administrative roles can easily be encouraged to participate in many of the tasks and programs the Principal has been a part of. According to Principal C, it is always good to never be left alone; allow others to have a stake hold on the school's progress and decision making. Further stating that the first year as principal there was a need to do everything and be everywhere, but essentially a principal who was wise and experienced said that the best thing to do is to delegate and mold new leaders. Principal C never thought of it being as creating more leaders, but naturally incorporating members who are passionate about what they do to spearhead various opportunities for others and have strong foundational leadership capabilities. The leadership style of Principal C is that of a transformational leader who maintains a strong communication with others at various levels; not having this would actually destroy what everyone is working towards. Adding to this, Principal C mentioned that there seems to be a trickle-down effect when it comes to leadership at the school, which it ultimately begins with Principal C, is distributed to teachers, and flows into the classroom. When asked if Principal C ever decided to leave the school through retirement or change in position, the response was that there is no doubt the decision might be a bit difficult because there have been a lot of members in the school that have been empowered and it seems that any one of the already formed leaders from the school would emerge as a principal.

Principal C determined that supporting leadership is not always easy. In the last couple of years, the school has struggled with maintaining a strong number of enrollment of students. Principal C felt despite this, there have been teachers that offer a lot in order to make things work more efficiently. The vice-principal in particular launched a campaign project along with other faculty members to incorporate a more sustainable number of student enrollment and incorporated members of the school to be able to launch a new vigorous campaign tactic that normally the school itself would never venture into. Using social media for example, is one way that strong leaders from the school were able to incorporate in order to reach more interested groups into their type of school, and further reaching out to the local businesses to become more visible and noteworthy. Principal C stated that this actually came about in a natural way. Teachers who were strong leaders in their own right took a stance and made things happen by meeting after school and working on the weekends to have a stake hold in the community and in the school. A true leader according to principal C takes chances and it was imperative to be able to trust members who can make a difference despite the tough situations constantly looming over them.

Principal E added that being a servant leader was something that was integral in considering such a position. Being a servant leader would include the enriching of not only the life of the administrator but that of others, truly being active and wanting to change and better the life of students, faculty and staff. When asked on embarking on the position of principal, principal E described that the livelihood of each student and that of those surrounding and connected with the school would be shaped by this leadership role that the administrator is strongest as. Some leadership styles would not be able to work given the community and the

type of style the administrator possesses; it is vital to take control of the situation and gauge the atmosphere of the overall learning community.

Findings to Questions 2

What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?

According to Hart (1993), there needs to be an exchange theory or building of relationships that depends on negotiations and valued resources from teachers to support new disciplines stemming from principals. Participants were asked to rank themselves on building relationships with teachers that are collaborative. Figure 10 illustrates how principals responded to the question presented in the survey, “I build relationships with teachers that are collaborative and respectful through networking” and “I assign power to others.”

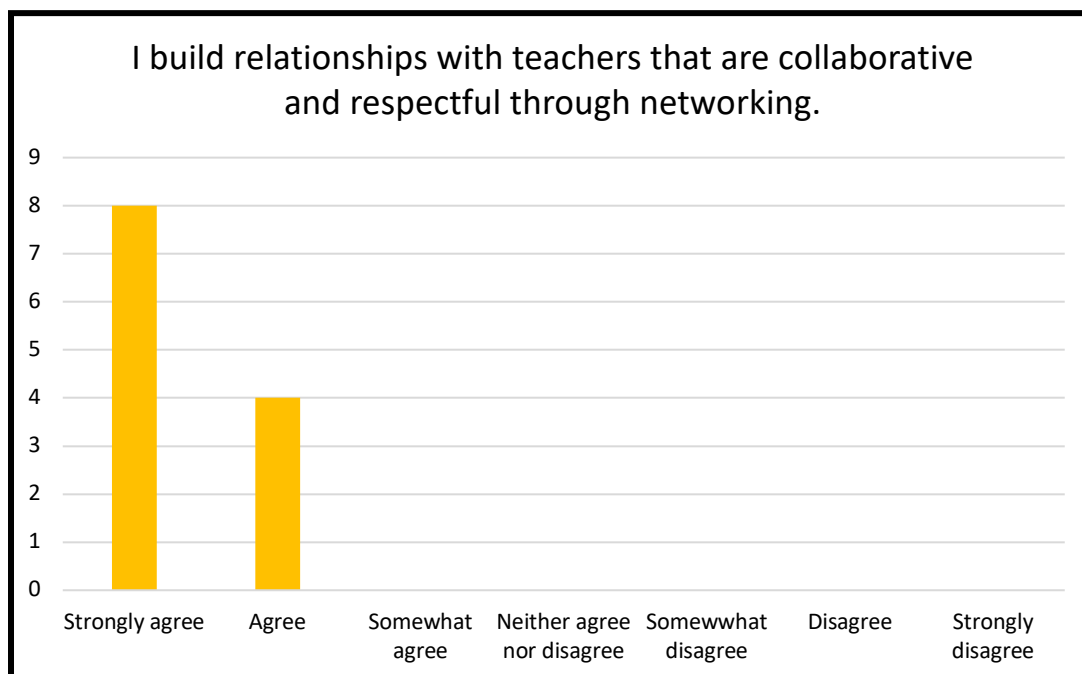


Figure 10: Survey Responses to Question Regarding Collaboration

Building relationships for all surveyed principals was very important and significant on building stronger schools (Figure 11). Principal D felt it was very important to incorporate others in the process of becoming a great school. Principal D provided experiences where in the past the principal he worked for as a first-time principal did not allow others to collaborate and help build a stronger school.. Most of the power was formulated in a more autocratic style and its effects were not the best. Principal D believed that the want and need to continue to work in a school where teachers might be grumpy was a result of this style of leading. He understood that there needs to be strong collaboration with others, not just amongst teachers and staff but also with students. When asked about leadership style, Principal D added that being a servant leader, one who tries to build relationships, is a listener, and believes in service was imperative. Principal D felt that is why being a principal at a Catholic school because nowhere else can one find the dynamism and the spiritual portion of enthusiastically inspiring and collaborating with others because ultimately that is what God wants us to do.

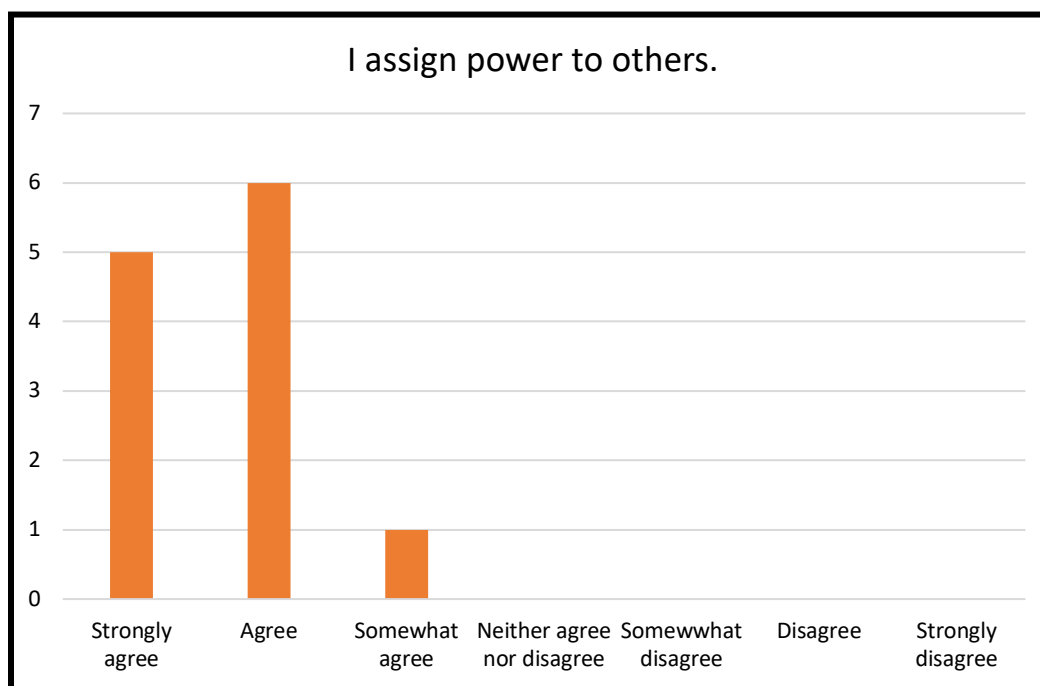


Figure 11: Survey Responses to Question Regarding Collaboration

Principal A's response to promoting collaboration amongst faculty and staff stands on that of being a reflective leader and allowing teachers to have a natural feel to work together and deliver high results. At school there are nearly weekly opportunities that involve collaboration and in that the principal is able to allow professional development opportunities for various members of the school. Assigning powers allows others, according to Principal A to spread what needs to be accomplished across all grade levels, for students and teachers alike.

Findings to Question 3

What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?

Hawaiian Catholic schools must have a vision to be able to continue Catholic and cultural Hawaiian traditions and move schools in a uniform direction to maintain enrollment. Upon analyzing the survey results, the researcher was able to note statements that were directly tied to current practices for the promotion of leadership skills that principals are using in encouraging faculty and staff to create future sustainable principals. The cultivation of leadership within the schools were very apparent through interviews. All principals provided opportunities where strong educators were given chances to create programs, implement new curriculum, assist in mentorship of new teachers, or carry out counseling positions. These leadership opportunities are the first steps in implementing and securing future sustainable principals and continuing to form and fortify leaderships by providing ample opportunities to create experience and strong results in leading.

Principals were asked about having goals that relate to leadership achievement where they themselves feel strong enough to embody and promote leadership achievement (Figure 12).

Principal A described that in the way that leadership achievement is promoted within school is the following:

we have a new structure where we have the president, one vice principal that's in charge of the school culture, discipline, and then the academic deans and department chairs become the coaches or the first point of contact for the teachers. And I really like that model because I think it adds a protective layer for the principal and then for parents and for faculty to get immediate response before it goes to the principal.

Principals surveyed indicated that there is a great deal of goals they created to relate leadership achievement. Some of these goals were presented by principal D where in the last Western Association of Schools and Colleges visit (WASC), there were three teachers that rose up to implement and seek out technological opportunities for the school. This was a recommendation that was presented at the previous WASC visit. These teachers wrote grants, implemented achievable goals where the carrying out of programs directly benefited both students and teachers. Principal D described that this horizontal leadership opportunity made the school stronger and conversations relating to the success of such technological implementations were shared and presented to neighboring schools benefiting them as well. Principals surveyed indicated that not all strongly agreed that they have the goals they necessarily relate to leadership achievement. Half of the principals surveyed agreed that there is some aspect of leadership achievement that can be attributed to goals. Four principals stated that they strongly agree and only two indicated they somewhat agree.

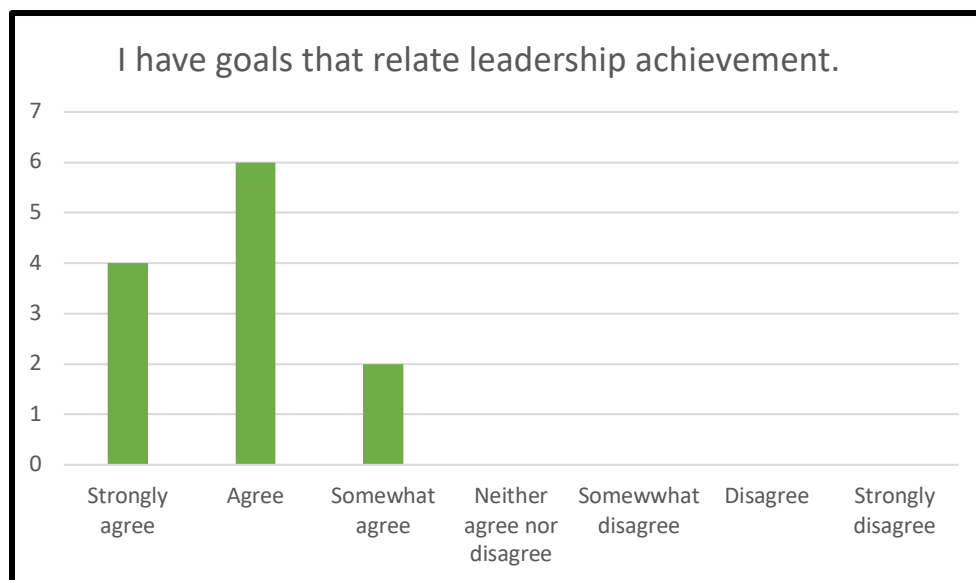


Figure 12: Survey Response to Principals Having Goals that Relate Leadership Achievement

More significant are the responses to the question in the survey stating “I assist teachers in interpreting, monitoring and evaluating their leadership skills” (Figure 13). This directly focused on maintaining and implementing areas where faculty are taken into consideration and are monitored for their leadership capabilities. Principal A stated that being a good leader first and foremost has to be reflective and being a servant leader and humble leader is the key to success on the everyday functions of a school. The principal added, “once you set the parameters for what you expect in terms of performance, it can be something as small as dress code, student behavior, professionalism. All those things set the parameters for leaders.”

Principal B stated that monitoring and evaluating leadership is to send faculty to any leadership learning opportunities at Chaminade University, but it is something that still needs more work and that it has been discussed with the Diocese of Honolulu. Overall, five principals surveyed indicated that they agreed that they do such leadership evaluations; however, the consensus was not as strong for all those principals surveyed. Two principals felt they strongly

agreed with what they do to evaluate leadership skills for faculty while four somewhat agreed on incorporating such tactics.

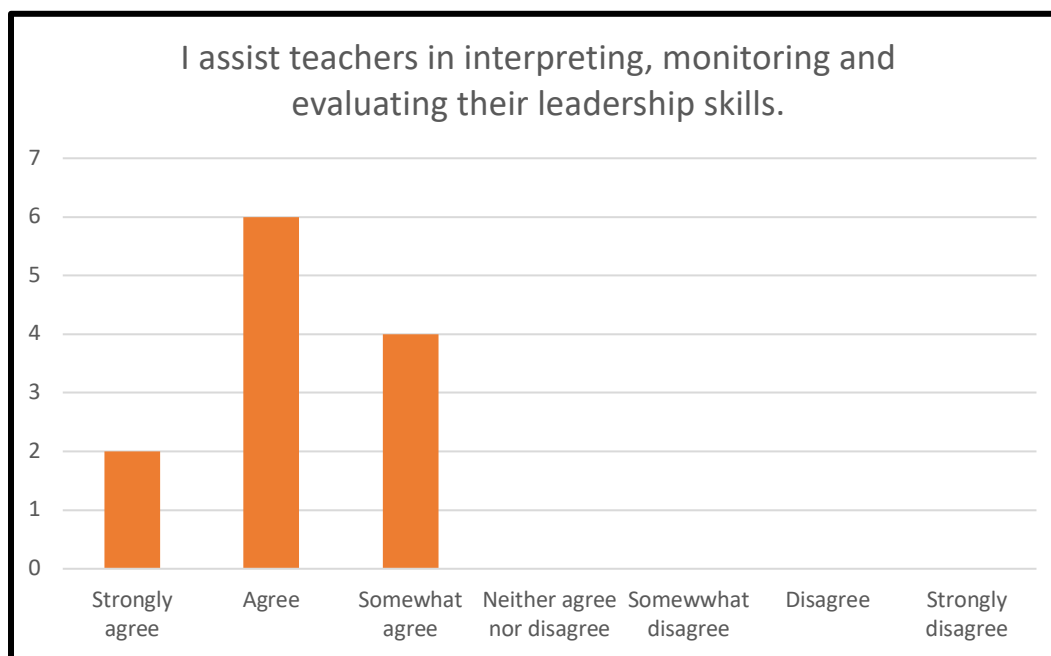


Figure 13: Survey Responses to Assisting Teachers on Interpreting, Monitoring, and Evaluating Leadership Skills

When principals were directly asked in the interviewed process, “If you decided to leave the school through retirement or change in position, how do you view the change in leadership transition and the future for this school?” the answers were of interest as it directly asked about the succession process at the school. Principal A described that when first becoming principal it was felt that the position should not be for more than 10 years because afterwards new ideas and new emerging leaders should be considered and trained. Principal C described that the process for looking for whom takes over should never be abandoned but not enough is being done to be able to make this more formalized, more can be done.

The results for the surveyed question, “I have a vision for the future of the school,” resulted in overall the principals felt strongly about the vision process for the school (Figure 14).

This can be attributed to the relation of succession planning and towards the vision and mission of the school's growth towards achieving stronger goals.

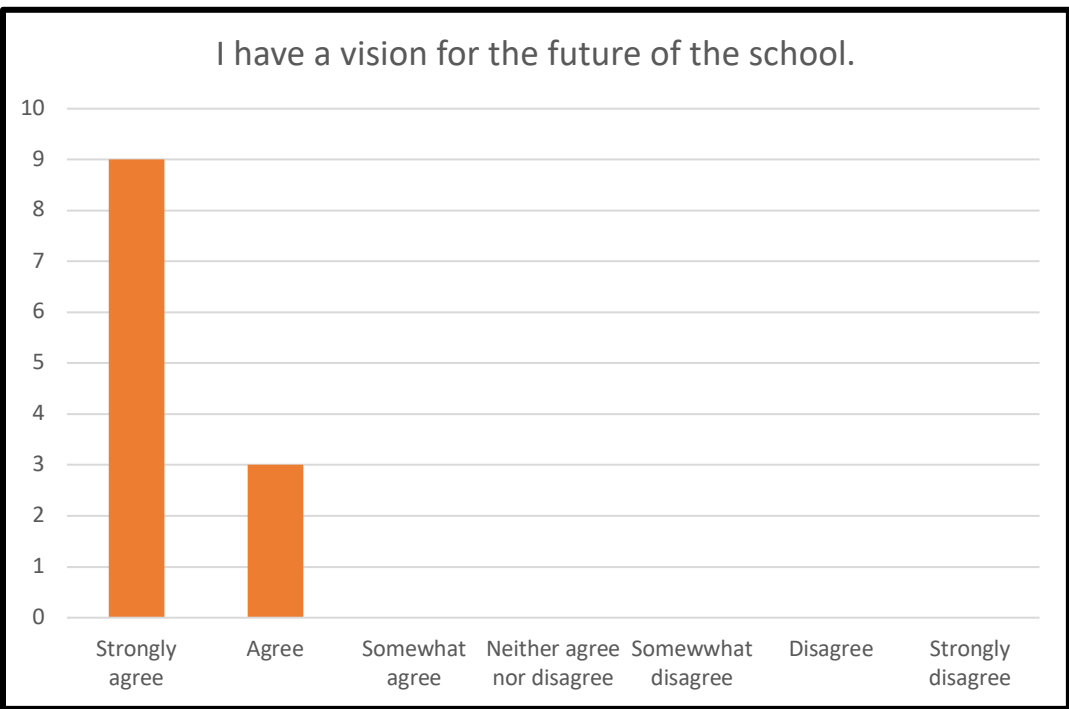


Figure 14: Survey Results on Having a Vision for the Future of the School

School principals play a significant role in being able to promote and have a vision for their learning communities by emulating strong leadership themselves and collaborating in a strong decision process for the school's future. Earning this type of role is not simple and it takes years in order to implement a strong rapport that would lift up the values, demonstrate trust and build strong relationships for an effective school. One of the major and most noteworthy styles that provides a glimpse into what interviewed principals mentioned is the spiritual aspect of leadership. Whomever would hold the leadership title of the school must ensure that the Catholic identity is strong, and this kind of spiritual leadership can only come from the principal itself. Doing this assuredly helps in implementing a strong religious curriculum in accordance

with the United States Conference of Catholic Bishops' (USCCB) guidelines and helps to provide a faith formation not only to students but also to teachers, staff, and parents.

Cooperation and engaging dialogue with the Catholic faith is imperative in implementing a strong succession plan.

Findings to Question 4

What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

In order to analyze the data and address the research question, averages were found for each item on the survey. All of the items on the survey pertaining to leadership styles were created on a 7-point Likert scale with 1 being “strongly disagree” and 7 being “strongly agree.” The statements on the survey were then categorized into whether it described servant leadership, transformational leadership, or instructional leadership. The researcher was able to look at the average responses for each survey item and determined the most prevalent leadership style to be the one with the most responses higher than 6.5.

The most prevalent leadership style among Catholic elementary school principals was found to be servant leadership. Servant leadership obtained 8 out of 10 statements with averages of 6.5 or higher. Transformational leadership had 3 out of 10 statements scoring 6.5 or above. Instructional leadership yielded a total of 1 out of 7 acquired statements and had an average of 6.5 or higher.

The following statements on the survey related to servant leadership:

- ✓ I create a safe environment for students.
- ✓ I build relationships with teachers that are collaborative and respectful through networking.

- ✓ I help my staff even if it involves personal sacrifice.
- ✓ I stand up for the rights of people in need.
- ✓ I assign power to others.
- ✓ I delegate tasks as a way to develop people who have leadership potential.
- ✓ I listen to what my staff has to say with respect.
- ✓ I am compassionate.
- ✓ I encourage my employees to be lifelong learners.
- ✓ I believe service is at the core of what I do.

Figure 15 demonstrates the responses to the survey questions relating to servant leadership. The legend demonstrates the average response on a scale of 1 to 7 from the principals surveyed. Responses to servant leadership questions ranged from an average of 6.17 to 6.92. The statement “I delegate tasks as a way to develop people who have leadership potential” received the lowest score, while two statements equally received a high score of 6.92. The statements were: “I encourage my employees to be lifelong learners” and “I believe service is at the core of what I do.”

The statements on the survey for transformational leadership were:

- ✓ I provide the necessary materials and equipment for teachers to affect student achievement.
- ✓ I embody the mission of the school.
- ✓ I have goals that relate leadership achievement.
- ✓ I assist teachers in interpreting, monitoring, and evaluating their leadership skills.
- ✓ I clearly articulate the goals to the faculty and staff in leadership positions.
- ✓ I create a school culture that is geared toward creating leaders.

- ✓ I create a school culture that is supportive of leadership.
- ✓ I maintain open and effective communication with staff members.
- ✓ I have a vision for the future of the school.
- ✓ Change is at the core of what I do.

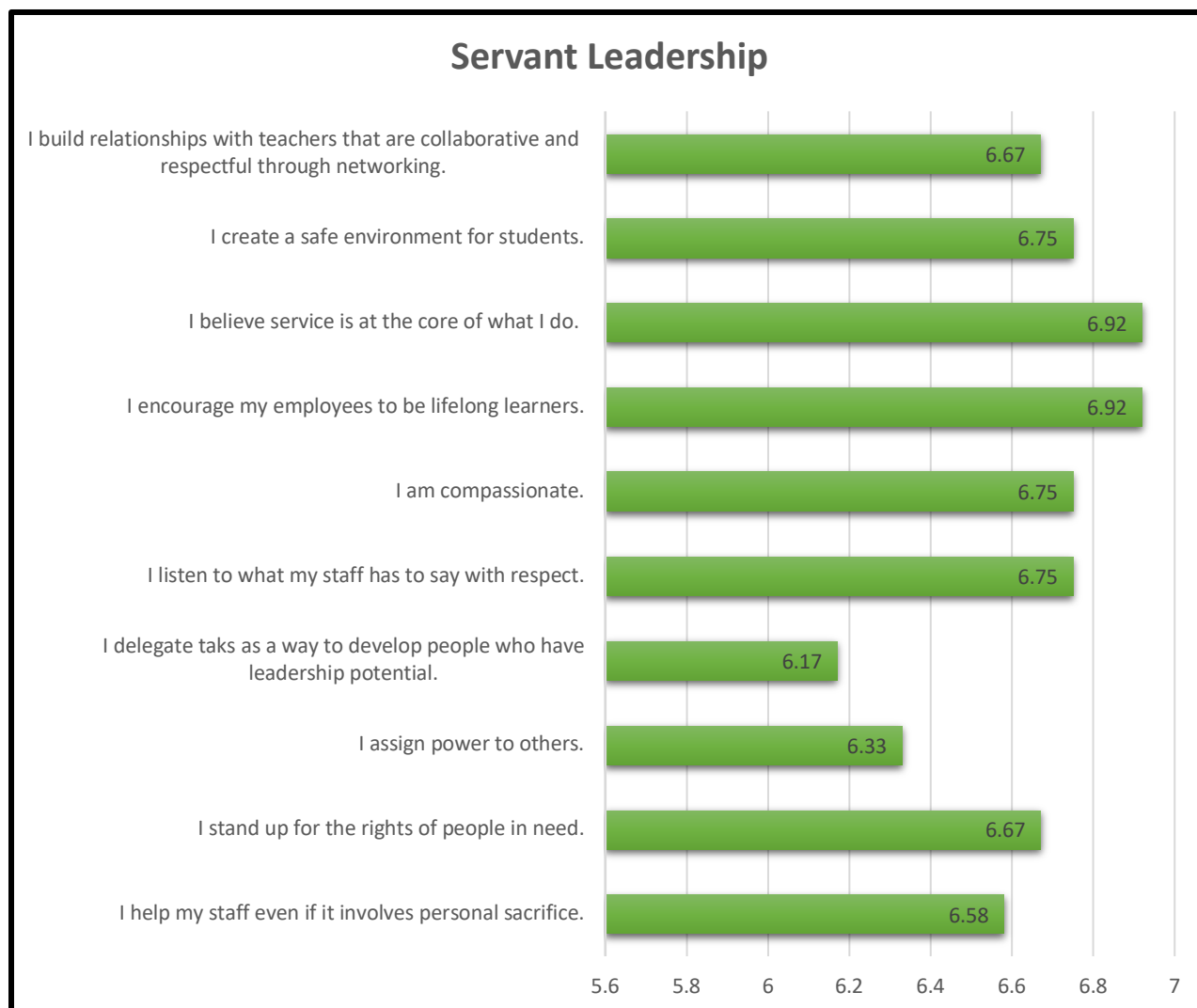


Figure 15: Servant Leadership Survey Responses

Figure 16 demonstrates the responses to the survey questions relating to transformational leadership. The Figure demonstrates the average response given from the principals surveyed.

Statements relating to transformational leadership ranged from 5.83 to 6.75. The statement receiving the highest average was “I have a vision for the future of the school” while the lowest average was “I assist teachers in interpreting, monitoring, and evaluating their leadership skills.”



Figure 16: Transformational Survey Leadership Responses

The statements in relation to instructional leadership were the following:

- ✓ I am actively engaged in the continued improvement of the school's instructional program.
- ✓ I set and adhere to high performance standards for instruction.
- ✓ I model desired behaviors.
- ✓ I give priority to instructional time.
- ✓ I engage in classroom observations (2 or more formal observations that are longer than 30 minutes).
- ✓ I engage in weekly classroom walkthroughs (5 minutes or less).
- ✓ I use student performance on standardized tests to develop goals and drive instruction.

Figure 17 shows the average responses of the above statements. Responses from principals ranged from 4.92 to 6.67. The statement that received highest was "I am actively engaged in the continued improvement of the school's instructional program" and the lowest was, "I use student performance on standardized tests to develop goals and drive instruction."

Summary

This chapter presented the analysis of a survey that was completed by 26 principals within the Diocese of Honolulu (2017). Five of those principals were able to participate in being interviewed. The survey and interview data was analyzed and suggested the following findings.

Research question one asked, "*What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?*" Through the interviews, it was very apparent that school principals were able to fortify strong connections with members of their school who they felt elevated the experiences for students and brought

about better situations for their entire school environment. Allowing such individuals to be more autonomous and collaborative will continue to bring about positive changes in the school and, therefore, create opportunities that will naturally create leaders.



Figure 17: Instructional Leadership Survey Responses

Research question two asked, “What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?” All principals surveyed

indicated that they agreed they try to promote school collaboration amongst faculty and staff; however, the consensus was not as strong for all those principals surveyed. Some principals were not as strong agreeing with what they do and what they are given in order to evaluate leadership skills for, more can be done.

Research question three asked, *“What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?”* Through the interviews, principals felt they did not have total control over establishing who would succeed them. However, principals interviewed did mention that they naturally promote leadership opportunities within the school. Principals promote professional opportunities guided by the Diocese of Honolulu to create connections such as enrolling in administrative forming classes at nearby universities or determining which individuals within the school are reliable, competent and able to take risks for the benefit of all members of the school. It is noteworthy to add that there is faith upon whomever hires a new principal, that continuing with spiritual formation and guiding students to become vital individuals, strong in Catholic identity as required by the heads of the Catholic Church is integral for a school principal. There were no actual plans that were demonstrated in any school however, nor was there a sense of actual control coming from principals on determining or having created an effective principal succession plan.

Research question four asked, *“What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?”* Principals did have high averages in relation to transformational leadership, servant leadership, and instructional leadership. Servant leadership did receive high averages that were considered and compared to other leadership styles. It is also important to note that another leadership style did arise which

was that of being a spiritual leader, important and relevant in a religious school type of environment.

Chapter five includes a summary of the research study and recommendations for further research.

CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS

Introduction

Hawaiian Catholic schools play a vital role in determining various leadership styles and further more on determining outcomes of planning effective leadership succession guidelines. This chapter is a compilation of this study examining leadership succession in Hawaiian Catholic K-12 schools. Included in this summary is the statement of the problem, purpose of the study, research questions, methodology, and findings. The limitations to this study and recommendations for further research are also discussed in detail.

Statement of the Problem

There is a limited amount of research that is available on Hawaiian Catholic K-12 schools pertaining to effective principal leadership succession. The study centered on what leaders are doing now, or have done in the past, to create an effective plan on principal succession for overall school transition and leadership capabilities. As there could be some struggles in creating an effective plan, it is necessary to think about the positive outcomes schools can benefit from.

Purpose of the Study

The purpose of this study was to look deeper at the different educational perspectives in Hawaiian K-12 Catholic schools and how leadership was fostered within such organizations. The Catholic school's difference in educative instruction is unlike the rest of the nation as there are cultural and administrative pressures to maintain and create a 21st century practice in a climate where odds tend to be against them (Canavan, 2013). The perspectives of these unique schools allows a greater viewpoint of structure and focus for schools trying to evolve, center, and connect not only students but teachers allowing them to generate a greater array of leadership

opportunities and to cultivate leadership sustainability in Hawaiian schools. Discerning how administrators in Catholic schools increase focus on leadership succession, there would be greater opportunities for teachers themselves to carry on traits that were acknowledged, practiced, widely accepted, and effective for this particular state. There also is a great sense of cultural significance that is undoubtedly highlighted and unique to Hawaiian schools. Highlighting these unique features would greatly extend the greater outcome of leadership traits that bring about positive results.

Research Questions

The following questions guided this study:

1. What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?
2. What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?
3. What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?
4. What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?

Methodology

This study employed a mixed-methods approach to collect data from 26 Hawaiian Catholic K-12 schools throughout the island chain. The survey was created using Qualtrics an online survey software that allowed for easy distribution through the main contact, Superintendent of Catholic Schools across the Hawaiian Catholic K-12 chain of islands. From the returned surveys that principals filled out there was a contact from the surveyor to further

interview the principals who had indicated interest. Traveling to the islands was then completed in the fall of 2017 using face-to-face interviews with various principals across the schools.

Principal A described that there is a lot that schools do in Hawaii to be able to generate strong leaders; for the most part, however, there is a pooling of candidates that are forwarded by the Superintendent that have had the necessary experience of having been in an administrative or strong leadership positions such as dean, closely working with administration, and have had the appropriate amount of expertise both through schooling and actual hands on practice. Mostly these leaders that rise up have been closely watched by community members, faculty, staff, and parents as well as by the Superintendent; they have compiled a great resume and outlined clear attainable goals for becoming principals and leaders of schools. Principal B noted that leaders rise up naturally as was in the case where indicated by the school's WASC accreditation team of leaders where teachers were able to develop and take reigns of various actual tasks the school was in need of, triumphant in the process with the close communication of the principal.

According to Principal B, this took the pressure off in an administrator point of view because the teachers themselves were transformed to bring about change and be autonomous in the decision making for the best outcome within the school. Principal C denoted that current principals and administrators need to take a chance on their faculty to help sustain the school and create co-leaders, able to be trustworthy, strong, and assured of various tasks and responsibilities. Doing this would bring experienced results even, if at times, some decisions were not the best, as long as it did not detrimentally hurt the school, this experience enables those candidates seeking higher positions to have a sense of experience worthy of their time and makes the pool of candidates for administration that more effective. Finally Principals D and E coincided with granting opportunities for other members seeking principal positions but ultimately it begins with

them as strong servant leaders capable of involving others and to lead future schools, including their own. All of the principals who did participate were informed that their responses were to remain confidential and anonymous including names of specific islands within the Hawaiian chain due to limited number of Catholic schools within the small island.

The survey included the demographic information and 54-likert scale statements asking principals to rate each statement on a 1 to 7 scale with 1 being “strongly disagree” and 7 being “strongly agree.” The Superintendent of Catholic Schools in Honolulu emailed the survey to all 26 Catholic K-12 school principals on behalf of the researcher. From there an interview of four questions was composed including follow-up questions to probe for further clarification. Quantitative data was analyzed using Qualtrics while qualitative data was examined for specific themes that may be related to the four research questions guiding this study.

Findings

Research question one asked, “*What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?*” Stimulating leadership is imperative in establishing a strong succession line within the school system. It is what helps mold and create sustainable and viable leaders. All principals felt they did something to help mold and provide leadership opportunities for those they saw fit within their school but some did more than others. Principal C indicated that the vision he had was to focus on those that went far and beyond their duties to be committed to the school, students and the community. He also invited those strong potential leaders to collaborate and bring input to important decision-making opportunities, to be able to gauge new ways, propel ideas, or even have those individuals be part of an important process. By engaging such individuals, he felt there was a

strong sense of constructing together a sturdier school and elevating others to have buy-in into the school's mission and vision.

Principal A added that the Archdiocese of Honolulu and the Superintendent naturally helped in establishing the role to create more leadership practices amongst its teachers and faculty. Principal A added that Chaminade University does a lot to stimulate growth and create programs for aspiring administrators. It was also indicated by Principal A that it is not up to the school to completely create such opportunities and that the Diocese already does a lot with such viable programs that carve out more rigor and establish stronger opportunities. However, Principal A demonstrated that it is up to each individual school to focus on what is up and coming with changing educational practices, technology and science; younger individuals keep it fresh and it is imperative to have someone on the team to help facilitate and bring vibrancy to the school for long-lasting effects.

The second question asked, *“What are the most commonly used practices of leadership skills that promote school collaboration amongst faculty and staff?”* Interview responses indicated that all principals did something unique to help promote school collaboration amongst faculty and staff including creating departmental leaders to help promote academic rigor throughout the school. Principal B described what was truly beneficial in her school was to have professional learning communities within her school (PLCs). What this did was to improve skills within learning communities and engage teachers to have dialogue, create reports, and establish a strong focus on everything they do as educators that is particularly different in their school. Service opportunities were yet other ways in which principal B felt the school embodies collaboration to create ways that are unique to a Catholic institution and sets them apart from others.

Principal C established that having teachers who demonstrated strong leadership capabilities sat on principal's council, a team that helped form decisions on the everyday dealings of the school. This team would meet on a monthly basis and would even help in the hiring process in the late spring or early summer to help narrow down the candidate(s) that would be welcomed into the school. Principal C felt that by horizontally delegating he would help establish a strong foundation and allow teachers to have a stake hold in the decision-making process for the school. Principal C described that if it was not for previous principals helping to think administratively and focus on the school's future dealings, he would not have been able to be a strong principal today. Principal C never thought of how important being a leader was for setting standards for the school in the long-run and how impacting it was to have a strong principal.

The third research question asked, "*What current practices used by principals promote leadership skills to encourage leadership amongst faculty and staff to create future sustainable principals?*" All principals felt that sustainability was an integral part of the leadership process at each school; however most principals were honest to mention they seldom think about the process and its actual long-term effects that would help focus strategies and create shared value towards achieving sustainable leaders. Responsibility ultimately lies on current administrative processes that would in the end affect the long-term operations of the school. Principal A discussed those priorities in the school re-focused on students coming first and to providing a structured and sound curriculum for the school. Paying close attention to leadership succession should be a priority but it is ultimately not very well thought of to create strong improvement plans to include succession plans. Principal A did state that in the effort of transitioning out as

administrator, there would be leadership impulses that would be determined by the Diocese and the Superintendent.

Principal B indicated that with it being an already very complex world, it is unfortunate that the process of succession really does not begin with the current principal. Principal B added that it is imperative to actually implement a plan of action for such an accomplishment as schools who are privileged and involve a large number of members on staff and as alumni want to guarantee the type of education and practices in a school, it should be no different at a smaller scale. Sustainability for effective leaders begins with networking and creating a pool of sturdy resources that are valid and supportive for filling the needs of new leaders. However, given that it is the Hawaiian islands, these resources are somewhat limited, many do not want to gamble on the restricted amount of school opportunities there are on the islands and looking from within it is the only resource schools have to create strong leaders; there needs to be more however.

Schools are obliged to promote leadership positions when the time is needed for them to be filled naturally. Principals interviewed want to be able to create an ideal leadership succession plan but there is failure to do so as a governing board if any, the Archdiocese and or Superintendent that guides the system, dictates the organization and fills positions. The schools do their best to mold and create future leaders from within and in the process many go on to become great principals but working on these goals must be put forth to create a strong legacy that promotes Catholic schools, talented and dedicated to last and prioritize what is important.

Research question four asked, *“What is the most prevalent leadership style amongst Hawaiian school elementary, middle, and high school level principals?”* The strongest leadership style was that of being a servant leader, followed by a transformational and instructional. Through the returned surveys, it was found that being a lifelong learner and being

service as the central issue of what principals do was important. Delegating to develop leaders however might not completely be in a principal's forethought but more so a way to lessen pressures that come with administrative practices.

According to the surveys, principals monitoring leadership was not as strong as having a vision for the future of the school. It was also important to note how this lowest averaged question in the survey, dealing with monitoring leadership is directly related to being a transformational leader and tends to contradict with having a vision for a school.

The third highest leadership style amongst Hawaiian Catholic K-12 principals was being an instructional leader. The surveys demonstrated that being actively engaged in the improvement of the school was important nonetheless, using actual student performance and analyzing standardized tests that would help in the driving of instruction was not as strong in the results of such surveys.

Through interviews, it was highly evident and not noted in the actual disbursed survey that a spiritual leader was vital to maintaining the kind of school that embodies itself with instilling religious and moral values upon its students and community. Principal A defined that being a spiritual leader is vital and a principal should model that. Principal D described that there were times in the past that the religious were the individuals who instilled these values and love for God. As time passed by it is the current administrator, the principal who must take a lead and continue to form and demonstrate such important values, which is what ultimately sets Catholic schools apart from all other schools.

Limitations

Digital surveys were issued to 26 Hawaiian Catholic K-12 school principals with the help of the Superintendent of Catholic Schools of Honolulu. The number of school principals in the Honolulu Archdiocese is small with there only being 26 actual schools spanned across all of the

archipelago. Twenty-six principals were issued surveys and 12 responded. Of those 12 responses, which was less than half of the sample size indicates that results were skewed. The results of this study were reflective of the Archdiocese of Honolulu and may or may not be applicable to the diocese across the country.

Recommendations for Future Research

There is a need for future research in the area of Hawaiian Catholic K-12 leadership sustainability. The following suggestions are proposed for further research:

1. A greater participation pool would result in wider generalizable results. The study could not expand due to the limited amount of schools in the state of Hawaii.
2. A deeper, in-depth look at how spiritual leadership in Hawaiian Catholic K-12 schools provide achievement in leadership practices and how it affects faculty and staff, students, and ultimately families.
3. A greater focus on Hawaiian and Catholic identity and the school's ability to stand on their own separate from the rest of the nation.
4. How diversity, leadership, and isolation from the rest of the country brings forth a variety of systems that create a unique establishment of island leadership, unique to the rest of the country, and beneficial to that of the Hawaiian Islands.

Conclusion

The majority of principals who were interviewed naturally support leadership sustainability, while limited, they are committed to being servant, transformational, and instructional leaders that bring in an aspect of spirituality, unique to their type of expertise given their strong Catholic identity. All Principals interviewed were supportive in engaging others to become leaders and promote conditions within their schools to help co-lead on making strong

decisions in their schools. All principals provided their faculty with the necessary materials and equipment for teachers to affect student achievement and make choices that directly impact the school community including creating a school culture that is geared toward building leaders.

One of the foundational theories is to create a school that constructs relationships with teachers that are collaborative and respectful toward networking and growing which includes delegating tasks as a way to develop people who have leadership potential.

Although principals are actively involving themselves to help encourage and inspire new leaders from within their ranks, no real implementation succession plans were noted by this researcher in any of the schools identified. This study is a small contributing aspect that would help in this innovative process to aid and promote more sustainable leadership to enable and prosper the kind of complex and diverse Catholic schools Hawaii contains. Focusing on the vision and mission of the school should also include a strong leadership succession program that would carry along with it a long-lasting legacy that would help move Hawaiian Catholic schools far into the future.

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Appendix A: Principal Leadership Succession Survey

Gender: Male Female

Ethnicity: Hawaiian, African-American, Asian, Caucasian, Latino, Native-American
Other _____

Age: under 30, 31-40, 41-50, 51-60, 61+

Total Years as principal: _____

Years at current school site: _____

Total Years in education: _____

Level of Degree: Bachelors Masters Doctorate

Additional degree's or Credentials: _____

Type of school: parish diocesan private independent public

School size: under 150, 151-200, 201-250, 251-300, 301 or more

Catholic: Yes No

Member of a religious order: Yes No

Consider each statement in terms of your own leadership at your present school site.
Please Respond to each statement.

1 strongly disagree, 2 disagree, 3 somewhat disagree, 4 neither agree nor disagree,
5 somewhat agree, 6 agree, and 7 strongly agree

- 1) I provide leadership opportunities for my faculty and staff.
- 2) I provide necessary materials and equipment for teachers to affect student achievement.
- 3) I embody the mission of the school.
- 4) I have goals that relate leadership achievement.
- 5) I clearly articulate the goals to the faculty and staff in leadership positions.
- 6) I assist teachers in interpreting, monitoring and evaluating their leadership skills.
- 7) I create a school culture that is geared toward creating leaders.
- 8) I create a school culture that is supportive of leadership.
- 9) I maintain open and effective communication with staff members.

PRACTICES OF CATHOLIC SCHOOL PRINCIPALS

- 10) I create a safe environment for students.
- 11) I build relationships with teachers that are collaborative and respectful through networking.
- 12) I have strong moral beliefs.
- 13) I help my staff even if it involves personal sacrifice.
- 14) I stand up for the rights of people in need.
- 15) I assign power to others.
- 16) I delegate tasks as a way to develop people who have leadership potential.
- 17) I listen to what my staff has to say with respect.
- 18) I am compassionate.
- 19) I encourage my employees to be lifelong learners.
- 20) I believe service is at the core of what I do.
- 21) I believe “an organization can only be as effective as its members.”
- 22) I talk about my vision for the school in terms of the potential of my staff.
- 23) I have a vision for the future of the school.
- 24) I seek to develop the greatest good for the greatest number of people at my school.
- 25) I think enthusiastically about what needs to be accomplished.
- 26) Change is at the core of what I do.
- 27) I believe I inspire others into action.
- 28) I demonstrate beliefs that are consistent with my actions.
- 29) I lead with integrity.
- 30) I believe I tremendously impact the students and educators at my school.
- 31) I believe I positively impact my employees.
- 32) I maintain a strong Catholic identity in my school.
- 33) I feel adequately prepared to be a religious leader of my school.
- 34) I am actively engaged in the continued improvement of the school’s instructional program.
- 35) I set and adhere to high performance standards for instruction.
- 36) I model desired behaviors.
- 37) I give priority to instructional time.
- 38) I engage in classroom observations (2 or more formal observations that are longer than 30 minutes).

PRACTICES OF CATHOLIC SCHOOL PRINCIPALS

- 39) I engage in weekly classroom walkthroughs (5 minutes or less).
- 40) I use student performance on standardized tests to develop goals and drive instruction.
- 41) I meet with teachers to discuss student progress and teacher effectiveness.

Short Answer

- 42) How do you create a culture of high expectations for all students?
- 43) How do you foster your school’s Catholic identity?

If you would be interested in participating in a 45-minute interview, please enter your name and number.

Appendix B: Interview Questions and Protocol

Date: _____
Time: _____
Location: _____
Interviewer: _____
Interviewee: _____
Release Signed? _____

Information for Interviewee:

Your participation in this study is much appreciated.. Your input will be recorded and valued for this study and will help in this professional educational practice dealing with leadership. The approximate length of the interview will be 30-45 minutes in which there will be about 5 questions not including some follow up.

Purpose of Research:

The focus on this study is to add to the already sustained research in educational leadership and management research practices. This study will look deeper at the different educational perspectives in Hawaiian K-12 Catholic schools and how leadership is fostered within such organizations. The Catholic school's difference in educative instruction is unlike the rest of the nation as there are cultural and administrative pressures to maintain and create a 21st Century practice. The perspectives of these unique schools would allow a greater viewpoint of structure and focus for schools trying to evolve, center, and connect not only students but teachers allowing them to generate a greater array of leadership opportunities and to cultivate leadership sustainability in Hawaiian schools. Therefore, this study will focus on principal leadership traits and their fostering of future leadership succession in Hawaiian K-12 private Catholic schools throughout the Hawaiian Islands.

Questions to Interviewee:

1. **What role does the elementary, middle, and high school principal display to stimulate leadership practices amongst faculty and staff?**
 - a. Response from Interviewee:
 - b. Follow up questions to Interviewee:
 - c. Reflection by Interviewer:
2. **What are the most commonly used practices that promote school collaboration amongst faculty and staff?**
 - a. Response from Interviewee:

b. Follow up questions to Interviewee:

c. Reflection by Interviewer:

3. What kind of current practices and concrete examples could you provide where you promote leadership skills to encourage leadership amongst faculty and staff?

a. Response from Interviewee:

b. Follow up questions to Interviewee:

c. Reflection by Interviewer:

4. How would you characterize your leadership style?

a. Response from Interviewee:

b. Follow up questions to Interviewee:

c. Reflection by Interviewer:

5. If you decided to leave the school through retirement or change in position, how do you view the change in leadership transition and the future for this school?

a. Response from Interviewee:

b. Follow up questions to Interviewee:

c. Reflection by Interviewer:

Closing:

- Thank the Interviewee
- Permission to follow-up
- Other information: