

Article Analysis 2:

Hallinger, P., Wang, W., & Chen, C. (2013). Assessing the Measurement Properties of the Principal Instructional Management Rating Scale: A Meta-Analysis of Reliability Studies. *Educational Administration Quarterly*, 49(2), 272-309.

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Assessing the Measurement Properties of the Principal Instructional Management Rating Scale:

A Meta-Analysis of Reliability Studies.

A. How did the authors organize their manuscript so that the reader could understand the information?

The article was well organized beginning with background leading up to the study, the history of the instrument being studied, and clearly stated research questions. The conceptual framework organized the purpose of the instrument, sample questions led the reader to understand the instrument itself, and citations from the original developers of the instrument from conception to the current article made it a well organized, easy to follow study.

B. How did the authors go about explaining their rationale for the subject they are exploring?

The authors provided the reader with information on how, why, and when the original PIMRS instrument was created. Concluding that the PIMRS was developed 30 years ago to examine and describe principal's leadership roles, but that it continues to be the most commonly used instrument with the most consistent results despite changes in educational leadership over the past 30 years, the authors communicate the need to examine the PIMRS instrument itself.

C. How clearly did the authors frame the problem statement?

Although the problem statement was never clearly stated, it was strongly inferred through initial discussion of the origin of the PIMRS instrument and the knowledge of how much has changed over the past 30 years.

D. How was the research question framed in order to make sense to the reader?

The research questions were led up to with the history of the PIMRS instrument and then stated clearly in bulleted format.

E. How clearly did the authors link the problem statement and rationale to relevant empirical research?

The problem, although inferred instead of overtly, clearly stated, was well supported by empirical research including the research that led up to the original PIMRS instrument itself, continuing and including current, relevant research. That the original developers of the PIMRS instrument were cited at several times over the history of the instrument up to and including the current article was of particular interest.

F. What ways did the authors use to explain how their method(s) are suited to answer the research question?

The authors clearly explained the need for the original instrument, how it was employed, and the data it was designed to collect. To answer the question of its continuing reliability, the authors used great detail to describe how it would be tested within each target group.

G. How did the authors demonstrate their data analyses?

The authors demonstrated their data analysis in explanatory narrative linking the new data sets to the previous. They also presented formulas and tables to describe the data mathematically and visually.

H. How did the author(s) link the problem statement to the research questions

The problem statement was linked to the research questions quite naturally in this particular study, as the rationale was to determine the continued validity of an established instrument. The instrument itself and its historical accuracy had already been determined.

I. Are the conclusions and recommendations valid in your opinion? Defend your answer?**(Why do you think this?)**

The conclusions in this study evidenced above average validity based upon the fact that the instrument was tested in 43 independent studies and allowed for data from different subsets (principals and teachers).

J. What do you think the authors forgot or ignored?

This study was rich with research over time, a conceptual framework that organized the purpose of the instrument clearly and concisely, and complete with data collected from a wide variety of sources and locations.