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To achieve overall school success, there needs to be a continued focus on balancing the instructional leadership tasks and school management tasks of school administrators (McBrayer et al., 2018). Instructional leadership tasks are responsibilities associated with supervising teaching and learning in a school setting and these tasks include, but are not limited to, evaluating teachers, planning professional development for staff, analyzing school data, conducting classroom walkthroughs, conferencing with teachers, observing learning, and examining other tasks assigned to support instructional programs (Grissom et al., 2013; Grissom et al., 2015; Hallinger & Murphy, 2012; Horng et al., 2010; Shaked, 2018; Vogel, 2018). Spillane and Hunt (2010) defined school management tasks as "the work necessary to maintain organizational stability, including tasks such as planning, gathering and dispersing information, budgeting, hiring, scheduling, and maintaining the building" (p. 295). The mounting pressure to lead schools to perform on higher levels while effectively completing instructional leadership tasks and school management tasks has the potential to directly impact the leadership self-efficacy of school administrators, which may indirectly impact student achievement in their schools (McBrayer et al., 2018; Morgan, 2018).

A study on school administrators' accountability showed that school stakeholders noted that school administrators are accountable to district administrators, faculty, staff, parents, students, and other community stakeholders for school performance and must articulate results and implications as needed (Argon, 2015). School administrators are expected to be proficient instructional leaders and are responsible for school performance. Understanding leadership capabilities of school administrators to balance both instructional leadership tasks and school

management tasks is needed to clearly define role requirements, and in turn, aid administrators' in maintaining high leadership self-efficacy to address capability. Finding a balance between undertaking instructional leadership and school management tasks is often a challenge for school administrators (Boies & Fiset, 2019; Huang et al., 2020; McBrayer et al., 2018). While school management tasks are vital to the efficiency of school business, the fulfillment of these tasks is not the focus when school administrators are charged with the academic achievement of schools. There is a cause for concern for the leadership self-efficacy of school administrators who lack confidence in their abilities to effectively complete either type of leadership task. Because principals' beliefs drove their actions and significantly impacted school culture, "principals must have a strong sense of self-efficacy" (Kelleher, 2016, p. 70). The stressors of balancing these dual roles may negatively impact self-efficacy and the researchers of this study sought to better understand this impact. Thus, to determine the impact of instructional leadership and school management tasks on school administrators' leadership self-efficacy, the perceptions of school principals and assistant principals warrants further study.

Review of the Literature

Educational Leadership Self-Efficacy

Bandura's (2012) social cognitive theory highlighted how to enhance the beliefs in one's capabilities to impact social change and heighten self-efficacy in an individual's life. Bandura (2012) stated that "people's beliefs in their capabilities vary across activity domains and situational conditions rather than manifest uniformly across tasks and contexts in the likeness of a general trait" (p. 13). Within the realm of school leadership, principals and assistant principals discern their leadership self-efficacy based on their expected roles and responsibilities related to instructional leadership tasks and school management tasks. Bandura (2012) further noted that

leadership self-efficacy, within the tenets of social cognitive theory, can be developed in four ways: "through opportunities for success at completing tasks (mastery experiences), witnessing the successes of administrator peers and supervisors (social modeling), community encouragement and support (social persuasion), and appropriate decisions and plans for current and future roles (choice processes)" (p. 13). To determine leadership self-efficacy based upon their leadership role, principals and assistant principals could use reflections based upon experiences and instruments designed specifically for school administrators.

Goolamally and Ahmad (2014) defined self-efficacy as the "self-assessment of one's ability to organize and carry out the work or actions required to achieve a performance target" (p. 126). Specifically, leadership self-efficacy has been further noted as a leader's perception of their ability to lead, and it has influence on the actions and behaviors exhibited within a leadership role (McCullers & Bozeman, 2010; Morgan, 2018; Petridou et al., 2014). Additionally, it has been noted that principals' leadership self-efficacy was determined by their beliefs in their abilities to lead schools to meet desired goals (Kelleher, 2016). For that reason, principals' beliefs drove their actions and significantly impacted school culture, "principals must have a strong sense of self-efficacy" (Kelleher, 2016, p. 70).

McBrayer et al. (2018) detailed the relationship between leadership self-efficacy and school administrators' time spent completing instructional leadership and school management tasks and found administrators had a higher leadership self-efficacy when more time was spent completing instructional leadership rather than school management tasks. The research on school administrators' leadership self-efficacy relative to the time spent completing instructional leadership and school management tasks has indicated that school administrators feel more confident in their ability to lead when focused on teaching and learning in schools while

managing the school building (McBrayer et al., 2018). Similarly, Morgan (2018) found assistant principals spent the least amount of time on instructional leadership tasks and displayed lower leadership self-efficacy in the area of instructional leadership. Further, a study on job satisfaction and leadership self-efficacy of principals found leadership self-efficacy increased as principals met the expectations of their role as instructional leaders (Potsma & Babo, 2019).

As the demands of school leaders continue to expand, principles are faced with escalating pressure to provide beneficial supervision. Therefore, "the shifting paradigms and the choppy political waters that accompany major school reforms can decrease principals' beliefs in their ability to fulfill their supervisory obligations and be instructional leaders" (Kelleher's , 2016, p. 73). To fully maximize the leadership capabilities of school administrators who simultaneously tend to instructional leadership tasks and school management tasks, more attention must be given to the impact of the role requirements on school administrators' leadership self-efficacy.

School Administrator Roles

Principals have a demanding role that requires the majority of their time and attention be directed towards school tasks. It is unlikely that one individual would be able to fulfill these requirements and be able to balance the role of a leader proficiently (McBrayer et al., 2018). To complement the increased volume of instructional leadership tasks and school management tasks, principals need the assistance of other school administrators, such as assistant principals, to effectively complete all tasks (Houchens et al., 2018; Oleszewski et al., 2012; Petrides et al., 2014). Hilliard and Newsome (2013) learned that using principals as mentors to assistant principals ensured that assistant principals efficiently completed both instructional leadership and school management tasks. While proper management of non-instructional tasks such as discipline and building security are vital to the success of schools, research showed that assistant

principals aspired to gain experience completing instructional leadership tasks for ongoing school improvement (Morgan, 2018; Oleszewski et al., 2012). Assistant principals considered themselves as mostly unqualified and unprepared to be a school principal because of disparities within experiences completing both instructional leadership and school management tasks (Morgan, 2018; Oleszewski et al., 2012). Additional research into the impact of factors such as lack of instructional leadership experience and lack of preparation for the principalship as related to leadership self-efficacy of assistant principals and their desire to become future school principals is necessary.

School Administrators as Instructional Leaders

The need to meet or exceed state performance standards has empowered district administrators to focus their attention on the instructional leadership of school administrators (Shaked, 2018; Vogel, 2018). There has been an increasing amount of attention to school administrators' instructional leadership and the effects on school improvement (Ezzani, 2020; Shaked, 2018; Vogel, 2018). School administrators have a strong desire to lead teaching and learning within their schools and spending time fulfilling these tasks is a daily challenge for principals and assistant principals (Grissom et al., 2015; Muse & Abrams, 2011; Petrides et al., 2014; Shaked, 2018; Vogel, 2018). The depth of leadership content knowledge, the amount of time allotted to complete tasks, and the daily unexpected tasks of administrators are all factors that can impede school administrators' abilities to be effective instructional leaders (Hallinger & Murphy, 2012; Shaked, 2018).

With respect to the proper attention to school management tasks, school administrators value their time as instructional leaders (Vooren, 2018). "Management is poignant, but being a leader in improving teaching and learning situations is more salient" (Ediger, 2014, p. 265). To

be classified as an effective principal or assistant principal, leaders desire to be seen as strong instructional leaders while simultaneously fulfilling school management responsibilities.

School Administrators as School Managers

Leading researchers Spillane and Hunt (2010) defined school management tasks as the work to ensure effective organization of vital school processes such as building maintenance and operation, discipline, and human resource management. Their research involved the study of school administrators' daily tasks to understand the common perception of school administrators' work in educational leadership and found that approximately half of the school administrators participating in the study spent close to 70% of their time performing school management tasks such as dealing with student discipline, planning budgets and schedules, and managing school staff and building maintenance. In a study of principals' use of time and the impact on student achievement, principals spent more time on the management and monitoring of the school than any other task and treated these school management tasks as high priorities (Huang et al., 2020). The McBrayer et al. (2018) research conducted with school administrators concerning their use of time determined that 44% of the school administrators spent half of their time completing school management tasks. Effective school administrators need to work to achieve a systemic balance between instructional leadership tasks and school management tasks for the success of their schools (Boies & Fiset, 2019).

The Role of the Principal and Assistant Principal

The role of a principal entails holding sole responsibility and accountability for the operations, instructional and managerial, of the school (Lunenburg, 2010). If afforded the opportunity to have an assistant principal, the principal additionally holds the responsibility of supervising the assistant principal and delegating administrative duties to them (Lochmiller &

Karnopp, 2016). Commonly, principals are expected to complete the majority of the instructional leadership tasks, and assistant principals fulfill the majority of the school management tasks (Leaf & Odhiambo, 2017). Principals have disclosed a need for additional support personnel, an "operations manager of the school", in order for principals to be effective as instructional leaders and have proper oversight of school functioning (Leaf & Odhiambo, 2017, p. 39). While the principal is attributed to be the head leader of the school and responsible for both the instructional leadership tasks and school management tasks of the administrative team, there is uncertainty over the actual role of the assistant principal and their administrative support to the principal (Leaf & Odhiambo, 2017).

The assistant principal, also called vice principal, is seen as the second-in-command in schools, and they are commonly perceived as responsible for leading the school alongside and in the absence of the principal (Leaf & Odhiambo, 2017), as well as assisting them with instructional leadership tasks and school management tasks (Petrides et al., 2014). Mitchell et al. (2017) defined the assistant principal role as "any combination of managerial, leadership, supervisory, and/or school-wide operational duties" (p. 3). Through the leadership experiences gained from the delegation of instructional leadership tasks and school management tasks, assistant principals are commonly mentored by principals for future higher-level leadership roles. However, researchers have discovered some assistant principals did not report supportive reciprocity in relation to their work with principals and did not believe they were being supervised fairly nor were they prepared for the future role of principal (Mitchell et al., 2017). Furthermore, when the job description of assistant principals was based upon the principal's autonomy to assign tasks, assistant principals reported that they were delegated mostly mundane school management tasks while principals fulfilled instructional leadership tasks (Mitchell et al.,

2017). Assistant principals have reported struggling in their role development in response to a lack of a clear role definition, insufficient preparation, and poor mentorship and support (Mitchell et al., 2017). Lack of experience with administrative tasks, such as instructional leadership tasks, has led assistant principals to feel incompetent in this area and believe they hold insufficient skills to provide meaningful support to staff and students (Mitchell et al., 2017). This may lead the school community, staff, students, and parents to perceive the assistant principal role as one not inclusive of instructional leadership tasks (Leaf & Odhiambo, 2017).

School Administrators' Use of Time

Researchers have studied both principals and assistant principals and analyzed their use of time on specific tasks (Grissom et al., 2013; Grissom et al., 2015; Horng et al., 2010; Mitchell et al., 2017; McBrayer et al., 2018; Sebastian et al., 2018). Hallinger and Murphy (2012) expressed that school administrators desire to have more time for their instructional leadership role, but they often fail to spend an appropriate amount of time in this role due to management tasks. Huang et al. (2020) found principals spent more time on school management tasks than instructional leadership tasks by focusing mostly on maintaining order and noted a challenge in prioritizing their instructional leadership tasks when the need to fulfill school management tasks was greater (Huang et al., 2020). Similarly, McBrayer et al. (2018) determined that the majority of the school administrators' time was spent on school management tasks and only 7% were able to complete instructional leadership tasks more than half of their time at work.

School administrators need to have an intentional focus on instructional leadership. With state mandates focused even more so on instructional leadership tasks, it is important to denote the nature of this work is needed at the forefront of what is expected of school leaders. To be responsible for school performance and to discuss it with fidelity among school stakeholders,

school administrators are expected to be proficient instructional leaders. The onus was on teachers to provide oversight for the school's teaching and learning practices while school principals and assistant principals controlled school operations (Shaked, 2018). McCullers and Bozeman (2010) discovered a direct impact on school administrators' leadership self-efficacy when attempting to lead schools to meet accountability standards. For the benefit of students, more attention to school administrators' leadership self-efficacy in the midst of balancing instructional leadership and school management tasks is needed. However, finding a balance between undertaking instructional leadership and school management tasks is often a challenge for school administrators (McBrayer et al., 2018) and thus, the need for further research.

The purpose of this study is to identify the relationship between the instructional leadership tasks and school management tasks of school administrators as related to their leadership self-efficacy. Findings from this study are intended to inform the delegation of tasks for school administrators.

Research Questions

The shift in the focus to fulfill both instructional leadership tasks and school management tasks effectively in order to be a confident school administrator led to the following equally weighted research questions:

1. When evaluating school administrator's leadership self-efficacy what is the relationship between the instructional leadership tasks and school management tasks?
2. What is the difference between the leadership self-efficacy of principals and assistant principals relative to instructional leadership tasks and school management tasks?
3. What is the difference in the use of time spent on instructional leadership tasks and school management tasks by principals and assistant principals?

Methods

Research Design

The study of the impact of school tasks on the leadership self-efficacy of principals and assistant principals was conducted using a quantitative, cross-sectional survey design. The research on school administrators' leadership self-efficacy and time spent on instructional leadership and school management tasks has indicated that school administrators felt confident in their ability to lead when focused on teaching and learning in schools while managing the school building (McBrayer et al., 2018). Additionally, the McBrayer et al. (2018) research conducted with school administrators concerning their use of time determined that 44% of the school administrators spent half of their time completing school management tasks. Thus, this research provided concrete findings for a need to balance these dual roles and our research team replicated this original study conducted with one school district in southeast Georgia to include 16 districts contained within our local regional educational service agency. The goal was to examine specifically time spent on both instructional and managerial tasks as well as identify their overall self-efficacy.

Population

Southeast Georgia school districts serviced by the First District Regional Educational Service Agency (RESA), is a state educational agency that provides professional development opportunities and support for school districts' educators. Using the site-specific data and a variety of resources they were able to utilize as a sample that was comprised of 302 public school administrators (First District RESA, 2020). Administrators were emailed the survey with 104 (34.4%) responding to the invitation to participate. A total of 73 school administrators from the school districts completed the survey for a completion response rate of 24.2%. School

administrators from elementary, middle, and high schools were represented and there were no restrictions on the school administrators' tenure for this study; however, all participants were currently practicing principals or assistant principals.

Instrument and Data Collection

Participants completed a survey containing the School Leaders' Self-Efficacy Scale (SLSES) developed by Petridou et al. (2014), which measures eight factors affecting school administrators' self-efficacy including "creating an appropriate structure, leading and managing the learning organization, self-evaluation for school improvement, developing a positive climate and managing conflicts, evaluating classroom practices, adhering to community and policy demands, monitoring learning, and leadership of continuing professional development" (p. 237). Within each factor of the SLSES are the various instructional leadership tasks and school management tasks often completed by principals and assistant principals, and leadership self-efficacy was analyzed based upon the reported completion of these tasks. The design for this study is descriptive, and the approach does not require controlling variables for internal and external validity (Creswell & Creswell, 2018). In the original study for the development of the SLSES, Cronbach's Alpha ranged from 0.76 to 0.93 for the eight factors of the survey instrument (Petridou et al., 2014). Additionally, the instructional leadership tasks and school management tasks and the leadership self-efficacy of school administrators are the variables to be measured for this research study. The instructional leadership tasks and school management tasks are the independent variables while the leadership self-efficacy of principals and assistant principals will serve as the dependent variable.

The survey was administered via e-mail using *Qualtrics*™ survey software, and the survey was anonymous. Participants were sent an e-mail invitation to complete the survey, and

the invitation included the purpose of the study, the need for each participant's responses, and a request for informed consent to participate. The participants were requested to complete the survey within a four-week period and reminder emails were sent.

Data Analysis

Data from the *Qualtrics*™ survey software were downloaded into an Excel file and transferred to Statistical Package for Social Sciences (SPSS). The data were analyzed to determine current trends in leadership self-efficacy and instructional leadership tasks and school management tasks for the principal and assistant principal participants.

For research question one, a correlation was conducted with the two independent variables, instructional leadership tasks and school management tasks, and the dependent variable, leadership self-efficacy. For research question two, two independent samples *t*-tests were performed on the responses of the principals and the assistant principals separately to provide a comparison of the two groups' leadership self-efficacies based upon the fulfillment of instructional leadership tasks and school management tasks. For research question three, two independent samples *t*-tests were performed on the responses of the principals and assistant principals separately to provide a comparison of the two groups' use of time based upon their fulfillment of instructional leadership tasks and school management tasks.

Findings

School Administrator Representation

Of the 73 participants, over half (68.5%) were assistant principals and 31.5% were principals and 50.7% were male and 49.3% female. The school administrator experience of the participants ranged from new administrators with zero to three years of experience (49.3%) to veteran administrators with four to 20 years of experience (45.2%) and over 20 years of

experience (5.5%). For the sample of school administrators, the majority were elementary school administrators (52.1%) followed by high school administrators (26%), then middle school administrators (19.2%), and other school administrators from alternative or K-12 settings (2.7%). Most of the school administrators (74%) were from rural school districts, while 8.2% were from urban schools, and 17.8% were from suburban schools. When classified by the school's performance status, 9.7% were from "A" schools, 47.2% were from "B" schools, 27.8% were from "C" schools, 15.3% were from "D" schools, and none were from "F" schools.

Descriptive Statistics from the SLSES

The aggregate mean score for school administrators completing the SLSES portion of the study's instrument was 3.99 out of 5.00 points. This suggested school administrators' confidence in their leadership capabilities was strong (near a 4.00 on the SLSES scale). The school administrators' highest mean score on the SLSES (4.42) was on making sound decisions based on their professional, ethical, or legal principles. The school administrators averaged their lowest score (3.37) on developing school self-evaluation plans. The mean leadership self-efficacy score for principals was 3.93 and the mean leadership self-efficacy score for assistant principals was 4.10. Table 1 provides the mean scores on the SLSES for principals and assistant principals based upon the subgroups of gender, tenure, school type, school location, and accountability rating score.

Table 1

SLSES Mean Aggregate Scores

Demographic	Principals	Assistant Principals
Gender		
Male	4.15	3.91
Female	4.04	3.95
Experience		
0 – 3 Years Experience	4.02	3.78
4 – 20 Years Experience	4.23	3.99
Over 20 Years Experience	4.00	4.56
Level		
Pre-K/Elementary School	4.10	3.86
Middle School	4.08	4.15
High School	4.12	3.99
Other School		3.60
Location		
Rural School	4.09	3.97
Urban School		3.84
Suburban School	4.15	3.86
Accountability Rating		
"A" School	4.53	4.28
"B" School	3.99	3.93
"C" School	4.16	3.87
"D" School	4.10	3.81
"F" School		

Note. n = 73; Empty cells indicate no participants in the subgroup.

The mean overall SLSES score on items from instructional leadership tasks was 3.95 out of 5.00, and the mean overall SLSES score on items from school management tasks was 4.02. The instructional leadership task with the highest overall mean SLSES score (4.33) was evaluating teacher performance through classroom observation. The instructional leadership task with the lowest overall mean SLSES score (3.37) was developing school self-evaluation plans. The school management task with the highest overall mean SLSES score (4.42) was making sound decisions based upon professional, ethical, and legal principles. The school management task with the lowest overall mean SLSES score (3.75) was managing the school's financial and

human resources. The mean SLSES score for principals on items associated with instructional leadership tasks was 4.06, while the mean SLSES score for assistant principals on instructional leadership tasks was 3.90. The mean SLSES score for principals on items associated with school management tasks was 4.14, while the mean SLSES score for assistant principals on school management tasks was 3.96. Table 2 displays mean leadership self-efficacy scores of principals and assistant principals for instructional leadership tasks and school management tasks.

Table 2

SLSES Mean Scores by Task Type

Demographic	Instructional Tasks		Management Tasks	
	Principals	Assistant Principals	Principals	Assistant Principals
Gender				
Male	4.09	3.86	4.19	3.96
Female	4.02	3.95	4.06	3.70
Experience				
0 – 3 Years Experience	3.97	3.79	4.06	3.79
4 – 20 Years Experience	4.20	3.94	4.25	3.93
Over 20 Years Experience	4.00	4.48	4.00	4.29
Level				
Elementary School	4.07	3.88	4.13	3.79
Middle School	4.00	4.11	4.15	4.04
High School	4.10	3.91	4.14	4.07
Other School		3.32		3.32
Region				
Rural School	4.07	3.94	4.11	3.86
Urban School		3.86		4.00
Suburban School	4.00	3.81	4.28	3.71
CCRPI				
"A" School	4.25	4.26	4.76	4.29
"B" School	4.00	3.91	3.98	3.79
"C" School	4.14	3.82	4.18	4.00
"D" School	4.00	3.74	4.19	3.71
"F" School				

Note. Valid *n* for each role cell varies.
Empty cells indicate no participants in the subgroup.

Participants were also scored on the eight factors of the SLSES: "creating an appropriate structure, leading and managing the learning organization, self-evaluation for school improvement, developing a positive climate and managing conflicts, evaluating classroom practices, adhering to community and policy demands, monitoring learning, and leadership of

continuing professional development" (Petridou et al., 2014, p. 237). The mean subscale scores ranged from 3.47 to 4.25 for all school administrators, and the mean subscale scores ranged from 3.59 to 4.26 for principals and from 3.44 to 4.25 for assistant principals. Both principals and assistant principals rated the most confidence by SLSES subscale score in the factor concerning their ability to evaluate classroom performance (4.26 and 4.24 respectively). Both groups indicated the least confidence on the items within the factor concerning school self-evaluation for school improvement (3.59 and 3.41 respectively). The mean leadership self-efficacy scores for principals and assistant principals per each SLSES factor are presented in Table 3.

Table 3

SLSES Mean Subscale Scores by Administrator Role

SLSES Factor	Principals	Assistant Principals
Creating an appropriate structure	4.11	4.02
Leading and managing the learning organization	4.18	4.02
School self-evaluation for school improvement	3.59	3.41
Developing a positive climate and managing conflicts	4.17	3.98
Evaluating classroom practices	4.26	4.24
Adhering to community and policy demands	4.13	3.79
Monitoring learning	4.25	4.01
Leadership of CPD – developing others	3.96	3.75

Note. n = 73.

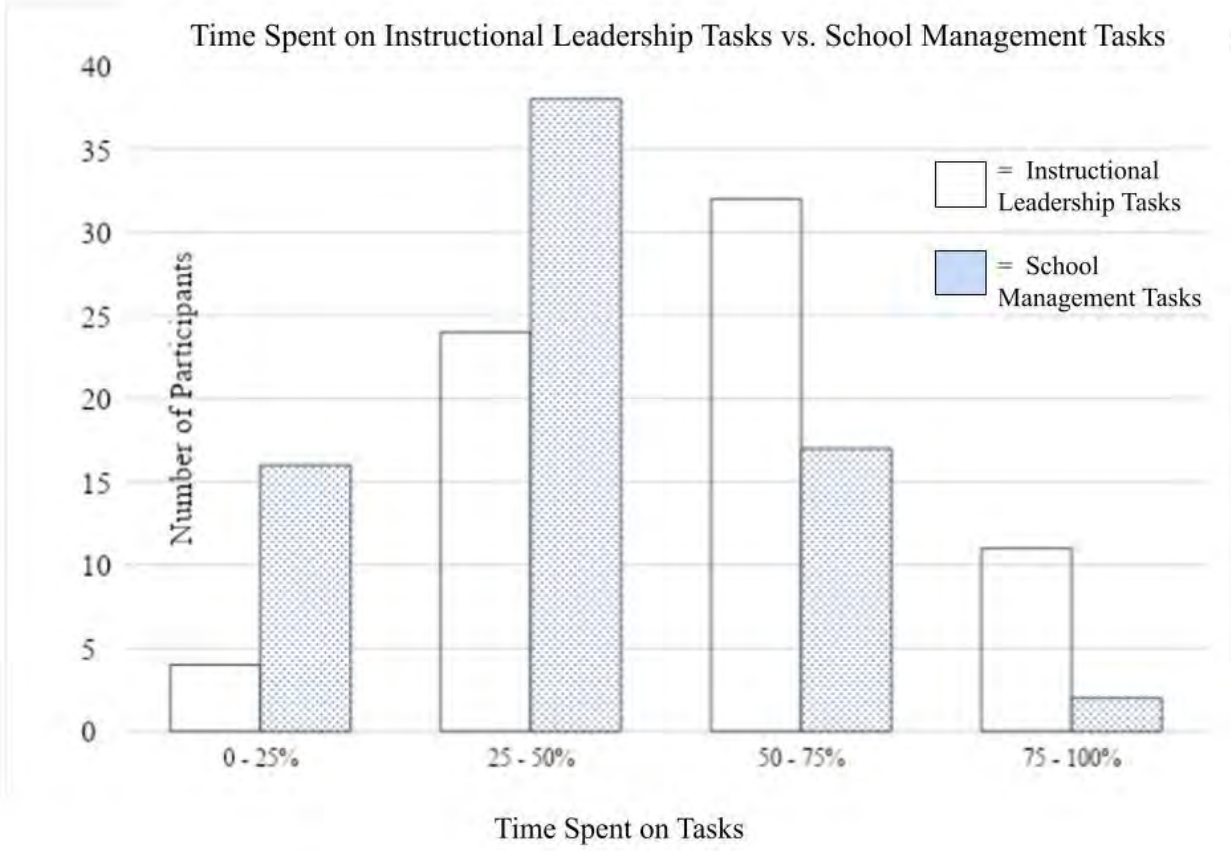
Use of Time Scores

For the reported use of time, the highest mean score for school administrators was 2.73 in student supervision (with 1= less than 10% of the time, 2 = between 10 – 30% of the time, 3 = between 30 – 50% of the time, 4 = more than 50% of the time). The instructional leadership task

they both reported to have spent the most time on was using data to inform decisions, with a mean of 2.69 for principals and 2.71 for assistant principals. The instructional leadership task they both reported to have spent the least amount of time on was modeling a lesson, with a mean of 1.12 for both. The school management task they both reported to have spent the most time on was student supervision with a mean of 2.73. The school management task they both reported to have spent the least amount of time on was budgeting and financial management, with a mean of 1.43 for principals and 1.44 for assistant principals.

When specifically asked about the percentage of their school week spent on instructional leadership tasks, only 26% of the school administrators reported to have spent over 50% of their time on instructional leadership tasks. Specifically, 22% of the assistant principals and 35% of the principals reported to have spent over 50% of their work week on instructional leadership tasks. When specifically asked about the percentage of their school week spent on school management tasks, 61% of school administrators reported to have spent more than 50% of the time on school management tasks. When comparing the use of time of principals and assistant principals, more assistant principals (71%) reported to have spent more than half their time on school management tasks than principals (39%). Figure 1 displays the comparison of the amount of time spent on instructional leadership tasks and school management tasks.

Figure 1



Leadership Self-Efficacy and School Tasks

The Pearson correlation coefficient (r) for overall scores on the SLSES and the leadership self-efficacy scores for instructional leadership tasks was $r = 0.947$. The Pearson correlation coefficient for overall scores on the SLSES and the leadership self-efficacy scores for school management tasks was $r = 0.953$. Both were statistically significant ($p < 0.01$ for a two-tailed test) and the results demonstrated a positive, linear relationship between leadership self-efficacy and the instructional leadership tasks and school management tasks of school administrators. See Table 4.

Table 4

Task/SLSES Correlations

Administrator Tasks	SLSES
Instructional Leadership	.947
School Management	.953

Note. $n = 73$. $p < 0.01$.

Principals and Assistant Principals and School Tasks

Principals had higher mean SLSES scores on instructional leadership tasks (4.06) and school management tasks (4.14) than the assistant principals' SLSES scores on instructional leadership tasks (3.90) and school management tasks (3.96). Although these scores were higher, no statistical significance was found as the *p*-value exceeded 0.05 for each of the tests. Specifically, for the independent samples *t*-test for the SLSES scores and the scores for the instructional leadership tasks, the *p*-value was 0.21. For the independent sample *t*-test for the SLSES scores and the scores for the school management tasks, the *p*-value was 0.11.

Time Spent on School Tasks

The mean use of time score for school management tasks was 2.20 for principals and 2.17 for assistant principals. The mean use of time on instructional leadership tasks was 2.04 for principals and 1.88 for assistant principals. Although the mean use of time on instructional leadership tasks by principals was found to be higher than assistant principals, the *p*-value of 0.262 suggested no statistically significant difference between the means. Similarly, for the use of time on school management tasks by principals and assistant principals, the *p*-value of 0.859 indicated the difference between the means (i.e., principals reporting 2.20 and assistant principals 2.17) was not statistically significant.

Additional Results from the Study

When the participants of the study were asked about the role they most identified with, instructional leader or school manager, 55.6% of school administrators considered themselves to be instructional leaders while 44.4% of school administrators considered themselves to be school managers. More principals perceived themselves to be instructional leaders (69.6%) than school managers (30.4%). More assistant principals saw themselves as school managers (51%) than instructional leaders (49%). Participants were then asked to state the rationale for their characterization of instructional leader or school manager. Analysis of the qualitative comments yielded multiple common themes. The participants who characterized themselves as instructional leaders reported themes such as: they believed that instructional leadership was their strength (36%), they spent more time on instructional leadership tasks (31%), they believed that instructional leadership was their job description and purpose (19%), or they believed that instructional leadership was the most important (14%). The participants who characterized themselves as school managers reported themes such as: they spent most of their time on school management tasks (38%), believed school management was the expectation (32%), they lacked confidence in their instructional leadership skills (8%), or they believed their strength was school management (3%).

In summary, a positive, linear relationship was found between leadership self-efficacy and the instructional leadership tasks and school management tasks of school administrators. There was no statistically significant difference between leadership self-efficacy for instructional leadership tasks and school management tasks based upon the role of the school administrator. Also, there was no statistically significant difference between the use of time on instructional leadership tasks and school management tasks based upon the role of the school administrator.

Discussion

This study's focus on the instructional leadership tasks and school management tasks of school administrators as related to leadership self-efficacy had an influence on effective school leadership.(Argon, 2015; Gurley et al., 2015; Huang et al., 2020; Morgan, 2018; Vooren, 2018). The growing attention to school administrators' abilities to complete instructional leadership tasks and school management tasks could impact how school administrators perceive themselves as school leaders. While school administrators sought to balance the fulfillment of instructional leadership tasks and school management tasks effectively, there seemed to be disparities among school administrators' tasks and the amount of time they were able to commit to each type of task.

The mean overall leadership self-efficacy score of all school administrators was 3.99 and this score was only slightly lower than the mean overall score of 4.1 for the school administrators participating in the McBrayer et al. (2018) study using the same items from the SLSES; however, the original study had a significantly smaller sample size and these scores may not be an accurate comparison but warrant noting. Because principals are considered to be the site-based leader of the entire school, it was expected that principals would have a higher confidence rating in their leadership than assistant principals who served alongside them. However, when comparing the leadership self-efficacy of principals to assistant principals, the mean leadership self-efficacy score for assistant principals was 0.17 points higher than the mean score for principals. When comparing the leadership self-efficacy scores per the types of tasks, principals had a higher leadership self-efficacy score on instructional leadership tasks and school management tasks than assistant principals. Therefore, principals in this study had more confidence in their abilities to lead while completing both instructional leadership tasks and

school management tasks than the assistant principals. This both mirrored and contrasted the results of a previous study of principals who rated themselves as most effective on school management tasks than instructional leadership tasks (Grissom & Loeb, 2011). Similar to the McBrayer et al. study (2018), the current findings show that the participating school administrators spent more time on school management tasks than instructional leadership tasks. However, a small percentage of principals were able to commit over 50% of their time to instructional leadership tasks. The current study demonstrates that 35% of the principals spent over half of their time on instructional leadership tasks. The amount of time spent on instructional leadership tasks by principals was a contrast to previous studies of principals who spent the majority of their time completing school management tasks (Horng et al., 2010; Huang et al., 2020; Parson et al., 2016). Assistant principals in the current study spent over half of their time completing school management tasks. This finding was similar to previous studies of principals and assistant principals that concluded that principals completed most of the instructional leadership tasks while the assistant principals fulfilled mostly school management tasks (Leaf & Odhiambo, 2017; Morgan, 2018).

When examining the relationship between leadership self-efficacy and instructional leadership tasks and school management tasks, the outcome showed a positive, linear relationship between leadership self-efficacy and the instructional leadership tasks and school management tasks of school administrators addressing research question one. This finding is similar to McBrayer et al. (2018) finding that school administrators' leadership self-efficacy increased as their use of time completing instructional leadership tasks increased. The finding also mirrored those of Morgan (2018) that showed assistant principals who spent the least amount of time on instructional leadership tasks reported the least amount of leadership self-

efficacy among school administrators. These results provided additional support to Grisson and Loeb's (2015) study on leadership tasks and leadership effectiveness of school administrators previously conducted which showed how school leader confidence increased with a balance of instructional leadership tasks and school management tasks fulfilled by principal and assistant principals.

Because the outcome showed a linear relationship between instructional leadership tasks and school management tasks and leadership self-efficacy, it is possible that the balance of the two types of leadership tasks completed by principals and assistant principals empowered the school leaders toward greater efficacy within each role. Therefore, the study's findings added more support to the Lemoine et al. (2014) argument that the fulfillment of both instructional leadership tasks and school management tasks is vital to the effectiveness of the role of the school administrator. It is possible that school administrators' confidence in their ability to lead is enhanced by their increased experience with instructional leadership tasks and school management tasks. It could also be assumed that their confidence in their leadership capabilities could be diminished by less experience with instructional leadership tasks and school management tasks. In a previous study, Grissom and Loeb (2011) found school administrators perceived themselves as more effective with school management tasks than instructional leadership tasks, and they also completed more school management tasks than instructional leadership tasks. For school administrators to view themselves as effective leaders and possess strong leadership self-efficacy, this study's findings showed it is possible that a balance of instructional leadership tasks and school management tasks is needed.

When examining the difference between the leadership self-efficacy of principals and assistant principals relative to instructional leadership tasks and school management tasks, the

outcomes determined there was no statistically significant difference between the leadership self-efficacy for the instructional leadership tasks and school management tasks that school administrators completed based upon their roles addressing research question two. These findings provided support for Leaf and Odhiambo's (2017) argument that the delegation of instructional leadership tasks to one school administrator and school management tasks to the other school administrator would not decrease the effectiveness of the two roles. The researchers found that when principals were responsible for completing instructional leadership tasks and assistant principals were responsible for completing school management tasks, the principal and assistant principal deemed the delegation of these tasks as vital to the effective organization of the school without a negative impact on their leadership self-efficacy.

Even though the current study found principals to have higher leadership self-efficacy with instructional leadership tasks and school management tasks than assistant principals, it is possible that the differences were not due to just their roles as principals and assistant principals. Therefore, the school administrators' roles and types of tasks were not solely responsible for the leadership self-efficacy of the school administrators. This is in contrast to McBrayer et al. (2018) findings that indicated the more time spent on instructional leadership tasks, the higher the leadership self-efficacy for principals and assistant principals. The findings also differed from a study that found assistant principals who were given mostly school management tasks, instead of the desired instructional leadership tasks, resulting in lower leadership self-efficacy scores (Mitchell et al., 2017). The Morgan (2018) findings determined that assistant principals had lower leadership self-efficacy on instructional leadership tasks when they completed less instructional leadership tasks.

When examining the difference in the use of time spent on instructional leadership tasks and school management tasks by principals and assistant principals, the outcomes showed there was no statistically significant difference between time spent on instructional leadership tasks and school management tasks based upon school administrator role addressing research questions three. Although the principals in this study spent more time on instructional leadership tasks than assistant principals and assistant principals spent more time on school management tasks than principals, it could not be assumed that the use of time disparities were solely attributed to the differences in school administrators' roles.

An earlier study on the tasks of school administrators found that school management interruptions were the cause of decreased time spent on instructional leadership tasks by principals and assistant principals (Hallinger & Murphy, 2012). However, this study's findings are supported by a previous study's determination that the imbalance of instructional leadership and school management task completion by principals and assistant principals was not due to a lack of time or daily interruptions (Sebastian et al., 2018). Additional studies found that differences in the roles of school administrators contributed to the completion of instructional leadership tasks and school management tasks. Furthermore, studies found school principals spent most of their time on school management tasks rather than any other tasks (Horng et al., 2010; Huang et al., 2020; Parson et al., 2016). Lastly, other studies found that assistant principals completed mostly school management tasks while principals completed mostly instructional leadership tasks (Hilliard & Newsome, 2013; Leaf & Odhiambo, 2017; Morgan, 2018). While previous studies found differences in the completion of instructional leadership tasks and school management tasks by principals and assistant principals due to factors such as time management

and role delegation, the current study did not support those findings and thus, further research is recommended.

Limitations

The participants of the study were practicing school administrators from one region of the state and the sample size was limited. Administering a leadership self-efficacy scale to principals and assistant principals requires the school administrators to practice self-reflection of their current leadership skills and task completion. Therefore, a possible limitation was the dependency upon the school administrators' candor when providing a subjective analysis of their leadership task completion and leadership self-efficacy. The researchers acknowledge that the study did not include any urban school districts nor failing schools, which could have changed the findings and this was due to the nature of the participant make-up in the regional service area. Lastly, the amount and types of instructional leadership tasks and school management tasks included in the survey instrument for this study could have been a limitation.

Implications for Practice

The results of the study could be vital to the future success of principals and assistant principals and their impact on school improvement. The leadership self-efficacy outcomes based upon the administering of the SLSES to study participants could drive the delegation of tasks for principals and assistant principals on the district level. To increase the leadership self-efficacy of school administrators, school districts could complete an item analysis each time the SLSES is administered to determine which specific tasks, both instructional leadership and school management, are rated the lowest. Additionally, professional learning for principals and assistant principals could be built around the tasks that are rated with the lowest confidence levels.

While school administrators had a higher leadership self-efficacy when completing school management tasks, they also spent more time completing school management tasks and less time completing instructional leadership tasks. The success of the school is dependent upon the school administrators' ability to perform both types of tasks effectively. Thus, school administrators are looking to seek a balance between their use of time on instructional leadership tasks and school management tasks. Assistant principals seem to also desire more experience with instructional leadership tasks than they have previously either had time to do or been permitted to do. School district leaders could work with principals and assistant principals to streamline the delegation of instructional leadership tasks and school management tasks to ensure the balance of these tasks for all school administrators. If the balance were to become a part of the administrative leadership culture, the leadership self-efficacy of the school administrators could positively impact school improvement and knowing the types of tasks most school administrators fulfill and how the completion of the tasks relates to their leadership self-efficacy could prove impactful. The use of this instrument and its results could drive discussions between evaluators and school administrators concerning their leadership self-efficacy and use of time on specific tasks based upon the previous school year while planning the delegation of tasks for the next school year.

Schools could be granted additional resources in the form of support staff or more assistant principals to ensure the opportunities for principals and assistant principals to balance and complete instructional leadership tasks and school management tasks. School district officials and school administrators could also become more intentional concerning the distribution and delegation of instructional leadership tasks and school management tasks to principals and assistant principals based upon the leadership self-efficacy and desired use of time

of the school administrators. Assigning principals and assistant principals tasks based upon their enhanced confidence levels could prove to be beneficial to the entire school environment. This level of support could enhance the preparation of assistant principals for future roles as principals and positively impact school improvement.

Recommendations for Future Research

This study was conducted with school administrators from school districts within southeast Georgia communities. First, to increase the sample size and broaden the representation of school administrators, the study could be conducted with school administrators from an entire state, a region of the United States, or across the entire country. This would afford researchers the opportunity to have larger numbers of principals and assistant principals within each demographic subgroup. With a larger, broader sample size, more attention could be given to the completion of instructional leadership tasks and school management tasks and leadership self-efficacy of school administrators within specific demographic subgroups. Second, additional demographic factors, including socioeconomic status and school size, could also be considered to determine their potential impact on leadership self-efficacy and use of time by school administrators.

The third recommendation for future research would change the research design to allow for deeper analysis of the topic. The current study was conducted using a cross-sectional survey design. Future research on this topic using a longitudinal design would be beneficial. If leadership self-efficacy and use of time could be studied using one sample over an extended period of time, researchers would get the opportunity to compare and contrast leadership self-efficacy scores and time spent on instructional leadership tasks and school management tasks to better determine any additional factors impacting school administrators and their confidence in

their ability to lead and their use of time fulfilling job tasks. The last part of the instrument utilized for this study included two open-ended questions related to the types of instructional leadership tasks and school management tasks participants completed the most within their role. These questions gave participants the opportunity to share instructional leadership tasks and school management tasks that may not have been included within the survey instrument. Future researchers could gain more specific contextual data if a qualitative approach was used for a study on the leadership self-efficacy and use of time of school administrators.

The final recommendation for future research is to examine the attitudes towards school management and instructional leadership tasks beyond that of time spent on task to delve deeper into educator perceptions of said attitudes to extrapolate on the importance of maintaining high self-efficacy. In addition, years of experience may also play a role and this could be a future variable for consideration.

Conclusion

Multiple conclusions of the impact of the instructional leadership tasks and school management tasks on principals and assistant principals can be drawn relative to their use of time and leadership self-efficacy. While there was no statistically significant difference between the leadership self-efficacy for the instructional leadership tasks and school management tasks based upon the roles of school administrator, there was a linear relationship between leadership self-efficacy and the instructional leadership tasks and school management tasks of school administrators. The results support further research into the need for the balance of instructional leadership tasks and school management tasks to enhance the effectiveness of principals and assistant principals.

When the participants were asked about the percentage of their school week spent on instructional leadership tasks and school management tasks, there were differences between the amount of time spent on each type of task by principals and assistant principals. It appeared that the principals were able to spend more time on instructional leadership tasks than the assistant principals. Most of the assistant principals spent over half of their time each week completing school management tasks. Principals may have afforded more opportunities to fulfill instructional leadership tasks than assistant principals.

Although the results of the survey indicated that the school administrators perceived themselves to be mostly instructional leaders, they spent most of their time completing school management tasks. Once the data were disaggregated further, the school administrators' perceptions were more aligned with their reported use of time. The participants seemed to realize the imbalance of their instructional leadership tasks and school management tasks in their daily work within their roles. Of the principals who participated in this study, 69.6% considered themselves as instructional leaders, and this perception seemed to be verified based upon the amount of time spent on instructional leadership tasks. Of the assistant principals who participated in this study, 51% considered themselves as school managers, and this perception seemed to be verified based upon the amount of time spent on school management tasks. Thus, the researchers recommend further research on the balance of instructional leadership and school management tasks for both principals and assistant principals in an effort to effectively lead their schools.

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