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High School Administrators' Perspectives of Leadership Practices Influencing Teacher Leadership and Culture

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This is to certify that the doctoral study by

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Walden University
2023

Abstract

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Leadership and Culture

by

Andrea H. Taylor

MA, Grand Canyon University, 2010

BS, Bowling Green State University, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2023

Abstract

In a southeastern state in the United States, a gap in practice exists regarding the consistent implementation of instructional leadership practices to promote teacher leadership and culture in schools. The purpose of this study was to explore administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. The conceptual framework for this qualitative approach was Bass and Avolio's transformational leadership theory. The research question focused on high school administrators' perceptions of the instructional leadership practices they are using to influence teacher leadership and school culture. Purposive sampling was used, and six high school administrators participated in semistructured interviews; all participants had at least 5 years of experience. In vivo and pattern coding were used to support thematic analysis of the data. Participants identified the importance of understanding and modeling instructional leadership practices, selecting strong teacher leader candidates, and enhancing teacher leadership abilities. Challenges and barriers to implementation of instructional leadership practices included time, the expanding nature of the administrative workload, and the lack of consistency of assignment within the district. The development of an environment of trust, encouraging collaboration, and fostering a shared vision to carry out common goals and initiatives were determined to be the most beneficial instructional leadership practices that influenced teacher leadership and culture in this research study. Positive social change implications include an enhanced level of teacher leadership and culture that supports enhanced community partnerships and enhanced opportunities for student learning.

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Dedication

First, I want to dedicate this dissertation to my Lord and Savior, Jesus Christ, for His constant guidance and unwavering love, grace, and mercy, which helped me to persevere when faced with challenges that were set to block my progress. I also want to dedicate this dissertation to the memory of Lannie and Mitchell Hopkins, Mary and Purvis Wesley, Deloris Baker, and Linda Miley. To my sister circle and close friends for your continuous inspiration and support throughout my doctoral journey. Thank you, Kaleb and Kaden Taylor, for being patient, loving, understanding, and supportive when I was concerned and feeling overwhelmed about writing and meeting deadlines. I would also like to dedicate this dissertation to my parents for setting a good example by providing a solid foundation and teaching me the importance of education and hard work.

In addition, I dedicate this work to every student I have ever taught. As a teacher, I gave you my all and tried to set a good example. My expectations for you as learners were high because we were challenged by preconceptions, and I wanted you to believe in yourselves when others failed to do so. Thank you for allowing me to plant seeds in your lives and watch them grow. Special thanks to the class of 2016 for speaking this into existence.

Finally, I want to dedicate this to all present and aspiring school leaders. I hope you find this study useful as we continue to learn and grow as educators for the benefit of the school communities and the students we serve. Although teaching and leading students over the years has made our careers as educators more difficult, your hard work and dedication to influencing the lives of student leads to the greatest reward.

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I want to express my gratitude to Dr. Mary Hallums, my doctoral chair, who was significant in my ability to successfully complete this process. Dr. Hallums has been a wonderful mentor, teacher, and encourager. She has continuously challenged me to become an advocate in the field of education through her encouragement, support, and feedback. The members of my dissertation committee devoted their time and knowledge to assist me in producing a better product. I appreciate everything they did to guide me through this process.

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Finally, I want to express my sincere gratitude to my parents for their unwavering love, concern, and prayers. Additionally, I want to thank my sister, brother, nieces, nephew, and extended family for their encouragement and support through the course of my studies.

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

The implementation of school leadership practices is an influential factor regarding teacher leadership and culture. Successful leaders possess the ability to influence, motivate, stimulate, and be attentive to the needs of staff (Bass & Avolio, 1994). School leaders using instructional leadership practices, with a focus on teaching and learning, are essential in fostering a school culture that values teachers' involvement in the decision making process and interest in assuming leadership responsibilities (Bellibaş et al., 2020). How school leaders implemented instructional leadership practices determines the affect leaders have on the development of teacher leadership and the enhancement to the culture (Liu et al., 2020).

Previous research studies placed emphasis on the successful implementation of instructional leadership practices by administrators to encourage feelings of shared engagement, leadership, and flexibility that support teachers (Cansoy, 2018). Understanding the benefits of implementing instructional leadership practices, including transformational leadership, establishes teacher leaders on a consistent basis, and fosters a productive school culture. The effective use of instructional leadership practices is an influential factor in the growth and development of building teacher leaders and enhancing the culture within schools (Cansoy, 2018). Administrators demonstrating support influences teacher leadership and culture in schools (Cansoy, 2018).

Based on my literature review, a gap in practice with the consistent implementation and maintenance of effective instructional leadership practices in high schools was evidence. Administrators' responsibilities include instructional leadership

practices such as data analysis, facilitation of professional learning for teachers, and teacher evaluation and coaching, including more traditional abilities including communicating to staff and administering the daily operations (Walker, 2020). Given the challenges and expectations to improve schools by the state and local school district (Walker, 2020), defining leadership and understanding the roles and responsibilities of school leaders is needed. The implementation of initiatives and change was no longer sufficient or acceptable, but the consistent use of instructional leadership practices within schools was the primary focus (Day et al., 2020). The most successful school leaders implemented instructional leadership practices consistently to influence teacher leadership and culture (Day et al., 2020).

Over the last few decades, administrators' responsibilities for ensuring and improving school quality has been one of the immediate concerns in school systems across the United States because of the issues related to the implementation of instructional leadership practices (Huber & Schneider, 2022). As a result, successful implementation of leadership practices, leadership sustainability, and leadership needs are all central issues in educational leadership (Huber & Schneider, 2022). Researchers emphasized the use of transformational leadership strategies that promote teacher leadership and culture as the demand for effective instructional leadership practices increased. Leadership in educational systems demand commitment and integrity. School leadership requires leaders to possess the ability to build leadership capacity, collaborate towards common goals, implement these goals and objectives, generate trust, and nurture other leaders within the school's culture (Huber & Schneider, 2022).

Other research studies on the implementation of leadership practices relied on the integration of various leadership strategies, such as instructional leadership, transformational leadership, distributed leadership, and teacher leadership, when suitable, to meet the demands of the school (Day et al., 2020). The assimilation of multiple leadership practices benefits administrators in supporting a collaborative learning environment for teachers (Schaik et al., 2020). By effectively using time and resources to consistently implement instructional leadership practices, administrators can develop teacher leaders (Schaik et al., 2020). When teachers have leadership responsibilities over colleagues, they are provided opportunities to enhance curricula and student outcomes, emphasizing the role of teacher leaders as innovators, action researchers, collaborative workers, as well as coaches (Caena, 2021). Teacher leadership is critical in assisting teachers with becoming better educators and giving them the ability to use all their expertise with the best interest of students in mind (Caena, 2021). Teacher leadership is a way for instructional leaders to foster a collaborative culture to formulate and convey school goals, coordinate curriculum, maintain visibility, and offer opportunities for teachers to grow through professional learning (Caena, 2021).

In Chapter 1, I describe and justify the problem of consistent implementation of instructional leadership practices to influence teacher leadership and culture. The key terms and the research problem are also defined. I examine the research on transformational leadership practices and high school administrators' perspectives of their implementation of instructional leadership practices. The conceptual framework for the

study is defined in the literature review. The research design is influenced by the

conceptual framework, Bass and Avolio's (1994) transformational leadership theory.

Background

School leaders have an important role in the enhancement of school outcomes

through influencing teacher motivation and capacity, as well as the school atmosphere

and environment. Effective school leadership is critical for increasing educational

effectiveness and equity (Mora-Ruano et al., 2021). The implementation of leadership

practices includes the development of teacher leaders and sustaining a positive culture

within schools. The implementation of instructional leadership practices promotes the

development of teacher leadership and school culture. Transformational leadership is a

collaborative process between teachers and leaders seeking to increase morale and

motivation in the building (Bass & Avolio, 1994). Administrators who consistently

implement instructional leadership practices facilitate the development of teacher

leadership to maintain a positive culture (Sebastian et al., 2018).

The researched literature did not provide a consistent definition of effective

leadership, therefore separating administrators' judgments of effective instructional

leadership practices was assessed in the context of the local school environment (Walker,

2020). Administrator perspectives were included to commence an appropriate analysis of

instructional leadership practices implemented in schools (Walker, 2020). The success of

the school administration's implementation of instructional leadership practices is

influenced by their perceptions of teacher leadership and culture (Cansoy, 2018).

School leadership practices in the United States has become increasingly defined by a set of tasks that include financial and human resource management, as well as leading to improve learning outcomes in schools (Mora-Ruano et al., 2021). However, there was a gap in practice in the consistent implementation of instructional leadership practices to influence teacher leadership and culture. The implementation of instructional leadership strategies in educational systems has become an area of focus. Because of this, policymakers must consider improvement strategies and sustainability of the quality of school leadership practices implemented in schools (Mora-Ruano et al., 2021).

Administrators reported feeling overwhelmed, and unable to execute operational tasks while also placing emphasis on teacher leadership and culture (Hou et al., 2019). A comparison of administrators' instructional leadership practices before and after accountability provisions revealed that administrators experienced an increase in leadership responsibilities, which included instruction, school culture, and the development of teacher leaders (Hou et al., 2019). Previous researchers related the efficacy of instructional leadership practices in schools to the framework of the leadership practices and the administrators' ability to lead and develop others (Walker, 2020). Administrators' perceptions of their instructional leadership practices influenced how they approached initiating change leading to school improvement (Walker, 2020). Recognizing administrators' perceptions about the consistency with which they implement instructional leadership practices leads to improvement and effectiveness through teacher collaboration and a supportive school culture (Liu et al., 2020). Administrators' attitudes regarding their implementation of instructional leadership

practices have positive outcomes contributing to teacher leadership and culture (Liu et al., 2020).

Problem Statement

In a public school district located in a Southeastern state of the United States, the research problem was that high school administrators, such as principals and assistant principals, were not consistently implementing instructional leadership practices to influence teacher leadership and school culture. Historically, research on school leadership practices concentrated on the role of administrators, but more recent studies highlighted instructional leadership practices to focus largely on classroom instruction (Mora-Ruano et al., 2021). There was evidence in the research that consistent implementation of instructional leadership practices encouraged teacher leadership and culture, but there remained a gap in practice concerning how administrators implemented instructional leadership practices consistently (Mora-Ruano et al., 2021). Administrators recognize the potential value of instructional leadership practices as a means of influencing teacher leadership and culture by (a) focusing on learning and improving instructional practices, (b) establishing a team of instructional leaders, (c) fostering a culture of public and reflective practices, and (d) addressing cultural diversity within the local school community (University of Washington Center for Educational Leadership, 2020). According to district level administrators from the local school district investigated in this study, administrators consistently sought to implement instructional leadership practices designed to influence teacher leadership and culture positively (Personal communication, March 2, 2022).

Even though administrators were given professional development on how to consistently implement instructional leadership practices, some schools failed to follow the strategy as presented and instead adjusted their leadership practices to match the specific needs of their schools. In addition, there were delays in communication between the district and local schools that influenced the implementation of instructional leadership practices, as well as concerns about the support school administrators received (Hou et al., 2019). Inconsistent implementation of instructional leadership practices had a negative effect on teacher leadership and school culture (Hou et al., 2019). When considering what had been discovered about the implementation of instructional leadership practices to facilitate the mission and vision, shared leadership, supervisions of curriculum and instruction, guiding learning communities, establishing relationships, and developing trust, one must consider leadership practices that developed teacher leaders in the building and sustained a positive culture (Department of Education, 2014). The published research revealed that consistent implementation of instructional leadership practices to influence teacher leadership and culture was indirect (Mora-Ruano et al., 2021).

Purpose of the Study

The purpose of this basic qualitative study was to explore high school administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. The lack of communication, professional development, and support regarding the consistent implementation of instructional leadership practices served as major factors to influence teacher leadership and school

culture. The conceptual framework for this study was Bass and Avolio's (1994) theory

for transformational leadership. The participants were high school administrators in a

local school district in a Southeastern state in the United States. The methodology

included the study's setting, participants selection methods, data gathering processes, and

data analysis. In this study, semistructured interviews were used to explore the research

topic. The interview questions were open-ended, allowing individuals to freely share their

ideas without being constrained by specific metrics or instruments (see Creswell &

Creswell, 2022). In preparation for analysis, interviews were performed, and

documentation was collected and organized. Data was focused on the characteristics of

instructional leadership practices and was collected from the participants' responses

during the semistructured interviews. The emphasis of this research study was on the

exploration of how high school administrators perceived their implementation of

instructional leadership practices to influence teacher leadership and culture.

Research Question

This study was guided by the following research question:

RQ: How do high school administrators implement their instructional leadership

practices regarding teacher leadership and school culture?

Conceptual Framework

Administrators push school reform through transformational leadership by

engaging teachers and enabling them to achieve demanding organizational goals (Xie,

2020). The favorable effects that the implementation of instructional leadership

practices had on teacher leadership and school culture are among the factors driving this

shift. The conceptual framework for this study was Bass and Avolio's transformational leadership practices in the workplace. Bass and Avolio's theory (1994) on transformational leadership practices includes the delegation of duties and responsibilities, teamwork and collaboration, shared decision making, and employee commitment. The framework outlined the difficulties that administrators managed, their reactions to these issues, and the behaviors that great leaders exhibited on a regular basis to implement instructional leadership practices to influence teacher leadership and culture. The transformational leadership framework defined administrators as leaders who possessed the abilities to inspire, motivate, and stimulate teachers while earning their trust and respect (Bass & Avolio, 1994). This approach focused on four strategies used by effective transformational leaders: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994, p. 3).

Bass and Avolio (1994) addressed the need for transformational leadership to support reform in corporate organizations that was later modeled in schools. Bass and Avolio concluded that transformational leaders were admired, respected, and trusted by their followers because of their enthusiasm and encouraging behavior. Transformational leadership inspires others to do more than they initially planned and, in many cases, more than they thought was possible. They set higher expectations and often attained higher results. School leaders that used transformational leadership do more than set up basic exchanges or agreements with colleagues and subordinates; they act in ways that produced greater results. Transformational leaders exhibit one or more of the four leadership components (Bass & Avolio, 1994).

The theory of Bass and Avolio (1994) is relevant in the educational sector of sharing leadership practices and management. Regardless of the leadership structure of an organization, transformational leadership must be prioritized. Idealized influence describes school leaders as role models for teachers (Bass & Avolio, 1994). This is because teachers consider their leaders to be admirable, respectable, and trustworthy. Subordinates identified with the leaders and aspired to be like them (Bass & Avolio, 1994). Among the things leaders did to acquire this status was to prioritize the needs of others over their own (Bass & Avolio, 1994). This type of leader is consistent rather than unfair in sharing risks among colleagues and subordinates (Bass & Avolio, 1994). Teachers trust transformational leaders to do the right thing because they uphold strong ethical and moral standards (Bass & Avolio, 1994).

The second component, inspirational motivation, suggests that school leaders possess the ability to motivate and inspire teachers to get them involved in the educational process through clear communication and suggested the establishment of a common goal and vision (Bass & Avolio, 1994). The leader's enthusiasm and optimism are evident in this component (Bass & Avolio, 1994). Intellectual stimulation is defined as a means for leaders to encourage teachers to take the necessary risks to determine the solutions to problems even if their ideas differed from their superiors. Transformational leaders foster creativity within their schools and do not publicly condemn their employees for mistakes (Bass & Avolio, 1994).

Finally, individualized consideration allows school leaders to emphasize the individual needs of the teachers to promote professional growth and development by

functioning as a mentor (Bass & Avolio, 1994). Transformational leaders inspire and motivate teachers to reach their full potential by fostering a supportive environment (Bass & Avolio, 1994). As a means of developing teachers, the individually considerate leader listens effectively and distributes tasks (Bass & Avolio, 1994). When delegating responsibilities, they observe and analyze progress to identify if teachers required additional direction or support (Bass & Avolio, 1994).

As a result, a transformational leader provided resources, effectively communicated, and assisted teachers while encouraging teacher leadership and a positive culture (Xie, 2020). This framework promotes the understanding of how administrators implemented instructional leadership practices to influence teacher leadership and culture, which is related to the study's approach.

Nature of the Study

The nature of the study was a basic qualitative design and focused on high school administrators' perspectives of leadership practices to influence teacher leadership and culture. High school administrators provided the data necessary to answer the research question (RQ). Data were collected through semistructured interviews. A basic qualitative study contains descriptive data, common themes, categorical data, or structured data around the problem (Creswell & Creswell, 2022).

I interviewed administrators using semistructured interview questions from the instructional leadership framework and researcher-created questions. The semistructured interview questions included the four dimensions of instructional leadership identified by the University of Washington Center for Educational Leadership (2020), emphasizing the

vision and mission, learning focused on culture, improvement of instructional practices, allocation of resources, and management of systems and processes. Based on the literature review, additional questions were asked to obtain greater insight of the implementation of instructional leadership practices to influence teacher leadership and culture. Participant responses were collected using audio-recorded semistructured interviews, and a transcription of notes. Common themes were determined using a thematic analysis.

Definitions

There are several terms used in the educational sector and educational research. The following definitions were key educational terms used throughout the course of this qualitative study.

Distributed leadership: A style of leadership that includes school leaders, teachers, and parents sharing leadership responsibilities and the decision making process (Liu et al., 2020).

Instructional leadership: A leadership practice relying upon strategies to improve teaching and learning in schools. The principal focuses on monitoring instructional practices and providing feedback to teachers while supporting them in a collaborative setting to assess the needs for professional development (Liu et al., 2020).

Leadership practices: Methods and strategies used in schools to influence school improvement and change (Day et al., 2020).

School culture: The shared values, beliefs, and expectations that are visible in the way a school functions (Fullan, 2005).

School leadership: The ability to plan, support, influence, promote, and sustain a positive culture for all stakeholders, including members of the community, employees, parents, and students (Day et al., 2020).

Teacher leadership: A type of leadership where teachers serve as leaders to influence other teachers and students to achieve the goals of the local school district and school (Kılınç et al., 2021).

Transformational leadership: A method of leadership used to engage the interest of employees, increase awareness of the district and school's mission and vision, help employees to attain their maximum potential, and motivate others to achieve common goals (Bass & Avolio, 1994). This style of leadership provided teachers with support, professional leadership practices demonstrating high expectations, while developing infrastructures to foster collaborative decision making (Novitasari et al., 2021).

Assumptions

This basic qualitative research study included several assumptions. I assumed that there would be difficulties in obtaining participants willing to be open and honest while maintaining objectivity in answering the semistructured interview questions. Throughout the process of conducting interviews, there was an emphasis on confidentiality, and the awareness that research participants were volunteers who could leave the study at any time without repercussions. My other assumptions included the lived experiences of leadership practices to influence teacher leadership and culture that were incorporated in the participants' experiences. Another assumption for this basic qualitative study was that all participants would give unbiased answers to the semistructured interview questions.

Because of the measures taken to protect participant confidentiality, the participants'

identities were protected from direct retaliation by authorities who may misinterpret the

study's findings. The expectation was that the participants would provide knowledge

about their implementation of instructional leadership practices that facilitated the growth

and development of teacher leadership and culture in schools.

Scope and Delimitations

The scope of this research study was a large diverse school district located in a

Southeastern state of the United States. The focus of this study was based on the

administrators' perception of their implementation of instructional leadership practices to

influence teacher leadership and school culture. The findings of this study were not

generalized based on the population of participants. Additional research is needed to

determine if the results of this study can be generalized. This research was limited to the

experiences, knowledge, behaviors, and actions of the current high school administrators

in one school system. The findings may be relevant to school leaders at all levels and

include recommendations for using instructional leadership practices to promote teacher

leadership and school culture.

Limitations

The factors on which the researcher had no control are referred to as limitations

(Burkholder et al., 2020). There were some common methodological limitations for this

study. One of the main limitations was the sample size. Although the sample size was

represented by high school administrators, the sample only included high school

administrators from one local school district. The local school district identified the

participants for this study based on the employees' current position and were classified as certified high school administrators. Therefore, I assumed that participants identified to participate in this study were deemed highly qualified. Results from the semistructured interviews were based on self-reported data. The use of semistructured interviews caused limitations to emerge (Burkholder et al., 2020). The information collected in this study was based on the perceptions of the participants regarding their implementation of instructional leadership practices to influence teacher leadership and school culture. The quality of the data from the semistructured interviews was influenced by the participants' experiences and interests. Another limitation was my potential biases. The expectations for the evidence of effective implementation of instructional leadership practices were affected by the fact that the study participants were classified as high school administrators. Although the implementation of instructional leadership practices included variations of transformational, instructional, and distributed leadership practices, the data failed to provide adequate measures of these practices. Despite these limitations, this basic qualitative study revealed the importance of successfully implementing instructional leadership practices to influence teacher leadership and culture.

Significance

This study is significant because the findings contributed to addressing the gap in practice regarding the implementation of high school instructional leadership practices used to influence teacher leadership and culture. These findings serve to assist district and high school administrators with their implementation of instructional leadership practices to influence teacher leadership and culture. The findings may assist school officials in

identifying the essential instructional leadership practices that lead to influencing teacher leadership and culture in high schools. This research contributed to the understanding of (a) interactions between instructional leaders and staff, (b) the relationship between instructional leadership and context, and (c) the relationship between instructional leadership, teaching, and learning (Sebastian et al., 2018). High school administrators may gain a better understanding of how their implementation of instructional leadership practices influences teacher leadership and culture, which had social implications (Walker, 2020). High school administrators emphasized instructional leadership characteristics, strived to develop unanimity and a common sense of purpose, and acquired and allocated resources while considering the staff as an extension of the organization (Walker, 2020).

Summary

In Chapter 1, I presented the rationale for the problem of the inconsistent implementation of instructional leadership practices to influence teacher leadership and culture. The key definitions and guiding question for the research study was also explained. The conceptual framework for this study was discussed. The research design was influenced by the conceptual framework, Bass and Avolio's (1994) transformational leadership theory. In Chapter 2, I present a review of the literature on the use of instructional leadership practices to influence teacher leadership and culture.

Chapter 2: Literature Review

The problem I addressed in this study was that high school administrators have inconsistently implemented instructional leadership practices to influence teacher leadership and culture. The purpose of this study was to explore high school administrators' perceptions of the implementation of instructional leadership practices to influence teacher leadership and culture. An examination of the development of instructional leadership practices based upon Bass and Avolio's (1994) transformational leadership model. As high school administrators' responsibilities for school improvement grow, it is important to review the literature regarding the roles, challenges, and leadership practices designed to influence teacher leadership and culture in schools. Communication, professional development, and district level support needed to execute instructional leadership practices to influence teacher leadership and culture vary depending on the individual needs of the school (Hou et al., 2019). This literature review focused on the perceptions of high school administrators regarding instructional leadership practices to influence teacher leadership and culture.

Even though high school administrators have a variety of duties and responsibilities, including the implementation of instructional leadership practices to drive change, many school leaders are consumed with the daily operations (Hou et al., 2019). The purpose of this literature review was to present recent research findings on how instructional leadership practices influence teacher leadership and culture. As highlighted in the literature review, it was clear that high school administrators primary focus has transitioned from daily operations to instructional leadership practices. With

this change in perspective on the importance of high school administrators' position as

instructional leaders, as well as new research that supports the idea that instructional

leadership practices prioritize teaching and learning (Rodrigues & Ávila de Lima, 2021).

To influence teacher leadership and culture, high school administrators must embrace

their role as instructional leaders.

As a result, a literature review was conducted to assess the implementation of

instructional leadership practices to influence teacher leadership and culture. A thorough

search of the literature was conducted using keywords, such as, *distributed leadership,*

instructional leadership, leadership practices, school culture, school leadership, and

transformational leadership. The general topic was examined and assessed the problem's

evolution as well as the gap in practice.

With this study, the intention was to add to the existing literature on how the

implementation of instructional leadership practices influences teacher leadership and

culture. In addition, contributions to the body of knowledge on how high school

administrators use instructional leadership practices to foster teacher leadership and a

healthy culture. High school administrators have opportunities for leadership

development while building teacher leadership and culture (Rodrigues & Ávila de Lima,

2021).

Literature Search Strategy

The Walden University library was used to access databases for this research

study. Education Resources Information Center (ERIC), Education Research Complete,

Education: Sage with full-text, ProQuest Central, SocINDEX with Full-Text,

EBSCOhost, ProQuest Dissertations & Theses Global, Scholar Works, and Google Scholar were used among the research databases searched. The identified published articles, books, and recent dissertations using these sites and the online journal databases of publishers, such as, Wiley, Emerald, and Taylor and Francis. The key terms, used individually and in combination, included the following terms: *building capacity, distributed leadership, instructional leadership, leadership, leadership development, school administration, school climate, school culture, school environment, school leadership, teacher leaders, teacher leadership,* and *transformational leadership*. Using these terms, an examination of peer-reviewed articles and books relevant to this research study. The peer-reviewed journal articles were selected to ensure that all the literature gathered fit with the study rubric's parameters.

Using these terms, multiple Boolean searches were conducted. The search yielded seminal and current articles addressing the transformational leadership theory and keywords found in the research question. In addition, the selection of publications that dealt with leadership, school administration, teacher leadership, and school culture. The qualitative research study sought to locate additional literature addressing instructional leadership practices, such as, transformational leadership, distributed leadership, and teacher leadership by conducting numerous searches. The literature on leadership and commitment began in the second half of the 20th century. As a result, older literature was incorporated to improve the understanding of how this field of study emerged. The discussion of various theories related to this investigation was possible by obtaining preceding books and articles.

Conceptual Framework

The transformational leadership theory of Bass and Avolio was the conceptual framework for this basic qualitative research study. Four leadership factors were identified in the transformational leadership theory (Bass & Avolio, 1994).

- Idealized influence describes transformational leaders behaving in such a way that their followers see them as role models. Leaders are respected, appreciated, and trusted. Leaders are admired by their followers, who desire to be like them. The leader shares risks with his or her followers and was predictable rather than erratic.

- Inspirational motivation includes the leader's capacity to inspire and motivate individuals around them by offering significance and challenge to their work, while also encouraging a collaborative work environment.

- Intellectual stimulation requires individual efforts to be innovative and creativity must be stimulated by transformational leaders while challenging assumptions, redefining challenges, and addressing old problems in different ways.

- Individualized consideration necessarily involves a coach or mentor's attention to the individual's demands for achievement and growth. Individuals are nurtured to their maximum potential. This was achieved through fostering a positive environment.

According to Bass and Avolio (1994), transformational leaders emanate a sense of purpose and work collaboratively with their followers towards a common goal. Among

the numerous leadership models, transformational leadership was viewed as one of the most enduring (Leithwood & Jantzi, 2006). In the 1990s, transformational leadership theory began to contribute to education while increasing in the business research literature (Kwan, 2019).

The transformational leadership theory provided by Bass and Avolio (1994) was a seminal theory in the development of transformational leadership techniques in the workplace. Transformational leaders believed that their followers were driven by their desire to succeed, thus they try to persuade them to embrace and internalize the organization's goals, encouraging them to take on more responsibilities (Kwan, 2019). According to de Jong et al. (2023), transformational leadership was suited for school settings because it focused on preparing employees to learn new things, established new meaningful ways of thinking, and assisted leaders in breaking current norms and establishing new norms which transforms school culture.

Transformational leaders guide, mentor, and continuously strive to inspire the personal growth and development of their followers. Leaders using transformational leadership practices improve their followers' understanding and relevance of organizational objectives (Tan et al., 2020). Transformational leaders work extensively to communicate the organization's vision to its personnel. According to de Jong et al. (2023), this approach increases the possibility that employees will develop the same understanding of professional quality as their leader and enhance their efforts to achieve it. According to these findings, transformational leaders were associated to higher levels of professional excellence (de Jong et al., 2023).

Idealized Influence

Transformational leaders embrace change and have a defined vision and objective (Nanthakumar et al., 2021). As role models, they are respected, admired, and looked up to by their followers (Nanthakumar et al., 2021). Objective attainment becomes simpler in transformational leadership because the leader guides and explains the achievement and serves as an example. This type of leader has high expectations of their followers' ability to attain district and school goals. A transformational leader behaves in a fashion that influences the organization's principles, ethical values, employee performance, and serves as an excellent role model for team members (Nanthakumar et al., 2021). The "idealized" component has to do with role-modeling after particular characteristics and traits of other individuals or groups (Bass & Avolio, 1994). Job performance can be significantly and favorably influenced by a leader's idealized influence on subordinates (Bass & Avolio, 1994). In the framework of the transformational leadership theory, leaders use to develop their persuasive reputation with peers and colleagues, there are several behaviors that are consistent, such as demonstrating sincere concern for others, serving as an example of good organizational citizenship, and supporting their peers (Nanthakumar et al., 2021). When combined, these actions have a positive influence on other people.

Inspirational Motivation

The actions of transformational leaders inspire and motivate their subordinates (Nanthakumar et al., 2021). They are capable of confronting obstacles with limited support. A transformational leader is an excellent persuader who can persuade his or her

subordinates to fully commit to the organization's goals and mission (Nanthakumar et al., 2021). In the context of education, the role of school leaders is to provide moral support in the maintenance and improvement required for the school's goal and achievement (Nanthakumar et al., 2021). Inspirational motivation can be attained by providing staff and students with incentives. Some of the benefits of providing staff and students with incentives included better attendance, teacher retention, improved motivation, and increased productivity in schools (Acton, 2021).

Intellectual Stimulation

The degree to which transformational leaders pose challenging issues, take potential risks, and generate ideas from their followers is commonly referred to as intellectual stimulation (Acton, 2021). Transformational leaders frequently employ new dimensions and inventive problem-solving strategies. Transformational leaders inspire their followers' problem-solving ingenuity. Their followers are encouraged to face hardships to find the best answer to any situation. By demonstrating support for staff and students through difficult times and turbulent conditions, the school leader can assist them in prioritizing work schedules and focusing to enhance their skills while fostering a positive work environment (Acton, 2021). Through inspiration, innovation, and creativity, transformational leaders identify their followers. The school leader then operates together with the followers to encourage experimentation and the development of creative solutions to organizational problems. In order for followers to become more autonomous, the leader encourages them to reason things out for themselves and to think more independently.

Individualized Consideration

Transformational leaders focus on the followers' needs and capacities (Nanthakumar et al., 2021). In the component of individualized consideration, the leader upholds the followers in the highest regard. A leader's responsibility is to ensure that a favorable environment is created amongst their subordinates by providing ongoing assistance and encouragement. Leaders create an optimal working environment because they are accountable for the outcome (Nanthakumar et al., 2021). Leaders can provide one-on-one coaching to staff members, assign challenging tasks to teacher leaders, and maintain an extensive line of communication with subordinates (Day et al., 2020).

Transformational leadership theory is important in conceptualizing optimal school leadership since it focuses on motivating and developing followers to be innovative problem solvers (Mannie, 2022). Exploring various leadership behaviors and practices that will assist educational leaders to effectively manage and lead schools was both practical as well as essential (Mannie, 2022). In this study, I used transformational leadership theory to gain understanding regarding how instructional leadership practices are used to influence teacher leaders and culture from the perspective of high school administrators.

Literature Review Related to Key Concepts and Variable

The Role of Administrators

Administrators have several roles and responsibilities to fulfill in order for a school to operate effectively. Administrative roles and responsibilities have been identified as having an indirect influence on school effectiveness and student outcomes

(Huang et al., 2018). These responsibilities include (a) articulating vision and setting

goals, (b) coordinating teaching and curriculum, (c) participating in professional

development as a leader and learner, (d) observing and initiating collegial discussions

with teachers, (e) monitoring students' learning progress, (f) establishing a safe and

orderly environment at school through clear rules for students, (g) developing a culture of

trust, and (h) providing resources and strategies to maximize instructional practices

(Huang et al., 2018, pp. 305- 06). Huang et al. (2018) investigated the amount of time

administrators spent on various leadership roles such as administration, instruction,

professional development, and relationship building. Administrators have frequently said

that instructional leadership was an important area of concentration, but they are unable

to devote a significant amount of time to it (Huang et al., 2018). Nevertheless, many

administrators find it difficult to focus completely on instruction and are pulled between

their managerial and instructional leadership responsibilities (Huang et al., 2018).

Leadership Abilities and Characteristics

The investigation of the leadership characteristics of administrators revealed three

aspects of the administrator's leadership contributing to the school's success: positive

attributes, professionalism attributes, and solidarity attributes (Marasan et al., 2021). The

characteristics of a leader have a considerable influence on the leadership practices that

are implemented and how administrators effectively guide their schools. According to

Marasan et al. (2021), successful administrators are frequently associated with positive

characteristics. Marasan et al. stated that leadership was closely connected to character,

behavior, and characteristics of a leader, which may be explained by the features

presented in their physical and intellectual outlook. Administrators with strong

characteristics can potentially be effective leaders.

Administrators' leadership characteristics and abilities have an effect on school

performance as influenced by the school's culture (Tonich, 2021). According to the

research conducted by Tonich (2021), leadership practices used in the schools were

examined to see if a positive organizational culture had been established. Administrators

were described essentially as educators who have been tasked with leading a school and

developing its organizational culture to improve school performance (Tonich, 2021).

Administrators' leadership characteristics and abilities influence not only school

performance but also school culture. School administrators must also demonstrate a

professional attitude to maximize the implementation of school leadership practices

(Indajang et al., 2020). Furthermore, the implementation of effective instructional

leadership practices can empower teachers to improve their work morale. The findings of

the study conducted by Indajang et al. (2020) revealed that administrators' leadership

practices influence teacher effectiveness by fostering a positive culture in schools.

Critical Thinking Skills

While Dursun et al. (2022) argued that effective school administrators needed

critical thinking skills to make judgments meaningfully. Dursun et al. listed 12 practices

that school leaders should employ in order to lead critically. These practices included

- Being aware of the situation's context and considering the consequences of

  decisions,

- Knowing the followers' strengths and weaknesses and directing or strengthening them properly,

- Before beginning the transformation, it was important to understand the process.

- Making decisions with purpose and keeping the organization's mission and values in mind,

- Take the time to comprehend the diversity of others' decisions, values, and points of view,

- Making decisions while remaining flexible and open-minded,

- Using others when they have arrived at their destination,

- Asking the right questions and listening attentively

- Acceptance, internalization, and application of constructive criticism

- Before attempting to correct assumptions, evaluate them.

- Encourage critical supporters,

- Conscientious of actions (p.529).

Leadership practices and school culture work together to improve school success. The findings revealed that administrators' leadership practices influenced teacher leadership and school culture. According to the study conducted by Dursun et al. (2022), teachers who worked in settings with a positive school culture were not subjected to burnout and saw themselves as essential members of the teaching staff. While, a negative school culture resulted in numerous issues. For example, high student absenteeism, frequent disciplinary issues, acts of vandalism, student turmoil, inadequate staff motivation, and a

higher level of low performing students were common signs of an unfavorable school environment (Dursun et al., 2022). Administrators who exhibited critical thinking and leadership practices were able to establish a learning environment where teachers and students were encouraged to think critically and flexibly, engage in scientific research and development, integrate, embrace others' differences, and maintain open communication (Dursun et al., 2022). In this context, it can be said that for administrators' leadership practices to be successful, the school culture needed to be changed and improved.

Training and Preparation for Administrators

Administrators are confronted with constant pressure to implement new educational innovations (Acton, 2021). Acton (2021) explored administrators' perceptions of their readiness to be effective change agents. The findings revealed that administrators received very little professional development on how to be change or transformational leaders. Instead, they gained professional knowledge as change agents through on-the-job training and networking with trusted peers. Although school leaders are responsible for implementing change, administrators believed that school reform would be more successful if they shared responsibilities with district and other teacher leaders (Acton, 2021). Insights from experienced administrators may assist, promote, and enhance the professional learning processes that equipped educational leaders with the skills needed to lead effective school improvement. Transformational leadership promotes a shared relationship that transforms both the leader and the follower and develops mutual support and enhances self-awareness to reach a desirable goal (Acton,

2021). The perspective that evolved for the study conducted by Acton (2021) was that administrators were still solely responsible for implementing change within schools. The administrators believed greater success in educational reform would be achieved if districts shared responsibility to successfully implemented change, which included providing administrators with professional growth and development opportunities. Additionally, it was deemed necessary for superintendents to be more involved in the process regarding education reform alongside the administrators.

Cultivating Awareness and Resilience in Education (CARE)

The need for administrators to receive professional development through social-emotional competency initiatives was addressed by Mahfouz (2018). Mahfouz (2018) studied how 13 school administrators' leadership and well-being were affected by Cultivating Awareness and Resilience in Education (CARE), a mindfulness-based professional development program. Mahfouz (2018) discovered that implementing the CARE program enhanced leadership abilities such as self-reflection, relationship building, and self-care attendance. Increased self-awareness, self-management, and self-compassion were all linked to these abilities. Mahfouz (2018) also stated that the administrators' capacity to detect increases in their emotional reactions allowed them to better comprehend their leadership roles in establishing their school's culture. Because of the CARE program, the administrators were able to find a healthy balance between their emotional skills, mindfulness and stress reduction practices, and compassion. This program assisted the administrators in becoming more aware of themselves and how they implemented leadership practices to influence teachers and students. The CARE program

provided the administrators with strategies, such as awareness checks, centering, self-compassion, and emotion checking (Mahfouz, 2018). These techniques produced awareness, well-being, and improved relationships within the schools. These results implied that the administrators embraced and effectively implemented leadership practices they believed worked best for them.

Transformative Learning

Administrators might effectively become the transformative leaders that schools demand through well-designed postgraduate training (Christie et al., 2019). The research conducted by Christie et al. assessed leadership learning needs and implementation of innovations in their learning and discovered transformative learning led to their leadership development. Transformative learning had a considerable influence on the development of transformational leaders. This occurred when perplexing dilemmas and paradigmatic assumptions are challenged, opening minds to new possibilities. The resulting knowledge helped leaders to display transformative leadership characteristics, particularly the dimension of personalized consideration (Christie et al., 2019). Transformative learning programs best served the profession and, ultimately, the staff and students in schools worldwide when current and future leaders are prepared to become the transformational school leaders that governed bodies around the world desires.

School administrators encountered transformational learning in the context of leadership development and how this influenced their leadership practices and perspectives (Kim, 2018a). Transformative learning is essential for school leaders

because it leads to meaningful learning that changes their leadership practices

qualitatively. The analysis demonstrated that through these transformative learning

experiences, school administrators strengthened the foundations of their leadership

assumptions and practices by transforming and enlarging their perceptions of themselves

and others. Kim (2018a) proposed that principal leadership development education

included opportunities to investigate different aspects of learning, how relationships and

school environments influenced leadership decision making, and how administrators

perceived themselves as leaders.

Instructional Leadership

When leadership practices are not consistently executed, a dysfunctional

environment develops bringing harm to the organization and its members (Sam, 2020).

Sam (2020) described these types of leadership practices as unethical and advised

administrators to engage in reflective practices in which they assessed their own

leadership methods. Without administrators taking the time to review their own

leadership practices, the school's culture will suffer.

Administrators as instructional leaders who can assist students in learning more

effectively was emphasized by Fullan (2002). Fullan (2002) discovered that increasing

school capacity was an important factor in influencing instructional quality. This

demanded administrators to focus their leadership practices on the development of

teachers' knowledge and skills, as well as professional collaborative teams. Fullan (2002)

also identified leadership domains including teamwork and advancement, drive and

confidence, vision and accountability, influencing strategies and diplomacy, and thinking

processes. Rather than focusing solely on higher learning standards, Fullan (2002) defined effective leaders as individuals who have a greater and longer lasting influence because of the successful implementation of comprehensive leadership practices. Such leaders are aware of their own emotional makeup, are sensitive and inspiring to others, and can deal with day-to-day problems while working on more fundamental organizational culture changes.

Dimensions of Instructional Management

Three dimensions of instructional management and ten functions of instructional leadership were proposed by Şenol and Lesinger (2018). The instructional leadership practices are as follows:

Dimension 1: School mission was defined:

a. School goals are framed clearly.

b. School goals are communicated clearly.

Dimension 2: Instructional program was managed:

a. Instruction was supervised and evaluated.

b. Curriculum was coordinated.

c. Student progress was monitored.

Dimension 3: Positive school culture was created.

a. Instructional time was protected.

b. Professional development was promoted.

c. High visibility was maintained.

d. Incentives for teachers are provided.

e. Incentives for learning are provided (pp. 4-5).

Dimension 1 suggests that academic goals for schools should be clear, discussed, and reviewed on a regular basis with staff. Dimension 2 necessitates that administrators have extensive knowledge of the school's instructional programs, a commitment to school improvement, and expertise in teaching and learning for school leaders to coordinate and control academic programs within the school. Dimension 3 proposes that an academic press can be established if high standards and expectations are established, as well as a culture of continuous learning and improvement. Based on these dimensions, the authors define instructional leaders as assertive, strong disciplinarians, persuasive, good communicators, good role models, and focused on establishing school culture. School culture was a phenomenon created by students, teachers, administrators, parents, and other members of the school staff. The culture of a school was developed and implemented by school administrators. School culture and trust are constructed through instructional leadership practices such as distributed leadership.

Functions of Instructional Leadership

Effective instructional leadership patterns for high school administrators were identified by Rahayu et al. (2022). Rahayu et al. (2022) studied and discussed effective instructional leadership practices in reference schools to identify best practices that were implemented in other schools. By involving and giving greater autonomy to the staff, Rahayu et al. (2022) discovered that principals executed instructional leadership by establishing the vision, instructional program, instructional supervision, instructional evaluation, and indirectly through the development of a conducive culture and climate.

Administrators that are utilizing instructional leadership practices guided teachers and provided support with instructional initiatives and strategies to be used in the school. According to Ibeawuchi et al. (2021), teachers were more inclined to implement their administrators' recommendations when administrators were knowledgeable about curriculum and instruction. Because they are not confined to the walls of their individual classrooms, this type of trust allowed teachers to evaluate the significance of the academic focus (Ibeawuchi et al., 2021). Administrators that supported teachers and encouraged family and community support may have a greater influence on stakeholders (Ibeawuchi et al., 2021).

The concepts and practices of instructional leadership across cultures were evaluated by Hallinger and Leithwood (1998). According to their research, an individual's cultural lens influenced their views on instructional leadership. The institutional and community context within which the school was situated shaped culture by defining dominant perceptions and behavioral norms. The opinions of individual leaders were influenced as well as the nature of interactions with others in the school and community. These values and expectations provided a context for instructional leadership. For instance, it shaped not only what leaders and followers perceived as desired outcomes for schools in society, but also leadership theories. The nature of interactions between leaders and followers also influenced culture.

The effectiveness of instructional leadership strategies in Oyo State high schools was investigated (Amzat et al., 2022). According to Amzat et al. (2022), the responsibility of administrators as instructional leaders included supervision of instruction through regular

monitoring and teacher in-service education. Instructional supervision entailed taking

steps to mentor and monitor subordinates or teachers, as well as creating a friendly and

favorable environment for improving the educational process. School administrators had

difficulties managing their time in schools for good planning, prioritizing tasks,

responding to crises on a consistent basis, lacking time to carry out activities necessary

for professional standards development, and being stressed because tasks were not

completed on time (Amzat et al., 2022). The study discovered an issue with high school

administrators successfully applying instructional leadership practices because of these

challenges.

Transformational Leadership

Transformational leadership is an essential leadership style for school

administrators considering reform since transformational leaders excel at change

management (Shava, 2021). This leadership style has been linked to favorable results

such as improved school culture and teacher-staff relations. Transformational leadership

was also characterized as the capacity to restructure, generate a shared vision, and

distribute leadership while creating a school culture that fosters successful academic

reform. Individualized support, shared goals and vision, culture building through

intellectual stimulation, and modeling high expectations are all components of the

transformational leadership model. This model does not presume that administrators will

provide all of the leadership necessary to establish these conditions; rather, leadership

responsibilities will be shared by administrators and teachers.

Traits of Transformational Leadership

An evaluation of the predictive level of leadership styles of school administrators and how they applied leadership practices was examined by Ozgenel and Karsantik (2020). Leadership theories are classified into three types: trait, behavioral, and situational. Trait theories, according to the authors, are solely based on the personal traits of leaders, but behavioral theories believe that a leader's behaviors and individuals may be trained to become leaders. Although personal characteristics and behaviors are crucial in defining good leaders, they did not constitute leadership qualities. As a result, Ozgenel and Karsantik (2020) examined the theory of transformational leadership. Transformational leaders are proactive in that they raised the awareness of their followers and assisted them in achieving outstanding goals while utilizing one or more of the components. All transformational leadership styles emphasized emotions and values and share the fundamental benefit of supporting capacity development and increased levels of personal commitment to organizational goals on the part of leaders' colleagues (Leithwood & Jantzi, 2006). According to their findings, transformational leadership approaches used in conjunction with distributed leadership influenced teacher leadership and culture.

Transformational Leadership Approaches

The use of transformational leadership approaches by administrators to develop the next generation of teacher leaders was examined by Szeto (2020). The authors examine how administrators develop leadership potential and prepare individuals for leadership responsibilities at their different school sites. There are a number of factors

that aid or impede the execution of administrators' leadership practices. According to the findings, administrators cultivate leadership potential through offering authentic administrative opportunities for teachers pursuing administrator credentials. The selected teacher leaders view the administrators' methods for developing leadership capacity favorably. School and district processes and structures encourage the development of leadership potential, whereas psychological issues hamper teachers' development. Their research highlights the need for administrators to prepare teacher leaders for administrator succession by building leadership capability in their school settings.

Transformational Leadership and Teacher Efficacy

The exploration of the relationship between transformational leadership strategies and teacher efficacy was conducted by Cansoy (2018). Cansoy (2018) determined that administrators' behaviors promoted a sense of shared participation, leadership, and flexibility, which aided teachers and resulted in improved levels of efficacy. Understanding the significance of consistent implementation of transformational leadership practices in schools helped administrators promote teacher leadership and establish a sustainable school culture.

Through the assessment of the significant effects of instructional and distributed leadership on teacher job satisfaction and self-efficacy, a study was conducted to investigate the indirect effects of a supportive school culture and teacher collaboration through mediation (Liu et al., 2020). The findings implied that distributed leadership and instructional leadership were both favorably and directly related to teacher job satisfaction and self-efficacy. Liu et al. (2020) demonstrated that distributed leadership

was positively and indirectly associated with both teacher job satisfaction and self-efficacy whereas instructional leadership affected a supportive school culture and teacher collaboration.

Distributive Leadership

Distributive leadership was defined as "the collective interactions between leaders, followers, and their situation" (Spillane, 2006, p. 4). The leadership situation was more than merely the context in which leadership practices take place; it was the defining feature of leadership practice. Spillane (2006) recognized three critical components of distributive leadership:

- The central and anchoring concern was leadership practice.

- Leadership practice emerged through interactions between leaders, followers, and their environment; each factor was necessary for effective leadership.

- The situation defined leadership practice while also being characterized by it.

The appointment of teachers as leaders was a valuable component of schools where teacher leaders were commissioned to share knowledge gathered through relevant professional development opportunities that may have a positive influence on instructional practices (Ibeawuchi et al., 2021). Diversification of knowledge was determined to be achievable through the use of teacher leaders who became specialists on numerous disciplines and then shared that expertise with the faculty. Professional development opportunities may be prohibitively expensive for significant numbers of faculty to attend. If a small group of teacher leaders are capable of learning new

information and communicating it to colleagues, the entire organization prospered

(Ibeawuchi et al., 2021).

Administrators' Perceptions of Distributive Leadership

An investigation of administrators' perceptions and how they use distributed

leadership to support teachers' capacity and educational change (Amels et al., 2020). The

authors, Amels et al. (2020), discovered disparities in how school administrators assigned

leadership roles. The findings revealed that several aspects of teachers' capacity to

change, such as collaborative work, collegial support, knowledge sharing, self-efficacy,

and internalization of school goals, are more prevalent in schools where school

administrators distributed leadership among teachers than in schools where this

leadership practice was not implemented.

Teacher Growth and Development Through Distributed Leadership

The mediated-effects model of distributed leadership and teacher professional

development was examined by Bektaş et al. (2020). Teachers trusted in school

administrators and teacher work motivation, according to the model, operated as

mediators of distributed leadership influencing the professional development of teachers.

This study demonstrated that distributed leadership had a beneficial influence on teacher

growth and advancement. Teachers were more confident in school administrators and

their enthusiasm to work moderated the influences of distributed leadership on other

teacher's professional growth and development (Bektaş et al., 2020).

Teacher Collaboration

This study was conducted by Schaik et al. (2020) in order to create a typology of

how school leaders support collaborative teacher development through distributed leadership. By investigating both learning-centered leadership and distributed leadership practices that foster collaborative teacher learning, Schaik et al. (2020) used an integrated approach to leadership. The authors desired to know how much learning-centered leadership and distributed leadership strategies were used by school leaders in schools. The study revealed how school leaders supported collaborative teacher learning. (a) integrators of teacher learning, (b) facilitators of teacher learning, (c) managers of teacher learning, and (d) managers of daily school practice were identified as the four classifications of school leaders.

Teacher Preparation for Distributed Leadership

Identifying the relationship between teachers' preparedness for leadership and school culture when it came to distributed leadership was investigated by Oppi et al. (2022). According to the findings, teachers in schools where distributed leadership practices were implemented consistently evaluated their readiness for leadership as higher. Teachers in schools with a higher-than-average level of creativity and change-oriented school culture viewed themselves as more prepared for leadership (Oppi et al., 2022). The results of this study provided detailed evidence of the factors that must be in place to support teachers' preparation for leadership. Teachers may be reluctant to assume the role of teacher leader for a number of reasons, including the lack of time, strained relationships with administration or peers, environmental and structural factors, and personal characteristics (Oppi et al., 2022). The school administrator, however, functions as one of the most significant roles in determining how prepared teachers are for

leadership. Teachers' leadership can be facilitated or inhibited by the conditions created by school administrators. One of the most significant facilitators of teacher leadership is considered to be school leaders who engage teachers in decision making, allowing them to take on more responsibilities regarding school development, and creating suitable conditions for teacher collaboration (Oppi et al., 2022). Distributed leadership is the practice of distributing the leadership functions to various individuals acting as leaders with formal or informal leadership positions.

Teacher Leadership

Effective co-performance of leadership, according to Berg (2018), required all teachers and administrators to be on the same page about the vision they are attempting to create their knowledge of the complementary responsibilities each will play to achieve that goal, and the trust required to make it work. Teacher leadership holds enormous promise for increasing teaching quality. However, for effective co-performance of leadership among teacher leaders and administrators, they must learn to lead in sync.

Berg (2018) provided strategies and tools for district leaders, principals, assistant principals, academic coaches, and other teacher leaders to follow. Berg (2018) suggested that district and all school leaders work together to:

- Determine the many strengths of teachers as prospective assets for accomplishing the common purpose.
- Acknowledge the ways in which the majority of teachers are already leading.
- Support leadership cooperation by collaborating efficiently and effectively.
- Cultivate the trust necessary to learn to lead together.

The strategies recommended by Berg (2018) supported the implementation of instructional leadership practices to influence teacher leadership and culture.

Administrators are also viewed as the essential contributors in promoting teacher leadership development and school culture (Liebowitz & Porter, 2019). As a result, school administrators played a critical role in establishing a healthy learning environment for both teachers and students. Recent policy and development changes in education have resulted in increased accountability and expectations for administrators to enhance school culture, instructional practices, and student outcomes (Liebowitz & Porter, 2019). Administrative behaviors that primarily focused on the implementation of the school's teaching practices and plans was instructional leadership (Liebowitz & Porter, 2019). This included assisting teachers with their instructional practices through teacher evaluation, observation, and feedback, as well as providing professional development for teachers (Liebowitz & Porter, 2019). Instructional management also encompassed any actions associated with the design or development of educational programs, such as formulating and implementing a schoolwide vision (Liebowitz & Porter, 2019).

Much remains unknown about the factors that influenced teacher leadership, as well as the influence it has on teaching and learning, according to Kılınç et al. (2021). As a result, school leadership has begun to focus on the leadership practices of school administrators while generally overlooking teachers' leadership potential. According to the findings of Kılınç et al. (2021), teacher leadership had an influence on teacher instructional practices by increasing teachers' confidence in their abilities to manage

challenges and improve student learning. Furthermore, teacher trust provided intangible support for teachers who desire to pursue leadership opportunities (Kılınç et al., 2021).

Fostering Teacher Leadership

The effects of principals' learning-centered leadership on fostering teacher leadership and the role of teacher agency were investigated by Bellibaş et al. (2020). The findings explained that principals' learning-centered leadership influenced teacher leadership and teacher agency. Bellibaş et al. (2020) also emphasized the importance of teacher agencies in the relationship between principals' learning-centered leadership and teacher leadership. As a result, administrators' leadership practices with a focus on teaching and learning were critical for enhancing a school culture that encouraged teachers' participation in decision making and enthusiasm about taking on leadership roles and responsibilities.

An exploration by Caena (2021) was conducted to determine how schools may support and retain new teachers by utilizing teachers and distributed leadership practices. Teacher leadership played a significant role in assisting teachers to remain motivated throughout their professions, develop as teachers, and apply their knowledge in the best interests of students. When distributed through the means of teacher leadership, leadership encompassed a variety of elements and techniques that encouraged, inspired, and influenced teachers, peers, school leaders, mentors, researchers, experts, and/or coordinators within and outside of schools. According to Caena (2021), by using these leadership practices, schools sustained a positive culture while increasing teacher-administrator collaboration and opportunities for teacher leadership.

Obstacles of Teacher Leadership

Despite their significant contributions to schools, teacher leaders experienced obstacles and are frequently undervalued and underutilized, according to Acton (2022). Teacher leaders have a responsibility to assist in promoting whole-school sustainability initiatives. When it comes to taking on a school-wide leadership role, Acton (2022) identified factors that assisted or hindered teacher leaders. These factors included school culture, school structures, and administrators' roles.

Positive relationships are required for a collaborative school culture that allows teacher leadership to flourish, as a teacher leader's success can greatly influence the cooperation of their colleagues (Acton, 2022). Teacher leadership can be difficult without a supportive school culture, as teacher leaders may face outright opposition from fellow teachers due to the refined power inequalities that exist in schools.

School structures were also identified as being important to support teacher leadership. Structures must be optimized to prioritize the development of teacher leaders over the development of efficient organizations (Acton, 2022). Despite evidence that these structures supported teacher leadership, many schools are not optimally structured to support common planning or spaces for teachers to meet and share.

Administrators also have a role in teacher leadership in their schools (Acton, 2022). According to Acton (2022), administrators are ultimately responsible for facilitating teachers' involvement, encouraging training, creating a positive working environment, and shaping the nature of their contributions. The administrator's

distributed leadership practice was growing momentum as the preferred leadership practice to support teacher leadership.

Three-Level Structural Equation Model

A Three-Level Structural Equation Model was used to investigate multidimensional associations of teacher leadership. The authors, Liu and Watson (2020) discovered that teachers report shared decision making was significantly and positively related to all performance factors. Using distributed leadership operational variables, this study revealed that administrators' leadership practices included instructional supervision and teacher development, along with teacher leadership opportunities in the development of teacher leaders, are often associated with improvements in teacher collaboration and attitudes.

Teacher Leadership in High Schools

Research was conducted by Berestova et al. (2020) to assess the level of leadership in schools. According to the findings of Berestova et al. (2020), leadership practices differed depending on the school's level. Berestova et al. (2020) recognized the concerns with administrators' possessing a lack of knowledge and understanding of the relevance of teacher leadership. As a result of this teacher leadership practices are not fully implemented in schools. Berestova et al. (2020) suggested that administrators receive professional development on the relevance of teacher leadership in the educational process. Their research proposed that school administrators study teacher leadership principles in efforts to support teachers' development of the necessary leadership qualities (Berestova et al., 2020). Teacher leadership initiatives can help

educators strengthen their professional abilities while also fostering leadership development (Berestova et al., 2020).

Teacher Perceptions of Teacher Leadership

In order to fully understand the importance of teacher leadership in schools, Rhodes (2022) conducted a case study on teachers' perceptions of teacher leadership. Rhodes (2022) explored the duties, responsibilities, tasks of teacher leaders, and facilitators and inhibitors of teacher leadership. According to Rhodes (2022), teacher leadership was commonly defined as teachers who had formal positions or were responsible for curriculum development as well as the development of other teachers. Facilitators of teacher leadership, according to Rhodes (2022), fostered a collaborative culture. Teacher leaders served as role models, expressing their vision, trusting and valuing teachers, supporting teachers to explore new initiatives, and maintaining regular and constructive communication (Rhodes, 2022).

Implementation of Instructional Leadership Practices

Specific components of the framework's five domains combined both instructional and transformational leadership approaches to reflect an "integrated leadership model" of leadership (Leithwood, 2021). Setting directions, establishing relationships and developing people, constructing the organization to support desired practices, refining the instructional program, and ensuring accountability are the five domains of leadership practices (Leithwood, 2021). Administrators constructed the organization to accommodate these desired practices in order to adopt these leadership practices. Building a collaborative culture and distributing leadership assisted with this.

Building a collaborative culture and distributive leadership are major practices utilized by effective school leaders for increasing equity (Leithwood, 2021). Authentic collaboration and leadership distribution was dependent on school leaders' strong ideas about the benefits of collaboration and leadership distribution, as well as open communication with staff, students, and parents (Leithwood, 2021). School leaders created a desirable consensus around certain principles, including teamwork, openness in decision making, and trust and respect for individual students (Leithwood, 2021). Distributed approaches to leadership are more likely to sustain such values when applied with instructional leadership practices.

Administrators' Influence

School leaders, which included principals, assistant principals, and teacher leaders were examined to determine how they used their influence on organizational members and various stakeholders toward the identification and achievement of the organization's vision and goals (Tan et al., 2020). The study conducted by Tan et al. (2020) desired to learn how school leaders established and promoted the school's vision for student learning, as well as how they aligned to the school's philosophy, and structured activities to attain this shared vision. School leaders directed school resources, established school capabilities, and engaged external stakeholders throughout the process (Tan et al., 2020). Given the influence of school administrators on teacher leadership and culture, many scholars have investigated how administrators implemented instructional leadership practices.

Different leadership models were used by school leaders, three of which have

garnered more intense scrutiny than others. Instructional leadership prioritized the improvement of teaching and learning; transformational leadership believed that charisma was more important than hierarchical position in motivating teachers and students to achieve school goals; and distributed leadership recognized that schools operated in complex environments and that all school members were empowered in decision making to improve the school (Tan et al., 2020). Even though all leadership practices were beneficial to the influence of teacher leadership and culture, the results showed that leadership practices that established teacher capacity through empowerment, motivation, and provided professional development to teachers had greater influence. These findings suggested that school leaders work through and with teachers; therefore, it was critical to focus on people through addressing teachers' needs in terms of capacity building.

The influence of instructional leadership on high school students' academic progress was examined, as well as which specific instructional leadership characteristics possessed the most critical role (Hou et al., 2019). The findings showed that instructional leadership influenced the school's culture and improved teacher and student motivation. Managing instruction, establishing the school's vision and goals, and fostering teacher development were shown to have the most influence on creating a culture of learning (Hou et al., 2019).

Implementation of Distributed Leadership

The implementation of collective or distributed leadership strategies was examined in urban, suburban, and rural high schools. Eckert (2018) identified several

factors that contributed to differences in the implementation of these leadership strategies between high schools. Administrators support for teacher leadership, school environment, culture, and leader development experiences were among these factors. Professional development improved when administrators demonstrated support, relational trust, and perspectives regarding leadership practices were evident, according to Eckert (2018). Based on this study, effective leaders and teachers collaborated to accomplish a shared vision, teachers collaborate to encourage professional growth, and the school provides a safe and supportive environment for employees and students (Eckert, 2018).

Administrators are essential contributors in promoting teacher leadership development and school culture (Liebowitz & Porter, 2019). As a result, school administrators played a critical role in establishing a healthy learning environment for both teachers and students. Recent policy and development changes in education have resulted in increased accountability and expectations for administrators to enhance school culture, instructional practices, and student outcomes (Liebowitz & Porter, 2019). Administrative behaviors that primarily focused on the implementation of the school's teaching practices and plans was instructional leadership. This included assisting teachers with their instructional practices through teacher evaluation, observation, and feedback, as well as providing professional development for teachers. Instructional management also encompassed any actions associated with the design or development of educational programs, such as formulating and implementing a schoolwide vision.

Implementation of Teacher Leadership and Professional Growth

Ding and Thien (2022) examined teacher leadership and the antecedents of learning-centered leadership, as well as the influence on teacher professional growth. Administrators that used learning-centered leadership practices had a favorable and significant influence on teacher leadership in schools (Ding & Thien, 2022). Schools utilizing teacher leadership demonstrated that there was an influence on teachers' professional growth and development. Ding and Thien (2022) presented recommendations for school administrators regarding the implementation of leadership practices that improved teacher professional development through teacher leadership.

The implementation of administrative leadership practices on teaching practices was explored to identify the effects of instructional and distributed leadership strategies on teachers' instructional quality, with teacher collaboration acting as potential factor (Bellibaş et al., 2021). The findings presented that both instructional and distributed leadership practices had an influence on classroom teaching practices and teacher collaboration when used individually but had a greater influence when used together. As a result, these leadership practices encouraged teacher leadership and promoted a positive school culture by providing mutual accountability and involving teachers in the decision making processes.

School Culture

According to Nehez and Blossing (2022), a school's culture was identified as a critical factor in school improvement. Leadership practices and school culture were found to have a significant influence on the outcomes of school administrators' efforts for

school improvement (Nehez & Blossing, 2022). Interactions between leaders and staff focused on visions, goals, and shared ideas of ideal behaviors transformed school culture, as leaders established an infrastructure that promoted change. Administrators who were knowledgeable and skilled were required to transform a toxic culture into a positive one (Nehez & Blossing, 2022). Transformational leadership behaviors, such as shared leadership, assisted school administrators in the development of school culture (Nehez & Blossing, 2022).

Impact of School Culture

The influence of culture on school leadership and teacher learning was an investigation conducted by Shengnan and Hallinger (2020). Shengnan and Hallinger (2020) emphasized leadership perceptions differed across cultures. Power distance may be a significant variable across cultures, and teachers in high power-distance contexts may be more deferential to their leaders. They investigated this issue and discovered that teachers' power distance orientation moderated the effects of administrator' leadership on professional learning. Finally, administrators typically played a top-down, directive role, managing to keep a social distance from their teachers (Shengnan & Hallinger, 2020).

School leaders, administrators, teachers, and parents were identified as key stakeholders to transforming a toxic culture into a positive one (Peterson & Deal, 1998). School culture was determined by the norms, values, beliefs, traditions, and rituals that emerged over time as people collaborated, solved problems, and experienced challenges. Peterson and Deal (1998) identified characteristics of an established culture in schools. These characteristics included: a shared sense of purpose, underlying norms of

collegiality, improvement, hard work, student rituals and traditions that celebrated

student accomplishments, teacher innovation, and parental commitment (Peterson &

Deal, 1998). The school's culture was highlighted as the crucial aspect that tied

everything together and distinguished itself under the principal's leadership and direction

Peterson & Deal, 1998). All school initiatives struggled when a supportive culture failed

to exist (Peterson & Deal, 1998).

Elements of School Culture

Lee and Louis (2019) investigated the key elements of a positive school culture.

Lee and Louis (2019) discovered that establishing a culture in schools required a

collaborative environment as well as team leadership. A strong school culture developed

in an environment that fostered student support, trust and respect, positivity, collaborative

teams, sharing of responsibilities, reflective discussions, deprivation-based practice, and

organizational effectiveness (Lee & Louis, 2019). Schools that possessed these key

elements had a stronger school culture.

A unified school culture promoted by change-oriented leaders' values and builds

schooling around the culture rather than attempting to change it (Sarid, 2020). With their

curricula and policies, school administrators fostered a culture that considered all

cultures. This type of school environment provided a safe environment for students to be

themselves and allowed them to focus on learning in a culturally safe environment. The

environment was created by employing transformational leadership practices. Schools

that implemented transformational leadership desired to counter discriminatory attitudes

and practices by transforming school culture created learning contextual factors or

communities in which social, political, and cultural capital were enhanced to provide equity of opportunities for students as they take their place as contributing members of society (Sarid, 2020).

Implementation of Leadership Practices to Influence Culture

The implementation of leadership practices had a significant influence on a school's culture, priorities, and staff (Nadelson et al., 2019). School administrators had the ability to either encourage or repress a culture by ensuring equitable education for all students. Administrators that supported equitable education fostered an equitable culture through instructional leadership, collaboration, advocacy, transformation facilitation, and participation in evidence-based practice (Nadelson et al., 2019). Administrators that had an education equality perspective were believed to be effective in supporting educational equity. An education equity mindset necessitated administrators to embrace a leadership style that encouraged action while also increasing opportunities for all staff and students to reach their full potential (Nadelson et al., 2019).

Evidence suggested that when multiple perspectives and equity-based leadership approaches were emphasized, school leaders transformed and improved instructional experiences and achievement (Nadelson et al., 2019). For a greater number of culturally and linguistically diverse learners, administrators implemented instructional leadership practices such as transformational leadership to influence teacher leadership and culture (Nadelson et al., 2019). Transformational leadership approaches emphasized the equal treatment of all members of the school and community, the respect for people as individuals, and the provision of an ideal opportunity for everyone to grow and develop

to their highest potential (Nadelson et al., 2019). Administrators that were viewed as transformational leaders took on an enormous responsibility for accelerating change and remained committed to supporting the change even when faced with obstacles or challenges (Nadelson et al., 2019).

Effective leadership practices were also viewed as critical for the success of any organization, according to Al Shebli and Alhosani (2022). Al Shebli and Alhosani (2022) emphasized the role school leadership practices played in shaping the culture. Essentially, district and school leaders needed to understand which leadership practices were used in the context of the school to support administrators in the development of a strong and positive culture (Al Shebli & Alhosani, 2022). Each school had its own culture that directed and guided students and faculty. Culture was regarded as an organization's most stable and dominant elements (Al Shebli & Alhosani, 2022). Because of these rapid changes in the educational system, schools were under a great deal of pressure to implement policies and leadership practices that caused school culture to improve. Decision making was one of the most important tasks on schools and organizations at all levels (Al Shebli & Alhosani, 2022). Many decisions were made to maintain safety or to achieve the desired goals and objectives of the local district and schools.

Creating a shared culture in education institutions, particularly in schools, was dependent first on the presence and cohesiveness of an interacting group of persons (Turan & Bektaş, 2013). Individual goals were more likely to become common goals in schools with a strong, collaborative culture. A unified culture among all school stakeholders facilitated the achievement of both short- and long-term goals. In this

setting, the school administrator's leadership role was critical in ensuring that staff identified with the school's culture (Turan & Bektaş, 2013).

Good leaders altered organizations, whereas great leaders had the ability to change people. Changing people produced a favorable culture in terms of organizational development and growth, particularly in schools (Turan & Bektaş, 2013). When administrators were aware of teachers' professional and personal needs, they demonstrated to them that they cared by connecting with them. This assisted them in developing meaningful relationships with the school's stakeholders to foster a positive culture that was consistent with the shared vision (Turan & Bektaş, 2013).

The connections between leadership and culture are more apparent, as culture had a strong influence on leadership enactment (Bush, 2021). Individual values, beliefs, and norms within organizations influenced the culture, and the individual perceptions eventually formed into shared organizational meanings (Bush, 2021). Culture was viewed differently on a number of levels, resulting in the existence of broad societal norms that served as the foundation for institutional leadership. These norms differed across countries, and leadership was implemented differently depending on these cultural norms.

Administrators were found to influence student learning by encouraging teacher leadership and culture, according to Allensworth and Hart (2018). This was accomplished through creating a secure and nurturing environment for students with high, consistent, and clear expectations, as well as by supporting teacher leadership (Allensworth & Hart, 2018). Administrators in schools with the highest learning potential promoted a strong culture by empowering and coordinating the work of teachers and school administrators

around shared goals (Allensworth & Hart, 2018). Making improvements to the school's culture positioned all educators and learners up for success (Allensworth & Hart, 2018).

Summary and Conclusions

The review of literature focused on two primary topics: instructional leadership practices, such as, transformational leadership; distributed leadership; and teacher leadership as well as leadership behaviors that influence teacher leadership and culture. The role of administrators, instructional leaders, transformational leadership, teacher leadership, and distributed leadership were all subtopics of instructional leadership. The administrators' responsibilities were comprised of information on the position's growing demands. These responsibilities included establishing the building's culture, school improvement, and instructional leadership practices to enhance teacher growth and development.

Administrators' instructional leadership practices were evaluated as an independent category, as well as its connection to transformational leadership, distributed leadership, and teacher leadership practices. The administrators' role expanded to include the coordination of multiple positions and resources to facilitate the growth of effective instructional leadership practices. Structures for these instructional leadership practices varied from school to school inside the shared aspect of the administrator's cautiously orchestrated leadership practices. To improve the understanding of administrators' perceptions of leadership practices influencing teacher leadership and school culture, an overview of the implementation of transformational leadership, distributed leadership, and teacher leadership practices were presented. This study will connect the

implementation of instructional leadership practices to teacher leadership development

and school culture.

The approach for this basic qualitative study will be outlined in Chapter 3. The

instrumentation, data collection procedures, data analysis, and how participants will be

invited will be described. There will also be a discussion of the study participants' rights

and anonymity.

Chapter 3: Research Method

The purpose of this basic qualitative study was to explore high school administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. The instructional leadership practices were examined through the lens of Bass and Avolio's (1994) transformational leadership framework. In conducting this basic qualitative research study, I addressed the gap in practice concerning the consistent implementation of instructional leadership practices to influence teacher leadership and culture (see Huber & Schneider, 2022).

School administrators are a critical component for effective operations, academic accomplishments, staff professional development, and the emotional and social growth of staff and students (Day et al., 2020). However, many administrators fail to possess the necessary level of expertise and capacity to create a successful learning environment, as indicated by the development of teacher leaders and a healthy school culture (Day et al., 2020). In this study, the perceptions of high school administrators regarding their implementation of leadership practices to influence teacher leadership and culture was investigated. Understanding these instructional leadership practices aided in the development of teacher leaders and a culture of learning (see Day et al., 2020). In addition, an examination of how administrators implemented leadership practices to effectively influence teacher leadership and culture.

The study's research methodology, as well as the justification for its use, is examined in this chapter. The research question, the population and environment, instrumentation, and structured interview protocols selected for data collection and

analysis are included in this study's description. I also include information on reliability and validity, methods used to ensure the ethical protection of all participants, a description of the researcher's role, and the approach I used to analyze the data results.

Research Design and Rationale

I incorporated learning about the key characteristics and behaviors of high school administrators used to implement leadership practices to influence teacher leadership and culture in this study. There was a need to learn about the instructional leadership practices implemented by high school administrators. I also investigated administrators' perspectives on how instructional leadership practices implemented were used to promote teacher leadership and culture. In this study, the following RQ was addressed:

RQ1: How do high school administrators implement instructional leadership practices to influence teacher leadership and school culture?

A basic qualitative study was the design I used for this study. Qualitative research designs can be correlational, surveyed, observational, or developmental, according to Walker (2020). The strength of qualitative research is to describe a case, process, or event in its natural context. In the field of education, qualitative research design is a frequent research approach (Walker, 2020). Qualitative research provides answers to questions that begin with the words "what" or "how" (Walker, 2020). The goal of this basic qualitative study was to determine the fundamental qualities of instructional leadership practices, as well as high school administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. This information had the potential to influence teacher leadership and culture by supporting

high school administrators in identifying and improving weaknesses in their implementation of instructional leadership practices.

A basic qualitative study approach was employed since it allowed me to use a small sample size in the natural setting to reflect what would otherwise be a vast population of high school administrators. Semistructured interviews with questions aligned to the RQ were used to collect data. Interviews with administrators with diverse backgrounds provided the data required to answer the RQ. The description of data, the establishment of categories, and the arrangement of data around topics, themes, or research questions served as a guide for data analysis in qualitative research (see Creswell & Creswell, 2022). I analyzed the data to find trends, themes, and patterns in the data.

My goal is to inform and guide stakeholders at the district and school levels about the establishment of practices and procedures that enabled high school administrators to consistently implement instructional leadership practices to influence teacher leadership and culture based on my study results. In this study I addressed the inconsistent implementation of instructional leadership practices of high school administrators, such as principals and assistant principals to influence teacher leadership and school culture. The data was gathered through semistructured interviews that discussed activities that participants believed support the implementation of instructional leadership practices of teacher leadership and culture. The findings gave insight on the participants' perceptions of their implementation of instructional leadership practices to influence teacher

leadership and culture. Interviews were used so that high school administrators' authentic perspectives could be conveyed through their daily leadership experiences.

Role of the Researcher

In research, there are established duties and responsibilities that must be adhered to ensure participants are not misled about the nature of the study (see Creswell & Creswell, 2022). My role as the researcher was to gather data that necessitates the early identification of personal values, assumptions, and biases (see Creswell & Creswell, 2022). I also had to be mindful of any relationships between myself and the participants or research sites that may have had an undue influence on data interpretation (see Creswell & Creswell, 2022). This could have potentially undermined my ability to reveal information and created concerns about an imbalance of power between myself and the participants (see Creswell & Creswell, 2022).

Prior to the study, each participant was spoken to individually to answer any questions or concerns that emerged during the interviews. I had a responsibility to conduct the study professionally, while respecting the educational setting's integrity and underlining the study's voluntary nature (see Creswell & Creswell, 2022). I have a professional relationship with some of the district's high school administrators, however, I have no personal relationships with any of the administrators who are employed at the schools participating in this research study. Furthermore, I had no influence over any individuals who lead traditional high schools to consent to this study. My administrator was not the source of any data I gathered. Additionally, the outcomes of this study did not result in any personal or professional gains. Participants were not

compensated for taking part in this research study. I had a responsibility to maintain professional relationships with each of the research participants.

I used a basic qualitative method for my study. The gathering and transferring of data from Zoom or Microsoft Teams to my home office was completed responsibly. Because the focus of the research was based on the participants' perspectives and not the perspectives of other stakeholders, the data provided by the participants was published without bias (see Creswell & Creswell, 2022). Awareness of any biases would negatively influence the credibility of the research data (see Creswell & Creswell, 2022). Objectivity remained without judgment, so there was no influence on the research participants' responses during the interview process. Purposeful sampling was used to ensure that there were no prior interactions with the research participants (see Creswell & Creswell, 2022).

Methodology

In this section I discuss the study setting, participant and case selection logic, procedures for data collection, and data analysis. Interviews were used in this study. I used open-ended interview questions that allowed individuals to freely contribute their ideas without being confined by specified measures or instrumentation (see Creswell & Creswell, 2022). The interviews were conducted, and documentation was collected and organized in preparation for analysis. Six participants were invited to participate in this research study. Participants were high school administrators from the local educational system. Semistructured interviews were conducted to understand the participants' perspectives and experiences. In addition, consent forms were distributed to participants

prior to the interviews. Consent was provided online through email. Participants either indicated "yes, I consent to participate" or signed the consent form and uploaded the signed document via email. I advised the selected participants that participation in this study was entirely voluntary and that they could opt out at any time. Participants in the study were also told that their responses would be kept strictly confidential and that pseudonyms would be used to conceal their identities as well as the names of the school, district, and any other organizations that could reveal their identity. If a participant was not selected for the study, their name was eliminated from the participant list.

Participant Selection

Purposeful sampling allows for the selection of individuals with knowledge and experiences related to the phenomenon, as well as those who are able and willing to participate in the study (see Creswell & Creswell, 20222). The selection of high school administrators was based on three factors. These criteria included being familiar with the theory of transformational leadership, instructional leadership techniques that affect teacher leadership and culture, and having worked as a high school administrator for a minimum of two years. Six high school administrators agreed to participate part in the study and met the requirements. To ensure that the research question was fully addressed, I used a sample size of six high school administrators because it was sufficient for a basic qualitative study (see Creswell & Creswell, 2022). In the end, the six participants' responses contributed to gaining high school administrators' perspectives in the various manners in which the implementation of leadership practices influenced teacher leadership and culture.

This study took place in a local school district in a Southeastern state of the United States. Participants included principals and assistant principals from the local school system. The names and email addresses of district and high school officials were gathered from the schools through formal procedures and with the assistance of the local school district. Each administrator received an e-mail outlining the study and inviting them to participate. The study was limited to high school principals and assistant principals because of their instructional leadership practices and educational interests, as well as the educational environment of their schools, differed sufficiently from those of elementary and middle school personnel justified studying them as a distinct entity. Participation in this study was purely voluntary.

Participants were sent emails notifying them of the nature and purpose of the study. Their right to privacy was honored, and the data was protected in such a manner that no individual administrator, school, or local district could be identified (see Creswell & Creswell, 2022). The mandated procedures by the institutional review boards at both Walden University and the local school district were strictly followed. Purposeful sampling was used for all participants based on their understanding of the implementation of instructional leadership practices to influence teacher leadership and culture. Time and scheduling for each individual interview was based on the number of participants selected.

Instrumentation

Interview protocols served as the research instrument. To perform this study ethically, I submitted Form A (Description of Data Sources and Partner Sites) to the

Walden University IRB and then produced any documentation necessary by the IRB to obtain approval. Once the Walden IRB and local school district approved the research, the researcher began seeking research participants. Those participants received a letter outlining: (a) an introductory paragraph describing the purpose of the study, (b) a brief description of participation, (c) the projected timeline for interviewing, (d) any risks or inconveniences, (e) benefits of the study, and (f) a privacy statement explaining how the data would be protected as well as the confidentiality of the participant that would need to be maintained. The letter of consent was used to identify participants who were willing to participate in the study. Because most high school administrators are white males (72%), there was a need to determine if there were inconsistencies in the implementation of instructional leadership practices in schools based on the demographics (Hou et al., 2019). As a result, participants were asked to complete a demographic screening tool.

Data Organization and Collection

Data was collected and organized utilizing recording devices and Microsoft Delve computer software application created specifically for qualitative research. Personal interviews were conducted to support the findings. Before collection of data began, the Office of Accountability and Research department of the local school district was consulted to obtain permission to conduct research and to determine which schools in the district would be ideal study sites. A pre-study informational meeting was organized after recruiting participants, during which the purpose of the study was defined, emphasized the time commitment required, and informed the participants of their rights as research subjects. Individual interviews were scheduled with each participant at a time that was

convenient for them at the conclusion of the initial consultation. The individual interviews lasted between 45 minutes and an hour.

This study was conducted to gain a better understanding and clarity regarding administrators' perspectives of the implementation of instructional leadership practices to influence teacher leadership and culture. Semistructured interviews with principals and assistant principals provided the data source for this study. The same protocol was used for each interview because it was a useful organizational tool for the research (see Creswell & Creswell, 2022).

Interviews

Semistructured interviews were conducted via a virtual platform and was the main data collection source. Each interview was recorded and transcribed. Audio recordings and virtual interviews were used to do this. This method enabled transcription of the information while also allowing opportunities to ask probing questions to clarify any nonverbal responses that may arise. The use of a semistructured interview questions provided opportunities to discuss new ideas and perspectives during the interviews. Further research and other themes were generated from the use of the additional information. The interview questions were open-ended to engage meaningful participants with truthful and sincere responses to the research questions.

Before facilitating these questions, the interviews began with demographic questions to better understand the participants' responsibilities. "How long have you worked in the local school district?" for example, with a follow-up question created prior to the interview. Finally, field notes were gathered, and used throughout this process.

Following the completion of the interviews, the interviewer immediately transcribed the content using Microsoft Word^{TM} transcribing tool. There are several methods used for reviewing, transcribing, and categorizing the results.

Procedures for Recruitment, Participation, and Data Collection

The first step was to acquire approval from the Walden University Institutional Review Board and the local school district. Once IRB and district approval was obtained, the next step was to send a letter of consent/permission to all participants. Once the letter was received and the participants agreed to participate in the study, the process was repeated. This local school system has 17 high schools with approximately 135 administrators, and the most effective technique of locating six participants that fulfilled the criteria to contribute to this research study was classified as a high school administrator. Finalization of the participants for this study occurred after the IRB and local school district permission forms had been authorized. Fundamentally, the participants with whom I engaged were willing and ready to communicate via email. After approval from Walden University IRB and local school district had been obtained, I sent a formal invitation to potential research participants.

The next step of action was to send an email to all participants informing them about the next phase in the interview process and determining how I intended to communicate with participants meeting the criteria. This step outlined the study's purpose, which was to obtain high school administrators' perspectives on the implementation of instructional leadership practices to influence teacher leadership and

culture. Furthermore, participants had a minimum of 2 years of experience as an administrator in a local school district in a Southeastern state.

The interview questions were aligned with the high school administrators' perceptions of the implementation of instructional leadership practices to influence teacher leadership and culture. The administrators' responses to the interview questions as to how they implemented instructional leadership practices to influence teacher leadership and culture were included.

Local School Setting and Designation. The local context was the Local School District (LSD), where a basic qualitative study was conducted using semistructured interviews conducted via the phone, Skype, Zoom, Microsoft Teams, or other virtual technology platforms. In-person interviews were not available at this time due to COVID-19 restrictions. This criterion was selected based on the accessibility of purposeful sampling; also, previous research that had emphasized how high school administrators implemented instructional leadership practices to influence teacher leadership and culture. The school district was located in a Southeastern state's metro area employing high school administrators from diverse backgrounds and various years of experience.

Furthermore, the interview protocol included open-ended interview questions (see Appendix A) to allow participants to discuss their experiences with the implementation of instructional leadership practices to influence teacher leadership and school culture. High school administrators had challenges with the implementation of school leadership practices that influenced teacher leadership and culture.

Data Analysis Plan

The data analysis outlined how the acquired data was related to the central phenomenon of this investigation. The data analysis process included imparting meaning to data by preparing it for analysis, performing various analyses, and exploring deeper and deeper into comprehending the data, with the purpose of portraying the data and producing an interpretation of the data's larger meaning (see Creswell & Creswell, 2022). To make sense of the data, the data was examined and categorized into codes and themes that transcended across all data sources (see Creswell & Creswell, 2022). As previously discussed, the data gathered for this study was obtained through semistructured interviews. The intention was to allow for multiple points of view, therefore providing both breadth and depth to the guiding research question through exploration (see Creswell & Creswell, 2022). Throughout the study, there was engagement in continuous reflection on the data, critical questions were asked, and documentation was generated to support the research methodology (see Creswell & Creswell, 2022). Qualitative data analysis occurred concurrently with data collection (Burkholder et al., 2020). Analyzing data while it was being acquired resulted in a more insightful study.

Trustworthiness

Trustworthiness was an essential characteristic in qualitative research that ensured the study measured what was intended (Burkholder et al., 2020). The study adhered to the defined research methods and processes in order to retain the study's internal credibility. Participants submitted a written agreement to ensure that they understood the scope of the study and their rights as willing participants in the research study. Participants were

chosen from the school district with whom there was an acknowledged affiliation, and

professional contact with the possible research participants. Participants with whom the

interviewer had a personal relationship were prohibited from participating in the study.

Data analysis tools aided in the arrangement of data obtained from interviews. Peer

review was also utilized to ensure compliance and to eliminate potential biases. By

interviewing six high school administrators, the intention was to obtain additional

information concerning the implementation of instructional leadership practices to

influence teacher leadership and culture.

Credibility

When possible, credibility was established by using appropriate research methods

for interviewing participants and collecting and analyzing data. Positivist researchers

indicated that one of the essential criteria for ensuring that their study measures or tests

what was intended is credibility, which deals with the congruence of the findings with

reliability (see Creswell & Creswell, 2022). Semistructured interviews were used in the

research study to provide contextual information to assist in the explanation of the

perceptions and behaviors of high school administrators in this study, as well as to verify

details presented during the interviews (see Creswell & Creswell, 2022).

Transferability

Transferability was developed by the purposeful selection of participants to

produce a strong group of study participants. According to Burkholder et al. (2020), the

findings of a qualitative study is transferable when understood in the context of the

specific characteristics of the organization or organizations and, presumably, the

geographical area in which the fieldwork is conducted. An inductive data analysis approach allowed some components of the study to be transferred into additional related elements (see Creswell & Creswell, 2022). Transferability was ensured by demonstrating how the research findings could be applied in various school environments (see Creswell & Creswell, 2022).

Dependability

Data triangulation and sequencing established dependability in qualitative research (see Creswell & Creswell, 2022). Qualitative research studies addressed the issue of reliability by applying approaches to demonstrate that if the study was repeated in the same setting, using the same methodology, and with the same participants, comparable results would be produced (see Creswell & Creswell, 2022). The transcripts were reviewed for accuracy by the participants. Participants were able to correct the transcript to guarantee the accuracy of the data contained in the study. According to Creswell and Creswell (2022), triangulation was the process of obtaining information from several sources. Interviews with various high school administrators were used as the primary source in this study.

Confirmability

Confirmability was established by the consistent application of triangulation methodologies and researcher reflexivity processes. The researcher took the appropriate action steps to guarantee that the study's findings were based on the participants' thoughts and experiences, instead of the researcher's attributes and preferences (see Creswell & Creswell, 2022). While collecting data, a reflection on personal bias and data was

collected as accurately as possible and without interpretation. The application of member checking also assisted in the development of confirmability. In qualitative research, validity was the method used to ensure that the findings were true to the participants' experiences (see Creswell & Creswell, 2022). The methods described in this section were employed to assure validity, including those that satisfy the credibility, transferability, dependability, and confirmability criteria of a trustworthy or valid study.

Ethical Procedures

Before data collection began, the Institutional Review Board (IRB) of Walden University and local school district approved the research study. The research district then granted permission to interview high school administrators. Participants were treated ethically, and they signed a written consent form for the study to use their responses. Data collection commenced once IRB approval was secured. Questions were related to the study's focus, and no personal information was acquired. Participants were given the first right of refusal because they were given the interview questions ahead of time, giving them the ability to decide whether they wanted to participate in the study. Participants participated in the research study on their own free will. The semistructured interview questions were submitted as part of the study (see Appendix A).

All permissible interviews were recorded in order to collect data in an ethical manner. The interviews were transcribed by computer software, and the transcripts were provided to all participants for review and approval. Field notes were scanned and uploaded as part of the data collection record for this study. The interviews were kept confidential, and high school administrators were interviewed. The use of coded data

ensured that the research data presentation and analysis would remain confidential. The

data from the study was stored on a home personal laptop.

Precautionary measures were made to maintain the security and confidentiality of

the data gathered for this study. The software and data were saved on a password-

protected personal laptop. The interviews took place online, using a real-time

conferencing platform such as Zoom or Microsoft Teams, to protect participant

confidentiality. For a period of 5 years, the interview notes and transcriptions will be kept

in a locked filing cabinet. Finally, informed consent was another ethical factor in this

study as well as a requirement of any research study as a vital element of the Institutional

Review Board (IRB) methods outlined in the 1974 Belmont Report (Adashi et al., 2018).

Summary

In Chapter 3, the evidence provided demonstrated how the study related to the

qualitative research methodology. This basic qualitative study investigated high school

administrators' perceptions of their implementation of instructional leadership practices to

influence teacher leadership and culture using semistructured interviews. An

investigation on high school administrators' perspectives of the challenges they faced in

successfully implementing instructional leadership practices to influence teacher

leadership and culture was also analyzed. This study used semistructured interviews as

they relate to the research study's focus area. To meet the ethical duties of this study,

appropriate permissions were secured from the IRB, school district personnel, and

the research participants. Consent, credibility, and transferability of study results

addressed the study's confidentiality and trustworthiness. The findings of this

investigation are presented in Chapter 4.

Chapter 4: Results

The purpose of this basic qualitative study was to explore high school administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. The goal was to identify specific instructional leadership practices necessary to influence teacher leadership and culture based on the perceptions of the high school administrators. In this chapter, the findings of the data obtained from this basic qualitative study are reported. I also reviewed the RQ and discussed the study methodologies, including a brief description of the participants and an overview of the data collection, recording, and data analysis techniques. A synthesis of the important findings and elements of trustworthiness are also included in this chapter.

This study was an assessment of high school administrators' perceptions of their implementation of instructional leadership practices in the Southeast region of the United States using semistructured interviews. The study's findings show administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. One RQ was used to guide this basic qualitative study:

RQ1: How do high school administrators implement their instructional leadership practices regarding teacher leadership and culture?

This study may help minimize the gap in the literature because little is known about how the implementation of instructional leadership practices by high school administrators influences teacher leadership and culture. The findings of this study could assist in determining instructional leadership practices that influence teacher leadership and culture. The findings of this study may demonstrate to both district and school

leaders how their implementation of instructional leadership practices can

influence teacher leadership and culture in their schools.

Setting

The setting for this study was a local school district in a Southeastern state in the

United States. Each participant was interviewed based on the virtual guidelines

established by Walden University. The research participants were high school

administrators, including principals and assistant principals, employed by the local school

district. Participants demonstrated successful implementation of instructional leadership

practices based on the guidelines set by the state and local school district. Semistructured

interview question responses were used to assess the characteristics of the instructional

leadership practices. The focus of this research was to investigate high school

administrators' perceptions of their implementation of instructional leadership practices to

influence teacher leadership and culture.

Demographics

One-to-one virtual interviews were conducted with six high school administrators

who gave consent to participate in this study. The average number of years that research

participants served in their roles at the study's sites ranged from 5-32 years. All

participants were tenured for more than 2 years in the role of administrator, fulfilling the

criteria for participation in this study. Table 1 summarizes the demographics of all

participants by gender, position, educational level, and tenure at the school in terms of

years. The participation group was an ethnically diverse group of principals and assistant

principals. To protect the confidentiality and anonymity of all participants, no names

were used in this study.

Table 1

Participant Demographics

	Gender	Position	Education Level	Years of Experience
Participant 1	Male	Assistant Principal	Master's	25
Participant 2	Male	Assistant Principal	Specialist	7
Participant 3	Female	Assistant Principal	Specialist	5
Participant 4	Female	Assistant Principal	Doctoral	13
Participant 5	Male	Principal	Specialist	25
Participant 6	Female	Assistant Principal	Doctoral	32

Data Collection

In gathering data to address the study's research question, I used a semistructured

interview guide. Six high school administrators were interviewed via Zoom video

conference as part of the data collection process. Over a period of six weeks, I conducted

the interviews during a time that was most convenient for the research participants. Each

interview lasted roughly 45 to 60 minutes.

The Zoom video conferencing system was used to record the interviews, which

were then directly transcribed into text. The recordings of the audio and video were

stored on my laptop and protected with a password. Participants' verbal responses were

also written down in the interview guide's field notes to ensure the validity of the

responses. The same protocol was followed to complete each interview. I experienced

challenges with obtaining research participants and scheduling the interviews with high

school administrators towards the end of the school year.

Interview Process

During the days of the interviews, a semistructured interview guide was used to

transcribe the data. When the participants joined the virtual conference, I greeted them

and thanked them for agreeing to have the interview recorded and for volunteering to

participate in the research study. Before beginning with the interview questions, the

purpose of the study and the consent form previously completed by the participant were

reviewed. The interviews began only after each participant expressed their comfort and

was assured that whatever information they provided would remain confidential. They

were informed that they could leave the interview at any moment or decline to answer

any questions. The interview would last approximately 45 minutes, as the participants

were reminded.

Participants were asked open-ended questions based on interview protocols (see

Appendix A). Each participant was asked the same set of interview questions. Probing

questions were used to clarify and elaborate on the responses of the participants. The

semistructured interview guide included seven open-ended questions to discover

participants' perceptions of their school's implementation of instructional leadership

practices. With the participants' permission, I used Zoom to record all the interviews to

confirm the accuracy of the responses. I collected notes to highlight major points made

by participants, which assisted me in keeping track of the participants' responses to the

questions. Following the completion of each interview, each participant was thanked and

informed that they would receive an email attachment containing a transcription of the interview to examine for accuracy.

Data Analysis

The qualitative data analysis process required the use of sequential phases as well as several levels of analysis (see Creswell & Creswell, 2022). The initial phase involved organizing and preparing the data for analysis. This included transcription of semistructured interviews as well as sorting and categorizing the data into distinct groups based on the information sources (see Creswell & Creswell, 2022). The following step was to read and review all the data. This step gave me a general understanding of the information as well as an opportunity to become acquainted with the material. The data was organized using coding by categorizing the text and segments based on common themes (see Creswell & Creswell, 2022).

For this basic qualitative study, I did the data analysis by hand. To identify words and phrases that appeared more frequently in the transcriptions and notes, I used Microsoft Delve software. I essentially gave the software text-based information and detailed instructions to carry out the coding processes. Coding was resumed after data collection was completed and member checking was received from all participants. To find themes and categories, the data was analyzed using codes to minimize data and identify, categorize, and determine the similarities and differences between the participants' responses to the same questions (see Creswell & Creswell, 2022). These are the topics that emerge as important findings in qualitative studies (see Creswell & Creswell, 2022).

Familiarization with the data was able to take place while transcribing the interviews with the participants. All interviews were recorded, and comprehensive notes were taken. During the interviews, I took reflective notes to capture the participants' tone in response to the interview questions. The responses were transcribed into a Microsoft Word document as soon as each interview was completed. Interview transcriptions permitted full immersion in the data.

Although it took the final participant five days to respond, all email responses were received within the first week. Three out of the six participants emailed back the transcribed notes with no changes, additions, or deletions. The transcriptions of three participants' responses was slightly modified. Throughout the research process, data analysis and familiarization was carried out while coding to find themes and patterns in the responses of the participants.

To reduce the data, the interview transcripts had to be reread to identify common words, sentences, and phrases. The initial codes and categorized data from all participants were used to determine patterns, themes, and relationships to the codes from literature to further reduce the data (see Table 2). Finally, the emerging codes were compared to prior codes from the literature to determine the relationships proposed by Burkholder et al. (2020).

Semistructured interviews served as the primary source of data for this study. While analyzing the transcriptions, the participants shared a wide range of details about the participants' roles in their daily practices of instructional leadership during the interviews. According to Burkholder et al. (2020), thematic analysis is a qualitative

research method in which the researcher interprets themes present in the data set through the use of the steps of identification, analysis, organization, description, and reporting. To complete this process, transcripts were reviewed. Codes were assigned, common phrases in the responses were grouped into categories, and common themes were discovered (see Table 2).

The study's purpose was to determine how high school administrators perceived their implementation of instructional leadership practices to influence teacher leadership and culture. The initial data analysis of the interviews revealed 11 major themes that supported this purpose. The coding of the data was revised as preliminary findings and explanations derived from the themes were identified to reduce the data and compare the findings and explanations to the participants' responses to the interview questions. The categories were reduced from 11 major themes to six themes after I revised the coding .

The next stage of the qualitative data analysis process was data display. Burkholder et al. (2020) suggested using data visualization to arrange data, describe, and predict the results of qualitative research (see Table 2). According to Burkholder et al. (2020), an effective way to present organized and condensed information that makes it easier to draw conclusions from the data was to display data in tables and charts. Verification and conclusion-drawing are the last stages of qualitative data analysis (Burkholder et al., 2020). To determine whether inferences could be drawn from the analyzed data, this process involved taking a moment to reflect and revisit the data once more. It was simpler to interpret the research results by using data display. To cross-

check the themes that emerged during data analysis, the data had to be revisited several

times. This helped when it came time to verify and draw conclusions from the data.

Table 2

Codes, Categories, and Themes Used in Data Analysis

Codes	Categories	Themes
• Leader's responsibility • Coaching • Trust • Modeling • Transparency • Clear communication • Provides support and resources	• Distributed leadership • Career Advancement • Shared decision making	• Perceptions of the implementation of instructional leadership practices to promote teacher leadership and culture.
• Interviews • Principal or Assistant Principal selection • Self-nominated • Department chairs, instructional coaches, and mentors	• Identifying individuals' strengths and weaknesses in the building • Selection process for identifying teacher leaders	• Selection process for teacher leaders
• Clear expectations • Leadership interest • Roles and responsibilities • Encourage • Support	• Leadership opportunities • Leadership experience	• Establishing teacher leadership and culture
• Guide and support faculty and staff • Provide feedback • Professional knowledge • Department chairs, instructional coaches, and mentors	• Characteristics of instructional leadership practices	• Understanding the role of instructional leadership practices
• Collaborative culture • Support • Provide feedback • Lack of time, guidance, and training • Programs and initiatives • Professional development opportunities	• Professional development for administrators and teacher leaders • Building teacher leaders • Establish a sense of shared or distributed leadership	• Enhancing teacher leadership abilities
• Resources • Time • Communication • Federal and local mandates	• Challenges/Barriers	• Challenges and barriers with the implementation of instructional leadership practices

The semistructured interviews I conducted with high school administrators answered and supported the research question, confirming the various perceptions of high school administrators regarding their implementation of instructional leadership practices to influence teacher leadership and culture. I was able to obtain responses to the RQ for this study by developing themes (see Table 3). To address the research question, the themes of perceptions of the use of instructional leadership practices, selection of teacher leaders, comprehending the role of instructional leadership practices, establishing teacher leadership and culture, enhancing teacher leadership abilities, and the challenges and barriers with the implementation of instructional leadership practices were used. This clarified how high school administrators defined and perceived their responsibilities for implementing instructional leadership methods into practice to influence and support teacher leadership and culture. Participants expressed a motivation to be a role model, be transparent, establish instructional leadership practices to influence teacher leadership and culture, and possess a clear vision of what instructional leadership practices are expected. The perception of instructional leadership practices to influence teacher leadership and culture was in alignment with Bass and Avolio's (1994) transformational leadership theory Component 4.

By defining the leadership qualities they were looking for participants used Component 2 of the transformational leadership theory, intellectual stimulation, to set up the process of selecting teacher leaders (Bass & Avolio, 1994). To influence teacher leadership and culture, participants investigated successful instructional leadership

practices. All the participants discussed the importance of encouraging teacher leaders to seek out opportunities for leadership within the school.

The themes of developing teacher leadership and establishing teacher leadership were identified in addition to the opportunities that the participants provided for teacher leaders to advance as leaders, the specific instructional leadership responsibilities that were expected of them, and the structures that were in place that influenced teacher leadership and culture. Participants discussed how their instructional leadership practices had been put into practice to support the expansion and development of teacher leadership and to foster a positive culture. The idea of establishing teacher leadership is consistent with Component 1 of the transformational leadership theory, idealized influence, which places emphasis on developing teachers' trust and respect as well as their ability to work together and share knowledge (see Bass & Avolio, 1994). The participants believed that the implementation of their instructional leadership practices could influence teacher leadership and culture; however, the participants discovered that many teacher leaders were reluctant or unwilling to take on the additional responsibilities because of the additional work time required to increase the effectiveness of the shared leadership and the feelings of limited support. All the participants emphasized the value of applying teacher collaboration first, providing them with the resources they required, and providing teacher leaders with career advancement opportunities.

Exploring how teacher leadership skills were enhanced revealed the way high school administrators implemented instructional leadership practices to influence teacher leadership and culture, which aligned with Component 4 of the transformational

leadership theory (see Bass & Avolio, 1994). The participants were aware of their critically important contributions to the growth and development of teacher leadership and culture. To promote a positive environment, they were also open to providing teacher leaders opportunities for teacher leadership. The state and the district offered a framework to guide and prepare for the continual development of teacher leadership.

Finally, each participant disclosed in some way that they frequently encountered challenges and barriers when attempting to implement instructional leadership practices that would influence teacher leadership and culture. Some of these difficulties were brought on by the numerous obligations and responsibilities that distracted them from their primary goal of influencing teacher leadership and culture through instructional leadership practices. As challenges to the implementation of instructional leadership practices influencing teacher leadership and culture, the administrators additionally identified time, educational and financial resources, communication, as well as state and district mandates (Huang et al., 2018).

Table 3

Theme Alignment with Research and Conceptual Framework

Research Questions	Subquestions	Themes	Transformational Leadership Theory
RQ: How do high school administrators implement their instructional leadership practices regarding teacher leadership and school culture?	• What is your perspective of the instructional leadership practices used in your school?	• Perceptions of the implementation of instructional leadership practices	• Inspirational motivation
	• How do administrators develop and encourage teacher leadership within others in the building to support the mission, vision, and culture throughout the school?	• Selection process for teacher leaders	• Intellectual stimulation
	• How do administrators use instructional coaches, mentors, and other teacher leaders to promote teacher leadership and culture?	• Establishing teacher leadership and culture	• Idealized influence
	• How does administration and the leadership team monitor and adjust instructional leadership practices to meet the needs of the school?	• Understanding the role instructional leadership practices	
	• How do administrators implement instructional leadership practices to support critical processes such as improvement of instructional practices, allocation of resources, and management systems and processes?	• Enhancing teacher leadership abilities	• Individualized consideration
	• What is your perception of the challenges associated with the implementation of instructional leadership practices to influence teacher leadership and culture? Will you please provide examples?	• Challenges and barriers with the implementation of instructional leadership practices	
	• What barriers do administrators encounter when implementing instructional leadership practices to influence teacher leadership and culture?		

Theme 1: Perceptions of Instructional Leadership Practices

The theme of Administrators' Perceptions of the Implementation of Instructional Leadership Practices included the categories of shared decision making, career advancement, and distributed leadership practices. All the administrators who were questioned emphasized the value of fostering teacher leaders in their schools and the function they serve. Participant 1 acknowledged that teacher leaders must also have the desire to lead, even though he thought administrators played a more significant role and were accountable for the development of teacher leaders in their building. Administrators need to be aware of the conditions needed to participate equally in the decision making process.

Career advancement is included in this theme's second category. Participants agreed that giving teachers opportunities to lead was essential to helping them advance their careers in this area. Similar responses were given by the administrators regarding the use of instructional leadership practices to support aspiring leaders while providing them with opportunities to lead. They thought that aspiring leaders ought to be given the opportunity to lead in order to prepare. Three of the participants responded regarding how serving as a teacher leader will assist with the preparation of teacher leaders who are interested in becoming assistant principals or principals. As working with adults differs from working with students, they also thought teacher leaders needed to learn how to facilitate and lead on a greater scale.

Finally, every participant in the study described the various ways teacher leadership is distributed in their schools and discussed how their implementation of

instructional leadership practices encouraged teachers. All the participants discussed how they share leadership responsibilities through providing teachers the opportunity to assume the lead in professional development and data team meetings for their respective content areas. This also includes opportunities for guidance and assistance to brand new teachers at the school and in their careers. Two participants believed their approaches to instructional leadership enabled teacher leaders to act as a means of communication between administrators and other teaching staff in the school. These teachers are involved in creating the frameworks and procedures that are implemented in the school.

Theme 2: Selection Process for Teacher Leaders

The selection of teacher leaders and the characteristics of recognizing teacher leaders' strengths and weaknesses was the second theme to emerge. The selection of teacher leaders to assume the positions of leadership required processes and procedures, all school administrators agreed. The difficulties relating to teachers' lack of interest in pursuing teacher leadership roles within the school were mentioned by Participant 1. He also noted the differences between administrators and teacher leaders in terms of the characteristics of leadership a teacher leader should demonstrate to support and encourage other teachers in the building. All the school administrators stated that both formal and informal methods were used in selecting teacher leaders. While the informal process could merely involve the assistant principal and principal asking the teacher leader of interest to pursue a leadership role, the formal process involved an application and an interview with the principal and assistant principal.

Identifying teachers with strong leadership qualities is the first step in the selection process for teacher leaders. According to Participant 4, a teacher leader should be able to influence others, effectively communicate with their teams, maintain the goals and initiatives of the school and district, and provide support and assistance to other teachers as needed. Participant 5 addressed how the teacher leaders' ability to successfully support the goals and initiatives of the school and local school district is contingent upon the support provided by their administrators.

Theme 3: Establishing Teacher Leadership and Culture

The third theme to emerge was establishing an environment to include teacher leadership and culture. Creating leadership opportunities for teacher leaders was the first category identified within establishing teacher leadership and culture. According to Participants 1, 3, and 4, one way to support teacher leadership and foster a positive school culture is by providing opportunities for teacher leaders who lack supervisory authority but are skilled in coaching and mentoring other educators. Several of the participants indicated that emphasizing the implementation of this instructional leadership practice made teachers who were strong in these areas more receptive to taking on more of a leadership role. Participant 3 also stated that, "teacher leaders that were offered the space to speak freely without judgement and scrutiny were more likely to openly express their concerns and make suggestions in assisting administrators with executing district goals and initiatives."

The actions and characteristics of teacher leaders are influenced by leadership experience, according to the second category that developed with this theme.

Administrators of high schools gave examples of teacher leaders and the qualities they

look for in these candidates. Participant 4 mentioned qualities to look for when selecting

teachers for leadership positions. The degree of integrity and character was cited by many

participants as an essential attribute in the development of a teacher leader. This is due to

the fact that teachers and administrators must have mutual levels of respect and trust in

order to be an effective leader. Participant 6 emphasized the importance of transparency

and trust as critical characteristics of a potential teacher leader. She explained how crucial

it is for teacher leaders and administrators to build trust. She also emphasized how crucial

it is to use instructional leadership practices to support teacher leadership, which is

essential to influencing school culture as well. Finally, the following characteristics

consistently emerged as being characteristics of teacher leadership potential: as someone

who is reflective, possesses a growth mindset, works well in collaborative settings,

outstanding work ethic and dependability, flexible, receptive to being coached, and

demonstrate creativity (see Table 4).

Table 4

Words Describing Administrator's Roles in Developing Teacher Leaders

Participant 1	**Transparency**	**Trustworthy**	Approachable
Participant 2	**Reflective**	**Supportive**	Facilitator
Participant 3	Flexible	Attentive	**Consistent**
Participant 4	Monitors	Dependable	**Reflective**
Participant 5	**Supportive**	**Consistent**	**Transparency**
Participant 6	**Trustworthy**	Collaborative	**Transparency**

The research participants provided a description of what they perceived as their

role in establishing teacher leadership and culture. According to Participant 3, many

teacher leaders have expressed their desire to have the full support of administrators when communicating the goals and initiatives teachers are expected to follow. She believes that it is part of the administrator's responsibility to provide them with the support necessary to aid them in the development of their leadership abilities.

Theme 4: Understanding the Role of Instructional Leadership Practices

The fourth theme to emerge was the need for administrators to possess understanding of their role as instructional leaders and how to implement these practices to influence teacher leadership and culture. To connect administrators' perceptions of their roles in instructional leadership, it was necessary to examine administrators' accepted beliefs and practices. The analysis revealed several key similarities in how the participants conceptualized their roles. Every participant in this study believed that instructional leadership practices should be a primary responsibility. They all also stated and agreed that their primary focus should be on teaching and learning. While each participant described instructional leadership differently, they all agreed that administrators oversaw facilitating the following instructional tasks: instructional focus walks, department meetings, and formal and informal observations with guided feedback. Second, each participant believed that they oversee assisting in the development and execution of the school's mission and vision. Third, the participants believed that creating a safe learning environment was one of their primary responsibilities. Finally, the participants believed they oversaw several additional responsibilities, which included discipline, daily operations, budgeting, developing teacher leaders and establishing a positive culture.

The participants believed that their responsibility as an instructional leader is to establish the standards for the school's instructional focus. Collaborative teams organized by grade level and subject matter are part of this. An instructional leader's duties include assisting staff in fostering a collaborative atmosphere during professional learning communities or data team meetings and giving other teachers in the building opportunities to take on leadership roles.

Theme 5: Enhancing Teacher Leadership Abilities and Culture

Enhancing teacher leadership abilities and culture was identified as the fifth theme in this study. The participants unanimously agreed that providing teacher leadership opportunities to facilitating or redelivering professional learning for their peers, leading content and grade-level teams, and functioning as mentors to new teachers with less than three years of experience or for teachers that are new to the school. They also discussed how administrators could support teacher leaders who desired to advance their careers. Participants 1, 3, and 4 encouraged teacher leaders to maximize all their leadership responsibilities, including coaching and mentoring their colleagues, as a way to provide them with opportunities to further strengthen their leadership abilities. Participant 4 discussed how she used the demands of teacher leaders to mentor and coach them toward achieving their leadership objectives and improving as a teacher leader. Participant 5 said that to assist teachers develop their content and leadership skills, he permits them to participate in professional conferences. By offering teacher leaders more opportunities to learn and advance, it is suggested that administrators can enhance their capacity in this way. To ensure the successful implementation of goals and initiatives,

administrators should prioritize enhancing the capacity of teacher leaders. Enhancing the capacity of teacher leaders is the result of the administrator's successful implementation of instructional leadership practices influencing teacher leadership and culture.

Theme 6: Challenges and Barriers

All of the administrators who participated in this study acknowledged that they have experienced some challenges and barriers when attempting to implement instructional leadership practices to influence teacher leadership and culture. As a result, this was the final theme that emerged from this study. All the participants mentioned time constraints as one of their challenges or barriers with the successful implementation of instructional leadership practices to influence teacher leadership and culture. Participant 1 mentioned that as the number of leaders in the building increased, it became more difficult to maintain the balance of power. Since the pandemic, administrators had to also assume a number of additional responsibilities related to education, which left them with little to no time to support the leadership development of other teachers. Time constraints also prevented administrators from having open conversations when needed, particularly with teachers who required instructional support and guidance, according to Participant 4. She additionally highlighted the limited availability of resources that would enable teachers in need to receive specialized content support. Participant 3 expressed concerns about challenges implementing instructional leadership practices when it came to maintaining consistency in how teachers were identified and selected as teacher leaders. This was primarily due to some teachers never expressing interest because they were concerned about how their peers would respond. As a result, administrators must put

forth the effort to ensure that there is a fair representation of teachers from each

department and teachers who want to lead are provided with the opportunity to do so. All

the participants also mentioned the increase in discipline issues with students along with

addressing parental concerns as challenges they were faced with prevented them from

being able to implement instructional leadership practices geared toward influencing

teacher leadership and culture.

Most of the participants also named communication as a significant challenge

and/or barrier. They admitted that there were times when they may have had different

interpretations of the goals and initiatives, resulting in administrators communicating

initiatives to their departments in different ways even though the district provided them

with a guide to assist them in their redelivery of these initiatives. This posed one of the

greatest challenges or barriers. This was due to the differences in their perspectives on

how instructional leadership practices should be implemented. Communication problems

undoubtedly lead to push back from classroom teachers when the information being

communicated differs from one department to the next. Additionally, a lack of effective

communication can foster a culture of resistance and distrust, which harms the school's

culture and lessens the effect of the instructional leadership practices implemented to

influence teacher leadership and culture.

Discrepant Cases

Qualitative research allows the researcher to methodically search for discrepant

cases of either what was assumed or predicted by recognizing and centering a theory,

assisting in identifying presumptions and connections to conceptual dispositions (Collins

& Stockton, 2018). Although discrepant cases have the potential to compromise the validity of the study's findings (see Creswell & Creswell, 2022), by presenting evidence to support the identified themes in this study, most of the participants interviewed supported these themes. However, there were a few minor details that could possibly challenge the overarching perspective of some themes. For instance, the high school administrators brought differing voices and perspectives to the surface and possessed various personal background experiences that affected how they implemented instructional leadership practices to influence teacher leadership and culture. It turned out that the answer to this research question was far from simple. Multiple data sources developed six emerging themes that resulted in the conclusion that different perspectives influenced teacher leadership and culture in similar yet distinctive manners. Although the adherence to the data collection procedures were used to minimize any discrepant cases, various perspectives were represented in the data making the research more plausible and viable (see Creswell & Creswell, 2022).

Results

A basic qualitative study was chosen as the research design to address the RQ. The purpose of this basic qualitative study was to explore the perceptions of high school administrators regarding their implementation of instructional leadership practices to influence teacher leadership and culture. The results from six interviews with high school administrators are summarized below.

Research Question 1

RQ1: How do high school administrators implement their instructional leadership practices regarding teacher leadership and culture?

Interview Data

Based on the results from the semistructured interviews, high school administrators shared their perspectives regarding their implementation of instructional leadership practices to influence teacher leadership and culture. The data collection through the course of the interviews generated six themes: perceptions of instructional leadership practices, the selection process for teacher leaders, establishing teacher leadership, understanding the role of instructional leadership practices, enhancing teacher leadership abilities and culture, and the challenges and barriers to the implementation of instructional leadership practices.

Although participants reported a wide range of activities that incorporated a transformational leadership model of instructional leadership the success of the implementation of these practices proved to be challenging. All of the high school administrators were open and honest about how they viewed themselves in fostering the growth and development of teacher leadership and culture. When describing their roles, participants frequently used words such as, transparency, approachable, supportive, and trustworthy. Participant 3 explained, "my role as a high school administrator is to establish capacity by developing teacher leaders and to influence many of them to lead outside of the classroom".

To understand how participants believed the implementation of instructional leadership practices would influence teacher leadership and culture, it was crucial to define these practices. For the purpose of executing the school's mission and vision, all participants defined instructional leadership practices as strategies or approaches used to support teacher development and culture. While two of the participants consistently used the same leadership strategies based on their leadership style, four of the participants described their implementation of instructional leadership practices as involving multiple leadership strategies that varied depending on the needs of the school. In addition, the participants' responses noted that instructional leadership practices should create a collaborative environment by obtaining the respect and trust of the teachers in their buildings to have an influence on the development of teacher leadership and culture.

Each of the six participants discussed the various methods they used to develop teacher leadership and culture. By selecting teacher leaders who have shown interest and readiness for additional responsibilities outside of the classroom, they each expressed their desire to share and distribute leadership responsibilities. The leadership practices that were most frequently mentioned in the interviews included collaborative and distributive leadership. Each participant emphasized how critical it is to communicate expectations and have a clear vision and understanding of their role. Additionally, only one participant mentioned the significant modeling is for teachers. Participant 2 expressed that "it is essential that I demonstrate strong leadership skills when implementing instructional leadership practices and provide teachers opportunities to develop their leadership abilities".

The participants all agreed that developing teacher leadership and culture had a positive effect on the school's success. Participants 2 and 3 said that in order to facilitate success in communicating and successfully accomplishing the goals and vision of the school, teacher leadership is necessary. A similar opinion was expressed by participant 5 regarding the role of administrators regarding the implementation of instructional leadership practices to influence teacher leadership and culture. He believed that teacher leadership contributed to the school's vision and mission and contributed to maintaining its culture. He went on to say that teacher leadership offers teachers a voice and an input in how decisions are made. Implementing instructional leadership practices to influence teacher leadership and culture can be accomplished by providing teacher leaders the opportunity to take responsibility for their own professional development and encouraging others to grow to execute the school's mission. According to participant 1, teacher leaders are given opportunities to take ownership and initiate goals and initiatives when instructional leadership practices are successfully implemented.

Evidence of Trustworthiness

This basic qualitative study's data analysis included triangulation of data from six participants' responses to the interview questions. The reader's confidence in the data, interpretation, and procedures used to ensure the quality of the study was referred to as trustworthiness or rigor (Burkholder et al., 2020). Researchers must develop rules and procedures to ensure that specified criteria pertaining to the reliability of the qualitative study is satisfied (Burkholder et al., 2020). The criteria was as follows: credibility, transferability, reliability, and confirmability (Burkholder et al., 2020).

Credibility

The truth of the study and the findings of the study are referred to as credibility (see Creswell & Creswell, 2022). To ensure the study's credibility, member checking and data triangulation was gathered from the participants' responses to interview questions. All participants were given a transcribed copy of their interview responses, and all modifications and amendments offered by the participants were integrated into the final interview data. Member checking was conducted to ensure that participants had the opportunity to examine the analysis of their interview responses and clarify any misconceptions. To ensure accuracy and consistency, data triangulation was utilized from the participants' interview responses.

To compare or triangulate the data sources, common themes were examined to determine whether they were present in all three: virtual interviews, the member checking process, and debriefing. After each interview, for example, participant responses were transcribed for accuracy and prepared for thematic analysis. Each research participant was invited to confirm the accuracy of my interpretation of their responses throughout the member checking process to ensure that there was no bias in my interpretation. Each research participant acknowledged that their responses were accurately captured and that there was no need to expand my interpretation.

Transferability

Transferability refers to how qualitative studies can be applied to or extended to a broader environment while retaining richness in context (Burkholder et al., 2020). Because qualitative data or results cannot be extended from a sample to a population, the

study findings must have some significance or meaning beyond the scope of the investigation (Burkholder et al., 2020). To increase the likelihood that the research findings would have some relevance beyond the research, extensive descriptions were utilized to describe the research findings and the context of this research. Detailed explanations offer enough information about the findings, the background of the research and data collection, and my interactions with the research participants (Burkholder et al., 2020).

Dependability

Dependability relates to whether there was evidence demonstrating consistency in data collection, analysis, and reporting (Burkholder et al., 2020). Dependability also necessitates the reporting of any changes in methodology or data collecting that occurred during the qualitative investigation. To strengthen the researcher's accountability, measures such as maintaining records regarding each step in the data gathering process was used to foster dependability. This approach followed the same steps as stated previously.

To address dependability, all research participants were given a thorough description of the stages and procedures used for data collection, data storage, analysis, and interpretation of the research findings, making it easier for others interested in conducting a comparable study to reproduce.

Confirmability

The protocol that had been previously established to deal with confirmability issues was put into practice and included reflective journaling and descriptive notes. Each

stage of the data collection process was recorded in the reflective journal. Keeping a reflective journal encourages objectivity and transparency in qualitative research (see Creswell & Creswell, 2022). The Walden dissertation committee also examined and assessed each stage of this research study.

The transcribed data from the interviews used in this study was used to facilitate an audit trail by the committee chair and methodologist to ensure the validity of this basic qualitative study. The procedure for gathering and analyzing the data was fully described. All of the documents gathered were subjected to a content analysis in order to comprehend the context. To determine the primary themes and subthemes, all the information from the interviews and documents was manually coded multiple times.

Summary

I investigated how high school administrators perceived their implementation of instructional leadership practices to influence teacher leadership and culture. I investigated the conceptual framework of the transformational leadership theory with one research question. I discovered that administrators in high schools used a range of instructional leadership practices to influence teacher leadership and culture. The research participants emphasized the importance of having a distinct vision for their part in implementing instructional leadership practices to influence teacher leadership and culture. According to the semistructured interview responses, high school administrators are mindful of how critical it is to successfully implement instructional leadership practices to influence teacher leadership and culture, but they encountered some challenges and barriers in doing so. This chapter also described the methods used to

gather and analyze the data as evidence of the validity of this study. The study's

limitations, in-depth discussion of the findings, and researcher recommendations based

on the data gathered is addressed in chapter 5.

Chapter 5: Discussions, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore high school administrators' perceptions of their implementation of instructional leadership practices to influence teacher leadership and culture. I sought to determine how high school administrators implemented their instructional leadership practices to influence teacher leadership and culture in their schools. By obtaining a better understanding of high school administrators' perceptions of their implementation of instructional leadership practices, district leaders may extend additional support to their current and future high school administrators by identifying instructional leadership practices that have been proven to influence teacher leadership and culture.

I discovered that high school administrators implemented various instructional leadership practices to establish teacher leadership and culture and enhanced the leadership abilities of teachers. To establish teacher leadership and culture, I determined that high school administrators desired to develop a vision and mission to include the development of leaders in the classroom to promote a positive culture. The high school administrators participating in this research study established detailed and collaborative guidelines to include leadership opportunities for teacher leaders to maintain a positive culture. High school administrators implemented instructional leadership practices to influence teacher leadership and culture regardless of an increase in their administrative roles and responsibilities. These high school administrators put instructional leadership practices into place that assisted, monitored, and coached teacher leaders in their development. In comparison to many of the instructional leadership

practices implemented, the high school administrators addressed the challenges and barriers they encountered in developing teacher leaders while preserving a positive culture in their school. This study's conclusion, as obtained from the data collection and analysis, is presented in this chapter.

<div align="center">**Interpretation of the Findings**</div>

The findings of the study are covered in this chapter based on the data I gathered and examined through categorization and the identification of common themes. The transformational leadership theory by Bass and Avolio (1994) constituted the conceptual framework for this study.

Key Findings 1: Establishing Teacher Leadership and Culture

By establishing an environment that promotes teacher leadership, high school administrators may guide and support the growth of teacher leaders and uphold a positive culture. According to the research, teacher leadership enables teacher leaders to support district and school initiatives while providing services to peers within the school in a variety of ways (Ghamrawi et al., 2023). This is accomplished by teacher leaders' contribution to the development of a supportive school culture (Ghamrawi et al., 2023). The development of an environment of trust, encouraging collaboration, and fostering a shared vision to carry out common goals and initiatives were determined to be the most beneficial instructional leadership practices that influenced teacher leadership and culture in this research study. Fostering an environment where teacher leaders can act as risk-takers and role models for other teachers, as well as support school-based professional development initiatives, is an important aspect for administrators to accomplish. When

establishing an environment that supports teacher leadership and culture, it is crucial to consider how high school administrators perceive their implementation of instructional leadership practices. This was made apparent during dialogue with high school administrators about how they implemented their instructional leadership practices to influence teacher leadership and culture.

The research also indicated that high school administrators can influence teacher leadership and culture by encouraging teachers to lead district and local school initiatives, creating opportunities for professional developments, and by facilitating the data team process (Bellibaş et al., 2020). Administrators in high schools create opportunities for professional growth through collaboration at the district and local school levels. To determine the teacher leaders' strengths and weaknesses around leadership, they also make efforts to implement various instructional leadership practices to provide different tiers of support. Participants in the study were aware of the significance of implementing instructional leadership practices through application, including creating a collaborative atmosphere where leadership decisions and responsibilities were shared. Bellibaş et al.'s (2020) findings that the implementation of administrators' instructional leadership practices with a focus on teaching and learning were essential for enhancing a school culture that encouraged teachers' involvement in decision making and enthusiasm for assuming leadership roles and responsibilities are evidence supporting these findings.

Key Findings 2: Enhancing Teacher Leadership Abilities

Administrators in high schools would benefit from knowing how the implementation of instructional leadership practices can be used to influence teacher

leadership and culture. In this study, the development of teacher leadership and culture was aided and supported by administrators' perceptions of their implementation of these instructional leadership practices. Providing teacher leaders with professional development opportunities to assist them in supporting peers and facilitating the communication of district and school initiatives was one of the instructional leadership practices that was implemented to improve the capacity of teacher leaders. According to Caena (2021), when administrators implemented instructional leadership practices disseminated using teacher leadership, this style of leadership includes a variety of elements and techniques that inspired, motivated, and influenced teachers, peers, school leaders, mentors, researchers, experts, and/or coordinators both inside and outside of schools. Caena (2021) claimed that by implementing these instructional leadership practices, schools were able to maintain a positive culture while increasing opportunities for teacher leadership and teacher-administrator collaboration.

Administrators in high schools recognized the need to improve teachers' leadership skills and abilities, but as demonstrated by the data gathered from interviews, time constraints and the expansion of administrative responsibilities has hindered the implementation of instructional leadership practices to influence teacher leadership and culture (Huang et al., 2018). Although instructional leadership practices have been successfully implemented by high school administrators to influence teacher leadership and culture, they lacked optimism regarding the long lasting effects of these practices. The district established generalized instructional leadership strategies intended to influence teacher culture and leadership, while giving high school administrators the

freedom to adapt as needed to suit the specific demands of their schools. To ensure the preciseness of the implementation of instructional leadership practices in their high schools, the district offered guidance and instruction to strengthen the capacity of high school administrators. An additional term that frequently appeared during the interviews was time. To meet each teacher leader's specific needs and implement instructional leadership practices to maximize their ability to influence teacher leadership and culture, high school administrators reported that they had difficulties finding enough time. All schools routinely implemented instructional leadership practices, but this does not consistently support or necessarily have an influence on teacher leadership and culture.

Limitations of the Study

This research study included several limitations. The sample size was relatively small for a basic qualitative study. The study's conclusions were based on the interview responses of six high school administrators who had overseen a traditional public high school for a minimum of five years. Given that they fell within the intended participant pool, the number of participants agreed with the requirements of the qualitative research methodology. Depending on the amount of data being gathered and examined, a small sample size is recommended (Burkholder et al., 2020). To overcome this limitation, purposeful sampling was necessary.

I did not get teacher leaders' perceptions regarding the way high school administrators are implementing instructional leadership practices to influence teacher

leadership and culture, and this is another limitation. The researcher's employment in the same school district as the research participants also constituted a limitation.

Recommendations

A recommendation for future research studies is to include teacher leaders' perspectives by broadening the study's focus. This basic qualitative study's purpose was to explore how high school administrators perceived their implementation of instructional leadership practices to influence teacher leadership and school culture. Interviewing teacher leaders could provide more insight into how they perceive administrators' support and guide teacher leadership and culture in their schools. Obtaining additional perspectives will help to deepen our understanding of the instructional leadership practices that high school administrators should implement to better support teacher leadership and foster a positive culture.

Another recommendation is to carefully examine high school administrators' claims about their implementation of instructional leadership practices that support teacher leadership and culture, along with concrete examples and success indicators. Most participants responded to the research question with general statements rather than specific examples of methods for leadership. This could potentially assist districts in acquiring a greater understanding of successful implementation of instructional leadership practices that guide, support, and promote teacher leadership and culture by conducting a more thorough analysis of the instructional leadership practices implemented by high school administrators.

Implications

To meet the requirements of teacher leadership and culture, high school administrators must be provided with additional specialized instructional leadership practices, according to the implications of this study's findings. The development of teacher leaders and culture in this study was positively influenced by fostering a culture of leadership and increasing teacher leaders' capacity. While high school administrators had the knowledge and desire to support the development of teacher leaders, they found that they were constrained by their own resources and schedules. It was discovered that the state and school districts must reassess the assistance provided to high school administrators to foster teacher leadership and a positive school culture. Administrators in high schools implemented instructional leadership practices to improve teacher leadership and culture practices and knowledge, but they did not determine which leadership practices were most successful in fostering teacher leadership and culture over time. An effective and efficient way for the district and schools to promote teacher leadership and culture would be to provide additional resources for high school administrators to support them with the successful implementation of instructional leadership practices.

Social Change at the Organizational Level

Although there were challenges and barriers in relation to the implementation, the participants had a clear understanding of their role in the development of teacher leadership and culture and implemented instructional leadership practices they believed were successful in fostering teacher leadership and culture. The high school

administrators believed their implementation of instructional leadership practices were not always successful because of these challenges and barriers. As a result, this study could support changes in organizational structure that high school administrators may employ to implement instructional leadership practices to influence teacher leadership and culture. In collaboration with the high school administrators, district leaders could identify areas of improvement and offer standardized instructional leadership practices to be implemented in all high schools.

The study's findings showed that high school administrators believed their implementation of instructional leadership practices to influence teacher leadership and culture were made with good intentions but were frequently implemented with varying opinions as to what leadership behaviors individuals should exhibit to promote teacher leadership and culture. Administrators in high schools with varying levels of knowledge about what the most recent academic research on teacher leadership and culture has to say applied their general knowledge and understanding of what they believed was required to advance teacher leadership and culture in the schools they managed. Because of their personal beliefs, specific leadership behaviors that are believed to have helped to foster teacher leadership and culture were not always identified. Each school year, changes are made to the organization's infrastructure with a focus on professional development that is facilitated by district leaders to deepen high school administrators' understanding of instructional leadership practices to support teacher leadership and culture. Through this collaboration, high school administrators can acquire an improved awareness of their responsibilities to foster teacher leadership and culture, removing

obstacles that prevent them from successfully implementing instructional leadership practices.

From the results of this study, I propose several implications. First and foremost, administrators must be intentional in their selection process and nurturing of teacher leadership and culture. The collaboration between administrators and teacher leaders should be considered part of the process. By strengthening teacher leaders' abilities and developing their sense of self as leaders, the development programs may have the effect of increasing administrators' understanding of the implementation of instructional leadership practices to influence teacher leadership and culture. Implications for positive social change could include enhancing high schools by assisting administrators in realizing that the way they implement instructional leadership practices influences teacher leadership and culture and that they must support and develop teacher leaders in their schools. Additionally, beneficial social change could improve the effectiveness of the professional community. A shift like this regarding the implementation of instructional leadership practices could contribute to the school's long-term viability as well as teacher retention, a positive culture, and opportunities for teacher leaders to advance in their careers.

Conclusion

The purpose of this basic qualitative study was to explore high school administrators' perspectives of their implementation of instructional leadership practices to influence teacher leadership and culture. Through semistructured interviews, I acquired knowledge about how high school administrators perceive their implementation of

instructional leadership practices to influence teacher leadership and culture. The high

school administrators' approaches to instructional leadership continued to be grounded in

the need to promote and nurture teacher leaders in their schools. Themes that emerged for

all high school administrators in the data analysis included their perceptions of

instructional leadership practices, the selection process for teacher leaders, understanding

the role of instructional leadership practices, establishing teacher leadership and culture,

enhancing teacher leadership abilities, and the challenges and barriers of

implementing instructional leadership practices. The primary findings that emerged were

the identification of various perspectives of the implementation of instructional

leadership practices and the improvement of teacher leadership abilities. Administrators

were able to discuss how they felt they were implementing instructional leadership

practices, but more specific information about these practices would be beneficial to

advance our understanding of both fundamental ideas and practical problems. High

school administrators have a responsibility to guide and support the development of

teacher leadership and culture, which in turn may influence and retain teachers, preserve

a positive school culture, and promote the development of teacher leaders throughout

schools. This influence can be achieved through expanding high school administrators'

understanding of their role in fostering teacher leadership and culture and by

implementing more specific instructional leadership practices.

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Appendix: Interview Guide

Date:
Time:
Interviewee Code Number:
Location of Interview:

Parts of the Interview	Interview Questions and Follow-up	RQ
Introduction	• Good afternoon, my name is Andrea Taylor. Thank you for agreeing to participate in my research study on "High School Administrator's Perspectives on Leadership Practices to Influence Teacher Leadership and Culture." Before we begin. Please allow me to review the privacy statement with you. "The researcher is required to protect your privacy. Your identity will be kept confidential, within the limits of the law. The researcher will not ask your name at any time or link your responses to your contact information. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else	• How do high school administrators implement their instructional leadership practices regarding teacher leadership and school culture?

	that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers so this would not involve another round of obtaining informed consent. Data will be kept secure by security measures, such as password protection, data encryption, and in place of real names using an alias. Data will be kept for a period of at least 5 years, as required by the university". Do I have your consent to record the interview? • If you are still in agreement with participating in this study, please state again that you consent. • Do you have additional questions before we begin?	
Question 1	• What is your perspective of the instructional leadership practices used in your school? *Follow-up questions*:	

	1. How would you define instructional leadership practices? 2. What instructional leadership practices have you implemented to foster teacher leadership and culture?	
Question 2	• How do administrators develop and encourage teacher leadership within others in the building to support the mission, vision, and culture throughout the school? *Follow-up questions*: 1. How do you encourage teachers in your building to establish their leadership abilities to support shared decision making and promote a positive culture? 2. What leadership characteristics do you look for teacher leaders and how are these teachers selected? 3. Are there teacher leadership programs available to assist in the development of	

	teacher leaders in your school or district?	
Question 3	• How do administrators use instructional coaches, mentors, and other teacher leaders to promote teacher leadership and culture? *Follow-up questions*: 1. What strategies do you utilize to support and develop teacher leadership in your building? Please provide specific examples.	
Question 4	• How does the administration and the leadership team monitor and adjust instructional practices to meet the needs of the school? *Follow-up questions*: 1. What protocols do you have in place to monitor these practices? 2. Are you able to conduct walk-throughs on a consistent basis? If so, how are the results from the walk-throughs used?	
Question 5	• How do administrators	

	implement instructional leadership practices to support critical process such as improvement of instructional practices, allocation of resources, and management systems and processes?
	
	Follow-up questions:
	  1. Please explain how you utilize these processes.
	
	  2. Are there any areas that are prioritized more than others?	

Question 6	• What is your perception of the challenges associated with the implementation of instructional leadership practices to influence teacher leadership and culture?
	
	Follow-up questions:
	  1. Will you please provide examples?
	
	  2. How would you describe your strengths and weaknesses with the implementation of instructional leadership practices as it relates to these challenges?	

	3. Over the years, have you been able to overcome these challenges? If so, how?	
Question 7	• What barriers do administrators encounter when implementing instructional leadership practices to influence teacher leadership and culture? *Follow-up questions*: 1. How do you deal with these barriers? 2. Are there leadership practices that you use to help to cope with these barriers?	