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The effect of leadership style on student achievement in Title I elementary schools

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THE EFFECT OF LEADERSHIP STYLE ON
STUDENT ACHIEVEMENT IN TITLE I
ELEMENTARY SCHOOLS

by

Fredrick Scott Crain, B.S., M.S.

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Leadership

COLLEGE OF EDUCATION
LOUISIANA TECH UNIVERSITY

May 2010

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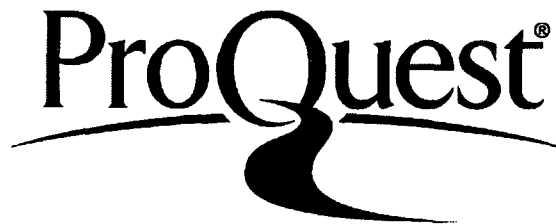
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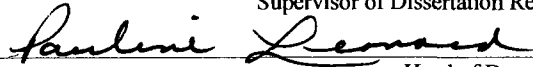
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In Title I Elementary Schools

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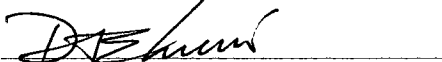


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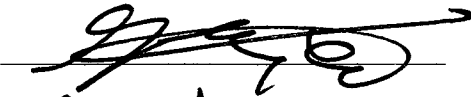
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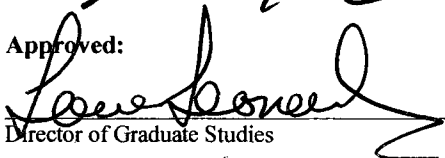
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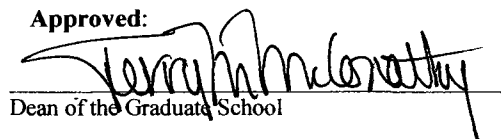
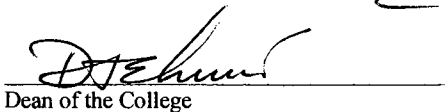
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ABSTRACT

The purpose of this study was to examine the different types of leadership styles of public school administrators of Title I elementary schools in order to determine how these different types of leadership styles may affect student academic achievement. Specifically, the leadership style behaviors of flexibility and effectiveness were considered. A casual-comparative research design was used in this study. The participants in the study included 61 principals and 301 teachers from 28 school districts in Regions VI, VII, and VIII in Louisiana. Data were analyzed using Standard Multiple Regression.

The study suggested that perceived leadership styles, flexibility and effectiveness, did not affect school performance scores. Neither principal perceived, nor teacher perceived principal leadership styles were found to have an effect on student academic achievement. However, a key finding was that teachers scored their principal's flexibility higher than principals scored themselves. Another key finding was that principals scored themselves almost three points higher than teachers scored principals in regard to effectiveness. Although teacher perceived principal flexibility mean scores fell in the normal range, it was less than one point from falling in the high range. In addition, although teacher perceived principal effectiveness mean scores fell in the normal range, it was within a point of falling in the low range. It is recommended that further research be conducted regarding leadership styles and academic achievement.

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Date May 2010

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CHAPTER I

INTRODUCTION

The single most important factor for an effective learning environment is educational leadership (Kelly, Thornton, & Daugherty, 2005). The researchers stated that “because schools have become very complex organizations, principals must move beyond occasional brilliant flashes to methods of continuous improvement” (p. 17). The researchers also found that research suggests that there is a relationship between leadership and effective schools. Waters, Marzano, and McNulty (2004) agreed that student achievement is greatly increased with effective leadership.

According to Goldman (1998), school leaders that have effective leadership styles are able to encourage responsibility and interdependence among students, and they are also able to assist teachers with instructional programs. These leaders are able to develop their own style of leadership in order to help improve their schools academically. “In a learning environment, leadership styles say everything about the leader’s deeply held educational beliefs-and these are mirrored in the culture of the school” (Goldman, 1998, p. 20).

Madsen and Hammond (2005) asserted, “The monolithic, one-size-fits-all theory of leadership that is a result of globalization and the primacy of the American

management model must be broken. It doesn't work anywhere, it doesn't work in the US" (p. 71). According to Lashway (2003), schools are different today in many ways from schools of 20 years ago because of accountability standards required by *No Child Left Behind (NCLB)* legislation (2001). As schools have changed regarding accountability, so have the roles of the administrators. Because of these changes it would only make sense, for improvement in academic achievement, the types of leadership styles should change as well. In education, administrators have adopted many roles. Some of these roles have included being: (a) managers, (b) innovators, (c) morale builders, (d) facilitators, (e) evaluators, (f) instructional leaders, and (g) planners (Lashway, 2003). Because of the changes in academic requirements of *NCLB* legislation that have occurred in schools, administrators do not necessarily spend as much time on the before mentioned roles. However, they have taken on the responsibility of other roles, such as leaders for student learning, data collectors, and rally organizers for students, parents, and community. These new roles that administrators have adopted to improve schools need to be evaluated to see which ones should be used and which ones are most effective because according to Lashway (2003), determining the role of administrators can be difficult. Hughes, Ginnet, and Curphy (2002) stated that, "When you see a leader's behavior, you should not automatically conclude something good or bad about the leader, or what is the right way or wrong way leaders should act. You need to think about the effectiveness of that behavior in that context with those followers" (p. 45).

As academic changes continue to occur in public schools, the role of the principal will also change. One useful tactic for academic achievement described by Supovitz (2000) is distribution of leadership. The delegation of authority is important for

improving school performance. Supovitz (2000) noted that there will be a good chance that many aspects of the operation of the school will not be completed without delegation of authority.

Lashway (2000) maintained that many school leaders feel they are now in unfamiliar territory with the new accountability rules and these leaders should remain flexible and comfortable enough to reach out to others for help. They must be able to (a) use flexible facilitative leadership styles, (b) model core school values, (c) develop organizational capacity, (d) accept heightened public scrutiny, and (e) report the mission and accomplishments of the school. These are but a few of the new roles that principals must incorporate, and according to Lashway, they are very important.

All organizations have specific needs and purposes. These needs and purposes must be met if these organizations are going to have any chance for success. It is important to have a multitude of leadership styles. Schools are no exception when it comes to meeting needs and purposes. Administrators must be able to manage to ensure that everyone is doing their job. Holland (2004) looked at ways principals uphold their values, manager and professional, in their roles as instructional supervisors. According to Holland, these behaviors could have a direct affect on the type of leadership style that a principal might possess. Leadership style can affect school management in numerous ways. Because of this finding, principals should strive to find out the strengths of their staff and assign duties accordingly.

In June of 2002, the U. S. Department of Education released the final regulations for *NCLB* legislation. Then, U. S. Secretary of Education, Paige expressed confidence in the ability and determination of states, schools and communities to meet the challenges of

helping American school children improve academically. According to Paige, “With these regulations in hand, states can continue to move forward in their efforts to raise student achievement. States that have already established robust accountability systems can build upon and augment them—all states have room to improve” (U.S. Department of Education, 2003, p. 1).

Numerous steps have been taken by the U.S. Department of Education in an effort to ensure the success of *NCLB* legislation. One of these steps consists of U.S. Department of Education meeting with school superintendents and school board members who represent some of the largest school districts in the United States (U.S. Department of Education, 2003).

According to Smith, (2006):

When the National Commission on Excellence in Education published “A Nation at Risk” (1983) in response to the perception that the U.S. public education system was failing to help students succeed, it gave policymakers the catalyst to introduce legislative and regulatory reforms that were designed to increase student achievement. Through such reforms as standards-based instruction, standardized testing, and school improvement planning, administrators and teachers have been required to continually focus on improving student academic achievement. (p. 16)

It is important that educational institutions begin to supply American schools with effective leaders who will meet the academic challenges that await these schools. Many leadership-oriented superintendents have realized this, and they have started to provide new principals with strong support. Ezarik (2003) found that many superintendents

encourage principals to develop new leadership styles. In Fort Wayne, Indiana, Leadership in Educational Administration Development (LEAD) grant funds are being used to offer support for teachers who are interested in entering administration. These potential principals are paired with experienced principals, who “take them under their wing a little bit” (Ezarik, 2003, p. 20).

Thurston, Clift, and Schacht (1993) stated that the number one goal of the 21st century is to achieve higher levels of learning in all schools. To reach this goal, “public school teachers and administrators must undertake changes that are specifically and significantly directed toward that end” (1993, p. 259). At the National Center for School Leadership at the University of Illinois, Urbana-Champaign, there has been research that focuses on conceptions of leadership within changing environments and case studies conducted which focus on current administrators who have had success with change-oriented leadership (Crowson & Morris, 1990).

Purpose of the Study

The primary purpose of this study was to examine different types of leadership styles of public school administrators in order to determine how these different types of leadership styles may affect student academic achievement. Butler (2008) stated that because of accountability in academics, the job of principal continues to be challenging. Academic accountability has led to principals having to make transitions from administrative duties to duties that include assessment, instruction and curriculum, and data analysis. Hopkins and Ainscow (1993) found that there is a great demand for educational reform and school improvement. As the demand has increased, reforming schools has become more apparent in order that schools improve. Many educators and

parents have asked what type of leadership style is the best for an administrator to possess (Hopkins & Ainscow, 1993). The researchers maintain, and some in the education field argue, that there may not be one style of leadership that is better than another in improving academic achievement. Thus, it is important that investigation take place to determine if there is one style that is more effective in certain situations. Butler (2008) asserted that the Southern Regional Education Board (SREB) has assisted colleges and universities in redesigning their leadership training programs. Forty-eight states, including Louisiana, have partnered with SREB in developing their school leadership training programs.

Hopkins and Ainscow (1993) noted if there is a particular style that could be used to produce better schools, then it is important that this style be identified so that educational institutions may be better prepared to offer future leaders in the educational field opportunities to adopt the style that is discovered to be most effective. According to Muijs, Harris, Lumby, Morrison, and Sood (2006), the development of leadership qualities has seen a dramatic increase in the past few years. Muijs et al., (2006) also noted that there has been little research between the development and behaviors of leadership in regards to learning and skills for principals. Principal leadership training programs are being redesigned in many graduate schools of education to help candidates learn to deal with new responsibilities that many principals face. These leadership programs have been redesigned for both new and veteran principals to prepare them to meet emerging challenges (Butler, 2008).

Butler (2008) stated that SREB identified 13 “critical success factors” that are important to making a good principal. These were:

1. creating a mission that leads to higher achievement,
2. setting high expectations where all students can learn at a higher level,
3. encouraging quality instruction that will motivate students to increase academic achievement,
4. implementing a caring environment where support is given and every student counts,
5. using data for continued improvement,
6. keeping focus on student achievement,
7. involving parents by making parents partners in education,
8. understanding change and managing it effectively,
9. using sustained professional development to advance meaningful change,
10. organizing time and resources to meet improvement goals,
11. using resources wisely,
12. seeking support from central office and community, and
13. remaining open to new information. (p. 68)

Butler (2008) found that these factors are important in making good principals because of the pressure that *NCLB* legislation has placed on school leaders to improve student achievement. “Principals need real-world help when they get the job” (p. 70).

Marques (2006) stated that “Many authors have exclaimed before that there is no single leadership style that proves to be successful under all circumstances” (p. 35).

School districts across the nation have been challenged by the U.S. Department of Education to meet the academic standards that have been placed before them. With the implementation of *NCLB* legislation, school districts are being held more accountable for the performance of their students. This has influenced many districts to search for leaders who will be able to ensure that effective teaching and learning are taking place. The researcher maintains that for this to occur, educational leaders must understand and define the roles that administrators adopt. In school districts all across America, changes are being made. The structure of power is shifting as well. *NCLB* legislation is requiring more and more accountability, and teachers feel that they need to have more of a say in what takes place in schools. Because of this mindset, administrators are being forced to relinquish some of the power they have held in the past (Johnson, 2008). Surveys suggest that principals believe that one of their main goals is one of instructional leadership. Over 90% of principals state that an important part of being a school leader is “ensuring that all teachers use the most effective instructional methods” (Johnson, 2008, p. 72-73).

Time spent working on personnel, budget, and public relations have limited school administrators on the time they are able to spend working with academics. Because of increased demands that have been placed on school administrators, many principals have not been prepared to meet school needs as instructional leaders (Johnson, Johnson, & Snyder, 1994). The researchers also noted that if these administrators are going to become effective instructional leaders they have to be trained and they have to be able to exhibit instructional leadership traits if schools are going to continue to be effective instructional institutions. If schools are going to be effective then it is a priority to find strong instructional leaders (Johnson, et al., 1994). “Many principal training

programs focus on the new role they assume in instructional leadership amid accountability pressures to raise student achievement” (Butler, 2008, p. 66). Butler also noted with the increase of before mentioned demands in education, principals need help as instructional leaders. Principal leadership programs are helping principals learn how to facilitate leadership teams that can focus on collaborative initiatives.

One way that principals and potential principals can evaluate the type of leadership style they possess is to have a portfolio assessment. Portfolio assessment serves as an alternative means of performance evaluation, and this practice has become very popular within the educational community. Meadows and Dyal (1999) believed based on the results of these practices, the use of these assessments could more effectively provide for a more accurate and authentic assessment of school leader knowledge, ability, competency, and practical experience. These assessments in turn could predict potential for success in educational leadership. The researchers also contend that by creating a leadership portfolio as a culminating experience, future school leaders will be able to improve in the areas of performance appraisal, professional growth, and career planning. Meadows and Dyal found that this seems to be a logical step in helping produce more and better prepared leaders.

Significance of the Study

With the increased demand of accountability, the number of U.S. schools with low test scores has been increasing and these schools have been labeled as underperforming (Chrisman, 2005). With the passage of *NCLB* legislation, these schools are being required to improve academic achievement. However, sustaining any increases is becoming a hard task for administrators at these schools. In California, 347 of the 430

schools participating in the Immediate Intervention Underperforming Schools Program failed to meet growth targets for two consecutive years. Chrisman (2005) found that principals of successful schools found time to collaborate with teachers and offered structured support. These principals attended grade level and department meetings and expected feedback from teachers. The researcher also found that principals of successful schools were more willing than principals of unsuccessful schools to make changes when data showed that student achievement had become stagnant. At one school that went from having some of the lowest test scores in the state to a school of improvement, teachers gave credit to administrative support and changes in instructional practices. Chrisman noted that sustaining student achievement can be attained if administrators and teachers make an effort to examine the practices in their schools and make necessary changes.

Six schools located in southern California, with the support of Focus on Results, common-sense strategies used to bring about school wide improvement, are finding ways to improve student achievement. These schools are showing that when communities work to bring students to proficiency levels then many things are possible (Cudeiro, Palumbo, Lieight, & Nelson, 2005). On average, nearly 80% of the students of these schools are on free and reduced lunch. Almost 60% of students speak English as a second language. Most of the education level of the parents is high school and below and the student population is 94% minority. Despite these issues, the schools have averaged close to 200 points in growth on California's Academic Performance Index. Half of the schools have also become eligible for the Governor's Performance Award (Cudeiro et al., 2005).

There were seven common areas that the administration of each of these schools discovered. These were:

1. developing a school wide focus on literacy,
2. supporting teachers to collaborate around issues of teaching and learning,
3. providing targeted professional development for all staff,
4. reallocating resources around the improvement of teaching and learning their focus,
5. involving families in supporting the school wide focus in literacy,
6. setting measurable goals for student learning and using regular assessment measures to monitor and adjust instruction, and
7. principals providing ongoing leadership around the improvement in teaching and learning (Cudeiro et al., 2005, p. 19).

At these schools, the principals spent a lot of time visiting classrooms and supporting the staff and students. They also had high expectations for students and faculty and held the staff accountable for improving school scores. This extra work did not cost any money, but it required good leadership and a return to common-sense principles (Cudeiro et al., 2005).

Theoretical Framework

Doyle and Smith (2001) found that the number of definitions for leadership is almost equal to the number of people defining leadership. Actually, researchers argue that leadership is hard to put into words. Doyle and Smith further maintained that many people associate leadership with a single person that leads and suggested that four things are unique in this way of thinking. These were: (a) to lead involves influencing others,

(b) where there are leaders, there are followers, (c) in the event of crises or problems, leaders come forward, and (d) leaders have a vision of what they want to achieve and understand a purpose.

Thus, leaders are people who are able to think and act creatively in non-routine situations – and who set out to influence the actions, beliefs and feelings of others. In this sense being a ‘leader’ is personal. It flows from an individual’s qualities and actions. However, it is also often linked to some other role such as manager or expert. Here there can be a lot of confusion. Not all managers, for example, are leaders; and not all leaders are managers. (Doyle & Smith, 2001, p. 2)

Doyle and Smith further suggested there are four generations of leadership theory. These were: (a) trait theories, (b) behavioral theories, (c) contingency theories, and (d) transformational theories.

Trait Theories

Bennis (1998) stated that leaders know how to express themselves, “They also know what they want, why they want it, and how to communicate what they want to others, in order to gain their co-operation and support. They also know how to achieve their goals” (p. 3).

Many political leaders such as Nelson Mandela, Margaret Thatcher, and Mao Zedong have exhibited qualities that label them as great and effective leaders (Doyle & Smith, 2001, p. 8). According to the Trait Theory effective leaders possess certain traits that define them as great leaders. People have tried to look at different combinations of traits that might work in different situations. Regardless, identification of these traits

remains an inexact science and “it is next of impossible to make a list of leadership traits that stands up to questioning” (p. 5).

Behavioral Theories

According to Behavioral Theory, leader behavior and action are the focus rather than the individual leader. Doyle and Smith (2001) found four main styles that appeared. The first style was concern for task, where achievement of concrete objectives was emphasized. The second style was concern for people. Followers’ needs, interests, problems, and development were a concern for leaders, In the third style, directive leadership, decisions are made for others. The fourth style was participative leadership. The focus of this style was shared decision-making

Contingency Theories

Leadership can change from situation to situation, depending on circumstance. “The central idea is that effective leadership was dependent on a mix of factors” (Doyle & Smith, 2001). Fiedler (1997) argued that effectiveness depended on two factors that included leadership style and how much control and influence a leader has.

Transformational Theories

Doyle and Smith (2001) further maintained that leaders are seen as agents of change. Leadership is often confused with authority. “Followers, knowingly or unknowingly, accept the right of the person to lead – and he or she is dependent on this. The leader also relies on followers for feedback and contributions” (Doyle & Smith, 2001, p. 10). Because of interdependence between leaders and followers, they rely on each other to do their jobs.

Great Man Theory

There have been numerous studies about leadership and leaders, but the true definition of leadership depends on the person who is defining leadership. No one person is a leader in every sense of the word. Someone who is considered to be a leader in one area may not be considered to be a leader in another area. So what makes a good leader, and are these leaders born or do they acquire their leadership abilities over time and experience?

According to the Great Man Theory, leadership qualities are in-born, and people naturally follow the individuals who possess these qualities. In this theory, the great man is responsible for history; rather than history responsible for the great man (Lippitt, 1969). This theory takes what great men have done and relates history to the man. This theory was the first in leadership studies. Short and Greer (2002) found that this methodology consisted of studying biographies of leaders in industry, armed forces, and politics. Authors have conducted studies that look at leadership as a set of one-way directive behaviors. These great leaders who were studied were able to influence others so that they could accomplish their goals.

Leadership is a central area of research and theory when looking at group dynamics and small groups. There are at least six types of thinking about the optimum leadership structure of a group for effective performance. One of these is that the most effective group is the one which has the most adequate all-around leaders or great men (Borgatta, Bales, & Couch, 1954). Because history is most often written from the reference point of great men, it is understandable why this type of thinking has received so much attention throughout history. However, there has not been much literature about

the performance of groups as opposed to the consistency of leader behavior. According to Benard (as cited by Bass, 2002), “Leaders are influenced by the needs and wishes of the group members. In turn, they focus the attention and release the energies of group members in a desired direction” (p. 11).

Niccoló Machiavelli was a diplomat and a bureaucrat with a will to power. He looked at warring nation states in Renaissance Italy and came to the conclusion that princes were either great or not great leaders. He believed that great men were able to change and write with a will to power. Machiavelli wrote about three different types of princes or great men. These categories have been identified as premodern, modern, and postmodern. Premodern princes used spectacles in the town square to persuade the masses while the modern princes used the invention of the printing press to accomplish their goals. To sway the masses, postmodern princesses use television and modern technology (Boje, 2000).

Boje (2000) found that there are many thoughts on the will to power. Boje stated that according to Nietzsche, powerful leaders are needed at the birth of an organization and at times of crises. Because of this belief, great leaders will rise in these times. However, leadership science developed a dislike for the Great Man Theory. There could be very few traits that differentiated leaders from followers. Yet, today society is demanding leaders with practical traits and this is causing people to challenge the bias of leadership science (Boje, 2000).

Regardless of what leadership theory or belief one holds, there is no denying that great men and women have influenced society. Maccoby (1984) stated that the whole concept of leadership is intertwined with the concept of power, and how it is used. He

states that “power is very potent” (p. 14). He also advised people to use power wisely and to present a model of leadership that others will want to emulate.

Leithwood (2005) described two models of leadership that “currently vie for most of the attention among practicing educators-instructional and transformational models” (p. 7). This research study will be grounded in the “balanced leadership framework” of Waters, Marzano, and McNulty (2003). This framework is based on over 70 studies that examined effects of principal leadership on student achievement. The framework identifies leadership practices and responsibilities that have statistical significance on student achievement. Principals need to know “when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed” (Waters, et al., p. 2).

This study will address how principals view their leadership style, flexibility, and effectiveness and how teachers view principal leadership style, flexibility, and effectiveness and whether these views relate to student academic achievement. As shown in Figure 1, the relationship between principal perceived leadership styles, as measured by the Leadership Behavior Analysis II-Self (LBAII-Self), and student academic achievement will be investigated. Additionally, the relationship between teacher perception of principal leadership styles, as measured by the LBAII-Other, and student academic achievement will be investigated. The four leadership styles identified by the LBAII include: (a) High Direction/Low Support (S1), (b) High Direction/High Support (S2), (c) Low Direction/High Support (S3), and (d) Low Direction/Low Support (S4).

The independent variables for this study will be principal and teacher perception of leadership style; effectiveness, and flexibility. The dependent variable will be student

academic achievement. Student academic achievement will be measured by the results of the 2009 Louisiana Educational Assessment Program (LEAP) test scores and integrated Louisiana Educational Assessment Program (*i*LEAP) test scores. For these tests, schools are assigned a school performance score. Multiple regression analysis will be used to relate leadership styles, flexibility, and effectiveness to student academic achievement. The results of this study may enable principals to collaborate in an effort to improve student academic achievement.

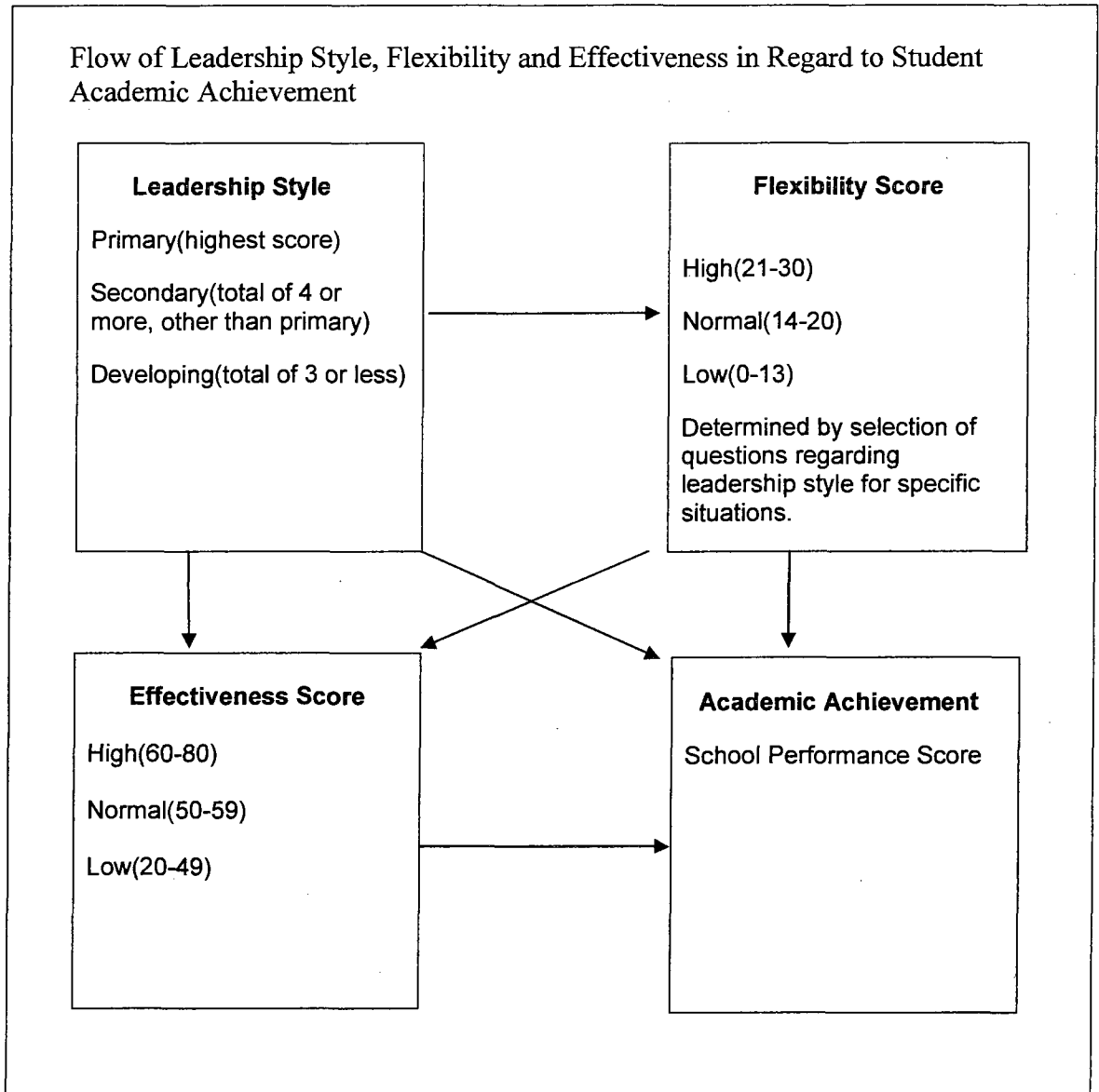


Figure 1. Relationship between principal and other perceived leadership style, flexibility, and effectiveness, in regard to student academic achievement

Research Questions and Hypotheses

The research questions for this study were:

1. Is there a difference in student academic achievement among Title I elementary schools with principals with differing self perceived leadership styles.
2. Is there a difference in student academic achievement among Title I elementary schools with principals with differing teacher perceived leadership styles.

For statistical analysis, research questions were stated as research hypotheses as follows:

1. There is a significant relationship between principal perceived leadership style, effectiveness, and student achievement.
2. There is a significant relationship between principal perceived leadership style, flexibility, and student achievement.
3. There is a significant relationship between teacher perception of principal leadership style, effectiveness, and student academic achievement.
4. There is a significant relationship between teacher perception of principal leadership style, flexibility, and student academic achievement.

Definitions

For the purposes of this study the following definitions are presented:

Teacher: According to the Louisiana State Department of Education (2001), a teacher is a staff member at a public school who instructs students in classroom situations in which pupil attendance is documented for the school system.

School Performance Scores: School performance scores refer to the total score of a school according to the formula designed by the state of Louisiana. This score is derived from two components. These components are growth score based on one year of data and baseline scores based on two years of data (Louisiana Department of Education, Bulletin 11).

Title I Schools: A school where at least 40% of student enrollment are from low income families. Measured by percent of students receiving free and/or reduced lunch (No Child Left Behind Act, 2001).

Flexibility: A numerical indicator to show how often respondents used different styles to solve situations presented in the LBAll (Zigarmi, Edeburn, & Blanchard, 1997).

Effectiveness: A numerical representation of the respondent's appropriate use of the chosen style in light of the situation described (Zigarmi, Edeburn, & Blanchard (1997).

Limitations

For the purpose of this study the following limitations will be presented:

1. The study will be limited to 30 Louisiana public school districts located in Regions VI, VII, and VIII.
2. The study will be limited to 140 Title I elementary schools in Louisiana located in Regions VI, VII, and VIII.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

According to Robbins and Alvy (2004), *Webster's New Collegiate Dictionary* defines vision as "something seen otherwise than by ordinary sight; something beheld as in a dream" (p. 3). For schools to achieve success, it is imperative that a vision be created so that everyone involved can work together for a common goal. However, it is a good idea for schools to have multiple visions for academic success. Robbins and Alvy further state that there are often multiple visions in organizations. Some of these visions include: (a) a vision of self as a leader, (b) a personal leadership vision, (c) a shared vision focused on teaching, learning, and assessment, and (d) a shared vision for the school community.

Barth (2001) reports that leadership is defined as "making happen what you believe in" (p. 446). The researcher also maintains that in order to lead a school and to organize it in a way for it to be successful, leaders must believe in what they are doing and in the process relay this to all stakeholders. He stated that a good leader will be able to interact with these stakeholders in order to carry out the vision or visions that have been developed.

Creating Leadership

Fullan and Miles (1992) indicated to truly be a good leader, one has to have the ability to recognize change and the need for change. The researchers suggested seven propositions for successful change. These were: (a) change is learning, (b) change is a journey, (c) problems are our friends, (d) change is resource hungry, (e) change requires power to manage it, (f) change is systematic, and (g) large-scale change is implemented locally. Empowering and establishing trust are also important concepts and processes needed in educational leadership roles. The researchers noted, without trust it is hard to accomplish anything and by empowering others in the field of education, leaders let others know that they trust and value their opinions and decisions.

Creativity also plays an important role in education. Goertz (2000) stated that if effective teaching and learning are going to occur in schools, school leaders need to be creative in finding ways to improve their schools. The researcher argued that these school leaders must also be able to develop creativity if they are going to deal with the complex issues that are plaguing American schools. Goertz further conducted exploratory research that addressed the relationship between leadership and creativity skills. He maintained that if links could be found between leadership and creativity, then universities could consider replacing the traditional preparation programs with new ones in an effort to train future leaders to develop creativity to benefit schools. According to Goertz, “the creative leader is energetic, enthusiastic, confident, flexible, and purposeful” (2000, p. 162). The researcher concluded that effective educational leaders of the future need to be creative and the defined creativity traits they study should be considered a viable component in the training of effective leaders for schools.

Goertz noted that because of the numerous complex issues that interfere with the educational system, school leaders need to be creative if effective teaching and learning are going to occur. Goertz identified these complex issues as: (a) independence, (b) goal setting, (c) originality, (d) flexibility, (f), intelligence, and (g) motivation. For leaders to function effectively they need to be able to develop their creative potential.

Hardin (1995) reported that because of the relationship between leadership and achievement, it is important for educators to focus on improving school leadership. Principals are expected to be leaders that educate. The researcher maintains that if schools are going to be successful then the leaders of schools need to be able to educate their students and the communities that they serve and these principals need to have vision, management skills, and knowledge of their schools and communities.

Burrello and Reitzug (1995) state that to help improve the quality of schools principals need to give teachers more control of what and how they teach. By giving away control, teachers become more independent, which ultimately promotes learning. According to the researchers there are three ways principals can help teachers to become more reflective practitioners, which can lead to more teacher independence. The first way is to provide a supportive environment in which risk-taking is encouraged. If teachers know that they have the support of the principal then they are more likely to try new methods of teaching. The second way is the creation of teams and the use of staff development opportunities. This allows teachers to share ideas and develop new styles of teaching, which can greatly increase effectiveness. The third way is facilitation. This can help to open teacher minds, increasing awareness of the classroom. To understand the different types of roles principals play, one must look at the different leadership styles of

school administrators and to see how these different types of leadership styles can affect teaching, learning and school performance.

Groff (2003) noted that with each passing year, more and more schools throughout the country are facing a shortage of qualified school leaders. It looks as if there may not be any relief in sight. It is predicted that the number of principals needed to fill schools will increase by 20% and over 40% of current school administrators will be eligible for retirement. Groff further states that because of this potential shortage, many districts have begun to look into filling these positions with people who have no educational experience. He states that educators do not like the idea of looking outside of educational fields for leadership, but if there are no other alternatives and these potential leaders are able to provide strong leadership skills, filling these leadership positions with non-experienced educators might be more productive.

According to Krug (1993), in 1983, in *A Nation at Risk*, it was announced that the American education system was at-risk and that it was on the edge of total collapse. Soon after this announcement it was discovered that the teachers and administrators in schools that were the most effective at educating their students shared a large number of characteristics that set them apart and distinguished them from teachers and administrators in other schools. Principals who played an active role in the instructional process were one of the characteristics of these effective schools. Krug suggested that there are five categories that serve to describe the behaviors in which a principal engages. These are: (a) defining a mission, (b) managing curriculum and instruction, (c) supervising teaching, (d) monitoring student progress, and (e) promoting an effective instructional climate.

Being able to retain teachers is an important trait and strategy used by school administrators that continues to grow and principals are now realizing this (“Principal Effect,” 2004). In the Charlotte-Mecklenburg school district, the Charlotte Advocates for Education (CAE) began looking at the relationship between (a) principals, (b) school culture, and (c) teacher retention. Twenty schools that had high teacher retention rates were identified. A written survey and a focus group discussion were conducted at each school. Sixteen principals responded to the survey and eight chose to participate in the discussion group. The discussion group found that these school leaders shared a number of characteristics and strategies. It was noted that these school leaders had traits that were associated with successful entrepreneurs. The principals were identified as “visionary leaders” who were committed and passionate about their jobs. It was also found that they were teacher-focused. Many of these leaders considered themselves to be instructional leaders. Getting to know the teachers, giving feedback and support, and creating opportunities were also common characteristics of these instructional leaders. The principals cited “on-the-job training” and “teaching experience” as what they valued most in their own training. The CAE recommended that these themes be taken into account when preparing and recruiting principals. They also stated that effective principals “are key to success in our schools and to increase teacher retention” (Charlotte Advocates for Education, p. 22).

Larson (1989) found that there have been a number of studies that have confirmed that strong instructional leaders are an important component of effective schools. Larson concluded in a study that instructional leadership was important to effective schools. Williams (2000) argued one of the contributing factors to school effectiveness is strong

leadership by the school principal. Williams contended that research that has been conducted on school effectiveness, combined with reform movements, has increased the public interest in regard to the school principal.

Blumberg and Greenfield (1980) identified the school principal as the most important person in a school. The researchers maintained principal leadership can set the tone for the whole school and that leadership style can play a role in the climate for learning, professionalism, and morale. They further stated that the attitudes of students, teachers, and the community can be affected by principal job performance. Williams (2000) used the Audit of Principal Effectiveness to compare the perceptions of teachers concerning effectiveness of principals. The results showed that better leadership was provided by principals of effective schools. Williams found that teachers at the schools that produced better academic scores in standardized tests rated the leadership skills of their principals higher than teachers in schools that did not score well.

To have a successful school, it is important that communication with parents and communities is present (DeMoulin, 1993). The researcher states that one of the most important duties of principals is to be in touch with the community, and one way to communicate is by having conferences with parents. During these conferences, information is exchanged and potential problems can be avoided or present ones solved. Demoulin states that the principal should have staff development before the school year begins to ensure that teachers are prepared to meet with parents. The researcher also found that parents and communities must be involved for a school to operate effectively; and if a principal is able to accomplish this involvement, then both the school and the students benefit academically.

The development of a school vision for teaching and learning has become one of the top goals of school principals (Sherman, 2000). To accomplish this goal, it is important that school leaders develop leadership skills that include collaboration, participative decision-making, and listening. Howe and Townsend (2000) implied that to develop a school vision, principals must be able to develop alternative plans, analyze problems in short periods of time, make good sound decisions, communicate with others, and be sensitive to the needs of others.

Leadership has been a broad topic of study since the beginning of the twentieth century. Researchers and practitioners are constantly searching for ways to analyze and define leadership. Bennis (2003) stated, “Genuine leaders empathize with others, engage them in shared meaning, and make them feel essential. No single style has a lock on the ability to work with others to a meet a vision” (p. 4). Lunenburg and Ornstein (2004) found that there are six major categories of leadership related to school and school improvement. These are: (a) instructional leadership that focuses on the behaviors of teachers and their affect on the growth of students, (b) transformational leadership that encourages commitment to achieve goals and create productivity, (c) participative leadership that encourages decision making of a group, (d) moral leadership that promotes values and ethics, (e) contingency leadership that enables individuals to select leadership styles that are appropriate to a specific situation, and (f) managerial leadership which focuses on specific behaviors of a leader. Many aspects of these six categories are similar. Each is concerned with student achievement, ethics and values, democratic principles, and social justice.

In the book *Managing People Is Like Herding Cats*, Bennis (1999) listed ten traits of dynamic leaders. He wrote that “Dynamic leaders possess some distinguishing personality traits that give them the power and passion to succeed” (p. 89). These traits were: (a) self knowledge, (b) openness to feedback, (c) eagerness to learn and improve, (d) risk taking, (e) concentration, (f) learning from adversity, (g) balancing tradition and change, (h) open styles, (i) working well within systems, and (j) serving as models and mentors. The researcher recommended that in an effort to develop effective administrators who can influence schools in positive ways it is important that these traits be studied in greater depth.

Goleman, Boyatzis, and McKee (as cited in Lunenburg & Ornstein, 2004) argued that “leadership is not about who’s smarter or tougher but about qualities we all have or can work on” (p. 138). They contended that after the attacks on the World Trade Center, New York City Mayor Rudy Giuliani showed great leadership. “He spoke with conviction, from the depths of his own heart, in a way that resonated with our own unspoken feeling” (p. 138). Maccoby (1984) also advised people to use power wisely and to present a model of leadership that others will want to emulate. According to New Mexico Senator Cynthia Nava, “Leadership crosses all boundaries. If we are looking for the best, we have to look at all kinds of leaders. They must have the ability to create new partnerships, explore new boundaries and support teachers all while being an advocate for their school, especially their students” (Groff, 2003, p. 37).

Organization of Schools

Culture in itself is a powerful force in organizations in which people share common history. “Culture influences the way people think, what they value, how they feel, and how they act” (Robbins & Alvy, 2004, p. 14). According to Barth (2002), “probably the most important and most difficult job of an instructional leader is to change the prevailing culture of the school” (p. 6). The researcher also stated that “school culture is built up over time as people work together, play together, fight together, cry together, laugh together” (p. 6). Barth noted that to organize a school in a way that it has a chance for success, one must learn about the “hidden history” of the school. Administrators must learn many things about the school and learning the history can be done fairly easily. Administrators can talk to others associated with the school. They can also find stories that relate to the past. By learning about the history of a school, administrators are able to learn traditions that can help in preserving the past. By blending traditions of the past with new traditions, administrators are able to move forward with a new culture.

Culture of Schools

The process of creating culture can be quite complex. It is necessary to have heroes, rites, rituals, and networks for communication. Luneburg and Ornstein (2004) found that school leaders develop and maintain positive values and a shared vision. “School leaders from every level are key to creating school culture” (p. 85). This includes the principals who communicate the core values, the teachers who reinforce those values, and parents who help to enhance the spirit and who support the before mentioned. Williams and Matthews (2005) maintained that for students from low performing schools to be successful, principals must change school cultures. The researchers found that

schools must become teaching and learning communities where teachers work together and share ideas.

Robbins and Alvy (2004) stated, “To truly understand a culture one must be able to recognize its elements. At the heart of all cultures there is a set of values and beliefs” (p. 18). From these values and beliefs one can gain a wealth of knowledge that can create a completely different culture. The researchers maintained that if an administrator is going to shape new values, then he must be able to blend new values with old values.

Communication

There are 12 norms of school culture identified by Saphier and King (1985) that need to be present if there is going to be a healthy school culture. These are:

(a) collegiality, (b) experimentation, (c) high expectations, (d) trust and confidence, (e) tangible support, (f) reaching out to the knowledge base, (g) appreciation and recognition, (h) caring, celebration, and humor, (i) involvement in decision making, (j) protection of what’s important, (k) traditions, and (l) honest, open communication.

Lunenburg and Ornstein (2004) believed some norms carry more weight than others depending on the school itself. In most schools communication is the key to everything. Without communication it is difficult to carry out the vision or create the culture that is needed. Communication is the “lifeblood of every school organization, is a process that links the individual, the group and the organization” (p. 209). The researchers further stated that to be able to carry out the vision of the school, the communication process must be used. This process can be hampered by barriers, which can deter the success for the vision of the school. The process has six steps that must contain feedback. The sender must develop an idea. Once an idea is developed the sender

makes sure that symbols, verbal or nonverbal, are encoded. The message must then be sent. Once the message is sent it must be received. When the message has been received then it must be decoded by translating. The final process of communication relies on action. If no action takes place then the process has failed and the vision cannot be carried out.

The direction of communication also has an effect on how schools are organized. Most schools and systems are organized with downward communication, which is a hierarchical system in which people in higher levels send information to people in lower levels. However to accomplish all the goals and visions of a school upward, horizontal and diagonal communication must also take place. A teacher might pass on information to another teacher or supervisor who relays the information to the principal or superintendent. Although these types of communication are not as common as downward communication, they still play a major role in the organization of schools (Luneburg & Ornstein, 2004).

The organization of schools also requires communication between the principal and the teachers. According to Burrello and Reitzug (1995), “there are three ways principals can help teachers to become more reflective practitioners” (p. 48). The first way is to provide a supportive environment in which risk-taking and justification is encouraged. The second way is to create teams and use staff development opportunities. The third way to facilitate reflective practice is by asking questions, critiquing, and challenging program regularities. Principals can also help teachers by enhancing possibility through resources. Burrello and Reitzug (1995) implied that to improve the quality of schools, principals need to communicate with teachers and give teachers more

control of what and how they teach. They maintained that by doing this, teachers become more independent, which can ultimately promote learning.

DeMoulin (1993) reported that principals must also communicate with parents. The researcher also stated that “a principal’s role in the school’s operation is vital for success” (p. 304). One way this can be accomplished is by having conferences and communication with parents. In order for the vision of the school to be accomplished, communication with parents is a must. Through conferences, information is exchanged and problems are solved. Demoulin maintained that principals should meet with teachers and have staff development before the school year ever starts to ensure that teachers are prepared to meet with parents. The researcher noted that school leaders should also have a plan to decide how many conferences should be scheduled and how to conduct these planned conferences. Even though informal, parent/teacher organizations are an excellent way of having conferences (Demoulin, 1993). Demoulin also contended that parents must be involved for a school to operate smoothly and for the vision to be met. If administrators are able to get parents involved, ultimately the community will get involved and the students will reap the benefits.

Leadership Organization

In order to meet the demanding expectations of clients, organizational renewal has emerged as a concern for leaders. According to Mai (2004), it has become a challenge for leaders in all types of organizations, education and business, to create and sustain a culture of renewal. Mai found numerous strategies and behaviors over the past several years that have had positive impacts on this renewal and organizational learning.

Mai and Akerson (2003) looked at several of these leadership roles. These included: the roles of (a) critic and provocateur, (b) learning advocate, and (c) innovation coach. Mai stated, "One of the hardest jobs to assume in an organization, is to cast a critical eye specifically on those operating practices that define 'the way we do things around here'" (2004, p. 212). Many practices in organizations have been around for quite some time. "Indeed, there are vested interests in any organization in maintaining the status quo, and they're often personal as well as professional" (Mai, 2004, p. 212). Mai found that many of the practices that organizations use today have not been looked at to see if they are still the most effective and efficient ways to reach goals. The researcher also noted that leaders must be able to raise questions when it would seem easier not to. Leaders of today must be status-quo critics of both climate and technique (Mai, 2004).

The United States Army is one organization that has developed a system for questioning its own operations. Called "After Action Review", this method has allowed soldiers to look back on specific operations and make their own suggestions about how to accomplish goals in the future. Regardless of their rank, participants are asked to dissect military operations and their objectives (Pascale, Millemann, & Gioja, 1997).

Mai (2004) indicated that the "After Action Review" procedure might be useful for school and district leadership. The researcher maintained it would consist of the following three procedures. The first procedure would provide regularity, and the expectation that such regularity creates for critical perspective. Mai states, in schools, such review sessions could be prompted by test findings, completed curriculum units, or special projects. The second procedure would place emphasis on input from anyone who participated, and the expectation that all participants can add value to the discussion. The

researcher found that in schools, such a process would help formalize the involvement of teachers in the most important decision-making. The third procedure described by Mai is the premise that professional performance would invite active group evaluation and that leaders who model critical evaluation behaviors (like questioning methods and suggesting alternatives) would define a critical role for all practitioners. For schools, this suggests the importance of faculty collaboration on issues that pertain to school performance and performance improvement.

Mai (2004) maintained that school leaders need to act as provocateurs that are able to manage dialog and debate in order for the school staff to move forward. This would encourage alternative thinking.

For school administrators and teachers, the need to step up and raise serious questions about ‘the way we’re doing things now’ has never been more urgent, and more appropriate. With a national agenda to set standards and measure performance based on these standards, the professional imperative to provoke discussion and experimentation about how to improve school performance is clear. But if such discussion doesn’t occur, school leadership will have missed an opportunity to stimulate healthy rethinking of the status quo in our schools. (p. 215)

With the new introductions of technology and the ever changing market, companies are being required to find new operating strategies in order to improve and in the process stay competitive. Mai (2004) stated, “the role of leader as learning advocate in business – as well as in education – is defined by two strategies in particular:

facilitating productive shoptalk, and encouraging informed experimentation and innovation” (p. 217).

Shoptalk can be used to improve the organization and gain valuable knowledge. According to Mai (2004), this process can be accomplished by challenging people and getting them to take part in the problem solving process. One traditional way of getting workers involved is by presenting problems at meetings and requiring discussion to find solutions. A more non-traditional way of involving people in problem solving is promoting informal discussions among faculty. Involving people in problem solving may be accomplished by encouraging conversations without the leader present. However, it is important that leaders encourage talk that concentrates on improving the organization. Mai observed three things that would promote shoptalk with meaning. These are: (a) finding space where professionals meet and make it inviting for sharing ideas, (b) managing time so that meeting times are maximized, and (c) developing relationships between new employees and mentors that are shared.

In an effort to increase performance levels, many school leaders are having to become innovative in their efforts. Two tactics suggested by Mai are sponsoring dedicated innovation teams and promoting the use of data to develop new strategies. Mai further maintained that collaboration should continue among staffs and dedicated innovation teams need to:

1. invoke a sense of urgency,
2. make specific assignments and follow through on ideas,
3. provide assistance and resources to accomplish goals, and
4. probe for alternative approaches. (p. 219)

Gathering data and using that data for improvement are essential in school improvement. Many schools collect data but rarely are the data shared with people who might use it for organizational improvement. School leaders should use data to help with school improvement initiatives (Mai, 2004).

Leadership

The majority of change that is implemented in traditional schools with the intent to benefit the majority and help with the learning process often fails and does not last. This failure has come to be known as the problem of sustainability. The society in which people live is often complex and change occurs often. Teaching and school leadership are no exception to this complexity. However, it is imperative that when change occurs, it is justified and if so, it is sustained (Hargreaves & Fink, 2003). The researchers stated that, “Sustainability is more than a matter of persistence over time” and “sustainability does not simply mean whether something can last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment, now and in the future” (p. 694).

According to the definition of sustainability in education, not everything is worth keeping. In education “good teaching and learning that matter and last for life are inherently sustaining processes” (Hargreaves & Fink, 2003). There are five key and interrelated characteristics of sustainability in education:

1. improvement that fosters learning, not merely change that alters schooling,
2. improvement that endures over time,
3. improvement that can be supported by available or obtainable resources,

4. improvement that does not affect negatively the surrounding environment of other schools and systems, and
5. improvement that promotes ecological diversity and capacity throughout the educational and community environment. (p. 694)

The researchers maintained that:

Leaders develop sustainability by the way in which they approach, commit to, and protect deep learning in their schools; by the way they sustain others in their efforts to promote and support that learning; by the way they sustain themselves in their work, so that they can persist with their vision and avoid burning out; and by the way they try to ensure that the improvements they bring about will last over time, especially after they themselves are gone. (p. 696-697)

Hargreaves and Fink (2003) discussed three implications for developing sustainable leadership which promotes the five components of sustainability in educational change. These were: (a) leading learning, (b) distributed leadership, and (c) leadership succession.

Leading Learning

In regard to testing, teachers are often asked to improve test scores. However, this does not necessarily mean that these teachers will produce better learning. In leading learning, school leaders put student learning first, and it is their goal to sustain learning as they channel all learning in the direction of student learning (Stoll, Earl, & Fink, 2002).

Hargreaves and Fink (2000) examined two schools in Ontario, Canada that faced the task of improving literacy on a high stakes task. Two different approaches were taken and two separate outcomes were reached.

In school one the principal, who was new, did not want to disrupt the status quo. There were many experienced teachers who were skeptical about change on a large scale. The school leaders decided to identify students, according to pretests, who were very close to the passing mark. These identified students were then given intensive coaching to help them perform well on the test. However, the ones that were not near the passing range before the test were ignored. In essence, some students were sacrificed for appearances and results.

In school two that had a large number of students who spoke English as a second language, literacy itself was made an improvement goal. Rather than manipulate test scores, the school leaders looked at ways to benefit all students for the long term. All teachers were involved in this process and new strategies were added to existing ones. After the first year, the test results were bad. But the teachers were confident that this was the right approach. By the second year scores at this school were well above the district mean. School two had a principal who proved to be a leader of learning that made a lasting improvement for the school and all of the students.

Distributed Leadership

Leadership cannot be provided by a few but rather by many. The intelligence of everyone is needed to meet “unpredictable and sometimes overwhelming demands” (Hargreaves & Fink, 2003, p. 696). According to Riley (2000), “Distributed leadership is an organic activity, dependent on interrelationships and

connection” (p. 33). Hargreaves and Fink (2003) noted that “more and more efforts are being made to replace individual leaders with more distributed leadership” (p. 696).

At one school, led by a principal with three years remaining until retirement, student test results were good but teachers described themselves as “cruising” and felt that the school lacked purpose and direction. The principal controlled the school with line management with the department heads and this caused the staff to feel excluded and uninformed. In 1998, two new assistant principals were appointed and there was a dramatic change in the school. A more open style of communication was adopted and common vision for the school was adopted. This dramatic change occurred because the principal had “good sense to ‘distribute’ the leadership of important classroom-related changes to his assistants, who in turn redistributed much of the leadership to other staff members so that they could learn to be critical filters for government mandates rather than mere pipelines for implementing them” (Hargreaves & Fink, 2003, p. 697).

Leadership Succession

Sustainable leadership will not disappear when a leader leaves an organization. Instead it will tend to outlive individuals. The decline of many model and magnet schools is often associated with the departure of the principal who introduced or initiated different programs or changes (Fink, 2000).

In one school studied by Hargreaves and Fink (2003) the principal was referred to as a “visionary” and an agent of change. Many of the women on staff felt that he had an authoritarian style of leadership. The principal encouraged the staff to make students feel more included and parents more welcome. A survey was taken that showed 95% of the

faculty was satisfied with the school while only 35% of students, and 25% of parents were satisfied. Many changes were introduced that increased student and parent satisfaction and soon after the principal was promoted to the central office. If the principal had stayed there might have been sustainable improvement. Instead the new principal decided to put more time in initiating mandated reform agendas. As a result, improvements that had been made in regard to student and parent satisfaction began to die out. At an innovative school that was created in 1994, leadership succession was planned from the onset. In order to ensure that the goals that were being pursued would be accomplished the principal, who anticipated his own departure, worked to ensure that his assistant principal would succeed him. When the principal left, the assistant was named to replace him and the school continued to reach the goals that were originally implemented. Hargreaves and Fink (2003) stated that, “planned succession is one of the most neglected aspects of leadership theory and practice in our schools.”

The implications from this study included the following:

1. The future of leadership must be embedded in the hearts and minds of the many and not rest on the shoulders of a heroic few.
2. Education systems should see leadership as a vertical system that extends over time.
3. The promise of sustainable success in education lies in creating cultures of distributed leadership throughout the school community, not in training and developing a tiny leadership elite. (p. 699)

Teacher Perceptions

Principal behaviors can and have encouraged teachers in their roles as educators. Teaching is a stressful occupation, and there are many problems that continue to plague education, some of which include: (a) shortages of teachers, (b) attrition, and (c) retention (Ingersoll, 2001). Goldberg and Proctor (2000) identified attitudes and behaviors of the principal as critical factors in determining teacher job satisfaction. Short and Greer (2002) found principal leadership style and management skills can affect the culture as well as the climate of the school. Bartell (1994) noted the principal can have a very powerful impact on whether a school finds success or failure.

LoVette, Watts, and Hood (2000) stated, "There is abundant evidence to show that teachers and others respond well to empowering-type activities, approaches, and leadership styles which provide ownership and the accompanying responsibility" (p. 6). In this study the researchers investigated what principals could do through their relationships with teachers to improve teacher performance. The study assessed teacher perceptions of school principals. The researchers investigated changes in school leader behavior that could enhance teacher performance as well as student performance. A survey was conducted by the researchers in 2000 at the University of Louisiana at Monroe. Students were asked to rate their building principals on items related to "Delegation" and "Relationships." The survey consisted of 34 items and a total of 93 students responded. A five- point Likert scale was used.

Five research questions were addressed in their study:

1. Are female principals perceived as exhibiting stronger "Relationships" and "Delegation" skills than their male counterparts?

2. Are younger principals perceived as exhibiting stronger “Relationships” and “Delegation” skills than their older counterparts?
3. Are principals of elementary schools perceived as exhibiting stronger “Relationships” and “Delegation” skills than their counterparts in junior high and middle schools, or high schools?
4. Are principals of smaller schools perceived as exhibiting stronger “Relationships” and “Delegation” skills than their counterparts in larger schools?
5. Are principals who are perceived as exhibiting strong “Delegation” skills also perceived as exhibiting strong “Relationship” skills. (p. 9)

The 34 items were correlated using the Pearson Correlation Coefficients. All 13 items that were calculated from the “Delegation” composite index had a strong positive correlation ($p < .05$). Likewise, the 21 items correlated with the “Relationships” composite index, all had a strong positive relationship ($p < .05$).

The study found that there was no significant difference between male and female principals on the “Relationships” composite index. However, the mean for females was found to be significantly greater than the mean for males on the “Delegation” composite index. It was concluded that age made a difference in how well principals delegated responsibilities. Younger principals were perceived to be more willing to give different responsibilities to their faculties and they were also found to possess characteristics that lead to better relationships (LoVette, Watts, & Hood, 2000).

There were no significant differences found in the school level or school size in regard to “Relationships” and “Delegation”. It was recommended by the researchers, that

further research be conducted to identify training programs attended by school administrators that could help to identify leadership styles that foster empowerment of all employees. It was also recommended that “older” principals engage in professional development programs that might enhance “Delegation” skills (LoVette, Watts, & Hood, 2000).

In research conducted by Richards (2005), principal behaviors and attitudes were looked at from teacher perspectives at three career stages: (a) 1-5 years, (b) 6-10 years, and (c) 11+ years of experience. A secondary purpose compared valued principal behaviors from teacher and principal perceptions. The study used results from previous research conducted by Richards. A list of 22 positive principal behaviors was compiled and used to create a rating/ranking activity. This activity was given to 100 beginning teachers and 100 principals. These results were analyzed and compared with interview findings. In the follow up investigation, 75 teachers with 6-10 years of experience and 75 teachers with 11+ years of experience were given a rating/ranking survey. Differences were measured using analysis of variance (ANOVA). The differences between perceptions of the teacher and principal groups were also noted.

In the original study, (a) The Power of Caring, (b) The Power of Respect, and (c) The Power of Praise and Acknowledgment were the strongest themes that emerged. It was also found that there was a difference in the perceptions of the importance of supporting teachers with parents when discipline was involved.

All three groups in the follow up study rated the same behaviors as most important. These were:

1. respects and values teachers as professionals,

2. has an open door policy – accessible, available, willing to listen,
3. is fair, honest, trustworthy,
4. supports teachers with parents, and
5. is supportive of teachers in matters of student discipline. (p. 5)

Using the Principal-Components Analysis (PCA) and Cronbach's Alpha from the original study, the 22 behaviors were grouped into four components. From the original research it was repeated that the tone of the school was set by the principal.

Kelly, Thornton, and Daugherty (2005) noted that leadership in education could be the number one factor of an effective learning environment. The researchers investigated the relationships between leadership and school climate. In this study principal perceptions of their own leadership styles were looked at and compared to teacher perceptions of their own principal leadership styles. The *Leader Behavior Analysis II* (LBAII) was used to assess leadership styles for 20 different leadership scenarios. There were two different forms used. The first form that was used allowed principals to self-rate their leadership style while the second form allowed teachers to rate their perceptions of their principal leadership style. The test provided two separate primary scores: (a) Leader Effectiveness and (b) Flexibility. Six research studies reported from Zigarmi, Edeburn, and Blanchard (1995) had reliability coefficients that ranged from .54 to .86 with a median value of .74. It was also stated that “the effectiveness score is the most important score derived from the LBAII instrument” (p. 7).

In the study conducted by Kelly et al. (2005), the relationships between selected dimensions of leadership and measures of school climate were examined. The researchers

also investigated principal perceptions of their own leadership styles and compared those with teacher perceptions of their principal leadership styles.

There were 31 elementary schools included in the study. Thirty-one principals and 155 (five per school) teachers were involved. The principal and one teacher from each school were administered the LBAII and the other participants were administered the *The Staff Development and School Climate Assessment Questionnaire (SDSCAQ)*. The relationship between the principal preferred leadership style, the corresponding scores for teacher perceptions of their principal leadership style, and teacher perceptions of school climate were examined (Kelly et al., 2005).

In this study, school climate was also assessed. The *SDSCAQ* was used. This is a Likert-type instrument that provided six scale scores. These were: (a) communications, (b) innovativeness, (c) advocacy, (d) decision-making, (e) evaluation, and (f) attitudes toward staff development (Kelly et al., 2005).

Relationships between variables were determined by calculating Pearson product-moment correlations. There was a statistical significance established between teacher perceptions of Effectiveness Scores of their principal and the six climate scores. This suggested that there was a correlation between teacher perception and principal effectiveness. There was, however, a negative correlation between teacher perception and principal flexibility. The researcher stated that teachers believed that there was more information shared, more concerns heard, and more support of teachers with less flexible principals. There was no relationship found between the principal ratings of Effectiveness and Flexibility and teacher ratings (Kelly et al., 2005).

According to Kelly et al. (2005) principals lack feedback for improvement.

“If principals are blind to critical information about their schools, then they could make erroneous decisions” (p. 23). The researchers found that principals needed to have a better understanding of leadership behaviors and teacher perceptions of these behaviors. Researchers have suggested that student achievement can be influenced by the presence or absence of, “a strong educational leader, the climate of the school, and attitudes of the teaching staff” (Kelly et al., 2005, p. 18).

“Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement” (Fullan, 2002, p. 16). If there is not strong leadership in an organization then the organization will lose its sense of spirit and purpose. Even if an organization has a strong charismatic leader, it may excel for a short time, but it will not last (Kelly et al., 2005). The researchers maintained that principals must look for ways to continuously improve academic achievement in schools. Waters, Marzano, and McNulty (2004) noted that student achievement can be increased with effective school leadership. However, Elmore (2003), (as cited by Karns and Parker, 2007) stated that, “knowing the right thing to do is the central problem of school improvement” (p. 36). Elmore found that many administrators and teachers have the right intentions but they have not learned to do the “right things”.

School Climate

Kelly et al. (2005) suggested that the number one determinant of an effective learning environment is educational leadership. Leaders must be able to recognize and change the different procedures and processes that are necessary for organizational

improvement and they must also have a vision and be willing to empower others to help achieve that vision. The researchers also found that in order to improve the learning environment of schools principals must also be able to assess and evaluate their own leadership styles. Egley and Jones (2005) stated that quality schools have inviting leadership behaviors. The researchers also noted that interaction between principals and faculty can affect student achievement levels.

In 1991, Bolman and Deal described the balance between leadership and management:

Organizations which are overmanaged but underled eventually lose any sense of spirit or purpose. Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenges of modern organizations require the objective perspective of the manager as well as the brilliant flashes of vision and commitment that wise leadership provides. (pp. xiii-xiv)

Schools have become very complex organizations, and principals must search for methods of continuous improvement rather than the occasional improvement. Because of the increased pressure for student achievement brought by *NCLB* legislation, research has been focused on student achievement (Kelly et al., 2005). Waters et al., (2004) found that student achievement increases with effective school leadership. School climate, leadership, and quality instruction are also associated with effective schools.

Leadership Achievement

According to DeMoss (2002), "High-stakes testing has become a mainstay of policy makers' approach to educational accountability, with mixed reviews" (p. 111).

Proponents of the testing argue that systems can be retooled and this encourages teachers and students to become more serious about their learning (Darling-Hammond & Wise, 1985; Fuhrman, Clune, & Elmore, 1991; Hanushek, 1994; Mehrens, 1998; Roderick & Engel, 2001; Rowan, 1996). Others argue that testing can increase achievement gaps between higher and lower performing students (Koretz, 1998; Linn, 2000; Mehrens, 1998; Roderick & Engel, 2001; Shepard, 1990).

There have been few studies that examine the role that principals play in mediating the context of high-stakes testing (Demoss, 2002). On one hand, principals are being pressured by the public and implemented policies to improve scores. This might increase the number of principals who look for prepackaged approaches to improving these scores. According to DeMoss (2002), these approaches include: (a) formalizing reading and math programs across the school, (b) purchasing test preparation packages, or (c) delegating achievement improvement efforts to experts endorsed by the system. Fullan (1998) argued that such practice goes against the teachings of educational researchers in their expectations for effective leadership. However, Hargraves and Fink (2000) argued that many principals find creating effective learning communities too challenging and using external supports can improve academic achievement.

DeMoss (2002) conducted a study that drew from case studies of eight low performing schools in Chicago. These schools were selected as matched pairs and they were selected from four neighborhoods located in different parts of the city. The schools were predominately African American and over 90% free and reduced lunch rate. In each neighborhood, one school posted 8-year reading gain score trends on the *IOWA Tests of Basic Skills* that ranked in the top quartile for improvement in the city. The other school

from each neighborhood ranked in the bottom 25% on gain scores. Fifty-six kindergartens through sixth-grade classes were observed in the eight schools. School teachers and administrators were interviewed about their instructional and improvement approaches and how they addressed test score improvement.

The schools in the previous study had the same testing environment and they all had similar populations but they approached testing differently and their results were also different. In this study, DeMoss addressed two research questions to study the different perspectives on how principals lead school improvement efforts.

These were:

1. How have principals negotiated and provided the rationale for educational changes made when faced with high-stakes testing?
2. Have different leadership styles mediated the impact of the tests differently on instruction and achievement? (p. 112)

In the first neighborhood, Rockwood, the improving school, the school administration at Rosebloom, concentrated on three areas. First, the principal reduced class sizes. Secondly, focus was put on a challenging, traditional education curriculum. Teachers were held accountable for student performance and the principal had a vision for school improvement. Teachers who did not fit the vision of the school were asked to leave. Lastly, the principal required all new students outside of the attendance area to take placement tests. The students who were not on grade level were advised to attend school elsewhere. All classes worked 20 minutes each week on test preparation but the teachers

credited the rigorous academic program for the improvements in testing. According to the principal:

We had a consultant who came out to talk about the tests. She said, “The economic and educational base of the families wouldn’t indicate this kind of success.” But I think it might go back to the type of instructional focus we have. I don’t know, but in other schools, the focus might be more on creativity, on students finding themselves. Here, it is more structured, even rigid to a point. That’s what the test is based on---rigidity. (p. 115)

In Pinetree, the school with weak scores from Rockwood, the principal had a strong vision for integration of technology in improving student achievement. The teachers were left to pursue their own interests in the classrooms. The faculty liked the hands off approach. However, the results were predictable and the scores remained flat.

In the second neighborhood, Carlisle, the improving school, Prospects, had a principal who called herself an instructional leader. Volunteer discussion groups were formed and teachers were given current data on students at the beginning of each school year. Teachers worked together and provided staff development by serving as teacher leaders. The school leaders adopted a comprehensive literacy approach. To the teachers at Prospects, testing was just another piece of data that could be used to raise expectations for the teachers and their students. These teachers did, however, implement testing strategies such as using bubble sheets for younger students and incorporating discussions on elimination, timing, and educated guesses for older students. As a result, school scores increased (DeMoss, 2002).

In the same neighborhood, school leaders at the Village School took a different approach. Independence was highly valued. Teachers did not have a unified instructional approach. The school was similar to Pinetree. The teachers did not feel that poor performance on the test reflected on them. As a result the schools' scores in reading continued to be below grade level.

In the Riverbend neighborhood, the results were the opposite of the other three neighborhoods. DeMoss found this was a result of a slight time lag between the years of the analysis and the approaches to leadership and testing of the study. At Morris Elementary, the principal was visible and provided the teachers with the materials they needed.

According to one teacher:

That's where I think the administration has a key role. Their attitude really does influence the school. It's the only place I can think of where trickle-down really works. If the principal treats you well, then everybody else is going to treat everybody else well. (p. 120)

The principal selected an external partner who had a similar philosophy to work with the school. The Chicago Public Schools provided resources for probationary schools to select these external partners. The teachers were required to attend retreats and workshops to examine instructional programs. The external partner also provided professional development in test preparation. The school scores improved at a faster rate than other schools in the system.

In the third year of the study teachers begin to incorporate test-taking strategies into their daily lessons. The principal also added a computerized assessment program

where scores could be analyzed to target areas that needed improvement. This coincided with an after-school preparation class a month before the test. Results of these last three implementations were unavailable at the time of the study (DeMoss, 2002).

At Stanton Elementary, the principal had more tenure than any other principal in the study. The school had implemented almost every major improvement effort over the past 10 years. The school was also known for being one of the first to abandon these efforts. The principal was also a constant user of the PA system, often interrupting instructional time and was known for making political decisions. Because of poor scores the school was placed on a watch list by the Chicago Public School System. As a result more students were placed in special education classes, where their scores did not count. More students were retained and this might have made it easier to pass the test. Professional development and meetings began to focus on testing. However, the principal's approaches to leadership and testing could not be maintained and scores dropped.

In the Bayou neighborhood, there was a high crime rate, but that did not stop the faculties from both schools from trying to create a healthy learning environment. At Appleton, the principal had businesses adopt students for Christmas, sought help to clean up the neighborhood, and searched for programs to improve community and student achievement. The principal let teachers have input in implementation of programs but once something was in place, made sure everyone was held accountable. All teachers offered some form of test preparation into their instruction. Initially scores grew, but they became flat the year after the study (DeMoss, 2002).

At Monk Elementary, there was unstable leadership as many principals did not even stay one full school year. Many teachers felt the only source of guidance for student achievement was the external partner. Many teachers did not like the high stakes tests and felt that they were unfair to the students. However, they did use practice tests throughout the school year but it still did not have any positive effect on the school score as it continued to be one of the lowest scoring schools in the district (DeMoss, 2002).

All of the principals in the study had different leadership approaches. The leadership qualities fell into six categories:

1. Leading for privilege

Rosebloom was a school where the faculty led with privilege. The scores were excellent, as they selected their students and teachers and had a rigorous academic program.

2. Leading for professionalism and empowerment

The two schools that focused on curriculum improvements rather than test scores, Prospects and Morris, had a steady increase in scores. The staffs assessed student growth as it aligned with performance.

3. Leading for academic foundation

At Appleton, the school focused on the basics to improve scores.

The school had a strong foundation with increased scores in the beginning that later decreased over time.

4. Leading for community

At Monk and Village, community schools were created and scores initially increased. However, the lack of instructional focus caused these schools scores to become stagnant.

5. Leading to pursue trends

Pinetree had no leadership initiatives. The national trend of technology in schools became the focus. Focus was not placed on the primary issues of the school and the school remained status quo.

6. Leading to avoid censure

Low performing students were excluded at Stanton and emphasis placed on the higher performing ones. This produced false improvement that can not be sustained.

After looking at the results of the study the question that arose was: “How do we support principal development for effective leadership” (p. 128). DeMoss (2002) provided four target areas for district policy.

These were:

1. Districts should provide materials for and guidance on test preparation approaches
2. Where schools opt for scripted DI approaches to provide foundational skills for students, districts should support the adoption of other more comprehensive additions to those curricula.

3. Districts should actively and vocally support principals' continued efforts to pursue holistic, complex improvement efforts focused on instruction, even in the face of high-stakes testing.
4. To actively support principals' school improvement efforts, districts should provide targeted, sustained professional development for acting school principals. (p. 128)

School Leadership

Pingle and Cox (2007) noted that for students to learn, principals must lead. The researchers conducted a study to see if the relationship between leadership practices used by principals in South Carolina elementary schools had an effect on academic success. Eighty-four randomly selected principals agreed to participate in the study. Fifty of these principals returned teacher assessments of principal leadership behaviors. The Leadership Practices Inventory (LPI) Self was used by principals to assess their own leadership practices. The LPI Others was used by teachers to assess leadership practices of their principals. The LPI is based on five tenets of leadership developed by Kouzes and Pozner. These tenets are: (a) modeling the way, (b) inspiring a shared vision, (c) challenging the process, (d) enabling others to act, and (e) encouraging the heart.

Pingle and Cox grouped schools into two separate categories depending on their success on their public school report card. Category 1 included schools that were rated excellent, good, or average on the public school report card. Category 2 included schools that were rated below average or unsatisfactory. The researchers found that the principals rated themselves high on the leadership tenets. There was no significant difference in the scores from the principals in either category. However, the teachers from Category 1, the

more successful schools, rated their principals higher in all tenets, compared with teachers from Category 2 (Pingle & Cox, 2007).

Sebring and Bryk (2000) conducted a study of Chicago elementary schools and found that productive schools depend on the quality of the leadership of the principal. The researchers identified three areas where principals of effective schools stand out. These were: (a) leadership style, (b) reform strategies, and (c) issues of focus.

Leadership styles of productive principals have four specific characteristics (Sebring & Bryk, 2000). These were:

1. Productive principals combine support and pressure. These principals encourage teachers to take different approaches to instruction and they also provide them the necessary resources.
2. Productive principals have an inclusive, facilitative orientation. Parents, teachers, and staff are invited to work with reform.
3. Productive principals focus their schools on student learning. Principals are visible, they set high standards, they encourage new approaches, and they have an understanding of how students learn.
4. Productive principals are efficient managers. Instruction time is not wasted and teachers and students are provided the resources and services needed for success. (p. 441)

The authors found four common strategies of principals of productive schools.

These were:

1. Productive principals start by addressing problems that can be solved quickly.
2. Productive principals focus on long term changes in the instructional core.

3. Productive principals have a coherent plan for school improvement.

4. Productive principals attack incoherence. (p. 442)

Sebring and Bryk identified issues principals of improving schools must focus on. These were:

1. Productive principals focus on strengthening parent and community ties to the school.

2. Productive principals develop teacher knowledge and skills.

3. Productive principals promote a school-based professional. (p. 442-443)

In these Chicago elementary schools, the percent of students who reached the national norms in reading and mathematics improved 10% and 18% respectively in an eight year period. At a third of the schools, the number of students reaching national norms increased by 15%. The research also revealed that half of the schools had an increase of 5-14% of students reaching the national norms (Sebring & Bryk, 2000).

In a study conducted by Jacobson, Brooks, Giles, Johnson, and Ylimaki (2007) the beliefs and practices of three elementary principals of high-poverty schools that had shown improvement in student achievement were studied. The researchers selected the schools after reviewing school report card data. Interviews were then conducted with principals, teachers, parents, and students to find out their perceptions of how these principals were able to achieve school success. The findings revealed that these principals set high expectations and held everyone accountable. These principals also responded to challenges and established safe environments.

According to Anton (2005), to improve school leadership there are thirteen challenges for principals. These are: (a) be a servant leader, (b) listen, (c) visualize an ideal school culture and work toward it, (d) set goals and priorities each year, (e) involve others in decision making, (f) keep those affected by actions informed, (g) maintain your curriculum/teaching skills, (h) do classroom rounds daily, (i) give and ask for feedback, (j) give due process, (k) collect and study data, (l) be a professional, (m) build and maintain a professional network.

In order to be a servant leader a principal needs to provide leadership through organization and management, which can enable employees to perform at optimum levels. A principal also needs to be able to manage and have organizational skills. By doing these things they are able to provide a service to others (Anton, 2005). The researcher stated that, “listening advances learning” (p. 13). He advised that when stakeholders talk, whether it is a question, dream, ambition, or expectation, one needs to listen.

Anton said the culture of the school should be examined to make sure that the school is moving in the direction that is desired. The researcher also stated, efforts should be focused on the vital elements of the desired culture and the efforts should also be aligned with the desired culture. Goals should be a top priority for schools. This helps determine success and helps to develop priorities. “All activities should be related to the school’s mission and goals” (Anton, 2005, p. 13).

By involving others, collaboration is obtained and a culture of ownership is developed. This can be obtained by using the strengths of the staff. Out of respect of one’s colleagues, teachers need to be informed of any changes that are being considered,

especially if it could affect them directly. Principals have expertise in teaching and they should continue to be teachers in their field. Anton recommended that educators, “Keep up in your field, with teaching lessons, substituting, attending conferences, reading journals, and meeting with teachers” (p. 13).

Anton (2005) also recommended that principals spend time in classrooms and give timely and meaningful feedback to teachers. Teachers should be allowed to give their side of what is happening before decisions are made. The researcher advised administrators to review and study all data that are associated with the school and to build and maintain a professional network by sharing with other schools and districts and learning from them.

Leadership Style

According to Howard (2005), “There are key questions that must be answered when defining personal leadership style” (p. 384). These are: (a) What is leadership? (b) What is your preferred leadership style? (c) How does your style impact the people, tasks, and environment that you are leading? (d) What is the preferred leadership style of the members of your leadership team? (e) What tasks are best assigned to team members based upon their preferred leadership style? And, (f) can you change the preferred leadership style of your leadership team members?

There are many different definitions of leadership and leadership styles. Howard (2005) stated that, “leadership must include behavior, personal characteristics, and leadership situations” (p. 385). He stated that Warren Bennis, a noted author and researcher, found there are four characteristics that are common in all effective leaders: (a) direction and meaning are provided, (b) an environment of trust is created, (c) risks

are taken by breaking from tradition and (d) communication is provided. Howard (2005) asserted that there are four leadership styles. These are (a) Type –A (fact based leaders), (b) Type – B (creativity based leaders), (c) Type – C (feelings based leaders) and (d) Type – D (control/power based leaders).

Fact based leaders rarely show emotions as they are more interested in facts. When making decisions, these leaders are research oriented, organized and data driven. They are perfectionists who think things out before attempting to solve problems. The main goal is accuracy. Creative based leaders are more relaxed, spontaneous and flexible. They are comfortable when speaking and they are always thinking, even when talking. Most CEOs ignored this type of leadership style until the United States fell behind other countries that were being more creative in the production of products such as electronics and automobiles (Howard, 2005). Howard stated:

Educators in the United States still lag behind the business community in adopting change as dictated by the consumers. At the secondary education level, educators are struggling with the challenge of how to change the educational systems to meet the *No Child Left Behind* law regulations. This law requires a new approach to educational leadership, which includes standards-based curriculum, formal State achievement tests, and school ratings based upon student performance and overall assessment in each school. (p. 385)

Creativity based leaders use a multitude of leadership styles when trying to transform schools. Howard (2005) asserted that creativity based leaders should and must be recruited to solve the current problems in our educational system. The researcher

noted that creativity based leaders create work environments that provide opportunities for clarification of educational issues.

Howard states that feelings based leaders are often seeking approval and recognition. When making decisions they do not like to use data unless the data are in line with their feelings. They are also flexible, open, and direct (2005).

Control/Power based leaders are not flexible, spontaneous, or imaginative. They try to control people and they do not like to break from tradition. School leaders with this type of leadership style might have a hard time motivating teachers and students. An accountant with this type of leadership style would be much more successful. According to Howard, “different people, tasks, and environments need different styles of leadership to accomplish desired results” (p. 386). Because of different personalities, perceptions, abilities, attitudes, and skills, very few people are effective using all four leadership styles.

Dunn and Brasco (2006) raised the question, “What instructional leadership styles lead to higher standardized achievement test scores for struggling students” (p. 40)? The implementation of *NCLB* legislation is not a good example of instructional leadership. Proven strategies for improving achievement of poor performing students was not provided by the Bush administration or state education departments. Teachers were merely told to increase student achievement and this shows a lack of instructional leadership.

Dunn and Brasco (2006) further identified seven instructional leadership styles of effective school leaders. These styles were identified using reviews of *Learning Styles: Quiet Revolution in American Secondary Schools* by Rita Dunn and Shirley Griggs;

Improved Test Scores, Attitudes and Behaviors in America's Schools: Supervisors' Success Stories, by Rita Dunn and Thomas DeBello; and Lois Favre's 2003 *Impact of Learning-Style Strategies on Urban, Poverty Minority Students: Debunking the City Kid Myth*. The seven instructional leadership styles of effective school leaders identified were: (a) collaborative leadership, (b) participative leadership, (c) bureaucratic leadership, (d) charismatic leadership, (e) laissez-faire leadership, (f) benevolent despot, and (g) autocratic leadership.

Dunn and Brasco (2006) found a collaborative leadership style is one in which the staff becomes involved with determining the direction of the school. Very few leaders actually let the staff choose what instructional approaches are implemented in their schools. Rather, these leaders determine for themselves what the best direction is and persuade their staffs to adopt these approaches. These leaders often help and encourage staff members to adhere to the wishes of the majority, and to move in the proper direction (Dunn & Brasco, 2006).

“Participative leaders work with their staff members to guide the school and its programs” (Dunn & Brasco, 2006, p. 41). The principal of Brightwood Elementary School in Greensboro, N.C., was a good example of this type of leadership. He learned all he could concerning a particular concept or program and then he worked with teachers, parents, and students to make sure that it is implemented properly. This often included conducting staff development and providing resources to ensure success.

Dunn and Brasco (2006) were not able to identify any bureaucratic leaders who met their definition of a successful instructional leader. This could be because

bureaucratic leaders often establish rules and regulations which inhibit innovation which can deter motivation and staff approval.

The researchers stated that charismatic leaders have great staff support as they are able to adopt almost any leadership style. However, when they leave, any changes that were made are soon dissolved unless staff development is ongoing and consistent (2006).

Laissez-faire leaders can produce positive results. These leaders allow staff to determine what direction they will move. One principal in a rural Pennsylvania high school was unaware of the instructional programs at the school. Instead he allowed the staff to develop the programs. Instruction changed and as a result, student grades increased (Dunn & Brasco, 2006).

Although the benevolent despot leadership style was not popular with leaders in the study, it was found that many schools, who earned statistically higher standardized test scores, were well versed in this style. These leaders use, “charm, good will and *savoir faire* to get exactly what they want” (p. 44). At one school in Hempstead, New York, the principal encouraged teachers to individualize activities based on interests and needs. Although reluctant, the principal persuaded the teachers to use this technique by showing them how to teach to students’ strengths and offering to find them jobs in neighboring schools. Scores increased at this school when other schools in the district were declining.

Dunn and Brasco (2006) found that autocratic leaders possess power and use power to achieve desired goals. During the study, many autocratic instructional leaders were identified. One of these leaders, Bethel Cager, principal of Parkview Academy in New Orleans, examined learning styles of gifted and non-gifted African American students. She decided to provide instruction that centered on the learning style of each

individual child. This was met with resistance from many teachers but Cager insisted that this be done. The results were increased student achievement, improved student behavior and increased positive energy from students and teachers.

Dunn and Brasco (2006) further found that most of the leaders had a specific leadership style that they favored, but different strategies were often used, depending on the situation.

Most school leaders we studied were willing to consider any program that had proven successful with struggling students. Despite the varied leadership styles all the successful administrators respected experimental research and believed that students failed because they were not taught to their specific learning styles. (p. 44)

Goleman (2006) believes principals can become effective leaders through positive interactions. Increased learning from teachers and students are a result of this person-to-person climate. One middle school principal, who was a master at implementing new practices at her school, became frustrated when three new teachers were slow in implementing her strategies that she felt would benefit the students. Instead of demanding that these teachers adopt her strategies, she tried a different approach. She hired substitutes for the three teachers and went with them to a different school to watch two experienced teachers during instruction. She treated the teachers to lunch afterwards and made sure the conversation focused on what had been observed. The changes she had been hoping for were noticed in less than two weeks as each of the teachers adopted the new strategies. According to the researcher, "The best climate for learning comes when students, teachers, and school leaders each take steps to become more emotionally self-

aware and socially intelligent. Social intelligence, as I define it, encompasses both interpersonal awareness and social facility” (p. 76).

Beilock and Carr (2005) found stress can cause the human body to learn at a slower pace. The more pressure that is present, the more difficult it is to solve problems. Learning at a slower pace is caused by the body putting more energy elsewhere. Scientists working in the field of Social neuroscience are constantly making new discoveries. According to Winkelman and Harmon-Jones (2006), during interactions with others, people are able to adjust their feelings and actions to be in tune with those they are interacting with. This is what is known as “the social brain”. In neuroscience this is known as mirror neuron activity. Barsade (2002) noted that the person with the most power will have the strongest effect on the emotions of others. In schools, the principal can have a tremendous effect on the climate.

“A leader’s habitual style of interacting can either energize or demotivate people” (Goleman, 2006, p. 79). Six common leadership styles were identified by Goleman, Boyatzis, and McKee (2004). These styles were studied to see how each affected climate. These styles identified were: (a) visionary – inspiring by articulating a goal, (b) coaching – learning aspirations and giving feedback (c) democratic – listening and asking for input, (d) affiliative – building emotional capitol and harmony, (e) pacesetter – setting high performance standards, and (f) commanding – giving orders and demanding compliance.

Goleman (2006) found that the leaders who used four or more of these leadership styles were more successful. Poor leaders tended to rely more heavily on the latter two styles. However, when these two styles were combined with other styles, they were found

to be useful. Getting people to work to their best ability is most often the goal of an effective leader. To achieve this it is important to create an atmosphere where people can feel good about themselves and they are willing to give their best. Creating an environment and culture where there is warmth and trust is possible with the socially intelligent leader and these leaders “help schools better fulfill their main mission: teaching” (p. 81).

According to the Center for Comprehensive School Reform and Improvement (CCSRI) (2007), if students are going to perform well, there must be positive student engagement in the classroom. The CCSRI also advocates using data to drive instruction, employing highly qualified teachers, and improving leadership in order to achieve academic success. Teachers and school leaders can use a wide array of strategies to motivate students, but in order to improve academic achievement, any efforts should be consistent and used continuously throughout the school year.

Patton (2008) stated, “Effective principals communicate and share critical decision making with their communities” and “each decision can accelerate or hinder academic achievement” (p. 1). According to Patton (2008), there are six realms that comprise the basic competencies that every person should gain from general education. These are: (a) symbolics – use of speech, symbol, and gesture, (b) empirics – being informed factually, (c) esthetics – being able to create and appreciate objects, (d) synnoetics – discipline in relation to self and others, (e) ethics – knowing right from wrong and being able to make sound decisions, and (f) synoptics – outlook. When implementing ethical decision making, school leaders should use these realms. School leaders should ask questions in order to come up with the facts necessary in order to find

solutions. Patton (2008) found that it is also important to use “think-time” before reacting to ethical issues.

Patton stated that the Josephson Institute Ethics (2006) suggested the following guidelines:

1. Consider the reliability and credibility of the people providing the facts.
2. Consider the basis of the supposed fact. If the person giving you the information says he or she personally heard someone say something, evaluate that person in terms of honesty, accuracy, and memory.
3. Remember that assumptions, gossip and hearsay are not the same as facts.
4. Consider all perspectives, but be careful to consider whether the source of the information has values different than yours or has a person interest that could affect perception of the facts.
5. Where possible seek out the opinions of people whose judgment and character you respect, but be careful to distinguish the well-grounded opinions of well-informed people from casual speculation, conjecture and guesswork.
6. Finally evaluate the information you have in terms of completeness and reliability so you have a sense of the certainty and fallibility of your decision.

(p. 3)

The researchers further stated that school leaders should also stand firm on issues dealing with morals and values and the stakeholders should commit to a moral code of conduct. Unethical behavior should be dealt with in an effective manner and everyone involved with the school should be dealt with in a fair and respectful manner (Patton, 2008).

Ethical decision making should be a shared responsibility and all stakeholders should have a voice. Stakeholders should be identified and communication should be clear. “It appears that moral and ethical issues, including character education are slowly becoming part of the teacher education programs” (Patton, 2008, p. 4).

According to Patton, “It is important for the principal and other decision makers to be just, fair, equitable, and humane” (2008, p. 5). In order to have an honest and trusting relationship, before any decisions are reached, equal and fair approaches in making decisions must be applied. The above six recommendations can be used by schools in ethical decision making as well as matters concerning academic achievement. “If each of these recommendations is considered as a collective process by school stakeholders, student academic achievement and school improvement can be ensured” (Patton, 2008, p. 8).

Summary

There is a multitude of research that supports the need for strong effective leadership for schools in the United States to be successful. Research conducted by Leithwood, Louis, Anderson, and Wahlstrom (2004) showed, “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 3).

Strong effective leadership is required to change the prevailing cultures of many failing schools. Robbins and Alvy (2004) stated that, “to truly understand a culture one must be able to recognize its elements. At the heart of all cultures there is a set of values and beliefs” (p. 18). Educational leadership is the number one determinant of an effective learning environment (Kelly et al., 2005).

Much of the research that has been conducted regarding the effect of leadership styles on student achievement has found that leadership does in fact have an effect on student achievement. Even though there are numerous definitions of leadership and leadership styles, Howard (2005) found that there are characteristics that effective leaders have in common.

With the demands for academic achievement associated with *NCLB* legislation, principals need to be prepared to deal with many new challenges. To help prepare principals to achieve the goals of the *NCLB* legislation many graduate schools of education are redesigning their principal leadership training programs to better prepare new and current principals to meet these challenges (Butler, 2008).

Kelly, et al. (2005) found that to improve schools academically, principals needed to be able to understand behaviors of leadership and how teachers perceive these behaviors. The researchers also found that leaders must be able to recognize change for improvement to take place. In order to improve academic achievement in American schools, researchers continue to look at the myriad of variables that have become associated with improving student achievement.

CHAPTER III

RESEARCH PROCEDURES AND METHODS

In this chapter the procedures of this study are described. This section describes: (a) purpose, (b) research design, (c) population and sample, (d) instrumentation, (e) data collection, and (f) data analysis. The research problems, research questions, and null hypothesis are also stated.

Purpose

The purposes of this study were (a) to determine if perceived leadership styles of principals, effectiveness and flexibility, as defined by Zigarmi, Edebum, and Blanchard are related to school achievement in selected Louisiana Title I elementary schools in Regions VI, VII, and VIII, according to principals, and (b) to determine if teacher perceived leadership styles of principals, effectiveness and flexibility, as defined by Zigarmi, Edebum, and Blanchard are related to school achievement in selected Louisiana Title I elementary schools in Regions VI, VII, and VIII, according to teachers. Louisiana public schools are divided into eight geographic regions that serve a similar number of schools and population.

Research Design

A descriptive/comparative research design was used to compare and analyze the self-perceived leadership styles, effectiveness and flexibility of principals as defined by Zigarmi, Edebum, and Blanchard to school performance scores in selected Louisiana Title I elementary schools in Regions VI, VII, and VIII. Furthermore, the research design was used to compare and analyze teacher perceived leadership styles of principals, effectiveness and flexibility as defined by Zigarmi, Edebum, and Blanchard to school performance scores in selected Louisiana Title I elementary schools in Regions VI, VII, and VIII.

Population and Sample

The population of schools from which the sample was selected will consisted of all public Title I elementary schools served by the Louisiana Department of Education within the Region Service Centers VI, VII, and VIII. The school systems that were asked to participate in this study included: Caddo, Bossier, Webster, Claiborne, Bienville, Red River, Desoto, Ouachita, Morehouse, Richland, Caldwell, East Carroll, West Carroll, Tensas, Madison, Union, Monroe City, Lincoln, Jackson, Concordia, Catahoula, Franklin, Winn, Natchez, LaSalle, Grant, Rapides, Sabine, Avoyelles, and Vernon. Information of these schools was obtained from the Louisiana Department of Education. There were 30 school districts and 140 schools included in the population. Each superintendent of the selected districts was asked permission to conduct the study in their schools. The principal of each school was asked to participate. Each principal was asked to select five teachers from their school personnel roster to participate in the study. The principal was asked to use a systematic sampling procedure. To determine the interval

size, each principal was asked to divide their total number of teachers on their personnel roster by five. If a school had 25 teachers, the interval was determined by dividing 25 by 5. The interval was every 5th teacher. If a school had 15 teachers, the interval was determined by dividing 15 by 5. The interval was every 3rd teacher.

Instrumentation

For the purpose of this study the Leader Behavior Analysis II (LBAII) *Research, Validity, And Reliability Of The Self And Other Forms* were used to measure the independent variables of leadership style, effectiveness, and flexibility. Leadership style, effectiveness and flexibility, were measured using the LBAII Getting to Know the LBAII: Research, Validity, and Reliability of the Self and Other Forms, 4th edition (Zigarmi, Edeburn, & Blanchard, 1997). In addition to completing the survey, principals were asked to complete a demographic questionnaire. This questionnaire contained descriptive data that consisted of: (a) age, (b) gender, (c) years of experience in administration, and (d) years in current position. Teachers were only be asked to complete the survey.

The Leader Behavioral Analysis II questionnaire self form consists of 20 typical work situations involving a leader and one or more direct reports. The respondents circled one of four responses that best described the action they would take in each situation. The Leader Behavioral Analysis II questionnaire other form consists of 20 typical work situations involving a leader and one or more direct reports. The respondents circled one of four responses that best described the action they feel their principal would take in each situation.

According to Zigarmi, Edeburn, and Blanchard (1997), the first step required of any measurement tool is the development of validity. Validity refers to an instrument's ability to measure what it says it will measure. According to McMillan and Schumacher (2001), "test validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful, and useful" (p. 239).

Bernadin and Cooke (2009) stated that the LBAII is designed to measure perceived leadership style of leaders themselves or by other subordinates of the leader. Directive and Supportive managerial behaviors are dichotomized to produce four different LBAII styles. These include: (a) Style 1 (S1) = high Direction/low Support, (b) Style 2 (S2) = high Direction/high Support, (c) Style 3 (S3) = low Direction/high Support, and (d) Style 4 (S4) = low Direction/low Support.

Bernadin and Cooke (2009) found that in one unpublished dissertation, the author correlated the LBAII to Consideration and Initiating Structure from the Leader Behavior Description Questionnaire. Correlation coefficients were found to be significant at the .05 or better level. Predictive validity was also tested against eight subscales which served as dependent variables. Flexibility was not found to be a significant variable.

In a review of the LBAII by McNeely (2009), the authors of the LBAII presented correlations that showed the LBAII is statistically and conceptually related to the Multi-Level management Survey (MLMS), which is used for construct validity studies. McNeely found that reported studies on the internal consistency show moderate correlations for the Self (.43-.60) and for Other (.54-.86).

Reliability is defined as the consistency of measurement. Instruments with few errors are reliable. For an instrument to have reliability, results must be similar over

different forms of the same instrument or occasions of data collection (McMillan & Schumacher, 2001). According to Zigarmi, Edeburn, and Blanchard (1997), the purpose of establishing reliability is to reduce measurement error. An instrument is reliable if it is able to measure the exact construct every time it is administered. Reliability can be examined using (a) Test/Retest method, (b) Alternative form method, (c) Split-Halves method, and (d) Internal Consistency method.

Bernardin and Cooke (2009) found the internal consistency reliability of the LBAII Other's dimensions were calculated in three studies. Alphas were in the .80's for the S1 and S4. Reliabilities were in the .70's for S2 and S3. Alphas in the one study for the Self scale ranged from .42 for S4 to .56 for S3. According to McNeely (2009), only one test-retest reliability study had been conducted. This study yielded a .72 stability coefficient on Flexibility scores.

Data Collection Procedure

The researcher secured approval from the Human Use Committee at Louisiana Tech University before any data were collected. Letters were sent to superintendents in each school district requesting permission to conduct the surveys.

The researcher mailed the surveys to the principals and teachers of the selected schools. Each survey included one instrument for the principal of the selected schools and five instruments for teachers of each selected school. A return addressed envelope was provided for each school to return the surveys. All participants were asked to return the surveys within two weeks. After two weeks, if a survey had not been returned, the researcher mailed a second copy of the surveys to the school to be completed. Each school was asked to identify the secretary, curriculum coordinator, or counselor to collect

the surveys from the selected teachers. To ensure confidentiality of the participants, instructions were given to seal all surveys in the envelopes provided. Each school was assigned a code. Each instrument was coded to ensure that teacher and principal surveys could be studied.

Research Questions and Null Hypotheses

The research questions for this study were:

1. Is there a difference in student academic achievement among Title I elementary schools with principals with differing self perceived leadership styles; effectiveness and flexibility.
2. Is there a difference in student academic achievement among Title I elementary schools with principals with differing teacher perceived leadership styles; effectiveness and flexibility.

For statistical analysis, research questions were stated as null research hypotheses as follows:

1. There is no significant relationship between principal perceived leadership style; effectiveness, and student academic achievement.
2. There is no significant relationship between principal perceived leadership style; flexibility, and student academic achievement.
3. There is no significant relationship between teacher perception of principal leadership style; effectiveness, and student academic achievement.
4. There is no significant relationship between teacher perception of principal leadership style; flexibility, and student academic achievement.

Data Analysis

In this study descriptive data were presented in charts, tables, and accompanying narrative. Descriptive data included principal gender, education experience, age, years of administrative experience. Descriptive statistics for independent variables of leadership styles, effectiveness, and flexibility were calculated. In addition, descriptive statistics for the dependent variable, student academic achievement were calculated. Return rate percentages for principals and teachers was reported, along with School Performance Scores and LBAAI results.

For each null hypothesis statistical comparisons to test the hypotheses were performed using standard multiple regression analyses (see Table 1). With the use of multiple regression, multiple independent variables; leadership style, flexibility and effectiveness are measured in relation to a dependent variable; school performance scores. Results of these statistical tests are presented in table form with accompanying narrative. The Alpha level for all statistical tests was set at .05. Effect sizes for any observed significance differences was computed and reported using Cohen's *d*.

Table 1

Statistical Techniques for Analyzing Null Hypotheses

Null Hypotheses	Independent Variables	Scales (CAT/INT RAT)	Dependent Variables	Scales (CAT/INT RAT)	Statistical Techniques
1.	Principal Perceived Leadership Style Behaviors Flexibility and Effectiveness	Interval Interval	Student Academic Achievement	Interval	Multiple Regression
2.	Principal Perceived Leadership Style Behaviors Effectiveness and Flexibility	Interval Interval	Student Academic Achievement	Interval	Multiple Regression
3.	Teacher Perceived Principal Leadership Style Behaviors Flexibility and Effectiveness	Interval Interval	Student Academic Achievement	Interval	Multiple Regression
4.	Teacher Perceived Principal Leadership Style Behaviors Effectiveness and Flexibility	Interval Interval	Student Academic Achievement	Interval	Multiple Regression

Note. CAT = Categorical or Nominal; INT = Interval; RAT = Ratio; D = Dichotomous

CHAPTER IV

DATA PRESENTATION

Introduction

The purpose of this chapter is to present the data of this study and an analysis of these data. The study investigated the relationship between perceived leadership styles, flexibility and effectiveness of principals in Title I elementary schools and academic achievement. The study additionally investigated teacher perceived principal leadership style, flexibility and effectiveness of principals in Title I elementary schools and academic achievement. The Statistical Package for the Social Science (SPSS) was used to analyze the data obtained from the schools.

The population for the study consisted of all Title I elementary schools in Regions VI, VII, and VIII. There were 30 school districts and 140 schools identified. Of the 30 school districts, two did not participate in the study. One district declined to participate, citing they did not participate in any type of surveys or studies. Another district failed to respond after repeated emails, letters, faxes, and phone calls. There were a total of six schools in these two districts. Additionally, seventeen schools were eliminated from the study because they either had a new principal or a first year principal. The sample for the study included 28 school districts and 117 schools.

The researcher contacted the 30 school districts by email and phone to obtain permission to conduct the study in their schools. After obtaining permission to conduct the study from the superintendents of the schools districts, survey packets were mailed to all Title I elementary schools in the districts. Each packet contained one principal (self) survey, one principal demographic questionnaire, and five teacher (other) surveys. After a two week period, a phone call was made to the schools that had not responded to see if they had received the surveys and if they had, if they had any questions.

Descriptive Statistics Results

One hundred and seventeen surveys were sent to principals and 585 surveys were sent to teachers. Sixty-one principals returned surveys and 301 teachers returned surveys. The return rate for principals and teachers was both 52 percent. After receiving all returned surveys, the researchers went through each survey to check for accuracy in scoring.

Table 2 represents data concerned with the demographic variable of gender. Frequencies and percentages of the principals in the study are listed according to gender. Nominal data for gender were coded as follows: Male = 1, and Female = 2.

Table 2

Frequency of Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	21	34.4	34.4	34.4
Female	40	65.6	65.6	100.0
Total	61	100.0	100.0	

As reported in Table 2, 66% of the principals in the study were female (n=40) and 34% were male (n=21). Sixty-one principals to the item related to gender.

In Table 3, demographic data concerned with years of education experience are reported. Frequencies and percentages of the principals in the study are listed according to years of educational experience. The principals were grouped into four categories and coded. Education experience was coded as follows: Master Degree = 1, Masters Degree +30 = 2, Specialist Degree = 3, and Doctoral Degree = 4.

Table 3

Frequency of Education Experience

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Masters	12	19.7	19.7	19.7
+30	39	63.9	63.9	83.6
Specialist	9	14.8	14.8	98.4
Doctorate	1	1.6	1.6	100.0
Total	61	100.0	100.0	

As noted in Table 3, 20% of the principals had a Masters Degree (n=12), 64% of principals had a Masters Degree +30 (n=39), 15% of principals had a Specialist Degree (n=9), and 2% of principals had a Doctoral Degree (n=1). All sixty-one principals responded to the education experience portion of the questionnaire.

Table 4 represents data concerned with the demographic variable of age. The mean age of the principals in the study are listed.

Table 4

Mean Age of Principals

	N	Minimum	Maximum	Mean	Standard Deviation
Age	60	32.00	68.00	49.9833	8.05172
Total	60				

As listed in Table 4, the mean for the 60 principals who responded to the age question in the study was 50 years of age. The standard deviation was 8.1. The minimum age was 32 and the maximum age was 68. Sixty of the sixty-one principals responded to the age section of the questionnaire.

Table 5 is also concerned with the demographic variable of age. Frequencies and percentages of the principals in the study are listed according to age. Nominal data for age were coded as follows: 30-39 years = 1, 40-49 years = 2, 50+ years = 3.

Table 5

Frequency of Age

Age	Frequency	Percent	Valid	Cumulative
			Percent	Percent
30-49	6	9.8	10.0	10.0
40-49	21	34.4	35.0	45.0
50+	33	54.1	55.0	100.0
Total	60	98.4	100.0	
Missing	1	1.6		
Total	61	100.0		

As reported in Table 5, 10% of the principals were 30-39 years of age, 35% of the principals were 40-49 years of age, and 55% of the principals were 50+ years of age. One principal did not list an age.

The demographic variable of years of administrative experience is reported in Table 6. Frequencies and percentages of the principals in the study are listed according to years of experience. Nominal data for years of experience were coded as follows: 1-10 years = 1, 11-20 years = 2, and 21+ years = 3.

Table 6

Frequency of Years of Experience

Experience	Frequency	Percent	Valid	Cumulative
			Percent	Percent
1-10 years	38	62.3	62.3	62.3
11-20 years	20	32.8	32.8	95.1
21+ years	3	4.9	4.9	100.0
Total	61	100.0	100.0	

As shown in Table 6, 62% of the principals in the study had 1-10 years of administrative experience (n =38), 33% of the principals in the study had 11-20 years of administrative experience (n =20), and 5% of the principals in the study had 20+ years of administrative experience (n =3). Sixty-one principals responded to the years of administrative experience item.

Table 7 lists the mean of school performance scores of the sixty-one schools in the study. Also listed is the minimum and maximum score.

Table 7

School Performance Score Mean

	N	Minimum	Maximum	Mean	Standard Deviation
SPS	61	62.00	128.00	87.6066	14.56054
Total	61				

As shown in Table 7, the mean for school performance score was 87.6. The standard deviation was 14.6. Sixty-one principals reported school performance scores and the researcher obtained scores from the Louisiana Department of Education Website.

In Table 8, the mean for principal perceived flexibility of the sixty-one schools in the study is noted. Table 8 also includes standard deviation for principal perceived flexibility and the minimum and maximum score. A score of 0 to 13 was considered to be low flexibility. A score of 14 to 20 was considered to be normal flexibility. A score of 21 to 30 was considered to be high flexibility.

Table 8

Principal Perceived Flexibility Mean

	N	Minimum	Maximum	Mean	Standard Deviation
PPF	61	12.00	26.00	19.1311	3.17004
Total	61				

The mean for principal perceived flexibility was 19.1. The standard deviation for principal perceived flexibility was 3.2. The minimum principal perceived flexibility score was 12 and the maximum score was 26.

Mean scores of principal perceived effectiveness are presented in Table 9. Standard deviation for principal perceived effectiveness is also presented. A score of 20 to 50 was considered to be low effectiveness. A score of 50 to 58 was considered to be normal effectiveness. A score of 59 to 80 was considered to be high effectiveness.

Table 9

Principal Perceived Effectiveness Mean

	N	Minimum	Maximum	Mean	Standard Deviation
PPE	61	39.00	63.00	53.4918	4.65698
Total	61				

The mean score for principal perceived effectiveness was 53.5. The standard deviation for principal perceived effectiveness was 4.7. The minimum score was 39 and the maximum score was 63.

Table 10 lists the mean score and standard deviation of teacher perceived principal flexibility of the sixty-one schools in the study. The minimum and maximum scores are also listed.

Table 10

Teacher Perceived Principal Flexibility Mean

	N	Minimum	Maximum	Mean	Standard Deviation
TPPF	61	14.00	24.40	19.4820	2.34766
Total	61				

The mean score for teacher perceived principal flexibility was 19.5. The standard deviation for teacher perceived principal flexibility was 2.3.

The mean scores and standard deviation for teacher perceived principal effectiveness are listed in Table 11. Also listed are minimum and maximum scores.

Table 11

Teacher Perceived Principal Effectiveness Mean

	N	Minimum	Maximum	Mean	Standard Deviation
TPPE	61	42.60	58.20	51.0049	3.03075
Total	61				

The mean score for teacher perceived principal effectiveness was 51.0. The standard deviation was 3.0.

Inferential Statistical Results

The following null hypotheses were tested:

1. There is no significant relationship between principal perceived leadership style; effectiveness, and student academic achievement.
2. There is no significant relationship between principal perceived leadership style; flexibility, and student academic achievement.
3. There is no significant relationship between teacher perception of principal leadership style; effectiveness, and student academic achievement.
4. There is no significant relationship between teacher perception of principal leadership style; flexibility, and student academic achievement.

Null Hypotheses 1 and 2

To examine Null Hypothesis 1 and Null Hypothesis 2, data were analyzed using standard multiple regression. The leadership style behaviors of principal perceived flexibility and principal perceived effectiveness served as independent variables. School performance scores served as the dependent variable. The results are presented in Tables 12 and 13.

Table 12

ANOVA Results for Regression of Principal Perceived Flexibility and Effectiveness on Student Academic Achievement

	Sum of				
Mean	Squares	df	Mean Square	F	Sig.
1 Regression	450.913	2	225.456	1.066	.351
Residual	12269.644	58	221.546		
Total	12720.557	60			

Note. Predictors: (Constant), flexibility, effectiveness
 Dependent Variable: School Performance Score
 R Square = .035, Adjusted R Square = .002

As seen in Table 12, the F value of 1.066 was found not to be significant at the $P \leq .05$. Therefore no significant relationship was found between principal perceived effectiveness and flexibility and the dependent variable, school performance score.

Table 13

Regression Coefficients for Regression of Flexibility and Effectiveness on Student Academic Achievement

Model	Unstandardized		Standardized		Sig.
	<u>Coefficients</u>		<u>Coefficients</u>		
	B	Std. Error	Beta	t	
1 (Constant)	69.031	23.656		2.918	.005*
Flexibility	-.479	.594	-.104	-.806	.424
Effectiveness	.519	.405	.166	1.281	.205

Note. Dependent Variable: School Performance Score

*p < .05

Table 13 provides the Beta values for the multiple regression analysis. Neither the Beta coefficient for flexibility nor effectiveness were significant predictors as shown by the non-significant values of $p = .424$ and $p = .205$ respectively. Therefore, Null Hypothesis 1 and Null Hypothesis 2 were both accepted.

Null Hypotheses 3 and 4

To test Null Hypothesis 3 and Null Hypothesis 4, data were analyzed using standard multiple regression. The leadership style behaviors of teacher perceived principal flexibility and teacher perceived principal effectiveness served as independent variables. School performance scores served as the dependent variable. The results are presented in Table 14 and 15.

Table 14

ANOVA Results for Regression of Teacher Perceived Principal Flexibility and Effectiveness on Student Academic Achievement

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	251.084	2	.542	.584	.561
Residual	12469.474	58	214.991		
Total	12720.557	60			

Note. Predictors: (Constant), teacher flexibility, teacher effectiveness
 Dependent Variable: School Performance Score
 R Square = .020, Adjusted R Square = -.014

As seen in Table 14, the F value of .584 was found not to be significant at the $p \leq .05$. Therefore no significant relationship was found between teacher perceived principal flexibility and effectiveness and the dependent variable, school performance scores.

Table 15

Regression Coefficients for Regression of Teacher Perceived Principal Flexibility and Effectiveness on Student Academic Achievement

Model	Unstandardized		Standardized		Sig.
	<u>Coefficients</u>		<u>Coefficients</u>		
	B	Std. Error	Beta	t	
1 (Constant)	78.166	32.060		2.438	.018*
Flexibility	-.887	.882	-.143	-1.066	.318
Effectiveness	.524	.683	.109	.767	.446

Note. Dependent Variable: School Performance Score

*p < .05

Table 15 provides the Beta values for the multiple regression analysis. Neither the Beta coefficient for flexibility nor effectiveness was significant predictors as shown by the non-significant values of $p = .318$ and $p = .446$, respectively. Therefore, Null Hypothesis 3 and Null Hypothesis 4 were both accepted.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study, the findings discussion, and recommendations based on these findings.

Purpose of the Study

The study was conducted to determine whether or not a statistically significant relationship exists between leadership styles, flexibility and effectiveness of principals and student academic achievement, as perceived by principals. Additionally, data was collected to determine whether or not a statistically significant relationship exists between leadership styles, flexibility and effectiveness of principals and student academic achievement, as perceived by teachers. Principals in 28 school districts in Louisiana and 117 Title I elementary schools located in Regions VI, VII, and VIII were asked to participate in the study. Principals completed the LBAII self to determine perceived leadership style; flexibility and effectiveness. Principals also completed a demographic questionnaire which included gender, level of education, age, and years of experience. In addition teachers completed the LBAII other to determine perceived principal leadership style; flexibility, and effectiveness.

This study incorporated a causal comparative research design which included 117 principal surveys and demographic questionnaires and 585 teacher surveys. Sixty-one principals and 301 teachers returned the surveys. The survey consisted of 20 situational questions. For each question participants answered how they would respond or how they thought their principal would respond to that particular situation by selecting a specific leadership style.

The following research questions regarding leadership styles; flexibility and effectiveness were used for this study:

1. Is there a difference in student academic achievement among Title I elementary schools with principals with differing self perceived leadership styles, effectiveness and flexibility.
2. Is there a difference in student academic achievement among Title I elementary schools with principals with differing teacher perceived leadership styles, effectiveness and flexibility.

Findings

In Chapter 4, data analysis were conducted to test each null hypothesis in regard to principal and teacher perceived principal leadership styles, flexibility and effectiveness and student academic achievement. In addition, descriptive statistics were presented in tables to provide information regarding gender, education experience, years of administration experience and age. Tables were also presented that examined the means for school performance scores, principal perceived flexibility, principal perceived effectiveness, teacher perceived principal flexibility, and teacher perceived principal effectiveness.

For hypothesis one, multiple standard regression was used to analyze the data. An ANOVA was used to determine if there was a relationship between principal perceived flexibility and student academic achievement. There was no significant difference found between principal perceived flexibility and student academic achievement. This does not support the previous findings of Kelly et al., (2005), Richards (2005) and Waters et al., (2004).

Hypothesis two used an ANOVA to determine if there was a relationship between principal perceived effectiveness and student academic achievement. There was no statistical difference found between principal perceived effectiveness and student academic achievement. This does not support the previous findings of Kelly et al., (2005), Richards (2005), and Waters et al., (2004).

For hypothesis three, multiple linear regression was used to analyze the data. An ANOVA was used to determine if there was a relationship between teacher perceived principal flexibility and student academic achievement. There was no significant difference found between teacher perceived principal flexibility and student academic achievement. This supports the previous findings of Kelly et al., (2005)

For Hypothesis four, the relationship between teacher perceived principal effectiveness and student academic achievement was examined. Using an ANOVA, there was no statistical difference found between teacher perceived principal effectiveness and student academic achievement. This does not support the previous findings of Kelly et al., (2005).

Discussion

In this specific study the results did not indicate that there was a statistical significance between principal perceived leadership styles, flexibility and effectiveness, and student academic achievement. The results also did not indicate there was statistical significance between teacher perceived principal leadership styles, flexibility and effectiveness, and student academic achievement.

Descriptive statistics for gender, education experience, administrative experience and age were examined. Means were also calculated for school performance scores, principal perceived flexibility and effectiveness, and teacher perceived principal flexibility and effectiveness.

Female principals accounted for 64% of respondents and male principals accounted for 36%. This was interesting since almost 70% of the schools in the sample had female principals. This indicates that the male principals were more likely to respond.

Over 80% of the principals who participated in the study had education experience above a Masters Degree. One principal had a Doctorate Degree. This indicates that more principals are taking advantage of extending their education.

The mean age for principals who participated in the study was 50 years of age. The youngest principal to respond was 32 years of age and the oldest was 68 years of age. Fifty-five percent of the principals who responded were 50 years of age or older. This could have had an effect on the leadership of the principals as many older principals are reluctant to change and have not gone through the redesigned leadership programs that are now available in many colleges and universities.

Years of administrative experience showed that 62% of the principals that responded had between 1 and 10 years of administrative experience. Only 5% the principals had over 20 years of administrative experience. This could have had an effect on perceived leadership styles since many new administrators are still finding what styles are best suited for specific situations.

The mean score for school performance was 87.6. There was a substantial difference between the lowest and highest score as the minimum score was 62 and the maximum score was 128.

The mean for principal perceived flexibility and the mean for teacher perceived principal flexibility were similar. However, it was surprising that teachers viewed principals more flexible than principals viewed themselves. It should be noted that both groups viewed principal flexibility in the normal range.

The means for principal perceived effectiveness and for teacher perceived principal effectiveness both fell in the normal range. Principals, however, had a mean score of two and one-half points higher than the teachers.

Multiple Linear Regression was used to determine if there was statistical significance between principal perceived leadership styles; flexibility and effectiveness, and student academic achievement. The F value of 1.066 was found not to be significant at the $p \leq .05$. Therefore no significant relationship was found between principal perceived effectiveness and flexibility and the dependent variable, school performance score. Additionally, neither the Beta coefficient for flexibility nor effectiveness were found to be significant predictors. Therefore, Null Hypothesis 1 and Null Hypothesis 2 were both accepted.

Multiple Linear Regression was also used to determine if there was a statistical significance between teacher perceived principal leadership styles; flexibility and effectiveness, and student academic achievement. The F value of .584 was found not to be significant at the $p \leq .05$. Therefore no significant relationship was found between teacher perceived principal flexibility and effectiveness and the dependent variable, school performance scores. Additionally, neither the Beta coefficient for flexibility nor effectiveness were found to be significant predictors. Therefore, Null Hypothesis 3 and Null Hypothesis 4 were both accepted.

Recommendations for Further Research

Based on the findings of this study, the following recommendations are suggested in regard to further research.

Research should continue to be conducted to in order to determine the effects of leadership style on student academic achievement. The research was focused on three education regions in central and north Louisiana and thus, caution should be taken in generalizing these results. It is recommended that future researchers consider replicating the study in different regions in Louisiana and/or different areas of the United States.

Further research should be conducted to examine other variables that might have an effect on student academic achievement. These variables include: gender, age, education experience, and administrative experience.

Because of concerns concerning confidentiality and fear of repercussions there might have been inaccuracies in reported scores from teachers. If the researcher or another appointee could have attended a faculty meeting or met with teachers individually and collected the responses, scores might have been more different.

Further research should be conducted to examine teacher perceived leadership styles in relation to student academic achievement. A study examining teachers perceived leadership style and the effect on student academic achievement might produce interesting results.

The data for this study were conducted in the spring semester. It is recommended that if this study is replicated, data should be collected in the fall semester. With concerns with state testing, teachers and principals might have felt rushed and pressured during this time of year, which could have affected responses.

Further research should be conducted that includes non Title I schools. This study concentrated on Title I schools.

Implications for Practice

Although the study suggested perceived leadership styles, flexibility and effectiveness did not affect school performance scores, a key finding was that teachers scored their principals flexibility higher than principals scored themselves. Another key finding was that principals scored themselves almost three points higher than teachers scored principals in regard to effectiveness. It is also interesting to note that although teacher perceived principal flexibility mean scores fell in the normal range it was less than one point from falling in the high range while although teacher perceived principal effectiveness mean scores fell in the normal range, it was within a point of falling in the low range. Principals should be aware of how teachers view their flexibility and effectiveness in order to try and improve student academic achievement in their schools.

APPENDIX A

HUMAN SUBJECTS CONSENT FORMS



LOUISIANA TECH
UNIVERSITY

MEMORANDUM

OFFICE OF UNIVERSITY RESEARCH

TO: Mr. Fredrick Scott Crain and Dr. David Gullatt
 FROM: Barbara Talbot, University Research
 SUBJECT: HUMAN USE COMMITTEE REVIEW
 DATE: January 26, 2010

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

"The Effect of Leadership Style on Student Achievement in Title 1 Elementary Schools"

HUC-726

The proposed study's revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. *This approval was finalized on January 15, 2010 and this project will need to receive a continuation review by the IRB if the project, including data analysis, continues beyond January 15, 2011.* Any discrepancies in procedure or changes that have been made including approved changes should be noted in the review application. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of University Research.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of Research or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

If you have any questions, please contact Dr. Mary Livingston at 257-4315.

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

P.O. BOX 5801 • RUSTON, LA 71272 • TELEPHONE (504) 257-5075 • FAX (504) 257-5079
 AN EQUAL OPPORTUNITY UNIVERSITY

Do you plan to publish this study?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Will this study be published by a national organization?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
COMMENTS:	

STUDY/PROJECT INFORMATION FOR HUMAN SUBJECTS COMMITTEE

Describe your study/project in detail for the Human Subjects Committee. Please include the following information.

TITLE: The Effect Of Leadership Style On Student Achievement in Title I Elementary Schools

PROJECT DIRECTOR(S): David Gullatt

EMAIL: gullattd@laftech.edu

PHONE: 318-257-2180

DEPARTMENT(S): Education, Curriculum Instruction & Leadership

PURPOSE OF STUDY/PROJECT: To determine if there is a relationship between self and other perceived leadership style and student academic achievement.

SUBJECTS: Principals and randomly selected teachers from 140 Title I schools in Louisiana Regional Service Centers VI, VII, and VIII.

PROCEDURE: Obtain permission from school district superintendents and principals in Title I schools in Regions VI, VII, and VIII. Principals will be asked to complete the Leadership Behavior Analysis II Self form. Additionally, teachers will be asked to complete the Leadership Behavior Analysis II Other form. Teachers will be selected using a systematic sampling procedure. To determine the interval size, each principal will be asked to divide their total number of teachers on their personal roster by five. Principals and teachers will place their completed forms in a sealed envelope.

INSTRUMENTS AND MEASURES TO INSURE PROTECTION OF CONFIDENTIALITY, ANONYMITY: Participants will anonymously complete the Leadership Behavior Analysis II Self form (principals) or Leadership Behavior Analysis II Other form (teachers). The randomly selected teachers will give their completed forms in a sealed envelope to a designee other than the administrative staff at each school.

RISKS/ALTERNATIVE TREATMENTS: There are no risks or alternative treatments for this study.

BENEFITS/COMPENSATION: The participants will not receive benefits or compensation.

SAFEGUARDS OF PHYSICAL AND EMOTIONAL WELL-BEING: The collection of the teacher Other forms in a sealed envelope by a designee other than the administrative staff will ensure emotional well-being of all participants.

Note: Use the Human Subjects Consent form to briefly summarize information about the study/project to participants and obtain their permission to participate.

APPENDIX B

PERMISSION TO USE LEADERSHIP BEHAVIOR

ANALYSIS II SELF AND OTHER FORMS

From: Drea Zigarmi <drea.zigarmi@mindspring.com>
To: 'Fredrick Scott Crain' <crain@opsb.net>
Cc:
Date: 12/17/09 11:47 AM
Subject: RE: FW: Educator's LBAI Self and Other

Scott please consider this e-mail as formal permission to duplicate the Educator LBAI self and other to use on your dissertation research. I will send you the scoring as soon as I can. Drea

APPENDIX C

REQUEST FOR PERMISSION FROM
SUPERINTENDENTS

Fredrick Scott Crain * 550 Balboa Street * Monroe, LA 71203

(318) 343-1173 * crain@opsb.net

Dear Superintendent:

I am requesting permission to administer the Leadership Behavior Analysis II Self and Other (LBAII) forms to principals and randomly selected teachers in your school district. I am completing my doctoral dissertation entitled *The Effect of Leadership Style on Student Achievement In Title I Elementary Schools*. Participation is voluntary. Participants will be asked to complete the LBAII Self (principals) and the LBAII Other (teachers) forms. The forms will be mailed to each Title I elementary school in your district. The forms will take approximately 20 minutes to complete. The participants will complete the forms and place them in a sealed envelope and give the envelopes to a designee at each school. The designee will place all sealed envelopes in a self addressed returned, postage paid envelope and mail them to the researcher. Thank you for consideration of my request. Your response will be appreciated.

Thank you,

Fredrick Scott Crain, Principal

Lakeshore Elementary School

Ouachita Parish

LEC Doctoral Program, Louisiana Tech University

APPENDIX D

REQUEST FOR PERMISSION FROM
PRINCIPALS

Fredrick Scott Crain * 550 Balboa Street * Monroe, LA 71203

(318) 343-1173 * crain@opsb.net

Dear Principal

I have been the principal at Lakeshore Elementary School in Ouachita Parish for 6 years. With over 700 students at Lakeshore, I realize the demands of your job. I am asking that you and a systematic random selection of your teachers assist me in my doctoral research project. The title of my dissertation is, *The Effect of Leadership Style on Student Achievement in Title I Elementary Schools*. The purpose of my study will be to investigate if there is a relationship between principal perceived leadership style, effectiveness, flexibility, and student academic achievement. Additionally, I will investigate if there is a relationship between teacher perception of principal leadership style, effectiveness, flexibility, and student academic achievement.

You are receiving one (1) Leadership Behavior Analysis II Self form and five (5) Leadership Behavior Analysis II Other forms. I am asking that you divide the total number of your personnel roster by five. Example 1: if you have 25 teachers, divide 25 by 5. You would choose every fifth teacher on your personnel roster. Example 2: if you have 16 teachers, divide 16 by 5. You would choose every third teacher on your personnel roster. The starting point on your personnel roster was randomly selected by me. You will start with the third teacher on your personnel roster. Each survey will take about 20 minutes to complete.

The following directions might be of help:

- *Principal will complete demographic information.
- *Principal will complete Self form, place in envelope and give to secretary.
- *Teachers will complete Other forms and place in envelope. Teachers will give sealed envelope to designee selected by you.
- *Designee will place all sealed envelopes in provided large postage paid self addressed envelope labeled "completed" and mail the envelope within one week of receiving forms.

Thank you,

Fredrick Scott Crain, Principal

Lakeshore Elementary School

Ouachita Parish

LEC Doctoral Program, Louisiana Tech University

APPENDIX E

LETTER FOR TEACHERS

Fredrick Scott Crain * 550 Balboa Street * Monroe, LA 71203

(318) 343-1173 * crain@opsb.net

Dear Teacher

I have been the principal at Lakeshore Elementary School in Ouachita Parish for 6 years. With over 700 students at Lakeshore, I realize the demands of your job. I recently obtained permission from your superintendent to conduct a study in your school. However, this is strictly voluntary. The title of my dissertation is, *The Effect of Leadership Style on Student Achievement in Title I Elementary Schools*. The purpose of my study will be to investigate if there is a relationship between principal perceived leadership style, effectiveness, flexibility, and student academic achievement. Additionally, I will investigate if there is a relationship between teacher perception of principal leadership style, effectiveness, flexibility, and student academic achievement. **The study will be confidential and your name or your school name will not be used in the study.**

You are receiving one (1) Leadership Behavior Analysis II Other form. The survey will take about 20 minutes to complete.

The following directions might be of help:

- *You will sign the Human Subjects Consent Form.

- *You will complete the LBAII Other form and place the two answer sheets and the Human Subjects Consent Form in an envelope and give to secretary or other designee selected by your principal.

- *Secretary or designee will place all sealed envelopes in provided large postage paid self addressed envelope labeled "completed" and mail the envelope within one week of receiving forms.

Your participation in this study is greatly appreciated. If you have any concerns and/or questions, feel free to contact me.

Thank you,

Fredrick Scott Crain, Principal

Lakeshore Elementary School

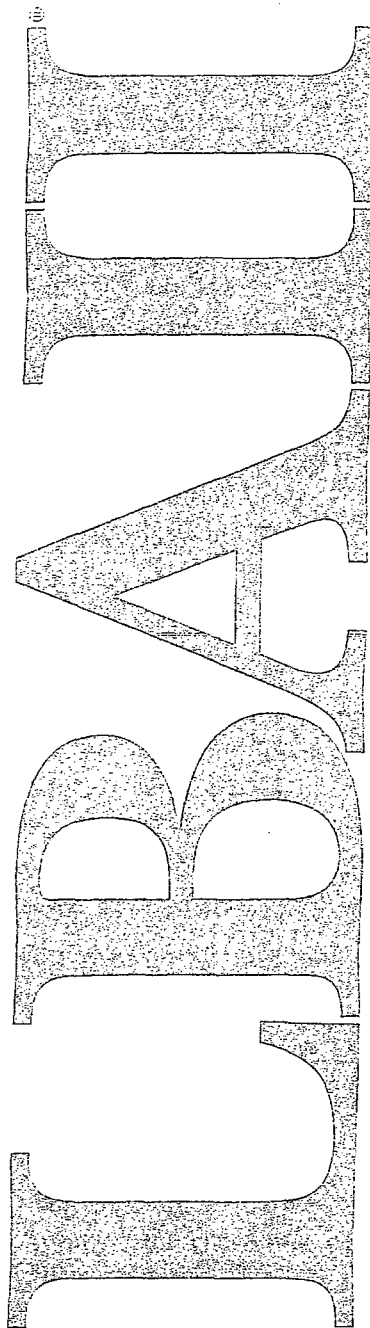
Ouachita Parish

LEC Doctoral Program, Louisiana Tech University

APPENDIX F

LEADERSHIP BEHAVIOR ANALYSIS II

SELF FORM



EDUCATOR'S LEADER BEHAVIOR ANALYSIS II

Kenneth H. Blanchard, Ronald K. Hambleton,
and Drea Zigarmi

SELF PERCEPTIONS OF LEADERSHIP STYLE

_____ Name

DIRECTIONS:

The purpose of the Educator's LEAD Self is to provide you with information about your perceptions of your own leadership style. This instrument consists of 20 typical job situations that involve a leader and one or more staff members. Following each situation are four possible actions that a leader may take. Assume that you are the leader involved in each of the twenty situations. In each of the situations, you must choose one of the four leader decisions. Circle the letter of the decision that you think would best describe your behavior in the situation presented. Circle only one choice.

Ken Blanchard
COMPANIES

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Item # 10440

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1 You have assigned four teachers per week the responsibility of supervising the arrival and departure of the buses. The duty roster is posted in the mail room. You know that most teachers don't like this task very much. You have noticed that some teachers do not get out on duty on time. There have been reports from the bus drivers that there are problems and, recently, there has been an increase in the number of parent complaints about student behavior on the buses. You would

- A) Clearly redefine what the teachers' responsibilities are, outline required student conduct, and closely supervise teacher performance in that area.
- B) Describe the problem to the teachers and let them determine a course of action.
- C) Discuss the problem with the teachers and ask for their input, reemphasizing their roles and responsibilities, and monitor their performance.
- D) Ask the teachers for their advice on the problem and support their suggestions and solutions to the problem.

2 As principal, you have the responsibility of coordinating the year-end recognition ceremonies. Because the district has combined two middle schools into one, this year's ceremony will be the first one with the schools combined. At the first planning meeting, most teachers and parents seem enthused and interested in creating a first-rate recognition ceremony, yet they have not worked together and have no experience with the recognition ceremony. You would

- A) Tell the group how you want the ceremony to be conducted, lay out the basic activities and timelines you want, and ask for an agenda with the key responsible people designated.
- B) Ask the group how they want the ceremony to be conducted, explore the alternatives, and encourage their creativity. Listen to their ideas and draw them out.

C) Discuss your ideas with the group, ask group members what they want to see, and encourage their enthusiasm and efforts; but, make the final decisions on the program activities.

D) Tell the group that you are available to them at any time, give them time to get acquainted, and check in periodically in case they have questions.

3 Due to the assistant principal's illness, you have decided to assume supervision of the assistant principal/student planning board until she recovers. After two meetings, you are aware that the assistant principal was much too directive with the students. You plan on discussing the matter with her but, in the interim, you want to make the situation more productive and enjoyable for the students. You would

- A) Continue to direct student participation on the planning board.
- B) Involve students in decision making but maintain control over the areas in which their assistance will be accepted.
- C) Do what you can to make the students feel important and involved.
- D) Take a very passive role at the meetings and allow some student leadership to emerge.

Leader Behavior Analysis II

4 Last week, the local police found a group of students hanging out on a street corner a few blocks from the school. You now know they left the school grounds during a fire drill because they were not adequately supervised. You have had problems with fire drills in the past. Teachers don't seem to take them seriously, and you think that, on occasion, certain teachers are not even leaving the building. You have felt it necessary in the past to remind them of their responsibilities. When you have done so, it has helped. You would

- A) Remind teachers in a friendly manner of their responsibilities during the fire drills without being directive.
- B) Get suggestions from teachers about fire drills but see that procedures are followed.
- C) Redefine fire-drill procedures to teachers and emphasize the necessity for them to meet their responsibilities.
- D) Avoid confrontation with teachers and let this particular situation pass.

5 You have asked the department heads to come up with a new grading policy. Parental pressure has dictated a change, at least for some subjects. You feel that department heads should suggest the change. You find that they are unable to come up with a proposal. In the past, you have given the group important assignments, and they have solved them without any direct intervention. You would

- A) Involve the department heads and, together, draft a new grading policy.
- B) Leave it to the department heads to draft a proposal.
- C) Encourage the department heads to work on a grading policy and be available for discussion.
- D) Act quickly and firmly to direct the department heads to propose a plan.

6 As school principal, you are considering changing to a team-teaching approach rather than the usual single-teacher, single-subject approach. Members of the teaching staff have made suggestions about the needed change. Most teachers have worked in team-teaching settings in other schools. The teachers have generally proven to be competent and open to change in the past. You would

- A) Announce the changes and implement them by providing close supervision.
- B) Allow a committee of teachers to consider the changes, make recommendations, and organize the implementation of recommendations that they approve.
- C) Incorporate teacher recommendations for the change but direct the implementation of the change yourself.
- D) Encourage teacher involvement in developing the change in structure and let them suggest implementation strategies.

(Continued on page 4)

LBAIL®

7 You have been asked to take over as chair of a task force responsible for making recommendations for changing the inservice teacher training in the school system. Because of the previous chair's lack of leadership, the task force is behind in the generation of its report. Task-force members are enthused about the task force's job, but most of the members know little about what needs to be done. You would

- A) Try to work for group involvement in setting goals and *not* push your leadership role at this time.
- B) Redefine the task force's goals and direct and carefully supervise task-force members' work.
- C) Let the task force continue to operate as it has while you begin to informally get to know the individuals in the group.
- D) Incorporate group suggestions on how to run the task force but assume group direction and leadership yourself.

8 A recent article published in the local newspaper discussed the academic achievement of schools in your area. Test-score results for the past five years were used to rank order the schools. It was found that your school rated next to last. You have formed a committee to investigate possible curriculum changes and have allowed the committee to function without your involvement. You now feel it is necessary to become involved due to parental pressure and a missed deadline. You would

- A) Learn more about the committee's work and praise that which you think has been done well.
- B) Meet with the committee to learn more about their activities and then recommend future operating procedures to them.

C) Take steps to ensure that the committee follows a set of procedures that meets your approval.

D) Continue to let the committee work on its own but attend meetings to become familiar with the members' activities.

9 For the past two years, you have taken an active part in establishing a PTA. You feel it is time to reduce your involvement. PTA members are aware of your many responsibilities and respect your time commitments. The PTA has been productive in planning activities and, except for a few members, the group has been flexible. You would

- A) Provide encouragement and support to the group but let the PTA plan future direction.
- B) Involve the PTA in planning future direction but implement the changes yourself.
- C) Allow the PTA to formulate its own direction without any further assistance or support from you.
- D) Announce the change in your role and propose and direct the implementation of a new structure.

Leader Behavior Analysis II

10 In response to the school board's plea for accountability, you have decided that all teachers—both tenured and nontenured—must submit lesson-plan books to department heads each Friday. In the past, you have required only nontenured teachers to do this. Some of the teachers who usually respond to your directions are not responding to this redefinition of standards. You feel strongly that this directive should be followed. You would

- A) Send a memo to the staff that describes the new procedure and allows time for a period of adjustment.
- B) Clearly redefine the directive and personally follow up to see that all teachers are following it.
- C) Explain your rationale for the decision; ask the teachers for suggestions in this area but see that new standards are met.
- D) Encourage teachers to meet the new standards and solicit their reactions and comments.

11 As coordinator, you have just attended a planning-committee meeting for a regional curriculum conference. Committee members were excited about planning the conference, and many excellent ideas were discussed. You did not need to exert much leadership with the committee. Everyone seemed to enjoy the interaction and thought many important matters were settled. Because the meeting went so well, you now feel unsure about what your role should be in future meetings. You would

- A) Let the committee continue to work as it has been, with little direction from you.
- B) Try to assume a leadership role with the committee.

C) Discuss the situation with the committee and take whatever role you feel is necessary.

D) Support the committee's efforts when you can by sharing information, facilitating problem solving, and praising its progress.

12 Recently, you have given one of your teachers the responsibility of reviewing several commercial curriculums to make recommendations on the relative merits of these programs. This teacher lacks energy and enthusiasm for this assignment. In the past, this teacher has been very dependable. However, he is experiencing difficulties in performing this task and seems discouraged. You would

- A) Provide substantial direction to enable the teacher to carry out the new responsibilities.
- B) Discuss the situation with the teacher but allow him to decide how to proceed with these new responsibilities.
- C) Provide support and encouragement and, at the same time, be far more directive with the teacher.
- D) Give the teacher more time to learn how to do the work.

(Continued on page 6)

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13 The district has granted you the funds needed to purchase six computers for your building. Most of the teachers are anxious to learn how to use the computers and to get the children working on them but have had no experience or training with PCs. You have had a lot of experience with all types of computers, and you even own the type selected for your building. You would

- A) Ask the staff to read the computer manuals that came with the software and call you if they have any questions.
- B) Hire a computer expert, tell the teachers when the training will start, and make sure that those who will participate in the classes know what is expected of them.
- C) Ask the teachers how they want to proceed and, after incorporating their input, make sure that those participating in the training know what is expected of them.
- D) Ask the teachers to help each other, try to encourage their mutual problem solving, and praise their progress.

14 Your teachers are being pressured into solving a problem raised by the school board. In the past, they have always managed to find suitable solutions to problems without direction or support. This time, however, they do *not* seem to be interested. You would

- A) Discuss the problem with the teachers and encourage them to develop a solution.
- B) Work with the teachers and solve the problem together.
- C) Give the teachers more time to work on the problem by themselves before intervening.
- D) Solve the problem by yourself.

15 Recently, you learned that there may be some internal difficulties among the custodial staff. This staff has an excellent work record and has worked in harmony for the past year. All staff members are qualified for their respective tasks. In fact, it is the best group of custodians you have ever seen in a school. You would

- A) Act quickly and firmly to correct the problem.
- B) Make yourself available to the custodians for discussion but be careful *not* to push possible solutions on them.
- C) Meet with them to discuss the problem, being sure to provide a solution before the meeting is over.
- D) Allow the custodians to work out any internal difficulties themselves but continue to monitor what is going on.

16 The last two faculty meetings have turned into teacher-led discussions of school problems. Usually, the teacher who introduces a particular problem acts as discussion coordinator. You feel these meetings have been very productive. There have been no problems with teacher performance during this period. Teachers are beginning to talk more with each other, both at meetings and during regular school hours. You are wondering what role you should play at future faculty meetings. You would

- A) Let the teachers continue to run the faculty meetings while you participate as little as possible.
- B) Set a definite agenda for faculty meetings and act as chairperson.
- C) Join in the discussion at faculty meetings and supervise the teachers' behavior, being careful not to lead the discussions.
- D) Discuss how the meetings will be run with the teachers and initiate necessary changes.

Leader Behavior Analysis II

17 You have recently been put in charge of a mathematics department. The past department record has been excellent. All of the teachers are well trained and committed to their jobs. You are not sure what your role should be in this situation. You would

- A) Discuss the department with the teachers and base any changes on their recommendations.
- B) Step in and quickly establish your direction of the department.
- C) Provide minimal direction to and support for the teachers in the department.
- D) Discuss the department with the teachers and initiate any changes you feel are necessary.

18 In the past, your teachers have been able to implement curriculum changes without any intervention from you. Now, they want to implement an objectives-based instructional program, but it appears that they are unable to implement it smoothly. The teachers are excited about the program and have spent a great deal of time on the change, but it is evident that they are becoming discouraged. An objectives-based instructional program has been endorsed by the school board and needs to be implemented soon. You would

- A) Intervene and supervise the new program's implementation carefully.
- B) Incorporate any teacher recommendations but direct their efforts to implement the program.
- C) Involve the teachers in a discussion session and support any of their suggestions.
- D) Do not intervene except to postpone the implementation date.

19 The past detention policy was a failure. Teachers would send the students to a central location where a few teachers would supervise the detention hall on a rotating basis. Recently, you decided to allow teachers to be responsible for their own detention policies. You have made sure that each teacher is aware of the school policy regarding detention, but you have not watched their behavior in this area closely. You are now concerned because this plan does not seem to be working, even though the teachers seem to agree it is a better plan. You would

- A) Encourage teachers to keep after detention problems and praise them for their cooperation.
- B) Tell teachers why the new policy is not working, reemphasize the new procedures, and follow up to see if these procedures are followed.
- C) Explain to the teachers why the new policy is not working and ask them to work together to solve the problem. Tell them to call you if there are any problems.
- D) Be open to teacher suggestions in this area but continue to make sure that all teachers are aware of their roles and responsibilities.

(Continued on page 8)

LBAT

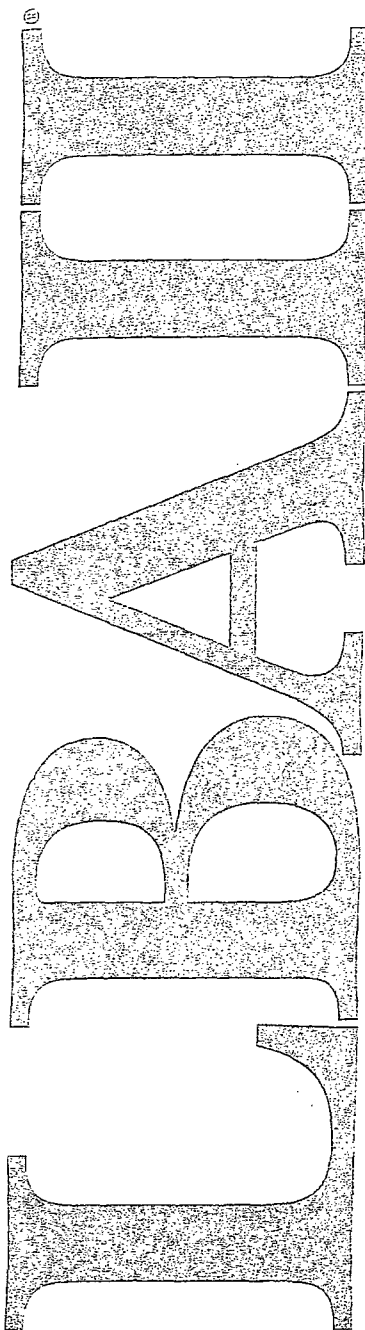
20 Over the last two months, you have observed that several classes that fall immediately after the lunch period have been unsupervised. You believe that teachers are returning late from their lunch period for their afternoon classes. You have brought this to the attention of the advisory council. The council seems reluctant to move quickly on this issue. The members want more information about who the offenders are and the number of occurrences. You would

- A) Give the needed information to the council and, after getting their recommendations, decide what needs to be done.
- B) Give the needed information to the council and let them work on the solution.
- C) Discuss the problem with the council after providing them with the needed information; support their efforts in reaching a solution to the problem.
- D) Assume responsibility for the issue and send a directive to all teachers, emphasizing punctuality and the need to start classes on time. Follow up to make sure this is done.

APPENDIX G

LEADERSHIP BEHAVIOR ANALYSIS II

OTHER FORM



EDUCATOR'S LEADER BEHAVIOR ANALYSIS II

Kenneth H. Blanchard, Ronald K. Hambleton,
and Drea Zigarmi

OTHER PERCEPTIONS OF LEADERSHIP STYLE

Leader's Name

You are this leader's (fill in one circle only)

- Cpt t (If you are this leader's boss, fill in this circle.)
- Off sBt t pdjbu (If you are on the same managerial level as the leader named above, fill in this circle.)
- Uf bn !Nf n cf sJvcpesjobu (If the leader named above is your boss, fill in this circle.)

DIRECTIONS

The purpose of the Educator's LBAII Other is to provide a leader with information about your perceptions of his or her leadership style. This instrument consists of 20 typical job situations that involve a leader and one or more staff members. Following each situation are four possible actions that a leader may take. Assume the leader listed above is involved in each of the 20 situations. In each of the situations, you must choose one of the four leader decisions. Circle the letter of the decision that you think would best describe the behavior of this leader in the situation presented. Circle only one choice.

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LBAT[®]

1 This administrator has assigned four teachers per week the responsibility of supervising the arrival and departure of the buses. The duty roster is posted in the mail room. This administrator knows that most teachers don't like this task very much and has noticed that some teachers do not get out on duty on time. There have been reports from the bus drivers that there are problems and, recently, there has been an increase in the number of parent complaints about student behavior on the buses. This administrator would

- A) Clearly redefine what the teachers' responsibilities are, outline required student conduct, and closely supervise teacher performance in the area.
- B) Describe the problem to the teachers and let them determine a course of action.
- C) Discuss the problem with the teachers and ask for their input, reemphasizing their roles and responsibilities, and monitor their performance.
- D) Ask the teachers for their advice on the problem and support their suggestions and solutions to the problem.

2 This administrator has the responsibility of coordinating the year-end recognition ceremony. Because the district has combined two middle schools into one, this year's ceremony will be the first with the schools combined. At the first planning meeting, most teachers and parents seem enthused and interested in creating a first-rate recognition ceremony, yet they have not worked together and no one has experience with the recognition ceremony. This administrator would

- A) Tell the group how he or she wants the ceremony to be conducted, lay out the basic activities desired, the timelines, and then ask for an agenda with the key responsible people designated.

B) Ask the group how they want the ceremony to be conducted, explore the alternatives, and encourage their creativity. Listen to their ideas and draw them out.

C) Discuss his or her ideas with the group, ask group members what they want to see, and encourage their enthusiasm and efforts; but, make the final decisions on the program activities.

D) Tell the group that he or she is available to them at any time, give them time to get acquainted, and check in periodically in case they have questions.

3 Due to the assistant principal's illness, this administrator decided to assume interim supervision of the assistant principal/student planning board. After two meetings the administrator has become aware that the assistant principal was much too directive with the students. This administrator plans to discuss the matter with her upon her return but, meanwhile, wants to begin to make the situation more productive and enjoyable for the students. This administrator would

- A) Continue to direct student participation on the planning board.
- B) Involve students in decision making but maintain control over the areas in which their assistance will be accepted.
- C) Do what he or she can to make the students feel important and involved.
- D) Take a very passive role at the meetings and allow some student leadership to emerge.

Leader Behavior Analysis II

4 Last week the local police found a group of students hanging out on a street corner a few blocks from the school. This administrator now knows that they left the school grounds during a fire drill because they were *not* adequately supervised. There have been problems with fire drills in the past. Teachers don't seem to take them seriously and, on occasion, certain teachers are not even leaving the building. This administrator has felt it necessary in the past to remind them of their responsibilities. When he or she has done so, it has helped. This administrator would

- A) Remind teachers in a friendly manner of their responsibilities during fire drills without being directive.
- B) Get suggestions from teachers about fire drills but see that procedures are followed.
- C) Redefine fire-drill procedures to teachers and emphasize the necessity for them to meet their responsibilities.
- D) Avoid confrontation with teachers and let this particular situation pass.

5 This administrator has asked the department heads to come up with a new grading policy. Parental pressure has dictated a change, at least for some subjects. This administrator feels that department heads should suggest the change but now finds that they are unable to come up with a proposal. In the past, the administrator has given the group important assignments and they have solved them without any direct intervention. This administrator would

- A) Involve the department heads and, together, draft a new grading policy.
- B) Leave it to the department heads to draft a proposal.

C) Encourage the department heads to work on a grading policy and be available for discussion.

D) Act quickly and firmly to direct the department heads to propose a plan.

6 This administrator is considering changing to a team-teaching approach rather than the usual single-teacher, single-subject approach. Members of the teaching staff have made suggestions about this needed change. Most teachers have worked in team-teaching settings in other schools. The teachers have generally proven to be competent and open to change in the past. This administrator would

- A) Announce the changes and then implement them by providing close supervision.
- B) Allow a committee of teachers to consider changes and make recommendations. Also allow the committee to organize the implementation of recommendations that they approve.
- C) Incorporate teacher recommendations in the change but direct the implementation of the change himself or herself.
- D) Encourage teacher involvement in developing the change in structure and let them suggest implementation strategies.

(Continued on page #)

LBAT[®]

7 This administrator has been asked to chair a task force that is responsible for making recommendations for changing the inservice teacher training in the school system. Because of a lack of leadership on the part of the previous chair, the task force is way behind in generating its report. Task-force members are enthused about the task force's job, but most of the members know little about what needs to be done. This administrator would

- A) Try to work for group involvement in setting goals and *not* push his or her leadership role at this time.
 - B) Redefine the task force's goals and direct and carefully supervise task force members' work.
 - C) Let the task force continue to operate as it has while he or she begins to informally get to know the individuals in the group.
 - D) Incorporate group suggestions on how to run the task force but assume direction and leadership of the group.
- 8** A recent article published in the local newspaper discussed the academic achievement of schools in your area. Test-score results for the past five years were used to rank order the schools. Your school ranked next to last. This administrator formed a committee to investigate possible curriculum changes and has allowed the committee to function on its own. Now this administrator feels it is necessary to become involved due to parental pressure and a missed deadline. This administrator would
- A) Learn more about the committee's work and be sure to praise that which he or she thinks has been done well.
 - B) Meet with the committee to learn more about their activities and then recommend future operating procedures to them.
 - C) Take steps to ensure that the committee follows a set of procedures that meets his or her approval.
 - D) Continue to let the committee work on its own but attend their meetings to become familiar with their activities.
- 9** For the past two years, this administrator has taken an active part in establishing a PTA. He or she now feels it is time to reduce his or her involvement. PTA members are aware of the administrator's many responsibilities and they respect his or her time commitments. The PTA has been productive in planning activities and, except for a few new members, the group has been flexible. This administrator would
- A) Provide encouragement and support to the group but let the PTA plan future directions.
 - B) Involve the PTA in planning future directions but implement the changes himself or herself.
 - C) Allow the PTA to formulate its own direction without any further assistance or support from him or her.
 - D) Announce the change in his or her role and then propose and direct the implementation of a new structure.

Leader Behavior Analysis II

10 In response to the school board's plea for accountability, this administrator has decided that all teachers—both tenured and nontenured—must submit lesson-plan books to department heads each Friday. In the past, he or she has required only nontenured teachers to do this. Some of the teachers who usually respond to his or her directions are not responding to this redefinition of standards. This administrator feels strongly that this directive should be followed. This administrator would

- A) Send a memo to the staff that describes the new procedure and allow time for a period of adjustment.
- B) Clearly redefine the directive and personally follow up to see that all teachers are following it.
- C) Explain his or her rationale for the decision; ask the teachers for suggestions in this area but see that the new standards are met.
- D) Encourage teachers to meet the new standards and solicit their reactions and comments.

11 As coordinator, this administrator has just attended a planning committee meeting for a regional curriculum conference. Committee members were excited about planning the conference, and many excellent ideas were discussed. He or she did *not* need to exert much leadership with the committee. Everyone seemed to enjoy the interaction and to think that many important matters were settled. Because the meeting went so well, this administrator now feels unsure about what his or her role should be in future meetings. This administrator would

- A) Let the committee continue to work as it has been, with little direction from him or her.
- B) Try to assume a leadership role with the committee.

C) Discuss the situation with the committee and then take whatever role he or she feels is necessary.

D) Support the committee's efforts when possible by sharing information, facilitating problem solving, and praising its progress.

12 Recently, this administrator gave one of the teachers the responsibility of reviewing several commercial curriculums to make recommendations on the relative merits of these programs. This teacher lacks energy and enthusiasm for this assignment. In the past, this teacher has been very dependable. However, he is experiencing difficulties in performing this task and seems discouraged. This administrator would

- A) Provide substantial direction to enable this teacher to carry out the new responsibilities.
- B) Discuss the situation with the teacher but allow him to decide how to proceed with these new responsibilities.
- C) Provide support and encouragement and, at the same time, be far more directive with the teacher.
- D) Give the teacher more time to learn how to do the work.

(Continued on page 6)

LBAIT®

13 The district has finally granted this administrator the funds needed to purchase six computers for your building. Most of the teachers are anxious to learn how to use the computers and to get the children working on them, but most have had no experience or training with PCs. This administrator has had a lot of experience with all types of computers and even owns the type selected for your building. This administrator would

- A) Ask the staff to read the computer manuals that came with the software and call him or her if they have any questions.
- B) Hire a computer expert, tell the teachers when the training will start, and make sure that those who participate in the classes know what is expected of them.
- C) Ask the teachers how they want to proceed and, after incorporating their input, make sure that those teachers participating in the training know what is expected of them.
- D) Ask the teachers to help one another, encourage their mutual problem solving, and praise their progress.

14 Your fellow teachers are being pressured to solve a problem raised by the school board. In the past, the teachers have always managed to find suitable solutions without direction or support. This time, however, they do not seem to be interested. This administrator would

- A) Discuss the problem with the teachers and encourage them to develop a solution.
- B) Work with the teachers and solve the problem together.
- C) Give the teachers more time to work on the problem by themselves before intervening.
- D) Solve the problem himself or herself.

15 Recently, this administrator learned that there may be some internal difficulties among the custodial staff. This staff has an excellent work record and has worked in harmony for the past year. All staff members are qualified for their respective tasks. In fact, it is the best group of custodians this administrator has ever seen in a school. This administrator would

- A) Act quickly and firmly to correct the problem.
- B) Make himself or herself available to the custodians for discussion but be careful *not* to push possible solutions on them.
- C) Meet with them to discuss the problem, being sure to provide a solution before the meeting is over.
- D) Allow the custodians to work out any internal difficulties themselves, but continue to monitor what is going on.

Leader Behavior Analysis II

16 The last two faculty meetings have turned into teacher-led discussions of school problems. Usually, the teacher who introduces a particular problem acts as discussion coordinator. This administrator feels these meetings have been very productive. There have been no problems with teacher performance during this period. Teachers are beginning to talk more with each other, both at the meetings and during regular school hours. This administrator is wondering what role he or she should play at future faculty meetings. This administrator would

- A) Let the teachers continue to run the faculty meetings and participate as little as possible.
- B) Set a definite agenda for faculty meetings and act as chairperson.
- C) Join in the discussions at faculty meetings and supervise the teachers' behavior, being careful not to lead the discussions.
- D) Discuss how the meetings will be run with the teachers and initiate necessary changes.

17 This administrator has recently been put in charge of a mathematics department. The past department record has been excellent. All of the teachers are well trained and committed to their jobs. This administrator is not sure what his or her role should be in this situation. This administrator would

- A) Discuss the department with the teachers and base any changes on their recommendations.
- B) Step in and quickly establish the direction of the department.
- C) Provide minimal direction and support to teachers in the department.
- D) Discuss the department with the teachers and then initiate any changes that he or she feels are necessary.

18 In the past, your fellow teachers have been able to implement curriculum changes without any intervention from this administrator. Now, they want to implement an objectives-based instructional program, but it appears that they are unable to implement it smoothly. The teachers are excited about the program and have spent a great deal of time on the change, but it is evident that they are becoming discouraged. An objectives-based instructional program has been endorsed by the school board and needs to be implemented soon. This administrator would

- A) Intervene and supervise the new program's implementation carefully.
- B) Incorporate any teacher recommendations but direct their efforts to implement the program.
- C) Involve the teachers in a discussion session and support any of their suggestions.
- D) Not intervene except to postpone the date of implementation.

(Continued on page 8)

LBAIL®

19 The past detention policy was a failure. Teachers would send the students to a central location where a few teachers would supervise the detention hall on a rotating basis. Recently, this administrator decided to allow teachers to be responsible for their own detention policies. This administrator has made sure that each teacher is aware of the school policy regarding detention but has not watched their behavior in this area closely. This administrator is now concerned because this new plan does not seem to be working, even though the teachers seem to agree it is a better plan. This administrator would

- A) Encourage the teachers to keep after detention problems and praise the teachers for their cooperation.
- B) Tell them why the new policy is not working, reemphasize the new procedures, and follow up to see if these procedures are followed.
- C) Explain to them why the new policy is not working, then ask them to work together to solve the problem. Tell the teachers to call him or her if there are any problems.
- D) Be open to teacher suggestions in this area but continue to make sure that all teachers are aware of their roles and responsibilities.

20 Over the last two months, this administrator has observed that several classes that fall immediately after the lunch period have been unsupervised. Teachers are not returning from their lunch period in time for afternoon classes. This has been brought to the attention of the advisory council. The council seems reluctant to move quickly on this issue. The members want more information about who the offenders are and the number of occurrences. This administrator would

- A) Give the needed information to the council and, after getting their recommendations, decide what needs to be done.
- B) Give the needed information to the council and let them work on the solution.
- C) Discuss the problem further with the council after providing them with the needed information; support their efforts to reach a solution to the problem.
- D) Assume responsibility for the issue and send a directive to all teachers, emphasizing punctuality and the need to start classes on time. Follow up to make sure this is done.

APPENDIX H

LEADERSHIP BEHAVIOR ANALYSIS II

SCORING FORM

Scoring

Determining Style Flexibility

Style Flexibility Grid

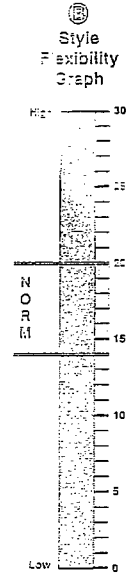
1. Circle the letter that matches your response for each of the 20 situations on the LBAII[®] Self.
2. Add up the circled letters in the S1, S2, S3, and S4 columns and record the sums in the Totals boxes at the bottom of the grid.
3. Subtract 5 from the S1, S2, S3, and S4 column totals and record the difference in the shaded boxes at the bottom of the grid. Disregard the plus or minus sign.
Example: If the total of the S2 column is 2, 2 subtracted from 5 is 3. Record a 3 in the shaded box below the S2 column.
4. Add the four numbers in the shaded boxes and record the sum in the Subtotal box.
5. Subtract the subtotal from 30 and record this number in the Style Flexibility Score box.

Style Flexibility Graph

1. Draw a horizontal arrow pointing to your Style Flexibility Score.

Style Flexibility Grid

	S1	S2	S3	S4
1	A	O	D	B
2	A	O	B	D
3	A	B	O	D
4	O	B	D	A
5	D	A	O	B
6	A	O	D	B
7	E	E	A	O
8	O	B	A	D
9	D	B	O	D
10	B	D	D	A
11	B	D	D	A
12	A	O	B	D
13	B	O	D	A
14	D	B	A	O
15	A	O	B	D
16	B	D	O	A
17	B	D	A	O
18	B	A	O	D
19	D	B	A	O
20	D	A	O	B
Totals				



DIFFERENCE BETWEEN

$$\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{5}{5} = \text{Subtotal}$$

Subtract the Subtotal from 30 to get your

Style Flexibility Score =

Identifying Leadership Styles

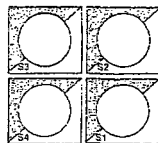
Primary Leadership Style

Record the highest total from the Style Flexibility Grid in the appropriate circle on the matrix.

Example: If the highest total is 8 in the S3 column, record an 8 in the S3 circle.

(If you have a tie for your primary style, record the totals in the appropriate circles.)

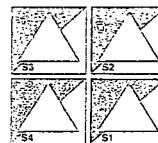
Primary Style Matrix



Secondary Leadership Style

Record totals of 4 or more, other than your primary style, in the appropriate triangle(s) on the matrix.

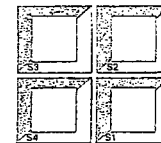
Secondary Style Matrix



Developing Leadership Style

Record totals of 3 or less in the appropriate square(s) on the matrix.

Developing Style Matrix



Determining Style Effectiveness

OBJECTIVE: DETERMINING STYLE EFFECTIVENESS

NOTE: Style Effectiveness Grid

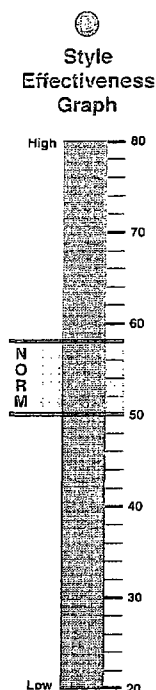
1. Transfer your answers from the Style Flexibility Grid by circling the matching letter in each of the 20 situations.
2. Add up the circled letters in the P, F, G, and E columns and record the sums in the Totals boxes at the bottom of the grid.
3. Multiply each total in the P, F, G, and E columns by the number directly below it and record the results in the shaded boxes at the bottom of the grid.
4. Add the four numbers in the shaded boxes and record the sum in the Style Effectiveness Score box.

NOTE: Style Effectiveness Graph

1. Draw a horizontal arrow pointing to your Style Effectiveness Score.

Style Effectiveness Grid

	P	F	G	E
1	B ₄	D ₃	A	C
2	D ₄	B ₃	C	A
3	D ₄	C ₃	A	B
4	A ₄	D ₃	B	C
5	D ₁	B ₄	A	C
6	A ₁	C ₂	B	D
7	C ₄	A ₃	D	B
8	C ₁	B ₂	D	A
9	D ₁	B ₂	A	C
10	A ₄	B ₁	D	C
11	B ₁	C ₂	D	A
12	A ₁	C ₂	D	B
13	A ₄	D ₃	C	B
14	D ₁	B ₂	C	A
15	A ₁	C ₂	B	D
16	B ₁	D ₂	C	A
17	B ₁	D ₂	A	C
18	D ₄	C ₃	A	B
19	C ₄	A ₃	D	B
20	B ₄	C ₃	D	A
Totals				



MULTIPLY BY

$$\boxed{1} + \boxed{1} + \boxed{3} + \boxed{4} = \boxed{}$$

Style Effectiveness Score

EXPLANATION OF SCORES

Style Flexibility Scores

Style flexibility scores range from 0–30. The mean score is 17.

Below 14—Low Flexibility (You tended to select the same one or two styles for every situation.*)

Above 20—High Flexibility (You tended to select all four styles more or less equally.*)

Style Effectiveness Scores

To score high on style effectiveness, you must not only show a high level of flexibility in style selection, but you must also choose the most appropriate leadership style for the situation. The totals at the bottom of the style effectiveness columns indicate how often you chose a poor, fair, good, or excellent answer.

Style effectiveness scores range from 20–80. The mean score is 54.

Below 50—Low Effectiveness (You selected more fair and poor leadership style choices.*)

Above 58—High Effectiveness (You selected more good and excellent leadership style choices.*)

* ...compared to others taking this assessment. Norms fall between the low and high scores.

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VITA

Fredrick Scott Crain was born on December 23, 1968 in Delhi, Louisiana. He was raised in Swartz, Louisiana by his parents Willie and Dot Crain along with his brother Gene and sisters Tammy, Tana, and Traci. He graduated from Ouachita Parish High School in 1987.

Scott entered Northeast Louisiana University in 1987 and graduated in 1992 with a Bachelor of Science in Health and Human Performance. He completed his Master of Science degree in Health and Human Performance from the University of Louisiana at Monroe in 1997.

In 1992, Scott was hired at Ouachita Parish High School where he taught World History, Geography, and Civics. In addition to his teaching duties, Scott also coached football, baseball and girls track, where he helped lead the Lions to the 1994 state championship football game, the 1995 state baseball tournament and a top 10 finish in the 1997 state track meet. He was named a finalist for Ouachita Parish High School teacher of the year in 1998.

He married Mandy Taylor in 1999. In 2000, Scott was named assistant principal at Jack Hayes Elementary School, where he served for 3 years. In 2002, Scott and Mandy had their first child Zach. A daughter, Caroline, was born in 2004, and a second son Noah, was born in 2007. In 2003, Scott became the principal of Lakeshore Elementary School where he has worked for the past seven years.

In 2003, Scott began his pursuit of the doctorate of education through the Louisiana Education Consortium. He is currently the principal at Lakeshore Elementary School in Ouachita Parish and he and his family reside in Sterlington, Louisiana.