ROLE AMBIGUITY IN AN ERA OF ACCOUNTABILITY: A COLLECTIVE CASE STUDY

OF THE TEXAS SCHOOL BOARD PRESIDENT EXPERIENCE

by

Kerri Allen Daugbjerg

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The purpose of this qualitative case study was to describe role ambiguity for three school board presidents at Rydell Independent School District in Rydell, Texas. In describing role ambiguity as the school board president perceives it, I sought to describe how role ambiguity is impacted by one's self-efficacy, state accountability standards, and transformational leadership capabilities. Research questions framing the study included: How does the school board president's self-efficacy influence role ambiguity? How does role ambiguity impact the school board president as a transformational leader in the district? How do Texas accountability standards impact role ambiguity of the school board president? This study utilized a pseudonym for the institutional setting, Rydell Independent School District, and pseudonyms for the participants in the study. The participants consisted of three Rydell board members who served as the president of the board. Data collection for the collective case study consisted of face-to-face interviews, a Likert scale survey regarding role ambiguity, and site documents. Utilizing three forms of data collection and three participants' views increased trustworthiness in the research study through triangulation. In the analysis phase, the data was evaluated for relevancy, coded, and redundant data removed. Themes were identified and described. The how and what of the study was examined, and the results and meanings were discussed in depth (Moustakas, 1994).

 Key words: role ambiguity, school board president, self-efficacy, transformational leadership, accountability

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Heavenly Father, I give you all honor and glory for the ability to utilize the mind you gave me to further my knowledge in the field of education. You have given me the opportunities to achieve this goal, and I pray I use the knowledge gained from my studies at Liberty University to build your kingdom.

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List of Abbreviations

Independent School District (ISD)

Institutional Review Board (IRB)

No Child Left Behind (NCLB)

State Board of Education (SBOE)

State of Texas Assessments of Academic Readiness (STAAR)

Texas Assessment of Academic Skills (TAAS)

Texas Assessment of Knowledge and Skills (TAKS)

Texas Association of School Boards (TASB)

Texas Education Agency (TEA)

CHAPTER ONE: INTRODUCTION

Within the state of Texas, over 1,000 independent public school districts and charter schools exist to provide an educational foundation to the students based upon state academic standards. Each public school district is accountable for meeting the individualized needs of the learner as assessed through the State of Texas Assessment of Academic Readiness (STAAR). Accountability through data driven research is echoed throughout the halls of the public school buildings, engrained upon the minds of the 21st century educator, and incorporated into district strategic plans and processes annually. Through high-standardized achievement scores, these measures and directives seek to allow the district to close academic performance gaps between groups, and to provide postsecondary readiness for graduating students. The district has earned the right to hang the banner announcing to the state of Texas that this district is Exemplary as decreed by the state of Texas Education Agency (2007-2012).

The accountability components as measured by students' academic achievement on the STAAR exam are pivotal to curriculum initiatives, state funding, and professional development alignment within the district (TEA, 2007-2012). During this accountability journey, the teachers are supplied with the grade level state standards, and the administrators are equipped with the analysis of test scores. Both components allow for the decision making of the school to be data driven and to be focused on academic achievement for all learners. The importance placed on the ability to properly analyze and dissect the data becomes paramount as hired administrators and elected board members struggle to reconcile and take proper steps to meet the student's academic needs as set forth in the state standards.

The roles of the teachers and administrators are clearly defined and focused to bring forward instructional improvement strategies to meet the Texas state standards. However, as

elected officials and the link between the school system and the tax paying community, school board presidents are measured by the academic achievement of the district yet restrained to specific state specified duties. These duties include setting the local tax rate, setting and adopting policies, buying and selling of district property, bond referendums, budget adoption, and the hiring and firing of the superintendent (TEA, 2007-2012). Within this era of academic accountability, educators are held responsible for the progress of each learner academically and in implementing instructional strategies to equip the student with the knowledge base necessary to pass a test. It is this disparate set of measurement guidelines and community expectations that create friction and lead to a board president chasing a state mandated set of goals, yet each community simply wants to know how highly regarded is my district and what are you doing to remedy the low performance of the student populous. Boyd (2008) describes this age of accountability as

> the startling paradigm shift to outcome-based accountability, high stakes testing, and sanctions; new and steeper expectations for district and school board leadership to improve student achievement and close the black-white achievement gap; increasing transparency and availability of school district data via the internet and online, databases, and web sites. (pp. xv-xvi)

Background

The public education system in the United Sates is viewed as a catalyst or an impediment to the future workforce of America. The publication of *A Nation At Risk: The Imperative for Educational Reform* (U.S. Department of Education, 1983), created during the Reagan administration, placed a bleak and tragic outlook upon the ability of the United States to publicly educate a population prepared to meet a global economy, let alone lead one. The federal

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government continued to impose itself into the public education system as the Bush

administration mandated the No Child Left Behind Act of 2001 (U.S. Department of Education,

Office of Elementary and Secondary Education, 2002). This act demanded greater rigor in

academic standards for public school students across the United States, and placed the

assessment accountability component into the minds of every student, teacher, administrator, and

board member.

As the accountability of the students is placed upon each person within the school

system, the effectiveness of the Texas school board president is viewed by the accountability

rating it receives from the Texas Education Agency. The literature regarding school board

presidents across America is limited, as a majority of research constitutes studies of teachers and

administrators in relation to student achievement. This is understandable as the duties delegated

to the Texas school board president are not specific to the academic achievement of the students;

yet, the evaluation of the trustee's performance by the community is viewed almost entirely by

this component.

Although research is limited regarding the role of the school board president and

students' academic achievement, a landmark study was performed in Iowa in 2001, The

Lighthouse 2001 Study. This study found that school boards in high achieving districts are

significantly different in their knowledge and beliefs than school boards in low achieving

districts (Iowa Association of School Boards, 2000). In addition, a literature review performed

by Deborah Land (2002) reported the critical components of effective school board governance

as

> appropriate overarching concerns, namely student academic achievement and policy, not
>
> administration; good relations with the superintendent, other agencies, local and state

governments, and the public, as well as between board members; effective performance

in the areas of policy making, leadership, and budgeting; and adequate evaluation and

training. (p. 248)

The roles delineated to the Texas school board president are minimized to setting the local tax

rate, setting and adopting policies, buying and selling of district property, bond referendums,

budget adoption, and the hiring and firing of the superintendent (TEA, 2007-2012). Yet the

accountability of the students within the district rests ultimately upon the trustee's shoulders.

Therefore, how does the school board president in leading the board perceive his or her role in

the academic achievement accountability game, which ultimately defines the winners and the

losers. As the district environment and the community of taxpayers seek leadership from the

board president, the self-efficacy of the president as well as his or her ability to lead using

transformational components will be evaluated and judged through the polls.

Role ambiguity within the school board president creates multiple problems that distract

from the focus of educating students. A micromanaging mentality develops as the president

performs various roles and responsibilities assigned to school staff. Also, the active board is

confused regarding specific roles, which creates a relationship of friction between the board

president, board members, and the acting superintendent. Wisconsin school board presidents,

superintendents, and high school principals from 92 districts urged the need for clarification of

policy and administrative responsibilities to improve board effectiveness (Anderson, 2006). This

role ambiguity perpetuates board member turnover as well as shortens superintendent longevity

creating instability in the district through continuous leadership changes. The proposed study

into the role ambiguity of Texas school board presidents sought to describe the human element

of the phenomenon and gain an understanding of why the phenomenon of role ambiguity occurs

and how it impacts the leadership within the district.

Situation to Self

As an elected school board trustee, the existence of role ambiguity within the school

board president's position is distinguishable through his or her actions within the community and

the relationship with the superintendent. Also, motivation for the proposed study was founded in

the necessity to describe and understand the phenomenon of role ambiguity as experienced by

the Texas school board president. Utilizing an ontological philosophical assumption, this

research sought to describe the different perspectives of the board president participants and to

develop themes and an understanding of the individual's reality with role ambiguity. The

paradigm for the study was in the social constructivism framework. Relying on the participants'

views of role ambiguity within the position of school board president, one's self-efficacy and

social forming of one's reality was studied. As experiences were lived and subjective meanings

were developed, I relied on the participants' views of the situations formed through interactions

with others (Creswell, 2013).

Problem Statement

Public school boards in Texas are comprised of elected community members. Within the

school board, a trustee is nominated by the board to lead the team and is given the title of

president. The school board president, along with the other six trustees, are charged with

approving budgets, setting the tax rate, adopting policies, passing bonds, buying and selling of

school property, and the hiring and firing of the superintendent (TEA, 2007-2012). Within these

roles and responsibilities, the board president does not oversee the daily activities of the district;

although, through an approved and adopted annual strategic plan, goals for the school district are

outlined and measured annually. Due to the No Child Left Behind Act of 2001 and the mandate regarding assessments administered in the school systems, the community's approval of the board president depends on the academic achievement results of the district as assessed through the STAAR test.

The problem lies with the school board president consistently misunderstanding one's role and the role exclusive to the superintendent (Delagardelle, 2006). This role ambiguity leads to strained relationships between the board president and the superintendent, higher superintendent turnover, higher school board turnover, and ineffective leadership of the school district. Qualitative research studies regarding the working relationships and role responsibilities between the board president and superintendent are extremely limited. Therefore, it is not surprising the misunderstanding of one's role and strained relationships continue within a district as the superintendent and board president attempt to fill the same shoes. The lines drawn for the school board president between accountability to the community through specific actions to improve student accountability and the state directed roles of the board president are blurred. In depth studies into the systematic process of accountability components playing out in the lived experiences of school board members do not exist (Trujillo, 2013). In addition, "since the No Child Left Behind Act of 2001, minimal research has been conducted regarding school board practices and governance in relation to the accountability scrutiny imposed on public schools" (Hess & Meeks, 2010, p. 12). Exploring this topic can assist local school board presidents and superintendents by describing roles, and specifying effective leadership practices that will promote accountability through academic achievement for the students. This will create strong school board and superintendent training programs.

Boards of the 21st century are playing a more active role in the ensuring of "efforts to improve their schools through activities such as goal-setting, monitoring, and ensuring alignment of professional development" (Hess & Meeks, 2010, p. 5). However, the element of role ambiguity exists within the school board as the community and state seek measurements and activities to increase student accountability through district academic achievement; therefore, the delegated duties of the board president fall into parameters of oversight responsibilities.

Purpose Statement

The purpose of this collective case study was to describe role ambiguity for three school board presidents at Rydell Independent School District in Rydell, Texas. In this research, role ambiguity is generally defined as the single or multiple roles that confront the role incumbent, which may not be clearly articulated in terms of behaviors or performance levels (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). The general characteristics of this collective case study were the in depth description and analysis of role ambiguity for school board presidents in the bounded system of a Texas public school board.

Significance of the Study

In evaluating the need for this study, several factors contributed to the conducting of the research. First, as educational mandates continue to trickle down from the federal and state governments, school board presidents receive great pressure to strengthen the academic success of the district. The standard based reform has gained momentum across the United States and waged war on the local public school system. However, the school board president is solely armed with oversight artillery yet expected to lead to victory. As all eyes are focused on student achievement through assessment, the role of leadership within the district is gaining attention and

school boards are being scrutinized as to their role in influencing student achievement (Castagnola, 2005).

The state mandates sanctioned upon the local school boards are catalysts to the current problems in local school governance. "State statutes basically make school boards responsible for everything. Board members find it difficult to be responsible for everything and not actually supervising the doing of it" (Danzberger, 1994, p. 8). This study explored the perceived role ambiguity of the school board president in leading the district and in complying with state statutes. The functionality of the school board is evident in the leadership of the president; whereas, dysfunction and conflict arise within a school board as individual roles of board members are not clarified (Danzberger, 1994).

Through meanings and conclusions reached in this study, professional board training may be created and relevant to what board presidents need to lead in this era of accountability. Additionally, the lessons learned through this case study can facilitate more meaningful conversations between the superintendent and board president, as the collaboration between these two entities is instrumental to the effective leadership of the district. Also, barriers, which inhibit productive relationships between the board president and the trustees, can be minimized as a better understanding of one's role is described.

Research Questions

The purpose of this collective case study was to describe role ambiguity for three school board presidents at Rydell Independent School District in Rydell, Texas. Specifically, the study sought to gain a greater understanding of the influence of self-efficacy, leadership style, and Texas accountability standards on the school board president's perception of his or her roles and duties. Research exists regarding the connection between leadership styles of the school board

cooperate and the effectiveness of the board (Forner, Bierlein-Palmer, & Reeves, 2012; Hess & Meeks, 2010; Piggot-Irvine, 2008; Robinson, Lloyd, & Rowe, 2008); however, research into the school board president's perception of his or her role are non-existent. The following three questions guided this research study:

Research Question 1: *How does a school board president's self-efficacy influence role ambiguity within the elected position?* Utilizing the social cognitive theory as a theoretical framework to the proposed study, I sought the impact of one's self-efficacy in understanding the perceived role ambiguities of the school board president.

Research Question 2: *How does the perceived role ambiguity of the school board president impact him or her as a transformational leader?* Linking current studies in transformational leadership skills of administrators and teachers, this question sought an understanding of how role ambiguity promotes or impedes the transformational leadership of the school board president. Recent studies suggest a link between transformational leadership and student academic achievement. Therefore, does role ambiguity in the school board president impact his or her ability to be transformational as a leader.

Research Question 3: *How do Texas accountability standards impact role ambiguity of the school board president?* The accountability standards placed upon the public school districts drive every decision regarding personnel, budget, curriculum, and staff development. Therefore, how does the school board president perceive his or her role in the student's attainment of the academic standards as assessed through the STAAR exam?

Research Plan

A qualitative collective case study was utilized to describe the phenomenon of the school board president's role ambiguity within the bounded system of the Texas school board. A case

study allowed research to be conducted within the real life, contemporary context of the participant's experience (Yin, 2003). The identification and study of the specific cases provided an in depth understanding of the issue, role ambiguity. Through data analysis, themes unique to each case were studied, and conclusions were formed regarding the overall meanings and lessons learned from the cases (Creswell, 2013).

Delimitations

As the researcher in this study, I implemented purposeful decisions to guide and focus my collective case study. School board presidents were the participants in the study because of their connection with the superintendent of schools and the role they play in leading the school board as a team. Also, the district chosen as the site for the study has employed three different superintendents in the last five years. This has created confusion in leadership responsibilities of the board president.

Several factors contributed to the limitations of the proposed study. The selection of board presidents from a single district in Texas limited the generalizability of meanings and explanations reached in the study. The study gathered data within a certain period of time limiting the meaning and conclusions reached to a designated time frame. A study consisting of a greater number of years might detail further conclusions relating to role ambiguity within the school board president. The researcher is the human instrument in this qualitative study; therefore, I bring my own voice to the research. In addition, reflexivity limited the study in that the behaviors and responses of the participants may have changed due to participant's knowledge he or she was being studied.

CHAPTER TWO: LITERATURE REVIEW

Introduction

From the founding of the first school board in the state of Massachusetts to the current day school board, struggles through policies, decision-making, state accountability ratings, and lack of effective leadership continue to plague these locally elected entities. The media criticizes the school board for playing politics, the taxpayers criticize the board for low district achievement scores, and the state criticizes the board for misuse in allocation of funds. Surrounding the negativity of boards misusing the power delegated to them through state law, qualitative and quantitative studies have researched the how and why of the breakdown in this governing body. These in depth studies have drawn conclusions on the actions of the collective board that promote an environment conducive to student learning in addition to the actions of the board collective which distract from the vision and mission of the school district (Delagardelle, 2006; Johnson, 2011; Sell, 2005). However, studying the lived experience of the leader of the board, the elected president, and his or her perceived duty of accountability to the school district has not been studied. Through a qualitative study into the lived experience of the school board president, a greater understanding of the perceived roles and responsibilities could provide a link to the effective leadership components suggested by the current studies.

In reviewing meta-analyses and literature reviews regarding school board presidents' roles and responsibilities and the impact of these practices on student learning, consistent leadership qualities and foci continue to emerge in the studies. As a standards based education is challenging districts to prove accountability through state standardized assessments, leadership from the school board president is exhibited through perceived roles and responsibilities and policy mandated roles and responsibilities. Research has been conducted in addressing

characteristics of effective board leadership. However, minimal research is presented regarding the perceived roles of the board president and how these perceived roles encroach upon the specific duties outlined contractually to the superintendent. Therefore, by analyzing published studies, the following review of selected literature relates to the self efficacy of the president in role identification, accountability through transformational leadership, governance roles and responsibilities of Texas school board presidents, and the standards based education movement in Texas.

Theoretical Framework

The roles and responsibilities of the school board president are ambiguous as this elected leader of the district is charged with the academic needs of the students, the communal needs of the taxpayers, and the supervision of the acting superintendent. Along with the board of trustees, the president is characterized by his or her decision-making ability based upon one's self-efficacy. Along with self-efficacy, the collective efficacy of the group has a determining force as the group's perceived ability to accomplish goals for the district can strengthen or weaken the decision making process. Ambiguity within roles arises as the president acts upon certain situations deemed under his or her authority by the electorate, but the action interferes with duties deemed to the superintendent.

Foundational to one's perceived ability to act in a situation, the leadership style one espouses will be exhibited. As a school board president, along with the six board trustees, gains the confidence and trust of the community, each trustee must exhibit leadership qualities within the roles and responsibilities of the elected position. Therefore, as the president leads transformational, the board trustees are empowered to lead others in the mission driven goals of the district.

Social Cognitive Theory

A foundation of one's ability to run for an elected position and to conduct the business required of one's constituents entails the realization of self identity, capabilities and limitations, and the support of others to affirm one's self perceptions. Utilizing the self-efficacy component of Albert Bandura's social cognitive theory, a framework for this research will be formulated and guide the study to allow for the findings to be placed within the studied phenomenon of role ambiguity. Based on Bandura's social learning theory, specifically the self-efficacy characteristic, a synthesis of the current research illustrates the impact of a person's self efficacy beliefs and how these beliefs influence one's decisions, risk taking, actions, and leadership characteristics.

Albert Bandura (1986) developed the social cognitive theory. Within this theory, "behavior, cognitive, and other personal factors and environmental events operate as interacting determinants that influence each other bi-directionally" (Wood & Bandura, 1989, p. 362). Therefore, the motivations and actions of an individual act in tandem with one's knowledge or personal experience and the surrounding culture and environment. In addition, the determinants to act are in alignment with the ongoing act of self influence (Bandura, 1991). "Persons are neither autonomous agents nor simple mechanical conveyers of animating environmental influences. Rather they make causal contribution to their own motivation and action within a system of triadic reciprocal causation" (Bandura, 1989, p. 1175). Therefore, the human agency described in the social cognitive theory has contributed to the knowledge base regarding human characteristics seen within leadership positions.

The self-efficacy component of the social cognitive theory is directly related to the actions and inactions taken by those in leadership positions. This crucial component of human

motivation empowers one with the perception of control over an event. "Efficacy is a generative capability in which cognitive, social, emotional, and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes" (Bandura, 1997, p. 37). This ability to influence one's own actions must be understood and applied through current research in leadership. The use of this power could help describe characteristics and leadership abilities of school board presidents who exhibit strong goal driven practices and mission focused decision-making. One's perceived self-efficacy will be an enormous contributing factor to one's ability to act in a situation, resolve conflict, or simply perform a skill (Bandura, 1997).

As one perceives the ability to accomplish a goal, the heightened or decreased self-efficacy is rooted in environmental sources. Mastery experiences which formulate one's perception of ability through prior accomplishments, vicarious experiences as one compares the abilities of others to oneself, verbal persuasions and environmental influences, and affective states from which one judges one's capabilities formulate one's self efficacy (Bandura, 1997). Therefore as people in decision-making positions make judgments, the environment and previous experiences with the situation will come into play as actions are taken in which one's self-efficacy perceives attainable.

According to the Social Cognitive Theory and Albert Bandura's research, self-efficacy makes a difference in how people feel, think, behave, and motivate themselves (Bandura, 1995). Self-efficacy is related to a specific situation and is different from the terms self esteem and self-confidence. Self-efficacy is a temporary and easy to influence characteristic that is solely situation or task oriented and not global (Lenz & Shortridge-Baggett, 2002). "In order to gain a sense of self efficacy, a person can complete a skill successfully, observe someone else doing a

task successfully, acquire positive feedback about completing a task, or rely on physiological cues" (Zulkosky, 2009, p. 93).

As self-efficacy deals with an individual's perception of one's ability to act, many actions are performed in a group or social setting and utilize a collective efficacy model of perceived ability. Collective efficacy is "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment" (Bandura, 1997, p. 477). The collective efficacy is determined by the group's perceived ability to work together to arrive at successful outcomes. This belief centers on the group's coordinative and interactive dynamics and abilities to operate collectively (Bandura, 1997). By attaining from each group member an appraisal of one's own capabilities and how these strengths contribute to the work of the group, an evaluation of a group's collective efficacy can be performed (Bandura, 1997). Also, gaining an understanding from each member of the group on how the group works collectively will aide in evaluating the collective efficacy (Bandura, 1997).

Implications for the field of education in regards to one's self-efficacy have been researched. The key to increasing one's self-efficacy is through the modeling of the desired behavior or goal by another. When given the chance to physically perform the action or show a capability of completing the task, one's self-efficacy is increased. "Practicing is the most important source of self efficacy because it relies on actual personal experience" (Zulkosky, 2009, p. 99). Therefore, in leadership positions, a person's high self-efficacy is manifested from past experiences in leading as well as success as a leader. A leader with a strong self-efficacy feels capable of successfully completing tasks and challenges. Researching a high self-efficacy in educators shows, "those who have a high level of instructional efficacy function on the belief that difficult student are teachable through extra effort and appropriate techniques. They also

believe that they can procure family support and overcome negative community influences" (Zulkosky, 2009, p. 100).

A quantitative study performed by Skaalvik and Skaalvik (2009) studied the significance between a teacher's relationship with a student's guardian and the teacher's self-efficacy. The study reported "positive relations to parents predicted the teacher had stronger self efficacy beliefs. The results indicate that parents' evaluation of the teaching is an important frame of reference of teacher's self-evaluation and self-perception" (Skaalvik & Skaalvik, 2009, p. 1065). Further research through this study linked a teacher's collective efficacy with the supervisory support received. "Although collective teacher efficacy was related both to teacher's relations to parents and to teacher autonomy it was most strongly related to supervisory support" (Skaalvik & Skaalvik, 2009, p. 1065). This supervisory support was described as the leadership of the school in supplying both mental and emotional guidance to the teacher formed through mutual trust and respect (Skaalvik & Skaalvik, 2009). Therefore, if a teacher's high self efficacy is linked to higher academic achievement in the students, and a teacher's strengthened self efficacy is significantly related to supervisory support, more research is needed on the self efficacy of school leaders in promoting an environment conducive to heightened teacher self efficacy.

Through the research presented, additional information is needed in the field of school board president self-efficacy and how one's self efficacy directs the president to act on behalf of the district within his or her stated duties. As one's self-efficacy is manifested in the perceptions gained from interactions with others and cultural factors, the self-efficacy of a president in performing his or her duties successfully may be mitigated by the desire to meet the demands of the community. These demands and decisions may fall from the prevue of the stated roles of the

board president; however, the voters' demands being met will take precedence for a board member seeking reelection.

Forming an opinion of oneself and the abilities one feels can successfully be performed necessitates researching what factors lead to a president's high or low self-efficacy. As school board presidents fulfill their obligations successfully in the eyes of the educational staff and community, a heightened belief in one's personal efficacy will occur as social validation exists (Bandura, 1997). Based on a collective efficacy, the element of presidential transformational leadership will be explored as the Texas public school board is comprised of a collective decision making body led by the president and in partnership with the acting superintendent. The president's perceived role in unifying the decision making body by enabling each trustee to become leaders within the educational boardroom and within the community will be studied.

Transformational Leadership Theory

Leadership theories abound in past and current studies regarding qualities that enable others to transform from followers into leaders. Transformational leadership is a theory characterizing leadership as an act empowering others through a shared vision to become leaders within the organization and beyond. The act of leading transformational involves "changing the culture by first understanding it and then realigning the organization's culture with a new vision and a revision of it's shared assumptions, values, and norms" (Bass & Avolio, 1993, p. 112). The initial component of understanding the culture and the environment around the leader is imperative in creating the trust and buy in from those who are to follow.

The transformational theory created by Bernard Bass is inclusive of four specific components that typify this form of leadership. Known as the four I's, "the four factors include idealized influence, inspirational motivation, intellectual stimulation, and individualized

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consideration" (Bass & Avolio, 1993, p. 112). The component of idealized influence consists of the leader's ability to arouse engagement from followers based on instilling self-confidence and appealing to the emotions of the follower. The transformational leader exhibits characteristics others idealize and transforms followers to act based on the belief and commitment to the leader's goal. The second component, inspirational motivation, is exhibited as the leader transforms the actions of others through emotional persuasion. Transformational leaders exhibit foundational beliefs and actions that lead followers to move or act in accordance to the leader due to an emotional state of deep-rooted belief in the cause. Intellectual stimulation is the ability of a leader to transform others into leaders through intellect and mental capabilities. The intelligence level of the leader may be warranted or assumed, but the follower believes in the mental ability of the leader and therefore, follows the leader's actions or directives. The fourth component of the transformational leadership theory is individualized consideration (Bass & Avolio, 1993). Individualized consideration is the art of transformational leader-viewing followers based on the unique talents and abilities each brings to the cause (Kirby, Paradise, & King, 1992, p. 304). This action allows skills to be developed on an individual basis and goals to be tailored to the individual.

Transformational leadership is based upon the commitment and engagement of others to a shared and valued goal or vision. However, this basis of the transformational theory does not dismiss one's personal or unrelated goals. As Bass and Avolio (1993) state,

the inclusion of assumptions, norms, and values, which are transformational based does not preclude individuals pursuing their own goals and rewards. This can occur at the same time where there is alignment with a central purpose and the coordination required

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to achieve it. Leaders and followers go beyond their self-interests or expected rewards for

the good of the team and the good of the organization. (p. 117-118)

Therefore, in a transformational leader environment, school board presidents can achieve

individual goals aligned with the district mission in addition to corporate goals set by the school

board. Many times one's own goals are aligned to the corporate goal at a foundational level.

Through the utilization of transformational leadership and the exhibiting of idealized

influence, inspirational motivation, intellectual stimulation, and individualized consideration, the

culmination of this leadership theory is witnessed as the follower ultimately attains the position

of a fellow leader. Bernard Bass (1985) describes this action in great detail as leaders

convert followers to disciples; they develop followers into leaders. They elevate the

concerns of followers on Maslow's need hierarchy from needs for safety and security to

needs for achievement and self-actualization, increase their awareness and consciousness

of what is really important, and move them to go beyond their own self-interest for the

good of the larger entities to which they belong. The transforming leader provides

followers with a cause around which they can rally. (p. 467)

As the followers begin to grow in self-actualization and be transformed into leaders, a

community of believers is created around a committed belief in goal achievement. The research

on transformational leadership theory relates one's individual goals to those on a personal level

and the group goals to an organizational level that changes the cultures of the entity. The

continued action of transformational leadership develops empowerment in all those involved and

dedicated to the cause. Also, this form of leadership promotes a greater sense of community as

each person is dedicated to the goal through a sense of shared ownership and commitment

(Kowalski, 2006).

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Further research regarding the transformational leadership theory utilized in a school setting was conducted in Jordan. A quantitative study performed by Abu-Tineh, Khasawneh, and Al-Omari (2008), examined the transformational process of leading as described by Kouzes and Posner in the lived experiences of Jordanian school principals. Kouzes and Posner describe transformational leadership as a collection of practices that include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 2007). These behaviors of transformational leadership were chosen to be practiced in the Jordanian schools due to the "empirical literature on leadership showing that transformational leaders are positively associated with principals' effectiveness in implementing reform agenda" (Abu-Tineh, Khasawneh, & Al-Omari, 2008, p. 648). In the findings of this study, the teachers reported a significant difference in the transformational style of leading being exhibited by male or female principals.

> Female teachers perceived their principals better in modeling the way and encouraging the heart. This result is consistent with anecdotal, survey, and experimental evidence pointing out that women in leadership positions are seen by their subordinates and colleagues to be as leaders, somewhat more transformational than their male counterparts. (Abu-Tineh, Khasawneh, & Al-Omari, 2008, p. 658)

This study provided further data regarding gender perceptions of leadership styles. Moreover, further research needs to be conducted to study the forms of leadership present in decision-making bodies like the public school board. Also, research into the styles of leadership exhibited by both a male and female president on the school board would be beneficial to understanding the perceived roles of the president.

Review of the Literature

School Board Leadership

An initial review of the literature revealed a meta-analysis performed by Robinson,

Lloyd, and Rowe (2008), which utilized empirical studies of student's academic achievement

within a district in comparison with leadership attributes of district decision makers. From the

research parameters inclusive of educational positions and student academic achievement, "27

studies published between 1978 and 2006, provided evidence about the links between leadership

and student outcomes" (Robinson, Lloyd, & Rowe, 2008, p. 641). Inclusive of the 27 studies,

the researchers sought to find a connection between the type of leadership utilized in a school

district and the impact the leadership design had on student outcomes. Transformational

leadership and instructional leadership were the predominant theories observed in the recorded

studies. The findings emphasize the integral components of student achievement including a

shared cohesive role in leadership, a continuous focus on the goals of the district, and the

continuous professional development of effective leadership by the school board and district staff

(Robinson et al., 2008).

The study performed by Robinson et al. (2008) provided quantitative insight to the

educational arenas regarding increased student scores arising from transformational led

environments. The findings of this study can be challenged by expanding the study to include

the school's decision-making body, the school board, and the characteristics it displays in

leadership techniques. The board annually approves a strategic plan for the educational

improvement of the district thereby empowering the staff to go forward with responsibilities and

procedures to bring the proposed plan into an evident course of action. This study provides

compelling evidence as to the effectiveness of leading transformational at the campus level to

promote student achievement. However, a study describing the transformational leadership of a school board president and the resulting effectiveness or lack of on the school environment is non-existent.

The Iowa Association of School Boards (2000) conducted a hallmark study regarding the impact of school board leadership and student learning. The goal of this landmark study sought a correlation between the leadership characteristics of the elected school board and the superintendent and the impact of the existing form of leadership on student achievement in the district. Over the span of several years, the study researched the relationships of the superintendent and the board of trustees in high achieving school districts and compared these findings with schools that continually receive low academic ratings for the district. Results of the study indicated a sense of commitment to the needs of the students, a focus by the board and superintendent on district wide student improvement and learning, and the linking of campus goals to board/district goals were apparent and practiced in each of the high achieving districts (Iowa Association of School Boards, 2000).

This study performed in 2000, led to perceived characteristics of a school board working well with a superintendent and producing higher achieving student scores across the district. The research looked at the board as a whole in addition to the relationship held with the acting superintendent. The leader of the board, the elected president, was not discussed as to the role he or she plays in governing and uniting the board to focus the board on goal attainment. If a cohesive unified board focused on the goals of the strategic plan leads to student achievement as the Iowa Association of School Boards (2000) study suggests, further research must be conducted on the role of the leader within this group, the president, focusing the board on the needs of the students through the adopted strategic plan and the role of the board members

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separate from the role of the superintendent in implementing the plan into a successful reality.

Governance Roles and Responsibilities of the School Board

Delagardelle (2006) conducted a mixed methods foundational study regarding the roles and responsibilities of school board members and the link between these perceptions and the actual defined and delegated role of the trustee. Compiling data from a statewide survey in Illinois, Delagardelle sought to gain an understanding of school board members' perceived roles on the board in connection with student outcomes and learning. In addition, the study discussed leadership efforts and the specific defining of roles and responsibilities of the board and superintendent to promote effective decision making by the combined forces. Significance in the study is apparent as an increase in understanding how board members perceive individual governance roles,

> behaviors that may improve student learning as well as the contextual factors and characteristics that influence those beliefs, may be able to guide the recruitment and development of local school governors in ways that increase their effectiveness and generate higher levels of student learning. (Delagardelle, 2006, p. 72)

The roles and responsibilities of the Texas elected school board trustee are outlined in the Texas Education Agency state mandated policy book; however, research continues to provide empirical evidence of school board member's micromanaging a district and undertaking roles assigned to the superintendent (Danzberger, 1994; Williams & Tabernik, 2011). The specific duties of the Texas board member delegate the buying and selling of property for the district, the proposing of bond referendums, establishes policy which govern the district, set the local tax rate, and the hiring and firing of the superintendent (Texas Education Agency, 2007-2012). These duties are formally accepted by each board member at the induction ceremony and must

serve as the parameters for an overseeing component to the district as legalized by the education commissioner in Texas.

In a study performed by Johnson (2011) specific practices of a governing board contributed to an environment conducive of student engagement and learning. As Asbury (2008) explains, "few studies have attempted to measure the school board's effectiveness in changing student achievement" (p. 51). However, a school board's role in creating an environment enabling student achievement can be researched through qualitative and quantitative methodologies. A school board's role in creating this environment includes

> creating a vision, using data, setting goals, monitoring progress and taking corrective actions, creating awareness and urgency, engaging the community, connecting with district leadership, creating climate, providing staff development, developing policy with a focus on student learning, demonstrating commitment, and practicing unified governance. (Johnson, 2011, p. 90)

The charactieristics listed from this recent study are more detailed and pervasive in comparison to the duties legally placed upon board members in the state of Texas. Therefore, in comparing the roles required of the board to ensure a quality environment and those dictated by the state of Texas to be fulfilled, it is apparent why an increased role ambiguity occurs.

Although the duties are specified and clearly articulated on state and local websites, a study by Deborah Land (2002) increases the research regarding the ambiguity of roles and responsibilities perceived by the board trustees. Within the study, Land (2002) discusses the working relationship of the board members and superintendent along with the examination of more educationally linked duties of the board in mixing the administration component with the policy component. The research reports the governance of the school board must be that of a

collective body working for the betterment of the students, faculty, and community for which it serves; it is not a body of fractured minds working individually to represent agenda driven groups. Therefore, as Land (2002) articulates, the board must be a collective body working with the superintendent to promote the academic, social and emotional well being of the students. Yet the roles and responsibilities a board member swears to faithfully execute lie with policy oversight. The president, leading the board of trustees, is aware of the academic needs of the students through presented board meeting data, concerned with the gaps in performance of the subpopulations within the district, mindful of the lack of technology necessary to advance the school adopted mission statement, yet bound to the state defined duties of oversight.

Through qualitative methodology, a study in Queensland, Australia performed by Austen, Swepson, and Marchant (2012), discussed innovative non-state school board practices that were researched and shown to increase school board effectiveness. Utilizing semi structured interviews of 17 participants covering six different schools, the participants "provided details of governance structures, policies and procedures, overall structure and arrangements, membership including representation, filling vacancies, skill mix, reporting, who selects the principal, induction, and self evaluation" (Austen, Swepson, & Marchant, 2012, p. 74). From the transcribed interviews, the characteristics sought out in school board members varied. One school looked specifically for professional attributes of the potential board member including educators, accountants, and lawyers. Three of the schools placed great importance on the religious affiliations of the potential board member. Also, one school discussed the need to "get a cross section of people, a cross section of thoughts and views" (Austen, Swepson, & Marchant, 2012, p. 77).

The interviews for this study were collected from the chairperson of the board, the

principal of the school, and the business manager of the school. Although all interviews came

from non-state schools, the characteristics deemed necessary for the board position varied in the

participant's responses. Utilizing a similar study, regarding the effective characteristics of

school board members deemed necessary by the taxpayers, data would be relevant to furthering

the knowledge of school board research. Studies into the characteristics desired of a school

board president do not exist; therefore, understanding the needs of the taxpayers, teachers,

administrators, and fellow board members would be beneficial. This information would not only

help the community in electing a school board trustee, but it would also be relevant to the acting

board in electing a president.

In a study performed by Thurlow-Brenner, Sullivan, and Dalton (2002), conclusions were

drawn regarding the necessity for clarity in roles between the governing school board and the

acting superintendent. Four characteristics are described as critical in accomplishing this

division in roles.

> School boards need to understand their primary role in setting the vision and key policies
>
> of the organization. The foremost tasks in policy governance are first to determine to
>
> whom and for what they are accountable, then, as a board, define their expectations of
>
> themselves, the superintendent, the board president, and any committees. Boards must
>
> establish clear performance expectations for the superintendent. Board training needs to
>
> regularly focus on evaluating and maintaining role clarity between boards and
>
> superintendents. (Thurlow-Brenner, Sullivan, & Dalton, 2002, p. 27)

This study discusses the characteristics needed in delineating between the roles exclusive to the

school board and those exclusive the superintendent; however, the study does not research the

perceived roles of either party. Also, this research could be taken further by studying the process

of setting a district vision and the key players who will implement the vision and how. It leads

one to believe that if one possesses a task in setting the vision and policies of an organization, the

implementation of that vision would necessitate being observed also. However, the board is

removed from the daily directives in carrying out the vision. Therefore, studying a board

president's perceived roles in setting and fulfilling the vision of the district would be insightful to

better understand how roles of the board president and superintendent become blurred and a

micromanaging of the superintendent occurs (Anderson, 2006; Williams & Tabernick, 2011).

Rivalry versus Relationships of the School Board President and Superintendent

The discourse and working relationship between the school board and the acting

superintendent can be viewed as tumultuous and stagnant or productive and team oriented. In a

recent study, Grissom (2010) discussed the component of conflict with the school board

relationship both internally and externally and the impact on effective decision-making. The

findings of the study link the constructive or deconstructive relationship of the board and

superintendent to environmental factors as well as personal ego conflict and role confusion. The

experience of conflict within a decision making body is eminent; therefore, the study suggests

eliminating possible conflict areas and emphasizing a shared vision and mission statement for the

district will help decrease the strained communication within the group.

As egos and self-created agendas impose themselves upon the will of the board, conflict

is evident and apparent in the collective efficacy of the board. As the collective efficacy of the

board diminishes and the overall feeling of cooperation declines, the acting board president must

intervene. School boards permeated by personal motivated agendas lead to a fractured and

stagnant decision-making body. As Grissom (2010) reflects in the study, a corporately vision

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aligned board will increase communication and goal alignment within the group. The president must transform fellow board members into agents for communicating the vision to the community and approving policies and plans that align with the district's mission.

Rivalry and relationships within the school board are also contingent upon the micro-politics present in school board decision-making and policy mandating. A case study presented by Bjork and Blasé (2009) emphasized the inner workings of political forces within a school district, and the negative impact of agenda setting by individual board members that challenge the focus and mission of the district. "We found that the influence of the external political environment as well as internal conflictual and cooperative processes involving individuals, political interest groups, power, and influence added to the complexity of the district's problems" (Bjork & Blasé, 2009, p. 204). In concluding the study, a relationship of the board and the superintendent must be viewed as a partnership of shared experiences and knowledge where the voices of all are included and valued and ultimately decision making is based on student needs.

Board members are individually elected as a participating voice in a collective decision making body. The electorate is comprised of community taxpayers seeking resolutions to district situations that affect the voter on an individual basis. Therefore, the role of the board president can become blurred, as the Bjork and Blasé (2009) study suggests when the president of the board seeks advice from individual voters with politically motivated agendas and disregards the needs of the student body corporate.

In a mixed methods study performed by Petersen and Short (2001), researchers examined the power of the superintendent in influencing agenda setting for public board meetings and the influence of the superintendent on board voting decisions based upon the social influence theory and social style. One of the findings from the research showed a following of board members in

conjunction with a superintendent who exhibited attributes of "expertness, trustworthiness, attractiveness, assertiveness, and emotiveness" (Petersen & Short, 2001, p. 561).

Just as the superintendent leads the educational staff, the school board president is charged with a duty of leading the board of trustees. The attributes of a superintendent resulting in the following of the educational staff may be in a direct relationship with the attributes necessary for a school board president to be followed. Therefore, if trust and knowledge are attributes necessary to lead, as a transformational leader, the school board president must engrain and develop these characteristics in the current board. Ultimately, this action will produce leaders within the group to gain support within the community for the vision of the school district.

Effective Decision Making of the School Board

The research of Danzberger (1994) entailed a review of the findings from three studies performed by the Institute for Educational Leadership, which spanned eight years. Results from the studies highlighted the opinions of the community and active board members. He reported that too much time is spent on the minor trivial administrative issues and not on the major focus and vision of the collective district. Additionally, Danzberger (1994) details a set of criteria to systematically reform the operations and decision making of the school board and superintendent in working jointly toward student success. "The intention of our recommendations is to transform local school boards into true educational policy board that are able to focus on development, implementation, and oversight of policies to improve the academic achievement of all students" (Danzberger, 1994, p. 375). The findings of the Danzberger study lead to the belief that the current school board procedures and bound duties to the legal policies of the district are antiquated and non-inclusive roles of the acting school board.

To improve the academic achievement of the students, one must look into the specific campus improvement plans, the allocations of funds in the curriculum function of the budget, and the actions of the staff which are in accordance with the goals and vision set for the district and approved by the board. The position of board trustee and board president are much more involved and interactive with the workings of the district towards student success. Therefore, the stated path for which the board president should follow is marginalized and narrowed by the roles and responsibilities delegated to the position by the state of Texas. As the school board president follows the duties outlined by the state of Texas, further qualitative studies are needed to understand the confusion in roles of the position as one fulfills the obligated duties espoused by the state and those roles designated upon the president by the community of taxpayers to ensure the academic achievement of the students represented.

A study performed by Feuerstein (2009) again looked into the variables of effective leadership of public school board members based on decision making. Effectiveness of a school board based on the element of decision-making was the impetus of the study. A sample of 501 superintendents was surveyed using the Board Self Assessment Questionnaire. The superintendents were asked to evaluate the effectiveness of the governing board within one's district. Results of the study revealed ineffective leadership abilities of Pennsylvania school boards surveyed in the manner for which the boards conducted themselves and the lack of professional development in educating the school board member. Also, the conclusions showed a more enhanced democratic participation to promote accountability of the board members and greater feedback from constituents within the community represented is needed, as opposed to mayoral or state takeovers of boards representing low performing districts (Feuerstein, 2009).

The implications of this recent study highlight the need for more research related to the effectiveness of school boards performing the role and the responsibility that the position requires. Feuerstein (2009) study suggested heightened and more effective leadership from an elected board necessitates professional development in educational fields. Also, many states do not require public school trustees to engage in professional development hours (Roberts & Sampson, 2011). Therefore, without professional training and knowledge on how to lead the board and the superintendent, the board president is left with a sense of role ambiguity.

A study regarding the emotional intelligence relationship to board governance was conducted by Hopkins, O'Neil, and Williams (2007). Through this study, school board participants rank ordered emotional intelligences perceived critical for effectively governing the board. In this research, "a set of six core competencies were universal across the six board practice domains: transparency, achievement, initiative, organizational awareness, conflict management, and teamwork and collaboration" (Hopkins, O'Neil, & Williams, 2007, p. 683). The study consisted of seventy-three Board Self Assessment Questionnaire items that gathered information on specifically what the board members perceived as significant to the position. Findings of the study reported 97% of responses indicated at least one of the emotional intelligence competencies was critical for effectively governing a school district. Moreover, 23% of the responses indicated two or more of the emotional intelligence competencies were necessary for effective governance (Hopkins et al., 2007).

The results of the study reinforce the qualifications and the characteristics necessary in effective leadership of a school board. The practice domains of effective school boards were described as making decisions, functioning as a group, exercising authority, connecting to the community, working toward board improvement, acting strategically (Smoley, 1999). Specific

correlated findings were reported from this study in that practice domains were characterized with the six core competencies (Hopkins et al., 2007). "The three most highly ranked competencies with 75 percent or more agreement were transparency, organizational awareness and teamwork and collaboration" (Hopkins et al., 2007, p. 693).

One can deduce from this study that emotional intelligences are critical to the successful leadership of the district. Specifically, if transparency, organizational awareness, team work and collaboration are overwhelmingly found to be essential to a board member, research into the board president should be conducted and studies as to what additional emotional intelligences are effective in governing the board corporate. Due to the additional duties of the board president, this study and the application of the characteristics necessary to lead effectively add to the knowledge needed in electing a trustee to serve as president. In addition, in relation to the Hopkins et al. (2007) study, further research should be conducted regarding what emotional intelligence components the board seeks in a superintendent as well as what the superintendent desires of the board.

Professional Development and Turnover of the School Board

The movement of standards based education and accountability of districts through assessments has led to an increase in research regarding the correlation of school board leadership characteristics linked to high or low academically achieving districts. The mixed methods study of Roberts and Sampson (2011) sought to search the knowledge base and trainings linked to professional development courses for school board members and the effect of professional training on the student achievement of the district. Utilizing a questionnaire, data from 26 state school board directors was collected. Conclusions of the study found that a majority of states do not he a professional development requirement for elected board members;

however, when comparing the states, which require training against those that do not, "there seems to be some positive effect between school board member professional development and overall state education rankings" (Roberts & Sampson, 2011, p. 710).

A crucial connection can be drawn using the Roberts and Sampson (2011) study regarding school board leadership. The study revealed a correlation between effective school boards and professional board member training. Furthermore, the effectiveness of the leadership was increased as the understanding of one's roles and responsibilities were defined and discussed through mandated training. In contrast, board members who do not participate in training and programs dealing with board member development will have an increased sense of role ambiguity within the elected position.

A similar research study was conducted by Alsbury (2008) to determine if the continuous turnover of school board members had an effect on student achievement within 162 Washington districts. Data collection was based upon questionnaires and surveys mailed to the superintendents. Information was analyzed utilizing quantitative measures to seek significance in relation to board member turnover and student achievement on the Washington Assessment of Student Learning. Although causality could not be reported in the findings, the researchers concluded a relationship between the turnover of a school board, specifically politically motivated, and the decrease in achievement scores for the students in the district. Alsbury (2008) applied his findings to the continued argument regarding the necessity of school boards. His data revealed the elected boards continuity and connection to the needs of the electorate provide the platform for the community to have a voice in public school policies.

Additionally, Alsbury (2008) found a connection between the school board and the needs of the electorate led to an increased board tenure and steady or increased student achievement.

This study stating the needs of the electorate to be addressed in achieving continuity in a school board highlight the unwritten roles of the board and board president to go beyond the state specified duties and into the abyss of role ambiguity as the needs of the community must be addressed.

Standards Based Education in Texas

Accountability through assessment has become the buzzword affiliated with the No Child Left Behind (NCLB) legislation (2001). However, the state of Texas has known accountability through assessment since 1994. Starting in the spring of 1994, students attending public schools in Texas were tested in math and reading in the third grade through the eighth grade and in grade ten (Lorence, 2008). Created by Governor George Bush, the Texas Assessment of Academic Skills (TAAS) became the fundamental component for which the success or failure of a school district was derived. When Governor Bush became President Bush in 2000, the public school accountability system in Texas became the impetus for the No Child Left Behind (2001) legislation (Lorence, 2008). The NCLB mandate held schools accountable to achieving student academic success through data driven assessments and accountability funded rankings of the districts. As stated by Reback (2008),

> the law authorizes the U.S. Department of Education to withhold federal funds if a state does not administer a testing and accountability system meeting several requirements. Similar to Texas' current accountability system, No Child Left Behind requires states to rate schools based on the fraction of students demonstrating proficiency. (p. 1395)

In 2003 the TAAS test in Texas was replaced with a more rigorous TAKS, Texas Assessment of Knowledge and Skills (Lorence, 2008). Moreover, in 2011, the State of Texas Assessments of Academic Readiness (STAAR) was implemented in third through twelfth grade and

encompasses all core subjects. This is the current assessment used in Texas to rate districts, sanction districts, and provide funding based upon the scores received from the test taking populations.

The premise behind the standards based movement in public education is quite simple and easily understood. The academic standards for each student to master at each grade level are set by the state. The teachers teach the standards throughout the school year utilizing multiple instructional methods to meet the individual needs of the multiple learners. Then, the accountability component is measured using the state created assessment measure (Foote, 2007). In Texas, the STAAR assessment holds the student accountable for more than rote memory of facts. The test utilizes higher order thinking skills as students are asked to analyze, critique, synthesize, and inference topics to come up with a logical answer. Therefore, the rigor of the assessment requires the teacher to implement higher order thinking opportunities into all aspects of the classroom instruction and assignments.

Within the accountability components for ranking and scoring a school district, the sub populations are divided so that the ethnicity and the economically disadvantaged students are viewed as sub categories. Similar to dividing up players onto teams for an event, the ethnicity and economic status of a learner places him or her on a certain team in relation to the district scoring procedure. The government sees this division as a method to meet the individual needs of all learners based on culture and economic backgrounds and experiences. Also, public school districts are placing labels upon children as the educators match test data with the learner and seek to instruct the unique needs of each learner. The incentives for greater state funding and state wide exceptional ratings have led to campus and district goal improvement plans detailing percentage improvements necessary at each tested grade level and subject. As Reback (2008)

contends, "schools respond to the specific instructional incentives created by the accountability system. Schools' responses include targeting specific students, targeting specific subjects, and making broad changes which affect all students" (p. 1413).

However, with the current state of the accountability system being gaged only by the scores received on a single test, the issue of equality in resources to meet the academic needs of the learners is a huge concern. Although the testing component in NCLB has allowed the country to view the individual public school systems based on the ability to teach standards to a student, or sub population of students, the weight of one score taken on one test during one day of the school year is producing misleading and grossly inadequate results to the country.

As accountability on the part of the student is well documented through testing scores, the accountability of the superintendent for leading the academic success of the district is well documented in the annual evaluation tool. In relation to superintendent leadership, Cudeiro (2005) described three steps superintendents utilize to focus and improve student achievement.

> The superintendent places the focus on student learning by establishing a district wide vision centered on meeting student learning needs and by tying district goals for student performance to the vision. Second, superintendents set clear expectations by establishing primacy of the principal's instruction leadership role verbally and in writing. Third, the superintendent holds principals accountable for being instructional leaders. (Cudeiro, 2005, p. 17)

Therefore, as superintendents look to principals for increased student academic achievement, the board looks to the leadership of the superintendent for student academic success and evaluates this goal annually on the superintendent's evaluation.

The accountability component is represented in the evaluation process of many staff members in a school district. As teachers, principals, and superintendents are evaluated on their strengths and weakness, further research should be conducted on school boards evaluating themselves as a corporate board as well as evaluating the board president. Effective leadership studies link academically successful districts with transparent, honest, and transformationally led environments (Land, 2002; Robinson et al., 2008). Therefore, a board should be evaluated utilizing transparent and honest communication to grow as a group as well as grow in leading.

As schools are continuing to meet the standards specified by the state governments, current strategies are being implemented to close the gap in the vastly differing scores of ethnic groups and to strengthen the instructional methods used in the classrooms. To address the individualized learners, data collected from multiple assessment methods such as portfolios, benchmark testing, and individual projects are being analyzed to highlight the student's strengths and tailor the instruction to meet the weaknesses. As Opfer, Henry, and Mashburn (2008) state, "responses to accountability mandates are believed to occur at three levels: changes in teacher's behaviors directed toward improving teaching, changes in school level support for improving student outcomes, or changes in school district support for improving student outcomes" (p. 301). With the increase in rigor on the STAAR test, strategies utilized in the classroom must be data driven and specific to the weakness in skills of the learner and the need for individualized instruction to increase the student's success. Since the STAAR test is the current assessment tool used in all public schools in the state of Texas, the components of the test must be understood as well as an understanding of the breakdown of ethnic populations that are detailed in the rating system of the district.

Summary

School board leadership is defined through state laws and regulations, evaluated through the public and media, seen as micromanaging by school administration, yet still viewed by a majority of voters in the United States as a fair, elected, governing body acting on behalf of the taxpaying community. However, school boards in large cities such as New York City, Philadelphia, Chicago, and Detroit have fallen under mayoral control in which the "takeover approach assumes that states or mayors have the ability and foresight to effectively govern and manage a school district" (Sell, 2006, p. 86). These mayoral takeovers have been the result of elected school boards unable to effectively lead the district.

As accountability is required in all aspects of the educational arena, taxpayers will be seeking effective leadership through the local elected school board. The research presented emphasizes the need for defined and delineated roles and responsibilities of the school board, a trusted and transparent partnership between the policy makers and the superintendent, and continued strategic professional development. Just as the students in the classroom are educated on the accountability standards they must master, school boards and board presidents must understand the duties and limitations of the position and be held accountable for their actions or inactions.

Accountability is a common term used in educational, governmental, and household settings daily. The term applies to the act of being accountable which places an individual responsible or answerable for an action or actions which one is entrusted or obligated to perform (William, 2010). However, in performing an action to obtain accountability, there must be an audience to whom the action is being performed and a purpose in the exhibited action (Bardach & Lesser, 1996; Wescott, 1972).

Accountability in schools is wide spread as parents seek school districts with high accountability ratings for their children, and taxpayers seek educational accountability within the community to maintain or increase one's property value. As both of these entities comprise the electoral base of a school district, the electorate holds the school board trustees accountable for the academic achievement of the students. Therefore, the school board along with the board president is placed in a challenging position as their duties delegated by the state consist of oversight and managerial duties; yet, the electorate is seeking specific actions tied to the academic success of the students.

As school boards are accountable to the district served, multiple roles and responsibilities are placed upon the decision making body. Being led by the president of the board, the board must work together with the superintendent allowing the president to bridge the gap and strengthen the relationship for successful operating procedures in the district. Through professional training and transformational leading, the president is charged with performing the duties of the state and the duties requested by the electorate. Within these roles, the phenomenon of role ambiguity exists as the board president is intertwined in the instructional components of the district necessary to improve student success as well as the oversight of policy making. Through this turbulent mixture of perceived and duty bound jobs, the relationship between the superintendent and board president is prone to misunderstandings of delegated roles and conflicting opinions about responsibilities. These misunderstandings result in role ambiguity.

Role ambiguity is a phenomenon in which an individual is unclear and at times unaware of the expectations of others as well as the expectations of oneself within the specified role (Netemeyer, Johnston, & Burton, 1990). A meta-analysis performed by Fisher and Gitelson (1983) and Jackson and Schuler (1985) revealed role ambiguity as well as role conflict are

widespread in decision-making bodies and lead to a decreased level of commitment and involvement within the group or job. In addition, an increased tension is apparent and a higher turnover exists when role ambiguity occurs (Bedeian & Armenakis, 1981; Jackson & Schuler, 1985).

As the reviewed research reveals, studies have been performed discussing characteristics of effective school board leaders, the act of transforming others into leaders, and one's individual and collective self efficacy effecting decision making abilities. Findings from previous studies also suggest the necessity of role clarification and role identification in decreasing turnover in school districts and creating a successful climate for decision making of the school board leaders. Also, when a leader is unclear about the actions a position requires, role ambiguity leads to decreased commitment in achieving the goal or vision of the endeavor. Furthermore, role ambiguity creates authority and accountability issues as individuals do not know what is expected of them and consequently work on matters which are outside one's authority (Van Sell, Brief, & Schuler, 1981).

If role ambiguity is amenable (Singh & Rhoads, 1991), then studies into the cause of role ambiguity within the elected school board president position must be performed. The implications of this study can be utilized in promoting role clarification for school board presidents and understanding the ambiguous environment in which the president serves. A gap in school board studies exist as the decision making body has been researched, and continuous analyses reveal the problematic issues of boards micromanaging the district and misunderstanding one's decision making role (Williams & Tabernik, 2011). However, a study to understand how role ambiguity occurs in the leader of the school board, the president, is nonexistent. Understanding the human aspect through a qualitative study into the lived

experience of the board president can help to alleviate the friction and tension present between

micromanaging school boards led by the board president and contracted superintendents.

CHAPTER THREE: METHODOLOGY

Introduction

A qualitative research method, case study, was used to carry out the proposed research plan. The purpose of this collective case study was to describe role ambiguity for three school board presidents at Rydell Independent School District in Rydell, Texas. Role ambiguity is generally defined as the single or multiple roles that confront the role incumbent, which may not be clearly articulated in terms of behaviors or performance levels (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964).

Within this chapter, I, as the researcher, was the primary data collector. The data collected consisted of site documents, interviews, and a survey, all of which were analyzed using the phenomenological data process analysis (Moustakas, 1994). From the analysis, themes and meanings were focused on and explanations of the lessons learned were formalized in the concluding study. In addition, trustworthiness was achieved through the triangulation of the multiple forms of data collection and the controlling of the researcher bias. Ethical considerations were achieved through an approved Institutional Review Board prior to any data collection and pseudonyms used for the participants and site.

Design

In qualitative research, the case study approach is used to study real life phenomenon as the researcher seeks to answer how and why questions concerning the phenomenon within the real life context (Yin, 2003). The case study approach is warranted for this study as contemporary events are examined but the behaviors of the participants are not manipulated (Yin, 2003). A multiple case study selects one phenomenon; however, the researcher uses multiple cases to explore and illustrate the studied phenomenon (Creswell, 2013). Specifically,

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the multiple case study approach was used for this qualitative study to understand role ambiguity of school board presidents through rich details into the depth of the president's experiences. Each president was studied as an individual case but the entire study employed the participation of three school board presidents and therefore used a multiple-case design. As Yin (2003) states, "multiple case studies may be preferred over single case study design . . . if under varied circumstances you still can arrive at common conclusions from both cases, they will have immeasurably expanded the external generalizability of your findings" (p. 53). Within the multiple case study approach, the individual cases of the presidents served a specific purpose to gain a greater understanding of the researched phenomenon (Yin, 2003). Utilizing the multiple case design, "each individual case study consists of a 'whole' study, in which convergent evidence is sought regarding the facts and conclusions for the case" (Yin, 2003, p. 50). This approach was best suited to this study in order to develop in-depth descriptions and understandings of the case of role ambiguity within the bounded system of a school board illustrated through three cases. The phenomenon was studied among three school board presidents, and the impact of one's perceived roles and responsibilities on creating a climate of district academic achievement was detailed.

Research Questions

This study focused on three research questions that guided this study.

Research Question 1: How does a school board president's self-efficacy influence role ambiguity within the elected position?

Research Question 2: How does role ambiguity impact the school board president as a transformational leader?

Research Question 3: How do Texas accountability standards impact role ambiguity of the school board president?

Selection of Participants

Utilizing purposeful sampling, the participants matched the criteria of serving or having served as a Rydell, institutional pseudonym, school board president. Purposeful sampling is used in qualitative studies as the researcher chooses individuals and sites that will inform an understanding of the phenomenon being studied (Creswell, 2013). This process of selecting participants matched the criteria of interest being researched in this study (Ary, Jacobs, & Razavieh, 1996). Utilizing purposeful sampling allowed for a sample of board presidents from the same site to be studied. This selection of participants from a single site was chosen due to the specific needs of the study and allowed for further understanding into the research questions (Cohen & Manion, 1994). Each participant was contacted initially by phone using a recruitment script describing the study and asking for one's participation (Appendix C).

Rydell ISD, pseudonym, provided a straightforward selection of site because it uniquely matched the inquiry of the study (Yin, 2003).   The sampling of the three school board presidents from Rydell ISD made "possible detailed exploration and understanding of the central themes and puzzles that the researcher wishes to study" (Ritchie & Lewis, 2003, p. 78). The three presidents of Rydell ISD allowed for the study to utilize the intrinsic case study in which the research sought to fulfill the obligation of understanding this specific case and discern the issues critical to role ambiguity in the school board president (Stakes, 1995).

Using pseudonyms, this study focused on the experiences of three Rydell ISD school board presidents, Mary, Tammy, and Chris. Each of the proposed participants completed and signed the informed consent document (Appendix A) prior to any data being collected. These

participants served or are currently serving as the president of Rydell ISD school board. The

participants were chosen due to the specific characteristic of serving as a board trustee president;

however, each individual dealt with the phenomenon in differing variations. These board

presidents represented a variety of years on the Rydell board as Chris served for one year as

president, Tammy served as president for one year, and Mary served as Rydell school board

president for four years.

Table 1

Participant Demographics

Participant	Gender	Years of Board Experience	Years of Board President Experience	Total Hours of School Board Training
Mary	Female	9	2	130.75
Tammy	Female	7	1	122
Chris	Male	7	1	83

Selection of Site

This study utilized Rydell Independent School District in Rydell, Texas, a pseudonym, as

the research site. This site was chosen for the case study because it depicts a critical case,

meeting specific criteria to "confirm, challenge, or extend a theory" (Yin, 2003, p. 40). Utilizing

this small public school district in Texas provided the site for the research of three individuals who have experienced the phenomenon of role ambiguity. This school district has a student population in excess of 4,500 with a demographic population of 19.7% African American, 28.5% Hispanic, and 48.9% White, and 1.1% Asian. The percentage of students who fall into the economically disadvantaged sub population is 57.2%, and the district services 13.1% LEP students (TEA, 2007-2012). Academic achievement from this site has been rated "Academically Acceptable" as a district rating for the past five years. The drop out rate for the 2011 school year was 6.6 % (TEA, 2007-2012).

Rydell ISD served as the site of the study based upon the unique transpiring of events occurring within the district over the last five years. Within the years of 2009 through 2014, Rydell ISD experienced three superintendents and one interim superintendent.

Table 2

Timeline of Rydell ISD Superintendents Hiring and Resignations

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Date	Activity
July 2009	the superintendent of five years resigns
August 2009	interim superintendent is hired
October 2009	new superintendent is hired
February 2011	superintendent resigns
May 2011	new superintendent is hired

_____

In addition, the three participants in the study were members of the board during 2009-2011; therefore, each brought a unique experience and understanding to the events. One of the participants served as the president of the board during the experience and the other two participants have served as president since the transpiring of the events. As Merriam (1998) states, "the logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study" (p. 61). The issues relating to role ambiguity within this selected site are not typical of the school board duties exercised within other public school districts. Therefore the unusual case occurring within Rydell ISD can help illustrate activities often overlooked in typical school board actions and duties (Stake, 1995).

Procedures

Conducting the proposed collective case study required securing approval from the Institutional Review Board. After approval for the study was granted, participants were contacted to seek their involvement in the study. At this time, the study will be discussed with the participants in detail to allow for their complete knowledge regarding the basis of the study, their part in the study, and the reason for conducting the study. The data for the study was gathered through face-to-face interviews with the participants. The questions used in the interviews were from a previously created protocol. This protocol of questions was piloted for clarity in wording with three school board presidents outside the site of this study. Site documents including legal responsibilities of the board members, past meeting minutes, and recordings of past board meetings were compiled and analyzed in the study. A Likert style survey regarding role ambiguity was used to analyze the depth of the issue. Lastly, the data was analyzed, coded, themes described, and results and meanings revealed (Moustakas, 1994).

The Researcher's Role

I am Kerri Allen Daugbjerg, and I hold a bachelors of science in education and a master's degree in teaching. As an educator, I have taught first through fourth grade at public schools in Arlington and Dallas, Texas. Also, I taught kindergarten for two years at the Episcopal School of Dallas, a private school. I have been an active school board trustee for five years, and I am the daughter and granddaughter of educators. As a Christian, I view educating students and making policy decisions regarding the educating of students based on a Biblical perspective through prayerful consideration and deliberation.

In this qualitative study, I was the human instrument collecting and analyzing the variables relevant to the study. The site chosen for the research study was selected due to the continuous turnover in superintendent leadership within the past six years. Within this timeframe, Superintendent Brown resigned, interim Superintendent Jones was hired, Superintendent Jones was hired as acting Superintendent, and Superintendent Jones resigned. Following this second resignation, the board hired a superintendent search firm, yet did not hire an interim superintendent but divided the superintendent responsibilities among the board members. After six months of the board serving in the capacity of superintendent by dividing responsibilities, and multiple interviews with superintendent candidates, a superintendent for Rydell Independent School district was hired. The transition of the board within this short time frame in addition to the dispersing of the superintendent roles between the board members during the search for a new superintendent was the reason for selecting this site for the research. I am a board member of Rydell ISD; therefore, I brought my personal experiences to the study. However, utilizing bracketing in the study, I placed my biases and experiences aside as I

researched role ambiguity within this district due to the unique case exhibited within this bounded system.

Data Collection

The data collection for the qualitative case study consisted of site documents, interviews, and surveys. After receiving IRB approval, followed by permission from the participants, the agenda documents of past meetings were analyzed to gain a greater understanding of how role ambiguity is characterized within the school board participants. Each called board meeting follows a posted agenda that outlines items to be covered within the course of the meeting. The Rydell president is responsible for placing items on the agenda; therefore, the published and archived agendas provided data to the research.

A survey was conducted as an additional data source for the study. The survey was conducted in a Likert style and allowed a deeper understanding of the phenomenon of role ambiguity in Rydell school board presidents. The survey sought to gain a greater understanding of the studied phenomenon as the respondents ranked responses to posed questions.

In addition, a face-to-face semi-structured interview was conducted asking open-ended questions to each participant. These questions were piloted on other district school board presidents to ensure construct validity and correct any incorrect wording or clarity issues. The interviews were audio recorded, and an appropriate location to meet with minimum distractions was selected.

In the process of data collection, the chronology of the three collecting procedures was systematically driven. First, the relevant site documents were collected, analyzed, and the findings recorded. Due to possible inaccuracies and bias within the documents, the subsequent

data collection methods, surveys and face-to-face interviews, increased the validity of the data gathered from the site documents (Yin, 2003). The analyzing of the site documents also allowed for inference of information to occur and possible leads to further investigations (Yin, 2003). Following the collection of site documents, the role ambiguity survey was administered and analyzed. Through this process, the responses to the survey added to the questioning of the final stage, the face-to-face interview, and allowed for increased clarity in questioning and possible uniquely posed questions to each of the participants. Utilizing the face-to-face interview last in the data collection process allowed for further questioning of relevant data collected from the site documents and surveys. The uncovering of relevant events from the previously collected data allowed me to "ask the respondent to propose his of her own insights into certain occurrences" (Yin, 2003, p. 90).

Site Documents

The use of site documents can corroborate and augment information revealed from other sources or participants (Yin, 2003). Site documents are beneficial to the research study due to the span of time the documents cover, the event details described, and the opportunity to review the documents repeatedly (Yin, 2003). Board documented minutes of past meetings are available on line to the public and were reviewed for this study. After gaining IRB approval through Liberty University (Appendix F) and Rydell ISD permission through the board president and superintendent, I began my data collection at the administration building for Rydell on May 28, 2014. All past board minutes are kept in hard copy form in the secretary to the superintendent's office. After collecting the minutes, I was allowed access to a quiet vacant room at the administration building to study and collect information from the past-approved minutes. The board-approved minutes of past meetings were studied in regards to previous

board decisions that impacted student achievement and the roles of the board members in the decision-making. Due to an inability to directly observe the actions that occurred in past meetings, these documents served as substitutes in recording the pertinent actions of the meetings.

After I collected information from the past board approved minutes, I obtained other site documents containing board member job descriptions and applicable laws pertaining to Texas board president's responsibilities. The job description for the Texas public school board president and the laws regarding school board president's responsibilities were located online through the Texas Association of School Boards website (Texas Association of School Boards, 1995-2014). Also, the job description of the board president was located in the local governing policy for Rydell ISD and was found on the Rydell ISD school website.

Collecting data through the published board minutes, board member job descriptions, and legal documents outlining the duties of the school board president enabled a deeper depth of knowledge into the perceived duties of the president as evidenced through the meetings. The minutes from previous meetings were analyzed regarding the conduct of the president in the leadership role and the style of leadership that was present or absent. In addition, the president's actions or inactions were studied and analyzed in relation to the state specified duties of the president position.

The usage of site documents in this study provided data to further understand the lived experiences of role ambiguity with the participants. The past minutes were used to help answer research question two regarding a president's transformational style of leading. Through the minutes, which detailed motions, votes, actions, and inactions of the presiding president, a greater sense of the leadership one evoked was displayed. Also, research question three, which

dealt with the academic accountability standards impacting role ambiguity as a president, was studied through the site documents. The board member job descriptions and applicable laws pertaining to Texas board president's responsibilities did not detail the role of the president in the academic accountability of the district; however, the minutes detail monthly conversations and actions led by the president in educating the board on the academic strengths and weaknesses of the students in the district.

Survey

In addition, a Likert scale survey was administered to the participants. Introduced by Rensis Likert (1932), a Likert scale provides a technique to measure the attitude of an individual by responding to value judgment statements (Göb, McCollin, & Ramalhoto, 2007). In a qualitative study performed by Martin Marshall (1996), a Likert scale survey was used to collect data regarding the three completed stages of research into the professional relationships between general practician doctors and specialists (Marshall, 1996). After informant interviews, in-depth interviews, and a focus group to collect data from personal interactions, a Likert scale survey was administered to test emergent themes (Marshall, 1996).

Similarly, using a Likert scale survey, a greater understanding was gained through the responses given by the school board presidents and themes were analyzed. Utilizing a previously published role ambiguity Likert survey (Appendix B) created by Rizzo, House, and Lirtzman (1970), role ambiguity was evaluated through the responses of the school board presidents. A greater depth of knowledge regarding role ambiguity in the school board president position and the impact of role ambiguity in leading transformational and impacting one's self-efficacy were analyzed. Therefore, the role ambiguity survey addressed the research questions

pertaining to the impact of role ambiguity in leading transformational and one's self-efficacy influencing role ambiguity.

Past research on role ambiguity and role conflict dating back to the 1950s has primarily (85%) used the role ambiguity and role conflict scales developed by Rizzo, House, and Lirtzman (Van Sell et al., 1981). Rizzo, House, and Lirtzman (1970) reported internal consistency reliability as .816-.820 for role conflict and .780-.808 for role ambiguity. Due to the widespread usage of the survey, the scales have been studied further regarding the validity, specifically studying the positive and negative wording (House, Schuler, & Levanoni, 1983; Tracy & Johnson, 1981) and psychometric properties (Schuler, Aldag, & Brief, 1977) of the survey. The studies performed by House et al. (1983) and Schuler et al. (1977) concluded the survey scale was a satisfactory instrument to be used in gaining further information regarding role ambiguity and role conflict. Furthermore, the construct validity of the survey was researched again by Kelloway and Barling (1990), and the report concluded the scale was robust which supports the continued use of the scale in research.

The survey, comprised of structured questions, allows quantitative results to be examined and included in the analysis of data (Yin, 2003). This survey provided clarification in the perceived roles and responsibilities of the board presidents. The previously published role ambiguity survey by Rizzo, House, and Lirtzman (1970) garnered quantitative data, which was analyzed using descriptive statistics. "The promotion of ways to analyze data measured in Likert scales are not widely available within textbooks. In fact, there is no common standard accepted by the scientific community for the correct interpretation and analysis of such data" (Gob et al., 2007, p. 602). However, Clason and Dormody (1994) studied 95 articles that incorporated Likert scale surveys in the data collection and analysis. Of these 95 studies, 51

used descriptive statistics to quantifiably analyze the data (Clason & Dormody, 1994). Through the descriptive statistics analyzed from the participant's responses, the mean for central tendency and standard deviations for variability were analyzed, and a quantitative measure was given to the degree of role ambiguity in the school board president position.

 After receiving the signed consent form from each participant, I mailed each participant the role ambiguity survey and a self-addressed envelope for the participant to mail the completed survey back to me. All of the surveys were received back to me within a week of being mailed out. The information gained through the role ambiguity surveys assisted in answering research questions one, two, and three. The survey questions dealt with one's perceived ability to perform in a position, one's ability to lead with clear objectives and authority, and the responsibilities and expectations of the position.

Interviews

 One form of data collection included interviews of the participants. "Interviews are an essential source of case study evidence because most case studies are about human affairs" (Yin, 2003, p. 92). The interview format used the semi-structured method in collecting data. In depth semi-structured interviews allowed me to gather information through face-to-face communication using open-ended questioning. The questions focused on the phenomenon of role ambiguity. Before I used the following interview questions with the participants, the questions were piloted with six Texas school board members for clarification. These six board members were emailed the interview questions and asked to review the questions for purposes of clarity and construct validity. The six board members who submitted clarifications and feedback to the questions were not part of the actual study.

The interviews with the participants were conducted in a quiet setting so that distractions could be minimized. Each of the interviews took approximately one hour and was conducted on different days. Tammy's interview was conducted on June 6, 2014, Chris' interview was held on June 13, 2014, and Mary's interview was held on June 18, 2014. Protocols were created for the face-to-face interviews. Also, each interview was recorded to help in the transcription process. The semi-structured interview consisted of the researcher presenting the participant with questions, which were previously constructed and based upon the phenomenon of the study. Also, additional questions were posed that continued the line of discussion started by a previous question (Wengraf, 2001). Time stamps were not used, but the time allotment for each interview was discussed, agreed upon with the participant, and adhered to by the researcher. The interviews guided conversations between the researcher and participants as the stream of questions did not follow a rigid format rather a fluid dialogue (Yin, 2003).

The data collection gained from the interviews assisted in answering all three of the research questions. The protocol questions covered one's perceived roles as acting board president, descriptions of leadership qualities emulated in the presidential role, and the presidents perceived role in the academic accountability of the school district. Below are the open-ended interview questions grouped according to the guiding research questions.

Open-Ended Interview Questions

_____

Questions

Perceived Roles and Responsibilities

    1. What significance do you see in your current (previous) school district position?

2. What do school board presidents do? What does a school board president not do?

3. What do superintendents do? What does a superintendent not do?

Leadership Qualities

4. What leadership qualities exemplify the role of a school board president?

5. What leadership qualities exemplify the role of a superintendent?

6. How would you describe your current (previous) leadership style as a board president?

7. How do you perceive the superintendent would describe your current (previous) leadership style as a board president?

Theoretical Foundations

8. How does your self-efficacy impact your current (previous) role as school board president?

9. How does the community impact your current (previous) role as school board president?

Accountability Standards

10. How do you as a current (previous) board president perceive your influence on student academic achievement?

11. How would you describe an effective board president/ superintendent team working to achieve student academic achievement?

12. Is there anything else about the roles of school board members that you would like to mention, even if I didn't ask about it?

The purpose of the first three questions allowed the researcher to begin understanding the board president's perceived roles in fulfilling the duties of the position. Prior research details the ambiguity of the board president in understanding his or her roles and the divisive effect this ambiguity causes on the superintendent and board president relationship. A critical component

to the effective governance of the school lays in the board president and superintendent understanding and acting upon distinctive roles (Williams & Tabernik, 2011).

The purpose of questions four through seven was to establish leadership characteristics and how these characteristics influenced the role ambiguity of the president. Leadership studies in effective governance site transformational leadership by Burns to be correlated with student success (Leithwood & Jantzi, 2005). According to Burns (1978), transformational leaders create "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (p. 4).

The interview questions eight and nine sought to understand the foundation of one's self-efficacy and group collective efficacy as components of role ambiguity. One's perceived capabilities have a pervasive effect on the activities one endeavors to fulfill and the motivation one musters to act. "People's self efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles" (Bandura, 1989, p. 1176).

As accountability measures are indicative of community support for the school board, the concluding questions sought to understand the board president's perception of his or her role in accountability. Through the high stakes testing movement, the local control over the public school is diminishing as state and federal accountability measures are increasing and continually mandated upon the pubic school. The current surveillance of the public school by all three branches of the state government oversees the implementation of standards and demands accountability through testing measures (Iowa Association of School Boards, 2000).

The interviews were voice recorded and transcribed the following day to alleviate any confusion due to time lapse. Utilizing active listening (Lindlof & Taylor, 2011) allowed me to

gain further depth into initial questions based on participant's responses and generate greater

understanding of the phenomenon. An interview protocol (Appendix D) was used to record the

responses from the participant. This provided an extra safety measure if the audio recording

failed to work.

Data Analysis

Utilizing bracketing, personal experiences of the phenomenon were described to help me

focus attention on the lived experiences of the participants with the phenomena. Bracketing in

qualitative case studies provides the researcher with the ability to set aside one's own

preconceived ideas or experiences with the phenomenon, and view the experience through the

voice of the participant (Moustakas, 1994). Therefore, bracketing was appropriate for this study

so that I set aside my own experiences as a school board member to research role ambiguity in

the lived experiences of board presidents. In the study, I began with a narrative on how my

personal experiences with the phenomenon impacted my lived experiences. This process

allowed me to dig deep into the phenomenon within my own capacity as a board trustee and

somewhat extract my personal experiences.

Utilizing the interview transcripts and site documents, memoing occurred in the margins

and provided reoccurring themes and statements describing how the participants experienced the

phenomenon. Memoing is a process "which the researcher writes down ideas about the evolving

theory throughout the process of open, axial, and selective coding" (Creswell, 2013, p. 89).

Open coding refers to the data being chunked into major categories, followed by axial coding

which narrows the data down to one focused phenomenon, and lastly selective coding when the

narrowed data is further defined into categories within the specified phenomenon (Creswell,

2013). The use of memoing was warranted for this study, as the collection of data included vast

amounts of information that needed to be organized and classified.

The site documents and interview notes focused on the phenomenon being studied.

Also, I used horizontalization as meanings arose, and continually looked for broader themes

regarding the experience. Horizontalization occurred as the meanings gleaned from memoing

were put in equal categories of relevance. Using horizontalization in evaluating the collected

data allowed each element collected and statement gained to be given equal significance and

relevance to the study. The use of horizontalization in a qualitative study allows the researcher

to list all acquired statements and documents from the research and place equal value on each

statement (Moustakas, 1994). This process allowed the magnitude of data collected to be sorted

and narrowed into overarching statements. Using horizontalization in the analysis of the data

allowed the relevant information to be pulled from the data collection sources and used to

understand the phenomenon of role ambiguity in the lived experiences of the school board

president.

From the interviews and site documents, the significant statements were analyzed and

formed into clusters of meanings. The process of grouping the data into clusters of meaning

provided the opportunity to remove overlapping or repetitive information and create themes from

the relevant data (Creswell, 2013). After recurring meanings were found through the statements,

themes were identified and focused of the study. The use of analyzing clusters of meanings in

this study allowed collected data to be narrowed into reoccurring themes and further studied.

The interrelated themes of the participants from the phenomenon helped to better understand the

impact of the phenomenon in the lived experiences of the board presidents.

The Likert scale survey measuring role ambiguity through an attitudinal scale was analyzed quantitatively using descriptive statistics. The questions posed in the survey sought further understanding on role ambiguity, a personal trait. Boone and Boone, 2012 assert, "if you have designed a series of questions that when combined measure a particular trait, you have created a Likert scale. Use means and standard deviations to describe the scale" (p. 4). Therefore, using the 10 questions on the survey as a combined measure of role ambiguity, the mean for central tendency and the standard deviations for variability were reported as the descriptive statistics. Incorporating and analyzing descriptive statistics in a qualitative study reveals a more in depth picture of the phenomenon as well as another context to study the phenomenon (Givens, 2008).

Trustworthiness

I utilized multiple sources, methods, and theories heightening trustworthiness through triangulation. Triangulation incorporates multiple forms of evidence to bring validity to the study (Creswell, 2013). Interviews, documents, and a survey provided multiple forms of data collection to increase credibility of the study. This process increased the reliability of the study because multiple sources, methods, and theories are researched and studied (Creswell, 2013).

Credibility

Member checks allowed the participants in the study to have the opportunity to proof the researcher's work regarding interview responses and correct any misunderstandings. Member checks increased the credibility in the study by allowing the participant to check for accuracy in the wording of the account and conclusions reached. Member checking to heighten the trustworthiness of the study allowed the participants to perform dual roles in the study. As Stake

(1995) asserts, the participants should "play a major role directing as well as acting in case study research" (p. 115).

Transferability

I described through thick descriptions the phenomenon experienced by the participant. This process allows for the reader to check for transferability of the study to another setting, leading to greater validity of the study and allows me, as the researcher, to look at the whole picture in analyzing, even the data outside the theoretical focused lens. Thick descriptions increased transferability of the study through the use of interconnecting details, quotes, and physical as well as activity descriptions (Creswell, 2013). Regarding thick rich descriptions, Stake (1995) states, "a description is rich if it provides abundant interconnected details" (p. 49). The details and specific wording used in this research study allow for the reader to replicate the study in another setting to check for transfer of the findings.

Dependability

I noted any past experiences with the phenomenon that could lead to biases in the study. Clarifying researcher bias brings validity to the study through apprising the reader of any biases or personal positions of the researcher. The orientation of my voice and not my participant's voice was noted to increase dependability. Also, I utilized direct quotes to provide clarity in the voice of the participants.

Confirmability

Confirmability is a reference to the ability of the research study to be cooberated by another person. To increase confirmability of my study, I conducted clear record keeping and preserved my notes. My compiled notes provide an audit trail. Lincoln and Guba (1985)

describe the audit trail as a "residue of records stemming from inquiry" (p. 319). This audit trail increases trustworthiness through confirmability.

Ethical Considerations

Prior to the collection of data, I gained approval for the qualitative study from the Institutional Review Board. In addition, I incorporated bracketing to reduce bias in the study. I have been an active school board member for five years. Through initial bracketing in my data analysis, I describe my own personal experiences and allow them to be set apart from my participants' experiences with role ambiguity. I had a protocol of interview questions for the board presidents that do not include my personal experiences. Utilizing the semi structured interview format, I presented the protocol interview questions and allowed time at the end of the interview for any further nonscripted questions relevant to the study.

Each potential participant received a phone call explaining the study (Appendix C) and the benefit of their participation in the research. In this phone conversation, I discussed the requirements of the participants if they chose to participate in the study, the voluntary nature of the study, and the use of the study once published. If the participant agreed to engage in the voluntary study, the participant signed and dated the informed consent (Appendix A) that further clarified one's role in the research. A full explanation of the study, including the purpose of the study, was discussed with the participants through the informed consent. Participants and the academic setting were given pseudonyms. After compiling data from interviews, I shared the transcribed data with the participants to confirm correct wording. To increase physical security of the collected data, all documents pertaining to the study were kept in a locked file cabinet in my home office. All computer data was accessible only through a password, and a flash drive containing current research was kept in a locked file cabinet.

CHAPTER FOUR: FINDINGS

Introduction

As stated in chapter one, the purpose of this current collective case study was to describe role ambiguity for three school board presidents at Rydell Independent School District. Utilizing the case study approach allowed me to study the real life phenomenon of role ambiguity as experienced by the school board presidents. As Stake (1995) defines, "case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. xi). Researching the activities of the school board president through this collective case study, I sought to answer how and why questions concerning the phenomenon within the real life context of the school board president's experience. The case study is the preferred qualitative method of research when "the focus is on a contemporary phenomenon within some real-life context" (Yin, 2003, p. 1).

A purposeful sampling of participants came from Rydell Independent School District in Rydell, Texas. This research study provided an in depth description and analysis of role ambiguity for school board presidents in the bounded system of a Texas public school board. "The case study's unique strength is its ability to deal with a full variety of evidence- documents, artifacts, and interviews" (Yin, 2003, p. 8). Therefore, the detailed findings from the site documents, surveys, and interview questions are presented in this chapter. The following research questions guided this study:

Research Question 1: How does a school board president's self-efficacy influence role ambiguity within the elected position?

Research Question 2: How does role ambiguity impact the school board president as a transformational leader?

Research Question 3: How do Texas accountability standards impact role ambiguity of the school board president?

Participant Summary

Within this collective case study, each participant met the criteria of serving or having served as Rydell, institutional pseudonym, school board presidents. This participant selection, purposeful sampling, allowed the study to research the specific phenomenon of role ambiguity within the elected position of school board president. Utilizing purposeful sampling, the participants exhibit certain criteria of interest to the study (Ary, Jacobs, & Razavieh, 1996). The criteria of having served or serving as a Rydell school board president allowed data to be collected from the participants which was relevant to the interest of the study, role ambiguity in the president position. Therefore, within the collective case study, the individual cases served a specific purpose to gain a greater understanding of the researched phenomenon (Yin, 2003).

Three previous Rydell school board presidents agreed to participate in this research study. Utilizing a recruitment script (Appendix C), each potential participant was contacted by phone to acquaint them with the study, the purpose of the study, and the involvement needed from each participant through the study. Concluding the phone conversation, each of the three potential participants voluntarily agreed to engage in the research study. Following the verbal consent acquired through the phone call, each participant was mailed an informed consent (Appendix A) that further detailed the study and its purpose. The mailing included a self addressed stamped envelope in which the participant was to mail back to the researcher the signed consent copy.

The participant's active participation was necessary in two of the three data collection methods. After collecting the necessary site documents needed in the first step of data

collection, the participants were mailed a role ambiguity survey (Appendix B). The directions on

the survey asked the participant to answer each of the 10 questions according to their perceived

role as the school board president and to mail the survey back to the researcher in the enclosed

self addressed stamped envelope. After receiving the completed surveys, I contacted each

participant to set up an interview time that was conducive to their schedule. The three conducted

interviews with Mary, Chris, and Tammy each used the interview protocol (Appendix D). This

protocol allowed for an increased reliability in the study because it systematically guided the

collecting of data (Stake, 1995).

Participant Profiles

Mary is married and has three children ages 23, 21, and 16. Her son is currently a junior

at Rydell High School and started Rydell in the first grade. Her two daughters attended

kindergarten through twelfth grade at Rydell. She has a degree in Math with a minor in

Computer Science and is currently employed as the worship coordinator at a local church. Mary

served on the Rydell ISD school board for nine years and served two of those years as acting

president. Mary was elected to the Rydell ISD school board in 2003. During her nine years of

service to the district, Mary earned 130.75 school board-training hours.

Tammy is married and has two children ages 25 and 21. Both of her children attended

Rydell ISD from first through twelfth grade. Tammy is a homemaker and holds a degree in

History and Theatre. Tammy was elected to the Rydell ISD school board in 2007 and is

continuing to serve as a board trustee. Tammy served as Rydell board president for one year and

served as Rydell board vice president for one year and six months. Since being elected to the

Rydell school board in 2007, Tammy has earned 122 board training education hours.

Chris holds a degree in Chemistry and Biology and owns a local business. He is married and has two children ages 21 and 22. One child attended kindergarten through twelfth grade at Rydell, and his other child started in the first grade at Rydell and continued through twelfth. Chris was elected to the Rydell school board in 2007 and continues to serve on the board. He was the president of the Rydell school board for one year, the vice president for two years, and the secretary of the board for one year. Since his election onto the Rydell school board in 2007, Chris has earned 83 board training education hours.

Data Analysis

Bracketing

I serve as a current board trustee for the Rydell Independent School District. I was elected to the board in 2009. I presently serve as vice president to the Rydell ISD school board in addition to serving as the chairperson of the superintendent evaluation committee and the chairperson of the policy committee. With this being my fifth year on the board, I have never served as president of the board but have witnessed the leadership of four board presidents during my five years as a trustee. The leadership styles of each of these presidents have been different as displayed in their governance of board meetings, conduct with the local media, adherence to local and legal policies, and their ability or inability to lead the board toward the adopted district goals.

My personal experiences as a board trustee are a part of my lived experiences. However, having never served as the president of a school board, I will place biases or experiences as a trustee aside as this study investigates the role of the school board president. Bracketing or extracting out my own opinions and personal experiences will be foremost in my mind through the study. The words, actions, and leadership styles exhibited by the participants of this study

will be collected and analyzed resulting in the essence of role ambiguity of the school board president being studied.

Analysis of Site Documents

The initial step in the data collection process required obtaining approved board minutes from past Rydell board meetings, applicable laws governing school board trustees, and a Texas state approved job description for the position of board president. Studying these documents was important to the research because the information gained from the site documents was used to corroborate and strengthen other sources of data collection (Yin, 2003). Access to each of these forms of documents was easily accessible through the Internet as well as hard copies were located in the superintendent's office at Rydell ISD.

After contacting the school district, I obtained permission to study hard copies of the last five years of board approved meeting minutes. I spent days siphoning through the information detailed in the minutes and the leadership actions of the participants while serving as the Rydell school board president. The minutes detailed the motions of the individual board members, the votes cast by the board members, the presidents actions or inactions on agenda items, as well as resignations and hiring of superintendents.

The minutes served as corroborating data to the participant interview responses regarding their roles as school board president. Findings from the documents revealed that each school board president viewed himself or herself to be more of a facilitator and unifier of open meeting discussions rather than disseminators of their own opinions. The minutes detailed motions and seconds by the board, illustrating that the participants during their board presidency seldom, if ever, made a motion or seconded a motion.

The Texas Education Code and the State Board of Education (SBOE) have laws requiring school board trustees to comply with annual continuing education credit requirements (Table 3). The SBOE in Texas has adopted and published the hours required for each board member to attain annually. This framework for school board development is posted on the Texas Education Agency website, and it is the duty of the board president to distribute the state requirements to each board trustee and the superintendent annually (Texas Education Agency, 2007-2012). The minutes of past Rydell meetings confirmed Chris, Mary, and Tammy fulfilled this role as school board president.

Table 3

School Board Members Continuing Education Requirements

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Overview of Continuing Education Requirements for School Board Members

Continuing Education Required of Local School Board Members	Tier	First Year Board Member	Experienced Board Member	Provider
Local District Orientation	1	Required within 60 days of election or appointment (no specified length of time)	Not required	Local district
Orientation to the Texas Education Code	1	3 hours	Not required	Education Service Center
Update to the Texas Education Code	1	Not required	*After legislative session:* length determined by issues addressed in legislation	Any registered provider
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	2	At least 3 hours	At least 3 hours each year	Any registered provider
Additional Continuing Education, based on assessed needs and the Framework for Governance Leadership	3	At least 10 hours	At least 5 hours each year	Any registered provider
Continuing Education Required of All Elected Public Officials— Effective 1/1/2006		**First Year Board Member**	**Experienced Board Member**	**Provider**
Open Meetings Training		1 hour Required within 90 days of election or appointment		Attorney General's Office or other approved provider
Public Information Act Training (Boards may delegate this training to the district's public information coordinator)		Check local district policy for any board requirement (BBD Local)		Attorney General's Office or other approved provider

(Texas Association of School Boards, 1995-2014, https://www.tasb.org/Training/Continuing-Education-Credit-and-Reporting/documents/cecmatrix_122008.aspx)

In addition, the school board president is required to annually report to the community, in an open meeting, how many hours each board member has accrued and if the board member has completed or is lacking in the required training hours. This action by each of the presidents was corroborated by the approved minutes. Moreover, the acting president reported about trustees who had gained training hours in excess of those required. These training hours encompass legal updates, statutory provisions that govern Texas school districts, and an annual three-hour team building exercise that is conducted with all seven district board members and the acting superintendent. In the interviews, Tammy and Mary discussed the importance of school board collective and individual training. Both of these presidents annually received training hours in excess of those required by law in the state of Texas.

The framework for school board development outlines the necessary hours needed annually by each board member. This framework "serves as a job description for school boards by listing the tasks a board should perform to provide the vision, structure, accountability, advocacy, and unity necessary to ensure effective governance of school districts" (Texas Association of School Boards, 1995-2014).

The state of Texas has approved and adopted a state job description for the position of public school board president. The Texas legal code for duties and powers of the board elected president are listed below (Table 4).

Table 4

Texas Adopted Duties of the School Board President

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The duties and powers of the President of the Board include, but are not limited to, the

following:

1. Call a meeting of the board, giving public notice not earlier than the 30th day or later than

    the tenth day before the meeting, to discuss and adopt the budget and the proposed tax

    rate.

2. Ensure that the annual financial statements are published as required by law.

3. Execute an oil and/or gas lease or sell, exchange, and convey the minerals in land

    belonging to the district, approved by resolution of the board.

4. Execute the deed for the sale of property, other than minerals, held in trust for free school

    purposes.

    (Texas Association of School Boards, 1995-2014)

The minutes confirmed the duties of the presidents being performed at the meetings. The

president called the meeting to order and annually set the date for the adoption of the calendar

year budget and the date for the setting of the proposed district tax rate. Each of the participants

in this research also upheld their duties as board president by reporting on the annual publication

of the school districts financial statements. However, there was no selling of mineral rights,

school property sales, or oil/gas sales within the five years of this research study. In the public

policies of Rydell ISD, the job description upholds the state appointed duties of the board

president and states,

in addition to the duties required by law, the president of the board shall: preside at all board meetings unless unable to attend, have the right to discuss and make motions and resolutions, and vote on all matters coming before the board. (Rydell ISD School Board Policy, 2006, p. 1)

Analysis of Role Ambiguity Survey

The previously published role ambiguity survey by Rizzo, House, and Lirtzman (1970) supplied further information to strengthen the themes developed through the interviews. Using the survey as one of the three data collection methods in the study strengthened the findings of the research through triangulation. The construct validity of this research is also strengthened through triangulation as "with data triangulation, the potential problems of construct validity also can be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon" (Yin, 2003, p. 99).

The Likert style survey measuring role ambiguity was quantitatively analyzed using descriptive statistics. The mean and standard deviation for each of the ten questions were formulated and the information gained is presented (Table 5).

Table 5

Results from the Role Ambiguity Survey

Question	*M*	*SD*
1. I feel certain about how much authority I have.	3.3	+/- 1.2
2. I have clear, planned objectives for my job.	4	+/- 1.7
3. I know that I have divided my time properly.	3.3	+/- 1.2
4. I know what my responsibilities are.	3.3	+/- 1.2
5. I know exactly what is expected of me.	3.7	+/- 0.6
6. I receive clear explanations of what has to be done.	3	+/- 1
7. I am able to act the same regardless of the group I am with.	4	+/- 1.7
8. I have to "feel my way" in performing my duties.	2.3	+/- 1.5
9. I feel certain how I will be evaluated.	2.7	+/- 1.2
10. I perform work that suits my values.	2.7	+/- 2.1

Note. M = mean; *SD* = standard deviation

The data gained from the survey helped to confirm the responses received through the face-to-face interviews. Each of the participants expressed they were aware of the expectations placed upon them from the community, staff, and students. This is further strengthened in the mean and standard deviation of question four from the survey. However, even though the board presidents knew the expectations of their constituents, the role of the board president was, for two participants, not in alignment with their own personal values.

A higher degree of role ambiguity is also expressed in the mean and standard deviation of question two which deals specifically with the clear stated objectives of the position. Two participants strongly agreed that they were aware and understood the objectives of the board

president position, yet one disagreed with having this knowledge. In addition, the scoring of

question nine from the survey was strengthened by the participant's feedback in the interviews.

Each board president continually discussed his or her responsibility to the taxpayers, the

students, the staff, and the board in following through with the position and leading with

excellence. They each discussed how the community and the media were consistently

monitoring the work of the district, and both the community and the media were vocal in

praising or criticizing one's leadership.

Analysis of Interviews

The third form of data collection, a face to face interview with each of the three

participants, was designed to provide further information to answer the research questions

guiding this study as well as allow the life experiences of each of the participants to be heard.

Prior to conducting the interviews, the questions were piloted with six Texas school board

members for clarification and to increase the construct validity of the interview questions. These

six board members were emailed the interview questions. All six board members responded to

the email by including feedback for changes in wording to strengthen individual questions. The

six board members who submitted clarifications and feedback to the questions were not part of

the actual study.

The interviews were held in a quiet environment in order to keep distractions to a

minimum and to help participant to be comfortable and relaxed. Open-ended interview questions

designed to support the research questions, as well as the participant's quotes sharing their

personal experiences, provided thick descriptive data. Using thick descriptions and direct quotes

allowed the perceptions of the participants to be conveyed (Yin, 2003). Utilizing a semi-

structured format, the interview protocol (Appendix D) allowed for fluid responses from the participants. These responses were recorded and transcribed for analyzing.

From the transcribed data, the process of memoing was implemented as notations were made in the margins of the pages signifying the commonalities from the participant's experiences (Creswell, 2013). Following memoing, horizontalization was used as overarching significant statements from the margin notations were identified among participant's responses (Moustakas, 1994). These significant statements helped in understanding how each of the three participants lived out the phenomenon of role ambiguity. Next, the significant statements from the participants were extracted forming clusters of meaning, and the information was coded into themes (Moustakas, 1994). The following (Table 6) exhibits the clusters of meaning that were developed from significant statements in the data collection and the emerging of case themes. As the themes became apparent from the emerging patterns, these themes were tied into the guiding research questions.

Table 6

Clusters of Meaning to Themes

Theoretical Foundations

Theme: Unique Qualification

    Clusters of Meaning:

        Innate determination

        Strong work ethic

Theme: Partnerships Formed

    Clusters of Meaning:

Partnerships of information

Coalitions for legislative change

With staff to provide openness for communication

Theme: Duty of Accountability

Clusters of Meaning:

Tax dollars

Children's education

Leadership Qualities

Theme: Empower Others

Clusters of meaning:

Equip others to carry forward district vision

Bring board together by understanding diverse personalities and abilities

Create an environment conducive for others to lead

Theme: Servant's Heart

Clusters of Meaning:

Listener

Empathizer

Fair

Theme: Unifier

Clusters of Meaning:

Understand the environment and harness opinions

Unite board in vision and scope of work

Bring together and balance board through neutrality

Liaison between the board and superintendent

Deal with nuances or riffs on the board

Accountability Standards

Theme: District Provider

    Clusters of meaning:

        Financial resources

        Instructional tools

        Professional training

        Environment for necessary change

Theme: Role Recognition

    Clusters of meaning:

        Trust in performing job

        Superintendent's evaluator

Theme: Limited Role of Board President

    Clusters of meaning:

        Greatest impact through superintendent hiring

        Approval of strategic plan that outlines academic initiatives

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Findings from Research Questions

This study was guided, conducted and analyzed using formulated research questions. As Stake (1995) states, "what one does in the field, from gaining access to triangulating data, needs to be guided by the research questions" (p. 50).

Research Question 1: *How does a school board president's self-efficacy influence role ambiguity within the elected position?* This question was designed to gather data regarding one's self-efficacy as the president of the school board, and how one's self efficacy influences the role of the president. From the information collected through the data, three themes were formed: one's perceived unique qualifications, the ability to create community partnerships, and one's perceived duty of accountability.

Unique qualifications. Each of the participants placed great emphasis in their ability to lead successfully. The responses of the participants were correlated with the four principle sources of formed self-efficacy beliefs as identified by Albert Bandura. Mastery experiences, vicarious experiences, social influences, and one's affective state (Bandura, 1997) affected each board president. Past experiences from serving as a board trustee and being a voice of the community displayed a sense of being uniquely qualified to serve as the president and to lead the board and district forward.

The innate determination was one of the unique qualifications as voiced by Chris. "The role of president is almost a determination. I think if you are careful to keep your own position in check, your ability or inability to do that will be the largest determinate of your success" (Chris, personal communication, June 13, 2014). Chris perceived his presidential role as that of an extractor of information and one in which one's affective component of leading should be kept in check.

> You have to keep your opinion as not to impact the direction the conversation is going
> and also know the timeliness for which to inject your opinion. Your ability must be to
> realize you're as much as anything an extractor of opinion and information as the board
> president. (Chris, personal communication, June 13, 2014)

Mary felt uniquely qualified for leading the school board by relating her thought process to that of Esther from the Bible.

There was a time period, about three months, where we had an interim superintendent. Our superintendent had resigned a few months before we had a bond election in May. During that time period I thought many times about the biblical character Esther who had been placed in her role for such a time as this. I thought about that because we had no superintendent, we had called a bond, and we were in the middle of a superintendent's search. I had to stand up as president to ensure the public that the district was on target to continue on without a superintendent, and that the bond had been well thought through with the input of a bond committee. I felt the skills I possessed were uniquely matched to the need of that position. I think that my belief that I could do something positive because of the role made me more successful. I felt like for that role at that time, I was uniquely gifted. (Mary, personal communication, June 18, 2014)

Tammy's past leadership roles led to her strong self-efficacy in viewing her leadership as school board president. She attributed her affective state as well as her strong work ethic as at times working against her in the role.

I am generally a confident person with a strong work ethic. It's just always so important when I take on a role like that that I'm going to give it my all. I make that assumption about everybody, they should do that too. So I would say that my work ethic in some respects worked against me. (Tammy, personal communication, June 6, 2014)

Created community partnerships. In addition to each of the participants seeing themselves as uniquely qualified to fill the position of school board president, the impact of the district community played an important role in one's self efficacy. The effect of social

persuasion garnered from the community can further strengthen the efficacy of the acting school board president. "It is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than in they convey doubts" (Bandura, 1997, p. 101). This is evident in Tammy's comments.

> The state representatives reached out to me to ask me questions regarding educational legislation. We built a trust, and he used me as an educational resource. Also, the staff and community sought out information from me. Critical partnerships were formed as I advocated for things that really had an impact in our area on education. (Tammy, personal communication, June 6, 2014)

The community and staff sought out Tammy for her open and honest communication.

In Chris's case, he felt a strengthened self-efficacy from the community specifically in his election win. "By electing you, the community is trusting you to do the right thing and represent them" (Chris, personal communication, June 13, 2014).

Duty of accountability. The interview responses stated that the participant's constituent environment constantly shaped their thought processes as well as decision-making. Albert Bandera's Social Cognitive Theory reports that the social factors of one's environment shape one's actions (Bandura, 1997). This process was clearly evident in the statements of the previous school board presidents as each president felt accountable to their electorate as well as the students they represented. Mary noted,

> I was accountable to the community for everything we did with the tax dollars. I wanted to be so careful that we were respectful of that. For me, as a person leading the board, that always weighed on my mind . . . what the community's expectations were, what

value are they getting from the district for their children. The feeling of accountability to

the community greatly affected my role. (Mary, personal communication, June 18, 2014)

Mary also stated, "the community had entrusted to the board and the district their most important

resource they have and that is their children" (Mary, personal communication, June 18, 2014).

"Truth and honesty with one another keeps us accountable. I, as a leader, was not going

to compromise on just what is the truth and what really needs to be done for the district," said

Tammy (Tammy, personal communication, June 6, 2014).

The responses from all three participants contained verbiage whereby they each felt a

weighted role as leader of the district in the success of the individual students, the staff, and the

taxpayer.

Research Question 2: *How does the perceived role ambiguity of the school board*

president impact him or her as a transformational leader? This question was designed to gain

data regarding one's perceived role as the president of the school board, and how this role

perception influences his or her leadership style. From the information collected through the

data, three themes emerged regarding leadership qualities: the ability to empower others, leading

with a servant's heart, and strength in unifying the board.

Empower others. The interview data overwhelming expressed a need and a desire of each

of the board presidents to equip other members to carry out the work and vision of the board as a

corporate body. In many instances, they expressed the idea that as the board president, one was

more an extractor of information and not a driver of a personal agenda. "I think all members are

qualified to be president, I think the only thing that separates a good president from a not so good

president is your ability to keep from driving a personal agenda," Chris stated (Chris, personal

communication, June 13, 2014).

In addition, in empowering others with information, Tammy stated,

> I think it's important that the school board president is concerned that the superintendent
> succeeds, and your fellow board members succeed. I think you can take the attitude that
> the school board president is supposed to be this powerful person. I think if anything a
> school board president is someone who empowers others in many ways. (Tammy,
> personal communication, June 6, 2014)

In bringing the board together and empowering them with the knowledge to go forward and lead, each participant discussed the role of the president as understanding the diverse personalities and abilities of board members.

Transformational leadership is defined by an action in which one leads by first understanding the culture of those being led and realigning the culture to achieve the goals and visions of the organization (Bass & Aviolo, 1993). Understanding the different personalities, designating the personal abilities to specific roles, and aligning the group to best achieve the goals of the district were laced through all the comments. As Tammy stated, "we must value that we are a part of a board, the president is not the single decision maker of any sort, the presidential power is only as great as the board as a whole" (Tammy, personal communication, June 6, 2014)

In working together and growing leaders, the participants voiced a need to create and manage an environment of open and honest communication, where others felt respected and valued for their input. Cultivating a safe and respectful environment for discussion fostered leaders to emerge. Tammy noted,

> I approached the presidency as someone who was inclusive of all the members of the
> board by listening to their input and working to bring the board into a feeling that we

weren't just individuals but rather we were united together, and we work together.

(Tammy, personal communication, June 6, 2014)

Each voiced that at times they would suppress their own opinion to elicit further dialogue among board members. Chris mentioned,

I felt as someone trying to preside over a meeting, it was critical not to be too energetic on an opinion of mine that would potentially stymie the conversation or cause someone not to interject their opinion. So, I think the most significant aspect of it to me was that a lot of times I was a lot quieter than I would have been if I had not been sitting in that president chair. (Chris, personal communication, June 13, 2014)

Servant's heart. As one empowers and nurtures others to lead, this must be matched with the ability for others to trust in the mission, believe in the leadership, and feel valued as a person. Christ stated the role of leading the board was a position that must embody a servant's heart and attitude.

There are laws to protect personnel, and there are laws about everything that they are going to have to follow. So, I am going to give that as a given that they will follow those. If they do, the best attribute of a leader is a servant's heart where they are serving the children, the taxpayers, their employees, and the board. (Chris, personal communication, June 13, 2014)

Tammy and Mary expressed a servant's heart through sentiments of genuinely caring about the students and staff, listening to their input, and following through with questions or concerns. Mary cited the importance of being a visible board president by supporting students at sporting events, theatre performances, campus activities, and staff celebrations.

As motions and actions were being discussed in open meetings, Chris saw his role as a listener by reiterating all the factors discussed by the board members and setting the direction through further questioning. In seeking input, his questions would be posed as a way to elicit more dialogue. Chris would initiate more discussion with "what about this, how does this impact our decision, or should this concern impact our decision?" (Chris, personal communication, June 13, 2014). In leading, he exhibited a transformational style as he guided the questioning, continued to generate responses by listening, and allowed the other trustees to share in the vision through discussion and collaboration.

As the role of a servant's heart was encompassed in the responses of the participants, a strand of one's role in being fair and impartial in decisions and in leading was noted. Tammy noted her strength in continually being fair in implementing the board-adopted policies. She also described fairness and impartiality within the role of president and how it is necessary in the relaying of information between the board president, the superintendent, and the board corporate.

> You don't act unilaterally. It's important that you realize you're simply there to be that conduit between what either the superintendent is trying to get the board to be more aware of or what the board wants the superintendent to be more aware of. You don't ever overstep that role by just deciding by yourself and keeping some of that information from either of those entities. (Tammy, personal communication, June 6, 2014)

Chris displayed his fairness in what he described as a collaborative sense. "I tried my best to be collaborative. I tried harder with people I knew I was going to disagree with because I wanted them to fully understand and fully define their position" (Chris, personal communication, June 13, 2014).

Unifier. The role of board president was experienced by each as one of unifying the corporate body to achieve the goals and mission of the district. This role required bringing together divergent opinions and redirecting conversations that became divisive. The president's duty was to understand the working relationship of the board and harness conversations to keep within the legal parameters of discussion as set by the posted agenda. Mary emphasized,

> as the board president, you have to know when to be a unifier and when you have to
>
> stand up and say, no we are not going to have bullying. You must find that balance of
>
> bringing the board together and not being pushed around by board members or the
>
> superintendent. (Mary, personal communication, June 18, 2014)

She added, "as the president, you must continually assess the environment of the board to see where the board is and where it needs to be and think through what it is going to take to get us there" (Mary, personal communication, June 18, 2014).

As multiple opinions were relayed in open meetings, the participants described the role of board president as one of a unifier in bringing all of the thoughts together and balancing the discussion. Tammy expressed,

> I wasn't able to always bring everybody's opinion to just the same opinion, but we found
>
> a way to compromise and to take this good idea and that good idea and by working
>
> together come up with the best outcome. I wanted that collaboration, that ability to say
>
> what you feel honestly and to help provide an environment where people feel like they
>
> can express their opinion and not be attacked or belittled in anyway. (Tammy, personal
>
> communication, June 6, 2014)

In addition to unifying the trustees on the board, the role of the president was described as a liaison between the acting superintendent to the board. "As the board president, you are the

liaison and by that you need to act as the bridge between the corporate body and whoever else is out there. Specifically, I think the president acts as a liaison to the superintendent," Tammy stated (Tammy, personal communication, June 6, 2014). Chris confirmed,

> I tried to guide the superintendent whether they liked it or not. I think that they would say that I guided them on what I thought was the potential outcome of a decision or position they were taking. I felt the role of the president of the board was to protect the superintendent sometimes from himself. They have no one to talk too, and they need someone to bounce ideas off of. I tried to be an arms length confidant. (Chris, personal communication, June 13, 2014)

Being able to be a support system and an avenue for feedback and information was apparent in the role of the president with the acting superintendent. The role of the president was voiced as a position that required a strong professional bond between the board and the superintendent built on transparent and goal based communication.

The role of school board president was also explained as requiring an inclusive behavior in order to bring the decision making body together. As issues and disagreements arose, it was expressed that the president's role was to be cognizant of the issues and facilitate open communication for resolve. "I think that is one of the most important roles. It's not just the meetings, it is important to pick up on nuances or riffs in the board," said Chris (Chris, personal communication, June 13, 2014). Mary echoed, "as president you have to be that centerpiece that brings together and balances the board and involves all parts of the board. You have to set an example and lead the board members to a higher standard" (Mary, personal communication, June 18, 2014).

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Research Question 3: *How do Texas accountability standards impact role ambiguity of the school board president?* This research question was designed to investigate the perceived role of the school board president in the academic success of the district. The responses to this discussion generated three themes: that of being a provider to the district, knowing one's role in regards to the academic success as measured through the Texas accountability standards, and understanding one's limited ability in directly influencing the academic success of the district.

District provider. As these interview questions were posed, the responses began to center on the pressure each board president felt regarding the academic accountability ratings from the state of Texas. Each voiced a designated role as the provider of financial resources to the district, yet stressed the implementation of the new initiatives lay with the professional staff. Tammy and Chris regarded this role as being a provider to the superintendent and the staff in approving budget items that are academically centered therefore creating an environment to implement the new academic programs. Tammy expressed,

> I guess the only credit I would take, regarding academics, is that we were fair in implementing the policies that we had control over. We gave the superintendent the latitude to start implementing some programs and not just saying no we've always done it this way so you can't do that. (Tammy, personal communication, June 6, 2014)

In addition to the board's role of adopting budget items specific to academic functions, the presidents expressed an indirect role they played by approving professional training of the staff which directly supported the academic goals of the district. Mary's continued concern as president was "are we giving the teachers what they need to teach the kids effectively, are we training our teachers correctly, are we providing financially the tools our staff needs to effectively teach our students" (Mary, personal communication, June 18, 2014).

Each of the participants specifically discussed the importance of the board president to create an environment in the district where the focus and mission was on the academic success of the students. The responsibility of the direct instruction and utilizing the professional training fell in the hands of the salaried staff, but the presidents saw the duty of foundationally creating an environment conducive to the success of the students as their obligation. Specifically, Tammy relayed the importance she placed as president on the acting superintendent bringing the board staffing or curriculum changes, and to educate the board on the changing academic needs in addition to strengths and weaknesses of the district academically. "I gave the acting superintendent the encouragement to make the changes in leadership she felt necessary to strengthen an unacceptable campus," said Tammy (Tammy, personal communication, June 6, 2014).

Role of the board president. Regarding the board president's role in the academic accountability standards as set forth by the state of Texas, the three participants discussed their position in electing a qualified superintendent to run the district and utilizing the superintendent's annual evaluation to keep the academic success of the district in check. One of the stated duties of the Texas school board is to hire and fire the superintendent. Therefore, the participants discussed their role in hiring the best superintendent for Rydell ISD and trusting in his or her qualifications to increase student's academic achievement. As Chris stated, "by selecting the right superintendent you have a great impact to get the academic achievement of the district started, but you have very little impact once the ship sails as to what will happen" (Chris, personal communication, June 13, 2014).

In addition to hiring and firing the superintendent, the corporate board, under the leadership of the president, annually evaluates the acting superintendent. The evaluation

instrument was the main component of the participant's role impacting student academic achievement. Mary stated,

> as the president of the board, the superintendent's accountability for the academic success of the district was something that we talked about as a board in the evaluation process but also kept it on our minds on a regular basis so we didn't just wait for our scores to talk about it. (Mary, personal communication, June 18, 2014)

The component of trust in the acting superintendent was described as being a partnership of communication between the superintendent and board president. The role of the superintendent was explained as that of an educator to the board through relevant information and research conducive to strengthening students academically. Tammy explained,

> they are educators, and I think that can never be lost. We had a superintendent here at our school district, and the thing I really admired about him is he never forgot he was an educator. He took the time to always tell us why something was important and to tell us how that was going to maybe make things better or how that could be something that we would want to avoid. He took the time to bring us along, and I think that that's really important for a superintendent. They should never forget their beginning in this whole world of education is that they were a teacher first. (Tammy, personal communication, June 6, 2014)

Limitations to the board president. As each participant described the weight of the academic accountability standards set by the state of Texas, all voiced their limited abilities in differing manners. Chris' description echoed his frustration stating, "it is problematic when you set the tone and overall direction, but can't involve yourself in the specifics of that being carried out. It is incredibly frustrating" (Chris, personal communication, June 13, 2014). He continued

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with saying, "the superintendent is the CEO who is responsible at the end of the day for the student academic achievement. In fact, the president's role is very limited" (Chris, personal communication, June 13, 2014).

As Chris saw the role as frustrating, Mary saw her role as a sounding board to the superintendent regarding academic accountability.

> The role of the board president is that of a sounding board. That relationship is so crucial so the superintendent has the freedom to come to the board president and say . . . this is where we are on this campus and to work on the accountability for this campus, this is what I am going to need to do. What do you think as far as approaching the board about this? How is this going to be perceived with the board? (Mary, personal communication, June 18, 2014)

Mary expressed her role as that of a liaison between the board and the superintendent. The superintendent would inform her about the academic needs, whether instructionally or professionally for a campus, and the two would work together on a plan to provide to the board.

Also, the role of the board president regarding the academically accountability of the district requires a trusting partnership with the superintendent. Tammy described this partnership as effective in that

> the key ingredient is communication and an openness so we can both ask questions and that's not perceived as criticism but rather as just thinking through, and being thorough before launching out on some way that we hope will have some real positive influences on the academic achievements of our students. (Tammy, personal communication, June 6, 2014)

Tammy continued discussing the role of communication and the foundation of trust that is required between both roles.

It is so important to recognize your role as board president. The superintendent is the professional there and whereas I think I know a lot about kids and how they learn, I have to know my role and that is I'm going to have to be able to explain to the board and get the necessary information that the board needs. I'm going to need to bring the board along if this is something we really feel like needs to be implemented. It's crucial I recognize we have two very distinct roles. There's a line between what I do and what the professional is employed to do. (Tammy, personal communication, June 6, 2014)

Chris added to the role of the board president as being that of an advocator of the superintendent's academic plan. "The superintendent is responsible for communicating what is needed to get the desired academic results for the students, and the board president exercises the ability to advocate to the board to get those things in their hands" (Chris, personal communication, June 13, 2014).

Summary

Chapter four allowed for a discussion of the data collection process and the process used in analyzing the data for this collective case study. The purpose of this collective case study was to explore the experiences of three school board president within a bounded case at Rydell Independent School District. The theoretical foundation for the study was based on Albert Bandura's (1986) Social Cognitive Theory and Bernard Bass's (1993) Transformational Leadership Theory. Incorporating the feedback from the surveys, interviews, and the data located within the minutes of previously held school board meetings, this study sought information about the lived experiences of the participants. Specifically, the study was designed

around three research questions: how role ambiguity in the school board president position was influenced by one's self-efficacy, how role ambiguity impacts one's ability to lead transformational, and how Texas accountability standards impacting one's role.

Through an extensive study of the data collected through the interviews, site documents, and surveys, three themes emerged regarding one's self efficacy influencing role ambiguity of the school board president. The participant's viewed themselves as possessing unique qualifications, they possessed the ability to create community partnerships, and the participants exhibited a duty of accountability.

Within the data collected regarding role ambiguity impacting the board president in leading transformational, three themes emerged. The investigation revealed themes of one's ability to empower others, one's ability to lead with a servant's heart, and one's strength in unifying the board as the board president. The voices of each participant stated the necessary capabilities needed to understand the environment in which one is president as well as the environment of the district community. With this understanding, one has the role to empower the board and the community with the resources and information they need and do so in a manner in which others are empowered and trusted to lead with the information. Unifying the board was expressed as the presidents continually discussed the need to align the board to the goals and strategic plan of the district and consistently focus the board on leading with the needs of the students always in the forefront.

The academic accountability of the district as set forth by the state of Texas impacted each of the participants as they performed the role of school board president. In discussing the accountability component and in studying the surveys and site documents, three themes emerged from the data collected. The themes included: one's role as the provider to the district, knowing

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one's role in regards to the academic success of the district, and understanding one's limited ability in directly influencing the academic success of the district. The participants expressed great responsibility in the role of the academic success of the district. However, each expressed this role as that of an overseer and provider to the superintendent and the staff. The importance in the role of board president was that of being cognizant at all times of the academic needs of the district; however, each espoused the limited ability to impact the day in and day out operations. With that limited ability, each signified that the role of president required employing the right superintendent for the district and using the superintendent's evaluation as the tool for making the greatest impact on the academic needs of the district.

CHAPTER FIVE: DISCUSSION

This qualitative collective case study was designed as a bounded case in which three participants from Rydell ISD consented to participate. Over the past five years, Rydell ISD has witnessed two superintendent resignations, one interim superintendent hire and one acting superintendent hire. Therefore, the superintendent leadership position for Rydell has changed four times in the last five years. Changes in leadership can promote role ambiguity and lead to an increased tension within groups (Bedeian & Armenakis, 1981; Jackson & Schuler, 1985). Role ambiguity was researched in this study and the impact this phenomenon had on the lived experiences of the board presidents. Specifically, this research was constructed around three guiding research questions:

Research Question 1: How does a school board president's self-efficacy influence role ambiguity within the elected position?

Research Question 2: How does role ambiguity impact the school board president as a transformational leader?

Research Question 3: How do Texas accountability standards impact role ambiguity of the school board president?

Collected site documents, in addition to a survey and a personal interview, detailed the experiences of each of the participants. Through this study, the personal experiences of role ambiguity as experienced in the role of Rydell school board presidents were revealed through dialogue and actions. Studying role ambiguity within the real life experiences of each of the three participants was strengthened and cooberated through multiple sources of information. The data collected assisted in developing an in depth description of role ambiguity which provided a richer understanding of the lived experiences of the participants.

Within the data collected, I used memoing and horizontalization followed by coding of significant statements into themes to sort through the vast amounts of information. "The trick is to discover essences and then to reveal those essences with sufficient context" (Wolcott, 1990, p. 35). These themes from collected and analyzed data were presented in chapter four. This chapter, chapter five, contains a summary and discussion of the research findings, the implications of the study, the limitations of the study, and recommendations for further research.

Summary of Findings

This research study was significant in gaining a greater understanding of the lived experiences of the school board president in the state of Texas. Specifically, the research sought to understand role ambiguity in this position of leadership. Role ambiguity is defined as the degree to which direct information is lacking regarding the scope of responsibilities and expectations for fulfilling a job (Kahn et al., 1964). Without a delineated role defined in the scope of duties for the board president, one begins to perform duties that are exclusive to the school superintendent (Delargardelle, 2006). Furthermore, role ambiguity in a leadership position "results in undesirable consequences for both organizational members and for organizational performance" (Rizzo et al., 1970, p. 154). This study revealed role ambiguity of the school board president was defined by one's environment in addition to the perceived ability each participant felt he or she possessed in fulfilling the leadership role.

In discovering the essences of each individual's lived experience with role ambiguity, I found myself trying to understand the inward nature of the behaviors and beliefs of the participants in regards to the common experiences. The role of the Texas public school board president is detailed as four major duties: The president calls a yearly meeting to discuss and adopt the budget and the proposed tax rate, ensures annual financial statements are published,

executes an oil and/or gas lease or sell, exchanges and conveys the minerals in land belonging to the District, and executes the deed for the sale of property, other than minerals, held in trust for free school purposes (Texas Association of School Boards, 1995-2014). These roles, as mandated by Texas, cover the role of the president; however, as this study revealed, the role of the president and the characteristics one must possess as a board president were perceived differently between those holding the presidential power. The ambiguity within the role of president was revealed in the way in which one's own self efficacy influenced one's leadership, the style in which one led, and the role ambiguity associated with the duty of president in conjunction with the academic needs of the students.

Understanding the participant's experiences with role ambiguity required understanding the reason each chose to be elected to the position. Each of the presidents revealed through interviews and surveys, they perceived their individual strength in leading as the foundation upon which they felt qualified. The presidents expressed strong work ethics, one's innate determination, and belief in one's ability to promote positive change as success determinates to the position.

The participants each regarded themselves as possessing a high self-efficacy as they saw themselves being uniquely qualified for the office. The theoretical foundation of this research was built upon Albert Bandura's Social Cognitive Theory. Within this theory, self-efficacy is elaborated upon in that

> much human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities. The stronger their perceived self efficacy, the higher the goals people set for themselves and the firmer their commitment to them. (Bandura, 1989, p. 1175-1176)

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Mary's high self-efficacy was explained as she sought out the presidential position knowing her leadership abilities could change the direction of the board into that of successful goal setting and decision making body. She likened herself to Esther from the Bible, stating, "I felt as though my abilities led me to being the presidential leader of the board that was needed at a time of uncertainty. I was the constant, I kept the board moving, and the community updated and informed" (Mary, personal communication, June 18, 2014).

In addition, the Social Cognitive Theory relates one's self-efficacy to being strengthened or weakened from multiple sources of information. The heightened self-efficacy of each participant was connected to the empowerment they gained through community partnerships and their innate desire to provide excellence through leadership to the students, staff, and community. Tammy described someone being elected to the position of president "because you have the ability to motivate and guide others" (Tammy, personal communication, June 6, 2014). The actions and directions presented by the president were promoted by their perceived strong self-efficacy.

The theoretical framework of this study was also founded upon Bernard Bass's Transformational Leadership Theory. According to Bernard Bass, "transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater level of awareness about issues of consequence" (Bass, 1985, p. 17). The behaviors exhibited by each participant were recorded in the minutes of the past meetings and witnessed through the dialogue and responses to the interview questions. As questions were posed, the leadership style of each participant was revealed. Continually, the participants voiced the role of the board president as actively and consciously empowering others. Through empowering others, the president would equip the board with the knowledge to advocate for district goals and

align the community toward the fulfillment of the mission and vision of the district. Each described this experience of empowering others by allowing all voices to be heard, creating a safe environment for all to express their opinion, and continually assessing and reassessing the individual personalities of each member to help in the collaborative process. Tammy expressed how the power of the board is not the single entity of the president, "the power is only as great as the board as a whole" (Tammy, personal communication, June 6, 2014).

In empowering others, the role of president was described as being foundational upon a servant's heart. Displaying and building trust through a servant's heart was expressed as creating the relationships between the board members that promoted a unified body working to achieve district goals. Listening, exhibiting fairness, and showing empathy were described as crucial roles and characteristics of the president. By enhancing the leader follower relationship into a leader leader relationship, the element of trust was pivotal to building and growing the working relationship.

The transformational leadership exhibited in the empowering of others was codified in the participant's role of unifying the board toward the achievement of district goals. Dwight D. Eisenhower defined leadership as, "the ability to decide what is to be done and then to get others to want to do it" (Larson, 1968, p. 21). Each of the interviews relayed these sentiments as the participants discussed their position as a unifier between the board and the community as well as a liaison between the board and the superintendent. They worked in conjunction with the superintendent on goal based initiatives, then through discussion and input, directed the board toward decision making that was in alignment with the adopted goals. Mary stated,

> not that we were making decisions, but the superintendent and I were having enough
>
> discussion and communication that the two of us could come up with a direction to

present to the board and see what could be done to meet the individual needs of the

students. (Mary, personal communication, June 18, 2014)

As the accountability component has been gaining strength since the No Child Left

Behind 2001 legislation, the third question in the is study sought a greater understanding of how

the president perceives his or her role in the academic success of the district's students. A lack

of research exists on how the accountability of this legislation has been felt, understood, and

implemented in school board practices and governance (Hess & Meeks, 2010). Therefore, in this

study, a better understanding of the weight of the accountability component on the shoulders of

the board president would further add to the understanding of role ambiguity in this position.

Through the collected documents and interviews, the participants voiced themselves in a

presidential position of being a provider to the administration, teachers, and students. Each

president saw him or herself as that of an enabler in the academic arenas. The responses of all

three were clear in that they were not the professional educator, they were not the planners and

disseminators of the skill sets, they were elected to provide the resources for those that were.

The responses carried a resounding sentiment that the role of the president was to listen to the

needs of the staff, study the data regarding the student's academic successes and failures, and

approve financially for the implementation of the instructional tools and professional training

necessary to create an environment where all students succeeded academically.

As each of the presidents discussed their role in the academic accountability of the

students, they each echoed the sentiments of their job being to hire, evaluate, and fire the

superintendent. With this legislative duty, they expressed their greatest influence on the

academic success of the district. As Chris stated, "from a 30,000 foot view you have a direct

influence over academic achievement" (Chris, personal communication, June 13, 2014). Each

echoed the need for the superintendent to keep the board abreast of the interval test scores for each six weeks, be apprised of failure percentages across the grade levels, and be presented with curriculum and instructional programs at monthly board meetings. This data driven information gave them the knowledge needed to question curriculum and instructions choices as well as support or deny new hires in academic areas of weakness.

As the participants saw the role of the superintendent to educate the board monthly on the academics of the district, the element of trust and transparency was discussed as creating the relationship necessary to strengthen the district academically. The role of the board president and the superintendent seemed to be solidly formed in this area as the participants continually stated that the superintendent is the professional, he or she has been hired to implement educational programs to garner academic success, and the board president must trust in the qualifications of the superintendent.

Through examining the literature review in chapter two, multiple findings were in accordance with findings from this study. The high self efficacy displayed through actions noted in the board approved minutes, interview feedback, and survey responses were in alignment with the self efficacy component of Albert Bandura's Social Cognitive Theory. All three participants expressed a strong self-efficacy in that they felt fully capable and qualified to lead during times of distress or success. However, during difficult district decisions, the participants measured one's self-efficacy through the eyes of the taxpayers and media. As Bandura (1997) states, "self efficacy beliefs are constructed from… verbal persuasion and allied types of social influences that one possesses certain capabilities" (p. 79). In addition, a person's self-efficacy is often measured on a role model who one views as similar in personal characteristics that are thought to be indicators of success (Suls & Miller, 1977). This attribute of one's self-efficacy was

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overwhelmingly exhibited in Mary as her strong self-efficacy was paralleled to that of a biblical leader. Also, Tammy viewed herself as a role model to be emulated through her past success in leading organizations and her ability to lead through open and honest communication.

Although some of the findings were intuitive in relation to the literature reviewed for this study, other findings were unanticipated. Regarding research question three and the impact of the Texas accountability standards on the role ambiguity of the president, the three participants did not perceive their role as hands on in the academic process. The research continuously reports the micromanaging of board members in the daily activities of the school district and taking on roles and responsibilities exclusive to the superintendent (Bjork & Blasé, 2009; Danzberger, 1994; Land, 2002; Williams & Tabernik, 2011). However, in the data collected and analyzed for this study, the participant's presidential role was described as a provider to the foundational system necessary to achieve academic success. In addition, the participants did not place themselves in the day-to-day activities of the district but made the academic goals of the district known to the superintendent through the annual superintendent's evaluation.

Implications

Theoretical Implications

The findings from this study have important theoretical implications to the field of education and leadership pertaining to one's self-efficacy. This study provided an extension to the self-efficacy component of Albert Bandura's Social Cognitive Theory. Specifically, board presidents, superintendents, and board trustees can more fully understand the role of self-efficacy in the lived experiences of the board president. The additional support provided to the theory was developed through the site documents, surveys, and interviews.

Each of the participants exhibited a strong sense of self-efficacy as they viewed themselves possessing unique qualifications for leading as the board president. Bandura (1997) states, "perceived self efficacy is concerned not with the number of skills you have, but with what you believe you can do with the you have under a variety of circumstances" (p. 37). The answers during the interviews expressed each felt their innate abilities to lead positively impacted their success as the board president. In addition, one's resilient self-efficacy allows one to "approach difficult tasks as challenges to be mastered rather than as threats to be avoided" (Bandura, 1997, p. 39). This is exemplified in Mary's high self-efficacy as she described when she was elected to the board as president.

> Our board was split when I became president, and I had called the previous president about a month before officer elections. I told him I felt like it was time for a presidential change. I truly felt God was asking me to step up in that role, specifically because of the bond that had just failed. I felt like in progressing forward and successfully passing the bond, I needed to lead. (Mary, personal communication, June 18, 2014)

Mary felt her abilities to lead were perfectly matched with the needs of the school board, and she viewed her leadership abilities as providing success to district initiatives.

The strong self-efficacy of Tammy was evident in her stated ability to work with the superintendent to bring about academic reform at a district campus. Tammy viewed this difficult situation as a challenge, one she and the superintendent would present to the board along with ideas and a framework to bring about change in the weak academic scores of a campus.

> At the time I was board president, we had a campus that was academically unacceptable, and I encouraged or questioned the superintendent that we had to have a change of leadership on that campus. I felt like by stressing that the board would support her in

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making that kind of a change, my leadership had a positive impact on that campus.

(Tammy, personal communication, June 6, 2014)

Tammy, Chis, and Mary viewed themselves as leaders being tasked with challenges that would be successfully conquered for the students. For each of these participants, their high self-efficacy was evident as failures as a board president were not an option due to the accountability they each held to the students, staff, and taxpayers of the district.

Theoretical implications can also be concluded from this study when utilizing the Transformational Leadership Theory by Bernard Bass as a framework. According to this theory, transformational leadership involves elevating others from a follower position to a leader position through empowerment and an awareness of the concerns and consequences (Bass, 1985). In the interview responses, the participants did not describe themselves as transformational leaders, but their responses in addition to their actions as documented in past board meetings exemplified this leadership style in each. The presidents discussed their role to be that of one who empowers the collective board. They each relayed the importance of disseminating the information, facilitating open and honest dialogue in the meetings, and creating an environment of knowledge and procedures. These actions then allowed the board trustees to carry forward the mission of the district and exhibit leadership themselves throughout the community.

Furthermore, the participants explained their role of president as being a leader who unified the corporate board by first understanding the diverse personalities of the board and utilizing the gifts of each to promote the mission of the district. Mary explained, "you have to be a visionary. The role of president requires you to be able to see where the board is and where it needs to be and thinking through who and what it is going to take to get us there" (Mary,

personal communication, June 18, 2014). Also, they described the ability to meet the emotional

needs of the board by allowing, and at times singling out, the opinions of each board member

regarding an issue or agenda item. By doing so, the corporate board was involved in the

decision-making and everyone had vested meaningful input into the discussion.

Four components are specific to the Transformational Leadership Theory and were

described by each of the participants as being important factors in empowering others. These

four factors include "idealized influence, inspirational motivation, intellectual stimulation, and

individualized consideration" (Bass & Avolio, 1993, p. 112). The participants viewed the board

trustees as possessing abilities that should be applied in strengthening the power and

effectiveness of the board corporate. The trustees were described as effective tools in motivating

and leading the community when equipped with the correct information regarding school district

initiatives. The strength of the board was characterized as the accumulation of unique talents and

abilities that needed to be recognized and expanded upon. Relating to the emotional sense of

each trustee, the president motivated the trustees by cultivating a culture of trust, which provided

a foundation of open and honest communication. As this trust foundation was built, the

presidents were capable of instilling confidence in the board to carry forward in the mission of

the district and lead in the community.

Practical Implications

Viewing this study from a practical standpoint, this research has implications that can be

used by school board trustees, current or prospective board presidents, superintendents, and

school board training entities. This study gave a voice to the lived experiences of the school

board trustee and how role ambiguity impacted this position. As current research describes the

boundaries and defined roles of the superintendent and board trustees being blurred (Danzberger,

1994; Delagardelle, 2006; Land, 2002; Williams & Tabernik, 2011), the responses of the three participants in this study gave a greater understanding into how and why role ambiguity is experienced as the board president and why more qualitative research is needed in this field of leadership.

School board trustees need to be aware of the motivations and desires of the school board president in leading the board corporate. The motivations and desires to lead in the board president position were foundational in each participant upon his and her strong sense of self-efficacy. Understanding how one's self efficacy plays an integral part in the success of the president can help in voting for a trustee to fill the position as president. Also, a deeper knowledge of a transformational leader can better equip individual board members to seek out this type of leadership style in a president or embody this style as a leader oneself.

Professional training and development is suggested as heightening board effectiveness in leadership and decision making (Feurstein, 2009). Therefore, the necessity of training the board president on his or her elected duties in addition to leading the board corporate is essential to success in the position. Previous research has provided quantitative information concluding positive effects on the educational rankings of a district based on school board member professional development (Roberts & Sampson, 2011). This being the case, professional development specific to the position of the board president could promote successful educational rankings as well as better-defined roles and responsibilities of the president and those roles and responsibilities reserved to the superintendent.

Limitations

This research of role ambiguity within the school board president had several facets that placed limitations on the results of the study. The initial limitation is evident through the method

of the study. Using a qualitative study in lieu of a quantitative study inherently places limitations

on the results. One of the major limitations of a qualitative study is the findings of this study

may be unique and limited to the participants who volunteered for this research. The findings of

this study and the themes developed from the multiple sources of data collected may not be

transferable or generalizing to another group of school board presidents.

 Limitations to this study also include the small sample size used and the geographic

location of the study. The participants were of different genders, but similar in age and

educational backgrounds; therefore, these factors can be limiting in the study. This study sought

out the lived experiences of three school board presidents from one specific public school district

in East Texas. Also, the case was bounded in that it only contained collected and analyzed data

from a five-year period. This five-year period at Rydell saw an above average turnover in

superintendents. Therefore, the findings of this study may not be typical to a five-year period in

another district with the same acting superintendent for the researched time.

In regards to previously published data or research on the topic of study, the research was

limited in that reports and information regarding the lived experiences of role ambiguity in the

school board president position were nonexistent. Studies exist regarding the preponderance of

school board presidents overstepping their roles in the day-to-day activities of the district (Bjork

& Blasé, 2009; Grissom, 2010; Land, 2002), but a qualitative study seeking an understanding of

the president's perceived role in directing their actions did not exist.

Another limiting factor is the bias associated with surveys and interviews. This data can

be exaggerated on the part of the participant to represent an event or outcome as more favorable

on the part of the participant (Creswell, 2013). Also, bias is created in the study when the

participant answers from selective memory in recalling some circumstances but not all, and

attributing successes to oneself rather than the work and collaboration of the group. In this study, I was the research instrument conducting the interviews; therefore, the possibility of human error is increased and further limits this research.

Recommendations for Further Research

This research study provided relevant information regarding the lived experiences of role ambiguity within the school board president position. As this research added to the body of information regarding leadership and specifically the perceived role of the school board president, this area of study would be strengthened with further research conducted on this topic. Specifically, further research should aid in narrowing the limitations of the current study as listed above.

Further research should be conducted in a different part of the state of Texas in addition to states other than Texas. Also, the study could be implemented in schools with a more diverse student population. The participants from this study varied in gender; however, they were all college graduates and similar in age. This study should be replicated and utilize a more diverse sample of participants. The perceived roles and responsibilities of board presidents at differing ages as well as different educational backgrounds may conclude different themes and lived experiences.

Additional qualitative studies into the perceived roles and responsibilities of the acting superintendent in the public school would be beneficial. As the participants continually discussed the role of working alongside the superintendent, further research needs to study the perceived duties of the superintendent in working with the board president. Also, many of the responses centered on the community's perception of the president position and how this perception impacted the board president's job. Therefore, a qualitative study utilizing

community members as the participants in describing the roles and responsibilities of the board president as well as the acting superintendent would strengthen the knowledge in this area of leadership.

This study was guided by qualitative research questions probing into the lived experiences of the school board president. Specifically, this study researched the perceived roles of the school board president. The board president works with many other stakeholders within the school district; therefore, a future qualitative study utilizing the superintendent, the district administrative team, or other trustees in describing the effectiveness of the school board president would be beneficial. A study with the superintendent, the district administrative team, or other trustees as the participants would provide further knowledge on how these stakeholders perceive the effectiveness of the school board president. In addition, the effectiveness of the district as measured through academic achievement could be tied into the study to seek a correlation in how stakeholders perceive the effectiveness of the district and what testing data shows regarding district effectiveness.

The Social Cognitive Theory by Albert Bandura and the Transformational Leadership Theory by Bernard Bass established the theoretical foundation of this study. Further research using the Self Determination Theory by Edward Deci and Richard Ryan or the Social Judgment Theory by Muzafer Sherif and Carolyn Sherif would garner further insight into how a board president perceives his or her role in leadership and why and how judgments of others impact one's perceived role and leadership abilities.

Summary

The purpose of this collective case study was to describe role ambiguity for three school board presidents at Rydell Independent School District. The case study approach allowed the

lived experiences of the participants to be described in relation to three guiding research questions:

Research Question 1: How does a school board president's self-efficacy influence role ambiguity within the elected position?

Research Question 2: How does role ambiguity impact the school board president as a transformational leader?

Research Question 3: How do Texas accountability standards impact role ambiguity of the school board president?

This topic of research was studied due to the limited amount of research regarding the role of the school board president. However, studies have researched the conflict, tension, and turnover of school boards due to roles and responsibilities of the board members and the superintendents not being well defined (Danzberger, 1994; Delagardelle, 2006; Iowa Association of School Boards, 2000; Land, 2002; Williams & Tabernik, 2011). Therefore, a gap in the literature exists pertaining to how role ambiguity impacts the school board president. This study as well as more qualitative and quantitative studies into the elected position of the school board president would aid in the understanding of the position, what it requires, and how a successful leader would fill the presidential shoes.

Triangulating the collected data from three participants aided in an increased validity for this study. From site documents, role ambiguity surveys, and face-to-face interviews, rich data was provided to better understand the impact of role ambiguity in the elected position of school board president. Following the collection of data, the data was analyzed by utilizing memoing in the margins and from this memoing overarching significant statements were identified. These significant statements aided in understanding how and why each of the three participants lived

out the phenomenon of role ambiguity in the school board president position. Lastly, the significant statements were formed into clusters of meaning, and the information was coded into nine themes. The themes coded from this study were: unique qualifications, formed partnerships, duty of accountability, empowering others, a servant's heart, unifier, district provider, role recognition, and the limited role of the board president.

The evidence presented in this study allowed for the lived experiences of the school board presidents and the roles they filled to be more fully discerned. Each of the participants was elected by the board trustees to lead the board corporate. However, ultimately, the presidents described the role as equipping others to lead. As board president, Mary, Tammy, and Chris described the president's position as a unifier, a sounding board, a liaison, and ultimately a servant. The descriptions cited by the participants demonstrated the transformational leadership style as each sought to create a unified and equipped board strengthened to go forward and disseminate the vision of the district.

The transformational style of leading a school district has been linked to higher student academic achievement (Robinson et. al., 2008). In addition, the cohesiveness of decision making bodies and a school board focused on the needs of the students through an adopted strategic plan has been linked to higher achievement scores (Iowa Association of School Boards, 2000). This research, through the analyzed data, exhibited a transformationally led district. The three past presidents placed great importance on building followers into leaders. This was exhibited as the participants created an environment conducive for others to lead and equipped the trustees to carry forward the vision of the district as leaders. Therefore, the form of transformational leadership exhibited by each of the participants in this study is promoting an environment conducive to academic success for the Rydell district.

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CONSENT FORM

Role Ambiguity in an Era of Accountability: A Collective Case Study of the

Texas School Board President Experience

Kerrl Allen Daugbjerg

Liberty University

School of Education

You are invited to be in a research study of the perceived role ambiguity experienced as a president on a Texas public school board. You were selected as a possible participant because you have previously served or are currently serving as president of a public school board in the state of Texas. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Kerri Daugbjerg as a student in the Doctorate of Education program at Liberty University.

Background Information:

The purpose of this study is to identify recurring themes regarding role ambiguity of the public school board president utilizing face-to-face interviews, surveys, and site documents. This research will provide insight into the perceived role of the school board president, issues that

future school board presidents may encounter, in addition to suggestions for understanding role

ambiguity as it is experienced in the role of public school board president.

Procedures:

If you agree to be in this study, I would ask you to do the following things:

I would like to conduct one face-to-face interview with you to gather your insight regarding this

phenomenon.   The interview will be no more than an hour in length and will be audio recorded.

In addition, I would ask each participant to complete a paper survey comprised of ten questions

in which each participant will circle a number corresponding to strongly agree or strongly

disagree with the statement. This paper survey should take no longer than 20 minutes. Complete

confidentiality will be ensured if you chose to participate in this research study. No real names

will be used in the research paper, the transcribed notes, or any publication extending from this

research.

Risks and Benefits of being in the Study:

The risks to the participants are minimal and no greater than the risk associated with everyday

activity. There are no direct benefits to participating in this research study. The information and

insight gained through this research study will provide valuable information on the perceived and

actual roles of the school board president. The knowledge and recurring themes apparent in the

study will aid in building stronger relationships between the president, superintendent, and board

as identities and responsibilities are clarified. This research will provide greater insight and depth

into the lived experiences of the school board president and expand the depth and components

necessary in training board presidents, superintendents, and the school board as a whole.

Compensation:

There will be no compensation for participants.

Confidentiality:

Using a pseudonym for the school district and using pseudonyms for the school board presidents

will protect the privacy of the participants in the study. Pseudonyms will be applied to all face-

to-face interview transcriptions, and the Likert-style survey will be labeled with the pseudonym.

The master list matching pseudonyms to participants will be kept in a secure location separate

from all other collected data. The master list will be destroyed after all data is collected and

analyzed. All other data collected from the study will be accessed only by the researcher through

password secure computer locations and locked file cabinets located in the researcher's home.

All audio recordings will be kept in a secured, locked location so others cannot identify voices of

participants. Only the investigator will have access to the computer password and locked file

cabinet. Also, after full transcription of the voice-recorded interviews has been completed, the

audiotapes will be erased. The use of minutes from previous meetings will have all identifying

information removed. The published dissertation along with all future publications from this

study will not contain identifying data. All data will be destroyed after three years.

Voluntary Nature of the Study:

This study is seeking participants who have previously or are currently serving as the president of the school board from Pine Tree Independent School District in Longview, Texas. Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or Pine Tree. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw:

At any time during the research, you may withdraw completely from the study by contacting Kerri Daugbjerg at 903-746-7548 or kdaugbjerg@liberty.edu. If choosing to withdraw, all data collected from your participation will be destroyed and in no way utilized in this research or any possible publications resulting from this research. In addition, all recordings and any documents containing pseudonym information regarding your participation in the study will be destroyed. Withdrawing from the research study will not affect your relationship with Liberty University or Pine Tree.

Contacts and Questions:

The researcher conducting this study is Kerri Daugbjerg. You may ask any questions you have

now. If you have questions later, you are encouraged to contact Kerri Daugbjerg at 903-746-

7548 or Dr. Deanna Keith, faculty chairperson from Liberty University, at 434-582-2417.

If you have any questions or concerns regarding this study and would like to talk to someone

other than the researcher, you are encouraged to contact the Institutional Review Board, 1971

University Blvd, Suite 1837, Lynchburg, VA 24515 or email at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have

received answers. I consent to participate in the study.

By checking this box, you are aware and give consent to be audio recorded during

the face-to-face interview.

Signature: _____

Date: _____

Signature of Investigator:_____

Date: _____

IRB Code Numbers: 1869.051314

IRB Expiration Date: May 13, 2015

Appendix B

Role Ambiguity Survey (Rizzo, House, & Lirtzman, 1970).

This instrument is reprinted with permission from Administrative Science Quarterly.

A seven-point likert scale will be used to measure the Texas school board president's variables

of role ambiguity. The answers range from

strongly disagree (1)

disagree (2)

neutral (3)

agree (4)

strongly agree (5).

The items to which the school board presidents responded will be included in the study.

Role ambiguity items

1. I feel certain about how much authority I have.

1   2   3   4   5

2. I have clear, planned objectives for my job.

1   2   3   4   5

3. I know that I have divided my time properly.

1   2   3   4   5

4. I know what my responsibilities are.

1   2   3   4   5

5. I know exactly what is expected of me.

1   2   3   4   5

6. I receive clear explanations of what has to be done.

1   2   3   4   5

7. I am able to act the same regardless of the group I am with.

1   2   3   4   5

8. I have to "feel my way" in performing my duties.

1   2   3   4   5

9. I feel certain how I will be evaluated.

1   2   3   4   5

10. I perform work that suits my values.

1   2   3   4   5

Appendix C

Recruitment script utilized over the phone when contacting potential participants

Hello, my name is Kerri Allen Daugbjerg, and I am pursuing my Doctorate of Education in curriculum and instruction from Liberty University. As a doctoral candidate, I am in the dissertation phase of completing the program. I am presently conducting a qualitative study on role ambiguity in an age of accountability, a collective case study of the Texas school board president experience. I am exploring the unique experiences of the school board president and how one's perceived roles as president are influenced by one's self efficacy, one's leadership abilities, and one's perceived duties in relation with the Texas mandated academic accountability standards.

Your participation in completely voluntary, and you will not receive any form of compensation for participating. This research study would require your input on a ten question, role ambiguity survey. Also, you will be asked to participate in one face-to-face interview in which I will pose questions to you and at the end, allow you to provide me with any further information you feel relevant to the study. This interview will last no longer than 60 minutes and be conducted at a location that is convenient for you. The interview will be audio recorded and transcribed to include in the study. After I have transcribed your recorded input from the interview, I will give you a copy of the transcription for you to clarify or correct any miswording or incorrect meanings derived from your responses. Your identity will be protected and will not be revealed in the study. I will assign you a pseudonym as well as a pseudonym will be assigned to the district serving as the site of the study.

The data collected for this researched study will be analyzed and reported in the completed dissertation. The dissertation will be published and could possibly be used for presentations and to expand knowledge in the area of training and clarifying the roles of Texas school board presidents. There are no foreseen risks or inconveniences related to participating in this study. You may choose to withdraw from the study at anytime, if you chose to discontinue your participation.

Do you have any questions regarding your participation in the research study, or can I provide you with any additional clarifications?

Appendix D

Interview Protocol: Role Ambiguity in an Era of Accountability: A Collective Case Study of the

Texas School Board President Experience

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

Questions:

    1. What significance do you see in your current (previous) school district position?

    2. What do school board presidents do? What does a school board president not do?

    3. What do superintendents do? What does a superintendent not do?

    4. What leadership qualities exemplify the role of a school board president?

5. What leadership qualities exemplify the role of a superintendent?

6. How would you describe your current (previous) leadership style as a board president?

7. How do you perceive the superintendent would describe your current (previous) leadership style as a board president?

8. How does your self-efficacy impact your current (previous) role as school board president?

9. How does the community impact your current (previous) role as school board president?

10. How do you as a current (previous) board president perceive your influence on student academic achievement?

11. How would you describe an effective board president/ superintendent team working to achieve student academic achievement?

12. Is there anything else about the roles of school board members that you would like to mention, even if I didn't ask about it?

Appendix E

Subject:	RE: NOT AVAILABLE THROUGH CCC
From:	permissions (US) (permissions@sagepub.com)
To:	ginghambunny@yahoo.com;
Date:	Monday, March 24, 2014 4:20 PM

Dear Kerri,

Thank you for your request. You can consider this email as permission to reprint the material as detailed below in your upcoming dissertation. Please note that this permission does not cover any 3rd party material that may be found within the work. We do ask that you properly credit the original source, Administrative Science Quarterly. Please contact us for any further usage of the material.

Best regards,

Michelle Binur

Rights Assistant

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From: Gingham Bunny [mailto:ginghambunny@yahoo.com]   **Sent:** Monday, March 24, 2014 1:12 PM   **To:** permissions (US); Kerri Daugbjerg   **Subject:** NOT AVAILABLE THROUGH CCC

To whom it may concern,

I have gone through copyright.com and spoken to a representative. She was unable to tell me why I could not gain permission to use the survey I am seeking, and she directed me to contact you. She feels it may be due to the date, 1970. In addition, she could not direct me to the rights link in order to gain permission to use the following survey in my dissertation.

I am Kerri Daugbjerg seeking permission from Administrative Science Quarterly to use the Role Perception Questionnaire.

The Role Perception Questionnaire is located in Administrative Science Quarterly, Volume 15, Issue 2, p. 156. The title of the article is Role Conflict and Ambiguity in Complex Organizations written by Rizzo, House, and Lirtzman (1970).

ISSN 0001-8392

I am seeking approval to use the survey in collecting data for my dissertation which I am working on at Liberty University in Lynchburg, Virginia.

Thank you for your help in receiving permission,

Kerri Daugbjerg

Appendix F

May 13, 2014

Kerri Allen Daugbjerg   IRB Approval 1869.051314: Role Ambiguity in an Era of

Accountability: A Collective Case Study of the Texas School Board President Experience

Dear Kerri,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This

approval is extended to you for one year. If data collection proceeds past one year, or if you

make changes in the methodology as it pertains to human subjects, you must submit an

appropriate update form to the IRB. The forms for these cases were attached to your approval

email.

Please retain this letter for your records. Also, if you are conducting research as part of the

requirements for a master's thesis or doctoral dissertation, this approval letter should be included

as an appendix to your completed thesis or dissertation.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

Professor, IRB Chair

Liberty University | Training Champions for Christ since 1971

LIBERTY UNIVERSITY.

Email to Participants (member checking)

Thank you for the willingness, time, and energy you have committed to this research study.

After our face-to-face interview, I transcribed the audio recording. Attached to this email is the

transcription of your interview. When time permits, I would appreciate you reading over the

attached transcription to verify the accuracy. If you have any clarifications, additions, or

deletions, please simply type them in where appropriate in a different color font, and I will make

the corrections on my final copy.

Thank you,

Kerri Daugbjerg