

Gender and Culturally Responsive School Leadership: A Quantitative Study of Elementary Principals' Florida's Panhandle

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Abstract

As student populations in U.S. public schools become increasingly diverse, educational leaders face ongoing challenges in addressing educational disparities and fostering equitable learning environments. Culturally responsive school leadership (CRSL) has emerged as an important framework for understanding how principals develop inclusive practices, strengthen school communities, and respond to the cultural assets and needs of diverse learners. Grounded in CRSL theory, this quantitative study examined elementary school principals' culturally responsive leadership practices in Florida's Panhandle, with particular attention to whether reported practices differed by gender. Data were collected from forty-six elementary school principals across multiple districts using a structured survey instrument adapted from the Culturally Responsive Principals Rating Scale (CRPRS). The instrument assessed five domains of culturally responsive leadership:

school morale and pulse, ethics of caring, ethics of bonding, relationship building, and teacher effectiveness. Participants responded using a four-point Likert-type scale ranging from “Never” (1) to “Always” (4). For analysis, culturally responsive leadership responses were examined across three reported practice levels: “Sometimes,” “Fairly Often,” and “Always.” Descriptive statistics and cross-tabulation analyses were conducted, followed by a Pearson chi-square test of independence to examine the relationship between principals’ gender and culturally responsive leadership practice levels. Results indicated that most principals reported engaging in culturally responsive leadership practices at the “Fairly Often” level (78.3%, $n = 36$), followed by “Always” (17.4%, $n = 8$), with a small percentage reporting “Sometimes” (4.3%, $n = 2$). No participants reported responses categorized as “Never.” Although female principals reported slightly higher percentages of “Always” responses (23.8%) compared with male principals (12.0%), the association between gender and culturally responsive leadership practice levels was not statistically significant, $\chi^2(2, N = 46) = 2.616, p = .270$. The likelihood ratio test yielded a similar nonsignificant result, $LR \chi^2(2, N = 46) = 3.375, p = .185$, with a small effect size (Cramér’s $V = .24$). Findings suggest that principals across gender groups reported consistent engagement in culturally responsive leadership practices. However, interpretations should be considered within the context of the study’s limitations, including the reliance on self-reported data and the relatively small sample size of forty-six elementary principals, which may limit generalizability. The findings reinforce the importance of leadership preparation, ongoing professional learning, and organizational support systems that cultivate culturally responsive leadership capacities. Continued research using larger samples, multiple perspectives, and longitudinal approaches is needed to further examine how principals’ identities, professional experiences, and school contexts influence the enactment of culturally responsive leadership.

Keywords: Culturally Responsive Leadership, Culturally Responsive Pedagogy, Gender, Achievement gap, Elementary school principals, educational equity, school leadership, post-COVID-19 education

Introduction

Culturally Responsive School Leadership, Gender, and Educational Equity: A Synthesis of Theory, Policy, and Practice

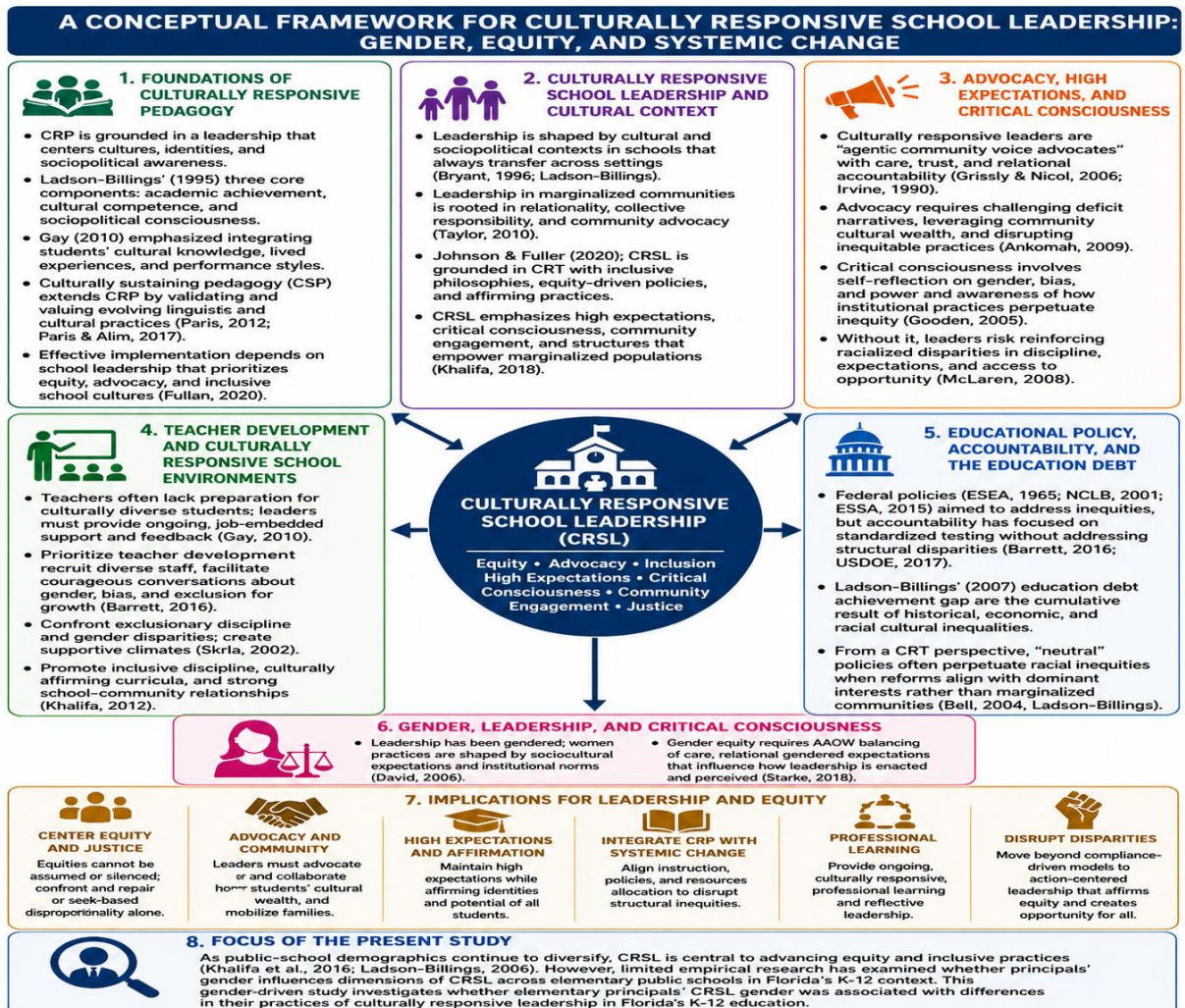
Persistent educational inequities continue to affect the academic experiences and outcomes of students from historically marginalized communities despite decades of educational reform in the United States. Differences in academic achievement, school discipline, access to rigorous coursework, and educational opportunity remain evident across racial,

cultural, and socioeconomic groups, highlighting the need for leadership approaches that promote equity and inclusion (Ladson-Billings, 2007; Reardon, 2016). Increasingly, researchers have identified culturally responsive school leadership (CRSL) as a framework for addressing these disparities by fostering equitable school environments, strengthening relationships with students and families, and supporting culturally responsive instructional practices (Khalifa et al., 2016). CRSL extends the principles of culturally responsive pedagogy beyond classroom instruction to encompass school-wide leadership practices that promote equity, advocacy, critical consciousness, and community engagement.

Principals play a vital role in establishing inclusive school cultures, supporting teachers' implementation of culturally responsive practices, and ensuring that policies and instructional decisions promote equitable opportunities for all students (Gay, 2010; Khalifa et al., 2016). As schools become increasingly diverse, understanding the factors that influence culturally responsive leadership has become a key area of educational leadership research. One factor that has received comparatively limited empirical attention is principals' gender. Although gender has been examined extensively in studies of educational leadership, most research has focused on leadership styles, career pathways, and organizational experiences rather than on culturally responsive leadership practices (Jean-Marie, 2009; Shakeshaft, 2011).

Gendered expectations and organizational norms may influence how principals interpret equity, build relationships, advocate for marginalized students, and implement culturally responsive leadership practices within accountability-driven educational systems (Grogan, 2013). However, empirical evidence examining whether principals' gender is associated with culturally responsive leadership practices remains limited. This study addresses that gap by examining the relationship between elementary school principals' gender and their reported culturally responsive leadership practices in Florida's Panhandle. Guided by the Culturally Responsive School Leadership framework (Khalifa et al., 2016), the study contributes to the growing body of research examining leadership identity and equity-oriented practice within diverse educational settings. Findings from this study may inform leadership preparation programs, professional learning, and district-level initiatives designed to strengthen culturally responsive leadership and promote equitable educational outcomes.

Table 1: Research Literature Review



Conceptual Framework: Gender and Culturally Responsive School Leadership

This study's conceptual framework examines the relationship between elementary school principals' gender and culturally responsive school leadership (CRSL) practices within an equity-oriented educational context. The framework recognizes that school leadership is shaped by broader sociocultural conditions, including historical inequities, accountability structures, educational policies, and community contexts. These conditions influence the opportunities and constraints under which principals enact culturally responsive leadership. At the center of the framework is CRSL, which extends culturally responsive pedagogy into the domain of educational leadership.

CRSL emphasizes equity-oriented decision-making, critical consciousness, elevated expectations for all students, advocacy for historically marginalized populations, community engagement, and the development of inclusive school environments (Khalifa et al., 2016). Through these practices, principals influence instructional leadership, school climate, discipline systems, teacher development, and relationships with students and communities. Within this framework, gender is conceptualized as a leadership identity factor that may shape principals' experiences, perspectives, and approaches to culturally responsive leadership.

Gender does not determine leadership effectiveness; rather, it represents one social factor that may influence how leaders interpret equity issues, navigate institutional expectations, and implement culturally responsive practices. Although research has examined gender differences in educational leadership, limited empirical attention has been given to whether principals' gender is associated with differences in CRSL practices, particularly among elementary school leaders in regional contexts such as Florida's Panhandle.

Theoretical Foundations of Culturally Responsive Pedagogy

Culturally responsive school leadership is grounded in scholarship emphasizing the relationship among culture, identity, educational opportunity, and student success. Ladson-Billings (1995) introduced culturally relevant pedagogy as an instructional framework centered on three dimensions: academic achievement, cultural competence, and sociopolitical consciousness. Expanding this foundation, Gay (2010) emphasized that effective teaching integrates students' cultural knowledge, lived experiences, communication styles, and perspectives into instructional practices.

Culturally sustaining pedagogy further extended culturally responsive approaches by emphasizing the importance of sustaining and valuing students' linguistic, cultural, and community identities rather than merely acknowledging cultural differences (Paris, 2012; Paris & Alim, 2017). Although culturally responsive pedagogy originated primarily within classroom contexts, scholars have emphasized that sustainable implementation requires leadership structures that support equity, advocacy, and culturally affirming school environments (Fuller, 2020). Consequently, principals serve a critical role in translating culturally responsive principles into school-wide policies, practices, and organizational cultures.

Culturally Responsive School Leadership and Cultural Context

CRSL positions principals as equity-centered leaders who recognize and respond to the cultural, social, and historical experiences of students and communities. Khalifa et al. (2016) identified four central dimensions of

CRSL: critical self-awareness, culturally responsive curricula and instruction, inclusive school environments, and engagement with students, families, and communities. These dimensions require leaders to examine personal biases, challenge inequitable structures, and develop school environments where students' identities are valued.

A central component of CRSL is the ability to maintain high expectations while affirming students' identities. Scholars describe this approach as "warm demander" leadership, in which educators combine academic rigor with relational trust, care, and accountability (Bondy & Ross, 2008; Irvine, 1990). Culturally responsive leaders challenge deficit perspectives, advocate for equitable opportunities, and examine how institutional practices may contribute to disparities in discipline, achievement, and access (Gooden, 2005; McKenzie, 2008).

Principals also influence culturally responsive environments through teacher development and organizational learning. Because many educators report limited preparation for culturally diverse classrooms, school leaders must provide professional learning opportunities, facilitate conversations about equity, and support instructional practices that recognize students' cultural strengths (Gay, 2010). Additionally, CRSL requires attention to disciplinary practices, as research demonstrates that exclusionary discipline policies disproportionately affect historically marginalized students (Skiba, 2002).

Leadership practices are also influenced by cultural and sociopolitical contexts. Research suggests that leadership approaches may vary across communities and cultural environments, particularly within historically marginalized populations where leadership is often connected to advocacy, collective responsibility, and community engagement (Bryant, 1998; Taylor, 2010). Thus, culturally responsive leadership requires attention to both institutional structures and the cultural contexts in which schools operate.

Educational Policy, Accountability, and the Context of CRSL

Culturally responsive leadership operates within educational policy environments that shape school priorities, accountability expectations, and leadership decision-making. Federal policies, including the Elementary and Secondary Education Act (1965), No Child Left Behind Act (2001), and Every Student Succeeds Act (2015), were designed to improve educational outcomes; however, scholars have argued that accountability systems have frequently emphasized measurable outcomes without fully addressing systemic inequities related to resources, opportunity, and access (Ladson-Billings, 2007; Ravitch, 2016).

Ladson-Billings' (2007) concept of education debt provides a framework for understanding educational disparities as the cumulative result

of historical, economic, and sociopolitical inequities rather than individual student deficiencies. Within this context, culturally responsive leaders must critically examine how policies and institutional practices may unintentionally reproduce inequities while working toward more equitable educational systems (Khalifa et al., 2016).

Gender and Educational Leadership

Leadership practices are shaped by social identities and organizational expectations. Research indicates that gender influences how educational leaders experience leadership roles, navigate institutional structures, and are perceived within educational systems (Dantley, 2005; Green, 2010). Female principals, particularly women from historically marginalized groups, often experience intersecting gendered and racialized expectations that influence perceptions of leadership authority and effectiveness (Jean-Marie, 2009; Shakeshaft, 2011). National data indicate that women represent a substantial proportion of elementary school principals; however, leadership pathways continue to reflect historical patterns associated with organizational structures and advancement opportunities (National Center for Education Statistics (NCES), 2021; U.S. Department of Education, 2023).

International research demonstrates similar trends, with women representing significant proportions of primary school leaders while remaining less represented in certain leadership positions (OECD, 2023; UNESCO, 2022). Although gender and educational leadership research has examined representation, leadership style, and career experiences, fewer studies have investigated whether principals' gender is associated with differences in culturally responsive leadership practices. Examining this relationship contributes to understanding whether leadership identity influences the enactment of equity-oriented leadership practices.

Summary and Research Gap

The literature identifies CRSL as an important framework for advancing educational equity through critical consciousness, culturally responsive decision-making, community engagement, and advocacy for historically marginalized students (Khalifa et al., 2016). Building on culturally relevant pedagogy (Ladson-Billings, 1995), culturally responsive teaching (Gay, 2010), and culturally sustaining pedagogy (Paris & Alim, 2017), CRSL positions principals as essential agents in developing inclusive school cultures and supporting equitable educational practices. Although existing scholarship has examined CRSL implementation and leadership experiences, limited research has examined how principals' identities, particularly gender, may relate to culturally responsive leadership practices.

Current research suggests that CRSL is primarily associated with critical consciousness, relational leadership, and equity commitments; however, the extent to which demographic characteristics such as gender influence CRSL implementation remain unclear. This gap is particularly relevant within elementary school contexts and regional settings such as Florida's Panhandle, where educational leaders operate within diverse communities and accountability environments. Therefore, this study examines whether elementary school principals' gender is associated with differences in culturally responsive leadership practices. By exploring the intersection of leadership identity and equity-oriented practice, this study contributes to the growing body of CRSL research and provides implications for leadership preparation, professional learning, and school improvement initiatives.

Research Methodology

Research Design and Purpose: This quantitative study employed a cross-sectional survey research design to examine the relationship between elementary school principals' gender and their reported culturally responsive leadership practices in Florida's Panhandle. A quantitative approach was selected because it allows researchers to systematically examine relationships among variables, identify patterns within a population, and evaluate differences among participant groups (Creswell & Creswell, 2018). Survey methodology was appropriate for this study because it allows for the systematic collection of self-reported perceptions and practices while facilitating comparisons among demographic groups (Babbie, 2016; Creswell & Creswell, 2018).

The purpose of this study was to determine whether principals' gender was associated with differences in reported culturally responsive leadership practices. Specifically, the study examined whether female and male elementary school principals differed in their reported implementation of culturally responsive leadership practices within their school contexts. The study was guided by the Culturally Responsive School Leadership (CRSL) framework, which emphasizes equity-centered leadership, critical self-awareness, culturally responsive instructional practices, inclusive school environments, and meaningful engagement with students, families, and communities (Khalifa et al., 2016). The CRSL framework provided the theoretical foundation for examining how principals perceive and implement culturally responsive leadership practices within diverse educational settings.

Description of Population, Sample, and Demographic Characteristics of Participating Elementary School Principals

The population for this study consisted of elementary school principals serving in public elementary schools within the selected school districts. The

target population represented school leaders responsible for instructional leadership, school improvement efforts, and the implementation of culturally responsive leadership practices within their respective school contexts. The sample consisted of forty-six elementary school principals who voluntarily participated in the study and completed the survey instrument. The sample represented a subset of the identified population and provided data regarding principals' demographic characteristics, professional experience, and reported culturally responsive leadership practices.

The demographic and professional characteristics of the sample provided insight into the composition, leadership experience, and tenure of participating principals. Of the forty-six participating elementary school principals, twenty-one identified as female (45.7%) and twenty-five identified as male (54.3%). The gender distribution reflected representation from both female and male school leaders, with a slightly higher proportion of male participants.

Regarding years of leadership experience, the sample was composed primarily of principals with limited years of administrative leadership experience. The largest percentage of participants reported one year of leadership experience ($n = 22$, 48.4%). Additional participants reported two years of leadership experience ($n = 6$, 13.0%), three years of leadership experience ($n = 3$, 6.5%), four years of leadership experience ($n = 4$, 8.7%), and seven years of leadership experience ($n = 7$, 15.2%). These findings indicate that nearly half of the participating principals were relatively early in their leadership careers.

In examining years at the current school, findings indicated that many participants were newer to their current school assignments. Specifically, twenty-three principals (50.6%) reported one year at their current school, while 6 principals (12.9%) reported three years, 8 principals (17.6%) reported five years, and 9 principals (19.6%) reported eight or more years at their current school. This distribution suggests that the sample included both newly assigned principals and leaders with experience within their current school environments.

Overall, the sample reflected a range of demographic and professional characteristics, including variation in gender, leadership experience, and school tenure. The inclusion of principals with differing levels of experience provided an opportunity to examine culturally responsive leadership practices across diverse leadership backgrounds. Although the sample represented a portion of the larger population of elementary school principals, the responses provided valuable insight into how participating leaders perceived and implemented culturally responsive leadership practices within their schools.

Table 2: Population and Sample Demographic Characteristics of Participating Elementary School Principals

<i>Characteristic</i>	<i>Category</i>	<i>Frequency (n)</i>	<i>Percentage (%)</i>
<i>Sample</i>	<i>Participating elementary School Principals</i>	46	100.0%
<i>Gender</i>	<i>Female</i>	21	45.7%
	<i>Male</i>	25	54.3%
<i>Years of Leadership Experience</i>	<i>1 year</i>	22	48.4%
	<i>2 years</i>	6	13.0%
	<i>3 years</i>	3	6.5%
	<i>4 years</i>	4	8.7%
	<i>7 years</i>	7	15.2%
<i>Years at Current School</i>	<i>1 year</i>	23	50.6%
	<i>3 years</i>	6	12.9%
	<i>5 years</i>	8	17.6%
	<i>8 years</i>	9	19.6%

Note. The sample consisted of 46 elementary school principals drawn from the larger population of elementary school leaders in the selected public-school districts. Percentages are based on the total sample size of 46 participants.

Research Context and Setting: This study was conducted in the Florida Panhandle, a geographic region located in the northwestern portion of Florida. The region extends approximately 200 miles from Escambia County to Jefferson County and includes a range of rural, suburban, and urban communities. The region includes diverse educational contexts, including rural, suburban, and urban communities. This geographic diversity provides an important context for examining culturally responsive leadership practices because schools within the region serve students from varied cultural, socioeconomic, and educational backgrounds.

The study included elementary school principals from fourteen public educational settings located throughout the Florida Panhandle. Participating districts included Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Gadsden, Leon, Jefferson, Gulf, and Madison counties, as well as Florida A&M University Developmental Research School. These educational settings represent diverse school contexts, including small rural districts, suburban communities, and larger metropolitan areas. Examining principals across these contexts provided an opportunity to explore culturally responsive leadership practices across varied educational environments.

Participants and Sampling Procedures: A purposive sampling approach was used to identify elementary school principals who met the study criteria. Purposive sampling is appropriate when researchers seek participants with specific characteristics or experiences relevant to the research purpose (Yin, 2016). This approach allowed the study to examine principals reported

culturally responsive leadership practices across gender and leadership experience categories.

A total of sixty-six elementary school principals were invited to participate in the study. Forty-six principals completed the survey, resulting in a response rate of 69.7%. The final analytic sample consisted of 46 elementary school principals, including 21 female principals (45.7%) and 25 male principals (54.3%).

Regarding professional experience, the majority of participants reported one to two years of leadership experience (67.4%) and one to three years of service in their current school assignment (65.2%). The demographic composition of the sample provided representation across gender groups and leadership experience levels relevant to examining culturally responsive leadership practices.

Inclusion and Exclusion Criteria: Participants were included in the study if they met the following criteria: (a) currently served as an elementary school principal within one of the participating Florida Panhandle school districts, (b) held responsibility for instructional leadership and school improvement initiatives, and (c) voluntarily consented to participate in the study.

Individuals were excluded if they were not currently serving as elementary school principals, served only in assistant principal or district-level administrative roles, or did not provide sufficient survey responses for inclusion in the final analysis. Only completed surveys were included in the final analytic dataset.

Instrumentation: Data was collected using the Culturally Responsive Practices for Principals Survey (CRPRS), a self-report instrument designed to measure principals' culturally responsive leadership practices. The CRPRS was developed from research conducted through the National Monitoring Study of Student Achievement and the University of Otago and was originally designed to examine culturally responsive educational practices and relationships between educators and Māori students (Berg, 2012).

Because the original instrument was developed within a Māori educational context, careful consideration was given to its adaptation for use with elementary school principals in Florida public schools. The adaptation process focused on maintaining alignment with the original constructs while examining culturally responsive leadership practices within a U.S. educational context. Constructs measured by the CRPRS, including ethical leadership, relationship building, cultural responsiveness, and equity-oriented practices, align with established dimensions of culturally responsive school leadership (Khalifa et al., 2016).

Items were reviewed for contextual relevance to elementary school leadership while maintaining the conceptual intent of the original instrument.

Although prior research demonstrated evidence of reliability and construct validity, adapting an instrument developed within a Māori educational context represents a potential limitation. Therefore, findings should be interpreted with consideration that additional validation studies across diverse U.S. educational settings are needed. Permission to use the CRPRS was obtained from the instrument developer, Dr. David Berg.

Scoring Procedures and Categorization: The CRPRS utilizes a four-point Likert-type response scale consisting of 1 = Never, 2 = Sometimes, 3 = Usually, and 4 = Always. Responses were initially collected and scored using the original four-point scale.

For inferential analyses, composite culturally responsive leadership scores were recoded into three categorical levels to support chi-square analysis and address concerns related to sparse cell frequencies. The categories were defined as:

- Low culturally responsive leadership: Mean scores ranging from 1.00–2.00.
- Moderate culturally responsive leadership: Mean scores ranging from 2.10–3.00.
- High culturally responsive leadership: Mean scores ranging from 3.10–4.00.

The “Never” response category contained limited responses within the current sample and was combined with “Sometimes” to form the low responsiveness category. This recategorization was used solely for inferential analysis and did not alter the original instrument scoring procedures.

Reliability and Validity of the Instrument: Previous research examining the CRPRS reported factor correlations ranging from **0.52 to 0.90**, indicating moderate to strong relationships among instrument domains (Berg, 2012). Reliability analyses from prior studies demonstrated acceptable internal consistency, with overall coefficient alpha values exceeding the recommended threshold of .80.

Evidence supporting construct validity included confirmatory factor analysis, factor correlations, and reliability estimates reported during instrument development (Berg, 2012). These findings suggest that the CRPRS adequately measures dimensions of culturally responsive leadership practices.

For the current study, internal consistency reliability was examined using Cronbach’s alpha based on responses from the participating principals. Reliability estimates from the present sample were evaluated to determine whether the instrument demonstrated acceptable consistency within the Florida Panhandle sample.

Data Collection Procedures: Following IRB approval and district authorization, electronic surveys were distributed to eligible elementary school principals using Google Forms. Participants received information

regarding the purpose of the study, confidentiality procedures, voluntary participation, and informed consent requirements before completing the survey.

Survey responses were collected electronically and exported into IBM SPSS Statistics Version 28 for analysis. Data collection procedures were designed to protect participant confidentiality and ensure accurate reporting of principals' perceptions and practices related to culturally responsive leadership.

Data Screening and Missing Data Handling: Prior to analysis, survey data were screened for completeness, accuracy, and potential data entry errors. Responses were reviewed to determine whether missing data patterns required additional statistical procedures.

Only completed survey responses were included in the final dataset. No missing data requiring imputation procedures were identified; therefore, analyses were conducted using complete cases.

Data Analysis: Data analysis was conducted using IBM SPSS Statistics Version 28. Descriptive statistics, including frequencies and percentages, were calculated to summarize participant demographic characteristics and response patterns.

A Pearson chi-square test of independence was conducted to examine whether a statistically significant association existed between principals' gender and culturally responsive leadership practice categories. Two-way contingency tables were generated to evaluate observed and expected frequencies across gender and leadership practice categories.

Because of the relatively small sample size ($N = 46$), expected cell frequencies were examined prior to interpretation of the chi-square results. The likelihood ratio chi-square statistic was also evaluated because of its utility when expected frequencies are limited.

Statistical significance was determined using an alpha level of .05. The null hypothesis stated that there was no statistically significant association between principals' gender and their reported culturally responsive leadership practices in Florida's Panhandle.

Research Results

Gender Distribution of Participating Elementary School Principals

The gender distribution of participating elementary school principals was examined to describe the demographic characteristics of the sample. As shown in Table 2, the sample included both male and female principals. Of the 46 participating elementary school principals, 25 participants (54.3%) identified as male, and 21 participants (45.7%) identified as female. The distribution indicates that both male and female principals were represented within the study sample.

The representation of female principals is noteworthy given the historical feminization of the teaching profession and the persistent underrepresentation of women in educational leadership positions. While elementary education has traditionally included a higher percentage of female educators, leadership roles have not always reflected this demographic pattern. The participation of both male and female principals in this study provides an opportunity to examine culturally responsive school leadership practices across diverse leadership identities. These demographic findings establish the context for subsequent analyses examining whether gender differences were associated with principals' reported levels of culturally responsive leadership practices.

Table 3: Gender Distribution of Participating Elementary School Principals

Gender	Frequency (n)	Percentage (%)
Male	25	54.3
Female	21	45.7
Total	46	100.0

Note: Table 3 presents the gender distribution of participating elementary school principals. Of the 46 principals who completed the survey, 25 were male (54.3%) and 21 were female (45.7%). The findings indicate that the sample consisted of a slightly higher proportion of male principals; however, both genders were adequately represented within the study sample.

Association Between Gender and Culturally Responsive Leadership Practices

A Pearson chi-square test of independence was conducted to examine whether principals' gender was associated with differences in reported culturally responsive leadership practice categories. Prior to analysis, culturally responsive leadership scores were categorized into three levels: low, moderate, and high responsiveness. Cross-tabulations were examined using observed and expected frequencies to evaluate the assumptions of the chi-square test.

The results indicated that there was no statistically significant association between principals' gender and culturally responsive leadership practice categories, the association between gender and culturally responsive leadership practice levels was not statistically significant, $\chi^2(2, N = 46) = 2.616$, $p = .270$. The likelihood ratio test yielded a similar nonsignificant result, LR $\chi^2(2, N = 46) = 3.375$, $p = .185$, with a small effect size (Cramér's $V = .24$). Both probability values exceeded the predetermined alpha level of .05, the null hypothesis was not rejected.

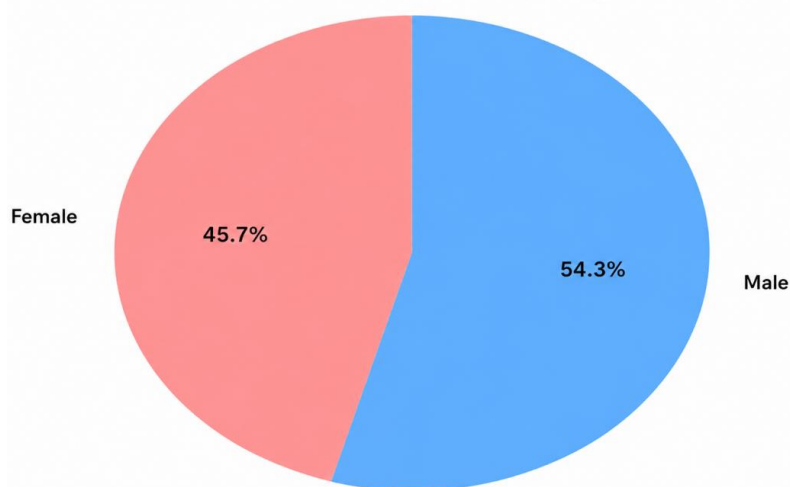
These findings suggest that within this sample of elementary school principals in Florida's Panhandle, gender was not significantly associated with differences in reported culturally responsive leadership practices. The observed variations among female and male principals' responses may be

attributed to sampling variability rather than systematic differences based on gender.

Gender Representation Gender in K -12 Public Schools: Distribution of Female and Male Principals

Gender representation in public K–12 principalship reflects persistent inequities in educational leadership, despite a predominantly female teaching workforce (National Center for Education Statistics (NCES, 2021). In Florida, these disparities are significant given the increasing diversity of student populations and the need for leaders who can effectively implement culturally responsive practices. Culturally responsive leadership emphasizes equity, cultural awareness, and inclusive school environments that support all students (Khalifa et al., 2016; Ladson-Billings, 1995). Understanding the gender distribution of principals provides important context for examining how leadership demographics may influence the implementation of culturally responsive pedagogy and equity-focused school improvement efforts. (See Table 4)

Distribution of Public K-12 Principals by Gender



Principals' Culturally Responsive Leadership Practices by Gender

The sample included 46 elementary school principals participating in the study. Of the participants, 21 identified as female (45.7%) and 25 identified as male (54.3%). The distribution of participants by gender provided representation from both groups, allowing for examination of potential differences in reported culturally responsive leadership practices.

Table 4: Principals' Practices of Culturally Responsive Leadership by Gender

<i>Culturally Responsive Outcomes by Gender Crosstabulations</i>			
	<i>GENDER</i>		
	<i>Female</i>	<i>Male</i>	<i>Total</i>
<i>Culturally Responsive Outcomes</i>	<i>N</i> %	<i>N</i> %	<i>N</i> %
<i>Always</i>	5 23.8%	3 12.0%	8 17.4%
<i>Fairly Often</i>	16 76.2%	20 80.0%	36 78.3%
<i>Sometimes</i>	0 0.0%	2 8.0%	2 4.3%
<i>Never</i>	0 0.0%	0 0.0%	0 0.0%
<i>Total</i>	21 100.0%	25 100.0%	46 100.0%

Note. Findings for principals' practices of culturally responsive leadership by gender indicated that both female and male principals reported consistently high levels of culturally responsive leadership behaviors. Among female principals ($n = 21$), 76.2% ($n = 16$) reported practicing culturally responsive leadership behaviors "Fairly Often," while 23.8% ($n = 5$) reported "Always." No female principals selected either the "Sometimes" or "Never" response categories. Among male principals ($n = 25$), 80.0% ($n = 20$) reported "Fairly Often," 12.0% ($n = 3$) reported "Always," and 8.0% ($n = 2$) reported "Sometimes." No male principals selected the "Never" response category. Overall ($N = 46$), responses were concentrated within the "Fairly Often" category (78.3%, $n = 36$), followed by "Always" (17.4%, $n = 8$) and "Sometimes" (4.3%, $n = 2$). No participants reported "Never" engaging in culturally responsive leadership practices. These findings suggest consistently high levels of self-reported culturally responsive leadership among both female and male principals, with only slight variation attributable to a small proportion of male principals who reported practicing these behaviors "Sometimes."

Summary of Chi-Square Assumptions Analysis: Gender

To examine whether principals' gender was associated with their reported culturally responsive leadership practices, a chi-square test of independence was conducted. Prior to analysis, the assumptions of the chi-square procedure were assessed. The dependent variable, culturally responsive leadership practices, was measured using composite scores from the Culturally Responsive Principals Rating Scale (CRPRS) and recoded into three categorical levels to facilitate categorical analysis and address potential concerns regarding small cell frequencies. The categories were defined as low culturally responsive leadership (mean scores ranging from 1.00–2.00), moderate culturally responsive leadership (mean scores ranging from 2.10–3.00), and high culturally responsive leadership (mean scores ranging from 3.10–4.00).

The independent variable, principals' gender, was analyzed as a nominal categorical variable consisting of two groups: female and male. A

two-way contingency table was created to examine the distribution of observed and expected frequencies across gender and culturally responsive leadership categories. Expected cell frequencies were evaluated to determine whether the assumptions for the chi-square test were met given the sample size (N = 46). Due to limited representation within some response categories, recoding procedures were applied to improve the distribution of cases across categories and support the validity of the chi-square analysis.

Table 5: Chi-Square Tests

Observed and Expected Frequencies for Gender			
Chi-Square Tests			
	Value	df	Asymptotic Significance (2 -sided)
Pearson Chi-Square	2.616a	2	.270
Likelihood Ratio	3.375	2	.185
N of Valid Cases	46		

Note. A chi-square test of independence was conducted to examine the relationship between principals' gender and levels of culturally responsive leadership practices. Expected frequencies were calculated using the formula $E_{ij} = \frac{(Row\ Total)(Column\ Total)}{Grand\ Total}$. Results indicated that there was no statistically significant association between gender and culturally responsive leadership practices, $\chi^2(2, N = 46) = 2.616, p = .270$. Therefore, the null hypothesis was not rejected. The findings suggest that reported culturally responsive leadership practices did not significantly differ by gender among participating principals.

Table 6: Observed and Expected Frequencies of Culturally Responsive Leadership Practices

Observed and Expected Frequencies of Culturally Responsive Leadership Practices			
Gender			
Chi-Square Tests			
Gender	Leadership Practice Level	Observed Frequency	Expected Frequency
Female	Low	4	4.11
Female	Moderate	12	11.87
Female	High	5	5.02
Male	Low	5	4.89
Male	Moderate	14	14.13
Male	High	6	5.98

Note: Examination of expected cell frequencies indicated that the assumptions for the chi-square test of independence were satisfied. The expected frequencies ranged from 4.11 to 14.13, with a minimum expected frequency of 4.11 and a maximum expected frequency of 14.13. One of the six cells (16.7%) had an expected frequency below 5 (Female–Low = 4.11). Because fewer than 20% of the expected cell frequencies were below 5 and no expected frequencies were less than 1, the assumption for conducting the chi-square analysis was considered acceptable. Therefore, the Pearson chi-square results were interpreted with appropriate caution.

The Pearson chi-square test indicated that there was no statistically significant association between principals' gender and culturally responsive leadership practices, $\chi^2(2, N = 46) = 2.616, p = .270$. Therefore, the null hypothesis was not rejected.

Results: Association Between Gender and Culturally Responsive Leadership Practices

A chi-square test of independence was conducted to determine whether principals' gender was associated with levels of culturally responsive leadership practices. The analysis indicated that the relationship between gender and culturally responsive leadership categories was not statistically significant, $\chi^2(2, N = 46) = 2.616, p = .270$. The likelihood ratio chi-square test yielded a similar nonsignificant result, LR $\chi^2(2, N = 46) = 3.375, p = .185$. The effect size was examined using Cramér's V, which indicated a small association between principals' gender and culturally responsive leadership practice levels ($V = .24$). These findings suggest that principals' gender was not significantly related to their reported levels of culturally responsive leadership practices, and gender accounted for minimal variation in culturally responsive leadership category membership.

Because both probability values exceeded the predetermined alpha level of .05, the null hypothesis was not rejected. These findings indicate that principals' gender was not significantly associated with differences in the distribution of culturally responsive leadership practice levels among the participating elementary school principals in Florida's Panhandle. The observed differences between female and male principals' responses were not statistically significant and may be attributed to sampling variability rather than systematic gender-based differences.

Statistical Analysis: A chi-square test of independence was conducted to examine the association between school principals' gender and their reported leadership practices in Florida's Panhandle. The analysis was performed using a two-way contingency table with observed and expected frequencies to determine whether statistically significant differences existed between female and male principals' responses.

Results of the Pearson chi-square test indicated that there was no statistically significant association between gender and leadership practices, $\chi^2(2, N = 46) = 2.616, p = .270$. The likelihood ratio test further supported this finding, showing no statistically significant relationship, LR $\chi^2(2, N = 46) = 3.375, p = .185$. The effect size was examined using Cramér's V, which indicated a small association between principals' gender and culturally responsive leadership practice levels ($V = .24$). Because both p-values exceeded the alpha level of .05, the null hypothesis was not rejected.

To meet the assumptions of the chi-square test of independence, continuous/ordinal cultural responsiveness scores were recoded into three categorical levels: low cultural responsiveness (mean scores of 1.00–2.00), moderate cultural responsiveness (2.10–3.00), and high cultural responsiveness (3.10–4.00). The independent variable, principals' gender, was treated as a nominal categorical variable (female and male). Cross-tabulations were generated to examine observed and expected frequencies across categories. A Pearson chi-square test of independence was conducted to determine whether a statistically significant association existed between principals' gender and levels of culturally responsive leadership practices.

Descriptive Findings: The sample included forty-six elementary school principals. The majority identified as male principals ($n = 25$) and female principals ($n = 21$). Most participants were early in their leadership careers, with fewer than three years of experience in their current roles.

Inferential Analysis: A Pearson chi-square test of independence was conducted to determine whether principals' gender was associated with differences in reported culturally responsive leadership practices. Results indicated that there was no statistically significant association between principals' gender and culturally responsive leadership practices, $\chi^2(2, N = 46) = 2.616$, $p = .270$. The likelihood ratio test yielded a similar finding and was also not statistically significant, $LR \chi^2(2, N = 46) = 3.375$, $p = .185$. Because both probability values exceeded the established alpha level of .05, the null hypothesis was not rejected. These findings suggest that principals' gender was not significantly associated with differences in reported culturally responsive leadership practices among the participating elementary school principals in Florida's Panhandle.

Hypothesis: To address the null hypothesis, testing procedures were used to examine elementary school principals' culturally responsive leadership practices and implementation across female and male respondents and varying school contexts. The null hypothesis was formulated to examine the relationship between elementary school principals' gender and their culturally responsive leadership practices.

Null Hypothesis (H_0): There is no statistically significant association between school principals' gender and their leadership practices in Florida's Panhandle.

Therefore, the null hypothesis was **not rejected**, indicating that culturally responsive leadership practices did not differ significantly between female and male elementary school principals in the study sample. These findings suggest that gender was not associated with principals' reported implementation of culturally responsive leadership practices among the participating Florida Panhandle elementary schools.

Research Discussion

The findings of this study contribute to the literature on culturally responsive school leadership (CRSL) by suggesting that principals' enactment of culturally responsive practices may not be explained by demographic characteristics alone. The absence of statistically significant gender differences supports the conceptualization of culturally responsive leadership as a professional orientation developed through leadership preparation, critical reflection, ethical commitment, and intentional engagement with diverse school communities (Khalifa et al., 2016). This finding aligns with scholarship emphasizing that culturally responsive leadership involves recognizing and addressing inequitable structures while developing relational trust and culturally affirming practices within schools (Khalifa et al., 2016; Ladson-Billings, 2007).

Although gender was not significantly associated with reported culturally responsive leadership practices in this study, existing research demonstrates that gender can shape principals' leadership experiences through social expectations, professional norms, and organizational contexts (Grogan & Shakeshaft, 2011; Shakeshaft, 1989). Thus, gender may influence how leaders experience and navigate their roles without necessarily producing measurable differences in self-reported culturally responsive leadership behaviors. Principals may demonstrate similar commitments to culturally responsive practices while encountering different opportunities, constraints, and expectations within their leadership environments.

These findings also reinforce the importance of examining leadership characteristics through an intersectional lens. Rather than functioning as an isolated predictor, gender may interact with professional experiences, leadership preparation, organizational structures, race, and community contexts to influence how principals enact culturally responsive leadership (Crenshaw, 1989; Khalifa et al., 2016). Future research should continue to explore these intersections through mixed-methods and longitudinal approaches that capture both measurable patterns and the contextual experiences shaping culturally responsive leadership practice.

Implications and Recommendations

The findings of this study have important implications for educational leadership preparation, district policy, and professional development. Although principals' gender was not significantly associated with reported culturally responsive leadership practices, the findings reinforce the importance of developing culturally responsive leadership capacities through intentional preparation, professional learning, and reflective practice. Districts and leadership preparation programs should prioritize culturally responsive leadership training that emphasizes critical self-reflection, ethical decision-

making, cultural awareness, and relationship-centered practices to support principals in addressing the diverse needs of their school communities (Khalifa et al., 2016).

Future research should continue to examine how gender intersects with culturally responsive leadership development and enactment across different educational contexts. Mixed-methods and longitudinal research designs may provide deeper insight into how principals' identities, professional experiences, leadership preparation, and organizational environments influence the ways culturally responsive practices are developed and implemented over time. Expanding research beyond binary gender classifications and incorporating perspectives from teachers, students, families, and community stakeholders may provide a more comprehensive understanding of how culturally responsive leadership is experienced within schools.

Although the current study did not identify statistically significant gender differences, future studies should further explore how gendered expectations, leadership norms, and institutional structures shape principals' leadership experiences. For example, research examining how female principals, particularly women from historically underrepresented groups, navigate leadership stereotypes, establish authority, and develop culturally responsive relationships may provide valuable insight into the complex ways identity and organizational context influence leadership practice. Comparative studies examining male and female principals may also contribute to understanding similarities and differences in leadership approaches, ethical decision-making processes, and responses to equity-related challenges.

Additionally, future investigations should examine the intersection of gender with other social and professional identities, including race, socioeconomic background, age, geographic context, and leadership experience. An intersectional approach may provide a deeper understanding of the systemic supports and barriers that influence principals' ability to enact culturally responsive leadership. Such research can inform targeted mentorship opportunities, leadership development programs, and district policies designed to strengthen principals' capacity to create inclusive and equitable learning environments.

Finally, examining the relationship between gender, school context, and organizational conditions may provide greater insight into the environmental factors that support or constrain culturally responsive leadership. Understanding how accountability pressures, resource availability, community demographics, and institutional expectations influence leadership practice can guide the development of policies and professional learning systems that equip all principals to effectively promote culturally responsive and equitable schools.

Research Conclusion

This study contributes to the growing body of literature on culturally responsive school leadership (CRSL) by examining the relationship between principals' gender and their reported culturally responsive leadership practices among elementary school principals in Florida's Panhandle. Although the findings revealed no statistically significant association between principals' gender and culturally responsive leadership practice levels, the results highlight the importance of understanding culturally responsive leadership as a professional practice grounded in critical reflection, ethical responsibility, relationship-building, and intentional engagement with diverse school communities (Khalifa et al., 2016).

The findings suggest that culturally responsive leadership practices are not determined solely by demographic characteristics such as gender. Rather, culturally responsive leadership represents a learned and continually developed approach that requires ongoing professional growth, self-awareness, and the ability to recognize and respond to the cultural contexts of students, families, and communities. Principals who cultivate these leadership capacities are better positioned to create school environments that affirm student identities, strengthen belonging, and address barriers that influence educational experiences (Khalifa et al., 2016; Ladson-Billings, 2007).

As elementary schools continue to serve increasingly diverse student populations, the need for culturally responsive leadership preparation and professional learning remains essential. Leadership preparation programs, school districts, and educational policymakers should continue to provide opportunities that develop principals' capacity for critical consciousness, culturally responsive decision-making, and collaborative relationships with school communities. Embedding culturally responsive leadership principles into administrator preparation programs and ongoing professional development may strengthen leaders' ability to navigate complex educational contexts and respond effectively to issues of diversity, inclusion, and equity.

This study reinforces culturally responsive school leadership as a critical framework for examining how principals engage with diverse learners and communities. While gender was not associated with significant differences in reported culturally responsive leadership practices, the findings highlight the importance of focusing on the development of leadership dispositions, professional learning experiences, and organizational conditions that support culturally responsive practice. Continued research examining how identity, preparation, and school context interact to influence leadership enactment will further advance understanding of how principals can support inclusive and affirming learning environments for all students.

Conflict of Interest: The authors reported no conflict of interest.

Data Availability Statement: The data collected and analyzed for this study are available from the corresponding author upon reasonable request. To protect participant confidentiality and comply with ethical research requirements, all data were de-identified prior to analysis and reporting.

Funding Statement: The authors did not obtain any funding for this research.

Declaration of Human Participants

This study involved human participants and was conducted in accordance with ethical guidelines for educational research. The research protocol was reviewed and approved by the **Florida Agricultural and Mechanical University Institutional Review Board (IRB)/Ethics Committee (IRB Approval Number: 071-24)**. The principles and ethical standards outlined in the **Declaration of Helsinki** were followed throughout the research process. Prior to participation, all participants were informed of the purpose and procedures of the study, confidentiality protections, and their rights as research participants. Informed consent was obtained from all participants before data collection. All participant information was maintained confidentially, and findings were reported only in aggregate form to protect participant privacy and anonymity.

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Appendix

Principals Informed Consent Form for Study

To protect confidentiality and comply with ethical research standards, personal identifying information was redacted from the Principal Informed Consent Form, the permission document authorizing use of the Culturally Responsive Practices Scale, and the Institutional Review Board (IRB) approval form. Redacted information was indicated by arrows to show where identifying details had been removed while preserving the integrity and readability of the documents.

Principals Informed Consent Form for Study

Research Title: Culturally Responsive Leadership: Examining Principals' Perceptions and Perceptions Based on their Race and Race of Culturally Responsiveness in Elementary Schools in Florida's Panhandle.

Researcher:  Doctoral Candidate

Dissertation Chair: 

My name is N. Jones, and I am a doctoral candidate in the Educational Leadership Department at Florida Agricultural and Mechanical University. I am conducting a research study to examine school leaders' perceptions and perceptions of a culturally responsive pedagogy based on their race and race in elementary schools in Florida's Panhandle. To achieve this, the school director has nominated you to help describe culturally responsive leadership in your school. I believe that as a participant, you possess knowledge about the culturally responsive leadership perceptions in your school, which will help me to understand and describe culturally responsive leadership in elementary schools in Florida's Panhandle.

The purpose of this study is to explore principals' perceptions and implementation of culturally responsive leadership practices in schools. The findings may contribute to educational leadership research and inform professional development and policy initiatives.

If you agree to participate, you will be asked to complete an electronic survey. The survey is expected to take approximately 10–15 minutes to complete. Participation is limited to currently employed school principals who meet the study eligibility requirements.

Your participation in this study is completely voluntary. You may decline to participate or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

The risks associated with this study are minimal and no greater than those encountered in everyday life. Participants may choose not to answer any question that makes them uncomfortable.

While there may be no direct benefit to you, the information gathered from this study may help improve understanding of culturally responsive leadership practices and contribute to educational leadership research.

Every effort will be made to protect your confidentiality. Personal identifying information will not be collected or will be removed from the research data prior to analysis. The researcher will have access to the electronic survey responses, and all research data will be stored in a secure, encrypted environment that restricts access to only the researcher.

Data will be reported in aggregate form only, and no individual participant or school will be identified in any publications, presentations, or reports resulting from this study.

The electronic survey data will be retained for **ten (10) years following completion of the study** and will then be permanently deleted and destroyed in accordance with applicable research and institutional guidelines.

For questions regarding your rights as a research participant, please contact the appropriate Institutional Review Board (IRB) or Research Ethics Committee.

Consent Statement

By selecting "I Agree" and submitting the electronic survey, you acknowledge that:

- You are at least 18 years of age.
- You have read and understood the information provided above.
- You voluntarily agree to participate in this research study.
- You understand that you may withdraw from study at any time without penalty.

☐ I Agree to Participate

☐ I Do Not Agree to Participate

Thank you for your participation.

Participant's Signature _____ Date _____

Researcher's Signature: _____ Date _____

School Based Measure of Culturally Responsive Principal Rating Scale

This self-assessment tool is designed to help you explore your individual cultural responsiveness. The purpose is to help you consider your own skills, knowledge, and awareness in your interactions with others, and recognize what you can do to become more effective at working and living in diverse environments. The assessment will take about 20 to 30 minutes to complete. The term cultural responsiveness includes not gender, and ancestry, but requires having the ability to understand cultural differences, recognizing potential biases, and look beyond differences to work productively with children, families, and communities' whole cultural contexts are from one's own. For this tool, the focus is primarily on cultural responsiveness. Culturally responsive practices in education aim to engage learners whose experiences and cultures have traditionally been excluded from educational settings. These practices foster an inclusive environment for culturally responsive learners. Read each entry in five content sections. Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiply the number of times you have checked: (1) "Never", (2) "Sometimes/Occasionally", (3) "Fairly Often", and (4) "Always/Very". The responses will be totaled at the end of the survey based on the following: (1) "Never" = 1 point, (2) "Sometimes/Occasionally" = 2 points, (3) "Fairly Often", = 3 points, and (4) "Always/Very" = 4 points to measure how consistently culturally responsive practices are demonstrated across the school.

The chart represents the "***Culturally Responsive Principals Rating Scale (CRPRS)***," as a structured evaluation rubric used to assess culturally responsive leadership practices in schools.

It is organized into five main domains:

- **School Morale, Time, and Pulse (STMP):** Focuses on school climate, welcoming environments, and engagement with families and community.
- **Ethics of Bonding (EB):** Emphasizes collaboration, community involvement, culturally relevant curriculum, and student participation in school life.
- **Building Relationships (BR):** Highlights teacher-student-family relationships, trust, communication, and integration of students lived experiences in learning.
- **Ethics of Caring (EC):** Centers on respect, restorative practices, cultural affirmation, and celebrating student achievement.
- **Teacher Effectiveness (TE):** Focuses on instructional leadership, equity-focused professional development, language support, and shared decision-making.

CULTURALLY RESPONSIVE PRINCIPALS RATING SCALE (CRPRS)

RATING SCALE KEY

1 pt	2 pts	3 pts	4 pts
Never	Sometimes / Occasionally	Fairly Often	Always / Very Well

Directions: Read each indicator and rate the degree to which the school demonstrates the stated practice. Select only one rating (1–4) for each item.

CONTENT #1: SCHOOL MORALE, TIME, AND PULSE (STMP)

Item	Indicator	1 pt Never	2 pts Sometimes / Occasionally	3 pts Fairly Often	4 pts Always / Very Well
STMP1	The school provides an appropriate and welcoming environment for students and visitors (including visual displays, appropriate use of curriculum).	☐	☐	☐	☐
STMP2	Parents and community members are included in school gatherings, and their roles are understood by students and teachers.	☐	☐	☐	☐
STMP3	We are constantly able to provide with our students in consultation (e.g., parent-teacher and other school meetings and activities).	☐	☐	☐	☐
STMP4	We are successfully able to engage with members of the community in consultation and whole school visits are a regular component of the school curriculum.	☐	☐	☐	☐
STMP5	Parents are attracted to this school and actively seek to enrol their children here.	☐	☐	☐	☐

CONTENT #2: ETHICS OF BONDING (EB)

Item	Indicator	1 pt Never	2 pts Sometimes / Occasionally	3 pts Fairly Often	4 pts Always / Very Well
EB1	School-wide planning incorporates students/teachers' perspectives through ongoing collaboration and co-evaluation, which has led to change.	☐	☐	☐	☐
EB2	The school actively engages in community events and celebrations.	☐	☐	☐	☐
EB3	All students are offered the opportunity to participate in school and community celebrations.	☐	☐	☐	☐
EB4	Individual curriculum areas reflect an authentic and contemporary worldview and include innovative practices and topics that meet students and goals expressed by the school students and their cultures.	☐	☐	☐	☐
EB5	Inclusive study options are available to students (including from staff and students).	☐	☐	☐	☐
EB6	Teachers and the wider school community appreciate the value of language and cultural perspectives for all students.	☐	☐	☐	☐

CONTENT #3: BUILDING RELATIONSHIPS (BR)

Item	Indicator	1 pt Never	2 pts Sometimes / Occasionally	3 pts Fairly Often	4 pts Always / Very Well
BR1	Teachers get to know all students and learn about their family context.	☐	☐	☐	☐
BR2	Staff successfully build strong relationships with the students and their families, having implemented ideas from the school's family group.	☐	☐	☐	☐
BR3	Are they active advising younger siblings' relationships are in place within and the school.	☐	☐	☐	☐
BR4	All students know their teacher/principal's care about them and have high expectations for them, and teachers communicate this to them.	☐	☐	☐	☐
BR5	Staff provide opportunities in class for students to use their prior knowledge and experiences and to share their world views and knowledge in ways that enhance learning.	☐	☐	☐	☐

CONTENT #4: ETHICS OF CARING (EC)

Item	Indicator	1 pt Never	2 pts Sometimes / Occasionally	3 pts Fairly Often	4 pts Always / Very Well
EC1	All school staff members know the language and names of the students in the school and place in the school area.	☐	☐	☐	☐
EC2	All school staff members demonstrate an ethic of care by affirming, respecting, and supporting students from diverse cultures.	☐	☐	☐	☐
EC3	Restorative-consistent justice approaches are used to hear different voices' perspectives and resolve relationships between students and teachers.	☐	☐	☐	☐
EC4	Student achievement is maximized and efforts made match as leadership, performance, and equity to explicitly celebrate and affirm all encouraged.	☐	☐	☐	☐

CONTENT #5: TEACHER EFFECTIVENESS (TE)

Item	Indicator	1 pt Never	2 pts Sometimes / Occasionally	3 pts Fairly Often	4 pts Always / Very Well
TE1	The school is meeting the specific goals, medium, and long-term goals for students set out in its strategic plan.	☐	☐	☐	☐
TE2	The school has successfully encouraged a teacher representation on the school board that provides a valued and informed voice and leadership.	☐	☐	☐	☐
TE3	Teachers are encouraged and supported to learn the students' native languages.	☐	☐	☐	☐
TE4	Some teachers are fluent in students' language.	☐	☐	☐	☐
TE5	Teachers have ongoing professional development from various locations that address equity issues relating to diverse cultures.	☐	☐	☐	☐
TE6	Systems developed with the school's Parents Group/staff advisors to check and solicit all students and culturally legitimate for the students and their perspectives.	☐	☐	☐	☐
TE7	Decision making and resources regarding education programs are equitable and consistent with school values.	☐	☐	☐	☐