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Principal and Teacher Beliefs About Leadership Implications for Student Performance

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PRINCIPAL AND TEACHER BELIEFS ABOUT LEADERSHIP IMPLICATIONS FOR
STUDENT PERFORMANCE

PRINCIPAL AND TEACHER BELIEFS ABOUT LEADERSHIP IMPLICATIONS FOR
STUDENT PERFORMANCE

A dissertation proposal submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Educational Administration

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ABSTRACT

The goal of this study was to examine whether the leadership style of principals affects teacher and student performance. The study includes an elementary, middle, and high school principal along with two teachers from each school who worked at schools that were in good standing from 2007-2011. Each school made adequate yearly progress (AYP) each year according to the *No Child Left Behind Status History Report*. This study examined one overarching research question: What do principals and teachers say about school and schooling? Data for this study was gathered through principal interviews, teacher interviews, and the results of an online Inventory of Leadership Styles (ILS) self-report and direct-report survey. The findings and actions by the principals in this study revealed that principals' leadership styles have an indirect effect on teacher and student performance. The leaders in this study set clear goals and directions built around high academic expectations. They worked to build faculty morale by empowering and motivating teachers. The professional development in their schools included professional learning communities in which teachers were provided time for collaboration. Instruction in each school is student centered and data driven. Teachers' motivated students while consistently keeping them engaged. Principals in each school took extra measures to engage parents and build community relationships. Principal participants utilized a combination of leadership styles. The results of this study suggested the need for a closer examination of professional learning communities and the strategies discussed within that improve student performance.

This dissertation is approved for recommendation
to the Graduate Council

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DEDICATION

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CHAPTER ONE: Introduction

Background of the Problem

Student achievement impacts the entire nation because it represents the performance standard for all students in public schools. The achievement level at which students perform in school sets the precedent for whether they will be successful citizens in society. Historically achievement has been a national concern. According to the National Governors Association (NGA), governments are striving to have world-class educational systems through a process called International Benchmarking. This process compares performance outcomes or sets performance targets. According to the NGA, the race is on among nations to create knowledge-fueled innovative economies. Many countries view educational improvement as integral to their mission (National Governors Association, 2008). “Others are examining the high performing and fast improving nations to learn about best practices to adapt to or improve their own systems” (p. 1). American education has not adequately responded to these new challenges. Teacher effectiveness affects student achievement, which is an indication of how students perform. Teachers are essential to preparing children to be productive in the world as they mature to adulthood.

Research implicates school leaders to be integral to teacher effectiveness. “It is school leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach goals together, that have the most effect on student outcomes” (Hattie, 2009, p. 83). School leaders possess the vision for academic success in schools. Their responsibility is to motivate all stakeholders to take a role in bringing their vision to fruition. The solution is not to provide leaders who have all of the answers. Fullan (2001) argues that people need leaders who will challenge them to face problems and arrive to

solutions while learning in the process. Good leaders lead by following, serving, inviting, and empowering others (Sergiovanni, 1994). This approach will continually and consistently produce effective leaders.

Leaders must be relationship builders as they encourage interaction and work together to problem solve. Teachers are empowered and motivated to improve as relationships improve. Based on my experience as a teacher as well as an administrator, school leaders motivate teachers in a number of different ways including: empowering them to lead by giving them a voice in the decision-making process, explaining how student performance will be measured, notifying teachers of their levels of accountability, giving feedback, delegating with proper preparation of the individuals being delegated to, and emphasizing the importance and true meaning of a team in relation to instructional practices. This study examines qualities in leaders and the implications for school effectiveness.

Statement of the Problem

Principal leadership styles have an effect on teacher performance. Leadership within the school has an effect on teacher leadership, which affects student performance. When students do not maximize learning, students, parents, teachers, school administration, and district level administrators feel it. Leadership and how it is manifested has an exact bearing on how varied stakeholders feel about and contribute to students maximizing their learning. Many types of leadership styles have documented in research, which will be discussed throughout this study. The key is finding the ones, which are most effective having the greatest positive impact on teacher and student performance. Lewin, Lippit, & White (1939) found the *democratic* style to be the most effective. Leaders exemplifying this style encourage others to participate allowing them to be creative, motivated, and engaged. Cherry (2012) further elaborated upon and shared

the same belief as the group of researchers led by Lewin (1939) indicating *participative* (democratic) leaders to be most effective. *Participative* leaders offer guidance to group members while participating and allowing input from others. Machiavelli (1952) specifies the importance of a shared vision to achieve effectiveness. Likert (1967) characterizes leaders possessing the *participative* style as ones who engage people lower down in the organization encouraging them to work together. During the early 1970's and late 1980's, Hersey and Blanchard categorized all leadership styles into four behaviors: telling, selling, participating, and delegating. Leaders having the third behavior, *participating*, maintain high relationships allowing for a shared vision in decision-making. Glanz (2002) suggests both judgment and wisdom work together and they are important qualities for any leader making decisions. Goleman, Boyatzis, and McKee (2002) indicate that *visionary* leaders understand distributing knowledge to be the secret to success. *Visionary* leaders articulate where the group is going and people must work together to achieve the group's goals. Parkinson (2008) shared that followers trust leaders with idealized influence behaviors because they share their beliefs and vision through conversation with a sense of purpose. Research about this field has indicated the need for empowerment, motivation and support from leaders.

Purpose of the Study

The purpose of this study is to investigate principal and teacher beliefs about leadership and implications of those beliefs for student performance. "Teachers who are not satisfied with their jobs may result in ineffective or mediocre teaching, which has a direct bearing on the learning process; and school effectiveness will consequently be negatively impacted" (Wu, 2000, p. 236). Research has indicated teacher morale to be increased and enhanced by empowerment and motivation by school leaders. According to Wu (2000), this

empowerment encourages teachers to give their all and perform their best everyday. The leadership style of the principal affects teacher motivation, empowerment, and teacher performance.

Significance of the Study

Educators are under pressure as they are trying to ensure students are achieving to the highest degree. The critical element indicated by research as being key to student achievement is teacher effectiveness. “Teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships are more likely to have above average effects on student achievement” (Hattie, 2009, p. 126). According to Hattie (2009), leadership is directly tied to effectiveness. Teacher effectiveness determines how well students perform due the fact that teachers are essential in preparing students for every phase of their academic journey. In order for teachers to be effective, certain needs must be met. Teachers must have the materials they need, relevant professional development, an understanding of the curriculum, job satisfaction, support from leadership, and motivation.

Research indicates effective leaders and their leadership style have a direct bearing on student achievement. According to Printy & Marks (2004), schools with strong leaders who are active in instructional matters with teachers achieve the best results. Parkinson (2008) completed a mixed method study, which implicated teachers who were satisfied by their jobs surrounded principals who gave them rewards or rewarded the ones responsible for results. Effective leaders are accountable; therefore, they hold all stakeholders accountable for success. Effective leaders are committed to the success of all students, especially by improving instruction for the low-performing students. They participate in particular tasks such as making regular classroom visits

and communicating instructional goals to all stakeholders. Effective leaders are knowledgeable about the accuracy regarding how teaching and learning should be practiced. Their knowledge level includes: improving current teaching methods, implementing new teaching strategies, problem solving, and student construction of knowledge. The Southwest Educational Development Laboratory (2011) found effective instructional leaders to possess the ability to provide strong instructional leadership, which entails the following: designing instructional strategies, supervision and evaluation of programs, and development of the curriculum. Such an examination will identify what is relevant for teaching and learning.

Effective leaders give positive, valued feedback to teachers, which will motivate them to improve their teaching practices and strategies. Sergiovanni (1994) explains that improving teaching, developing a sensible curriculum, creating new forms of governance, providing more authentic assessment, empowering teachers and parents, and increasing professionalism must rest on a foundation of community building. Community, in this capacity, is defined as a sense of belonging among a group of people who have shared values and ideas. This sense of belonging is important to teachers and students. Students who do not find a sense of belonging look for it in gangs or other forms of trouble. Teachers who do not find a sense of belonging at work do not perform their best. Schools must provide belongingness to teachers who will provide it for their students. Leaders have an important task before them. According to Sergiovanni (1994), leaders must reconceptualize, which means to explore the implications of community in terms of education. This will allow leaders to look at how teaching and learning should be understood and practiced. In order for community building to be successful, people must change their way of thinking regarding schooling and relationships. Members of the community must care about each other and help each other like a neighborhood of families. Research indicates, “purposeful

communities emerge from individual visions of teachers, principals, and parents” (Sergiovanni, 1994, p. 95). They must plan success together by inventing their own practice.

Qualities of effective leadership have been documented since 1939 beginning with an identification of three styles of leadership documented by Lewin et. al (1939): democratic, autocratic, and laissez-faire. Likert (1967) identified four styles of leadership centered on the involvement of people in the decision-making process: exploitive authoritative, benevolent authoritative, consultative, and participative. The *Situational Leadership Theory* by Hersey and Blanchard was first developed in the 1960’s at the *Center for Leadership Studies*. Many studies have been developed and documented striving to indicate the effectiveness of the chosen style for the particular study. A strong leader possesses the capacity to motivate teachers, parents, students, and to implement change. According to the Southwest Educational Development Laboratory (2011), leadership to promote and implement change has not been consistent. “Knowledge about the qualities of individuals who have successfully implemented such strategies has been minimal” (p. 1). This study will contribute to this knowledge base. Effective leadership, although key, has not been studied extensively and without consistent findings with implications for student achievement.

Research Question

The overarching research question will be addressed:

What do principals and teachers say about how leadership affects schools and schooling?

Research Setting

An elementary, middle, and high school principal along with two teachers from each school will be used to present the case for this study. According to the *No Child Left Behind Status History Report*, each of the three principals’ schools were in good standing from 2007

until 2011 in regards to meeting adequate yearly progress (AYP). Principal A represents the elementary school and has been the administrator over three elementary schools while working as a principal. Principal A did an exceptional job, as evidenced in the Tennessee Department of Education State Report Card (2011), at the last school; therefore the district presented this principal the opportunity to open a new elementary school three years ago. Each school met AYP for every year Principal A served as principal. The current school that Principal A serves is located in a small town in the northeastern part of the county with a population of 11,517 people. Principal B represents the middle school. The middle school for this study is located in a suburban area in the eastern part of the county with a population of 40,000 people. Principal B has served as principal at the middle school level for the past four years. The school met AYP with good standing from 2007 until 2011. For the 2011-2012 school year Principal B was promoted to the position of middle school director. Principal C represents the high school. Principal C served as principal at the high school level for 19 years. The high school, for this study is located in a suburban area in the southern part of the county with a population of 43,965 people. The school met AYP with good standing from 2007 until 2011. For the 2011-2012 school year Principal C was promoted to the position of assistant superintendent of curriculum and instruction. Both Principals B and C are continuously collaborating with the principals who took their places to ensure academic success continues. Interviews, questionnaires, surveys, and observations will be used to investigate principal and teacher beliefs about leadership and the implications for student performance under the leadership of Principal A, Principal B, and Principal C. The principals and teachers participating in this study have worked in schools that have been continuously high performing for the past five years according the Tennessee Department of Education State Report Card (2011). This study is a tool, which can help leaders

to visualize other principals and teachers beliefs about leadership and the implications for student performance.

The study will examine teacher and principal perceptions about the leadership style of each principal. A further examination will be made regarding the effect each principal's leadership style on teacher performance with implications for student performance. While investigating teacher performance, motivation and empowerment will be closely studied to find common themes or the presence of relationships.

Conceptual Framework

The conceptual framework of this study entails the following core set of connectors centered around the topic of improved overall school academic performance: school climate, leadership styles, teacher motivation, empowerment, and collaboration. Maxwell (as cited in Miles & Huberman, 1994) found a conceptual framework to be defined as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them” (Maxwell, 2005, p.33). The findings of this study, through the conceptual framework, will answer the overarching research question: What do principals and teachers say about how leadership affects schools and schooling? The conceptual framework was chosen as the focus for this study because it supports the new era and need for shared leadership through collaboration, teacher motivation, and empowerment, all of which are embedded throughout the six styles of leadership introduced by Goleman et al. (2002): visionary, coaching, affiliative, democratic, pacesetter, and commanding. The original three styles of leadership identified by Lewin et. al (1939): democratic, authoritarian, and laissez-faire, are embedded in the six styles of leadership identified by Goleman et al. (2002). The original democratic style supported collaboration and

people working together with the final say resting with the leader. “The hierarchical nature of past leadership styles caused the impact of their decisions to resemble a pyramid, with a few decisions at the top leading to a multiplicity of mandates, initiatives, and priorities at the bottom” (Reeves, 2011, p. 51). The leader makes all decisions with everyone below left to execute them. The weight of the pyramid, in hierarchical style leadership, can be suffocating to the people at the bottom of the pyramid. The impact of the leader’s decision at the top of the organization can be overwhelming to everyone else. “The greater the number of potential power combinations in the pyramid at the higher levels, the less likely it is that the people at the lower levels will understand or communicate with those in power” (Reeves, 2011, p. 62). Goleman et al. (2002) adds a needed piece to this study by including a style that gives group members a voice in the decision-making process through shared leadership. The leader provides the vision in the visionary style of leadership, articulating where the group is going not how they will get there, leaving the entire team free to innovate and be creative. Shared leadership shifts leadership roles from resembling a pyramid structure to a glistening diamond. “The facets of a diamond connect each part of the gem to the others along a seemingly infinite variety of pathways” (Reeves, 2011, p. 52). In the diamond structure, initiatives and innovation do not just come from the top down; they arise and flow throughout the organization. The brilliance of a diamond depends on each part’s ability to refract light and dazzle the person looking at it. The success of a 21st century school or organization requires exceptional levels of creativity and communication spread throughout.

Leadership is distributed: residing not solely in the individual at the top, but in every person at every level who, in one way or another, acts as a leader to a group of followers wherever in the organization that person is, whether principal, team leader, or teacher leader. (Goleman et al., 2002, p. xiii)

The leadership styles outlined in Goleman et al. (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence* support distributed and shared leadership, which has been implicated in research as integral to the success organizations.

Goleman et al. (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*, supports this study with a focus on six styles of leadership: visionary, coaching, affiliative, democratic, pacesetting, and commanding. According to the authors:

The first four leadership styles, visionary, coaching, affiliative, and democratic, are sure-fire resonance builders. Each has its own strong, positive impact on the emotional climate of an organization. The last two styles, pacesetting and commanding, also have their place in a leader's tool kit. They must each be used with care. When pacesetting and commanding leaders go too far, relying on these styles too often or using them too recklessly, they build dissonance, not resonance. (Goleman, Boyatzis, & McKee, 2002, p. 69)

“Visionary leaders articulate where the group is going, but not how it will get there thus setting people free to innovate, experiment, and take risks” (p. 57). They help people to see the importance of their work. In the coaching leadership style, personal development is more of a priority than getting the job done. “Coaches help people to identify their own unique strengths and weaknesses, tying those to their personal career aspirations. Coaches are good at delegating” (p. 61). Affiliative leaders are most concerned with promoting harmony by making sure everyone is happy. This nurtures personal relationships, which focuses on the emotional needs of employees overlooking job targets and goals. “The democratic leader builds on emotional intelligence abilities while focusing on teamwork and collaboration, conflict management, and influence” (p. 69). Democratic leaders are good listeners. They do not work as controlling leaders, but rather collaborating with the team. The pacesetting leader is obsessive about doing things the best and expecting everyone else to do the same. The pacesetter is not sure of boundaries or guidelines. Therefore this type of leader is unable to give direction. Pacesetters will expect followers to figure out the direction. They appear to be unconcerned about people's

feelings. The commanding leadership style is a coercive one. Commanding leaders can be cold; contaminating everyone's mood causing the overall climate of the work environment to take a downward spiral. "Great leadership invokes passion and works through emotions, there is an emotional impact of what a leader says and does" (p. 4). The extent to how a leader operates and/ or leads through emotions influences the leaders style. The most effective leaders engage people by winning their commitment and willingness while using a collection of leadership styles (Wolff & Schoell, 2009).

Goleman et al. (2002) worked with members of the Hay Group investigating the link between leadership behavior, climate, and performance. Researchers at the Hay Group provided crucial data analysis to support the work in Goleman et al. (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. The Inventory of Leadership Styles (ILS) is an online survey originally designed by McBer and Company. The ILS (see p. 58 which discusses validity and reliability of the ILS) has been revised several times based on clinical knowledge and theoretical conceptions from Goleman et al. and the Hay Group. The revision of the ILS includes the six styles of leadership outlined in Goleman et al. (2002). The ILS helps one to understand leadership from the perspective of the people being led (Wolff & Schoell, 2009). The leadership style of the leader can be identified though a 180-degree survey. The answers to the survey are analyzed by comparing how leaders think they are behaving and how their followers perceive them. The ILS contains 68 questions, which take about 20 minutes to complete. There are two different surveys housed under the umbrella of the ILS:

- The self-report will identify the leadership style of the leader based on the leader's perception.

- The direct-report will identify the leadership style of the leader based on the follower's perception of the leader.

According to the Hay Group the higher that people are promoted in an organization, the more their confidence increases. This rise in confidence can cause the development of blind spots in leadership. Those areas of weakness have the potential to hinder leadership effectiveness, which can be overcome by gaining knowledge of one's leadership style through the use of tools such as the ILS.

Lewin et. al (1939) first introduced the authoritarian, democratic, and laissez-faire styles of leadership in the 1930's. Democratic leadership has been documented over time as the most effective of the three styles. The democratic style has been deemed so effective because it gives individuals the feeling of engagement, which encourages people to work cooperatively and creatively (Rustin & Armstrong, 2012). The issue of motivation, along with loyalty, emerged later on in time due to the argument that people are more likely to work together with team commitment when they feel valued. The democratic style of leadership remained most effective until the credit crunch of 2008. Unemployment and poverty threatened the economy and resulted in many negative and social consequences (Rustin & Armstrong, 2012). All political parties united and agreed upon a remedy to the problem. They contended that people should be given a greater voice and more opportunities for involvement as leaders work as facilitators of teamwork. This action would create more responsible capitalisms, a greater equality of distribution and a creation of greater work initiative and commitment by members (Rustin & Armstrong, 2012).

The United States is falling behind rising world powers, losing its economic powers, and losing its ability to compete for high technology jobs. People will hire the most qualified

individual who can do the job the most cost effective way. According to the *Program for International Student Assessment (PISA)*, the U.S. continues to score below average on international benchmark tests of math and science literacy. The U.S. ranks number 16th in college completion rates in comparison to other nations. China has replaced the U.S. as the top technology exporter. China is the U.S. largest debt holder. The U.S. has the task of facilitating the implementation of the latest curricular change, the *Common Core State Standards Initiative (CCSSI)*. “The CCSSI is a state-led effort orchestrated by the National Governors Council of Chief State School Officers to provide clear-cut goals for what students in the U.S. schools serving kindergarten through grade 12 should know, understand and be able to do to be successful in college and the workplace” (Eilers & D’Amico, 2012, p. 46). When implementing these standards failure and frustration will be the result without guidance from a skilled leader.

Principals alone cannot provide sufficient leadership to systematically improve the quality of instruction or the level of student achievement. Nor can teachers supply the required leadership to improve teaching and learning. The best results occur in schools where principals are strong leaders who facilitate leadership by teachers; that is principals are active in instructional matters with teachers. (Printy & Marks, 2004, p. 130)

Innovations and improvements occur in schools which exercise shared leadership, with encouragement for change coming from principals and teachers (Printy & Marks, 2004). This change entails leaders changing their view of leadership, which supports community building. “Since the field of educational leadership was previously built on a foundation of management theory, leadership for community building is not only a change in language; it is a challenge for all educators to shift how they think and act” (Doyle, 2004, p. 196). Practices such as collaboration, shared leadership, and joint decision-making can shift the view of administrators from manager to leaders. Interpersonal relationships are formed when leaders recognize others’ expertise. Collaboration among the group allows for communication and sharing. The desire is

that administrators move from being the sole decision-makers to facilitators (Doyle, 2004). This shift in educational leadership theories provides opportunities to make improvements for all students (Doyle, 2004). Change usually evokes emotions. According to Fullan (2001), “when emotions intensify, leadership is the key” (Fullan, 2001, p. 1). “The change in the view of leadership will assist schools as they develop into communities of learning, putting aside hierarchical ideas and adapting to roles that foster collaboration and shared decision-making” (Doyle, 2004, p. 198). “This move results primarily from the recognition that teachers and principals have leadership impact on learning that occurs in schools” (Printy & Marks, 2006, p. 125).

Principals who inspire and motivate teachers are more likely to share leadership with teachers. “The procedure includes formulating a clear and simple vision for the school that encourages buy-in from teachers” (Printy & Marks, 2006, p. 129). Once the purpose is set and the leader establishes the vision, the next step requires aligning the personnel for efficiency. “After priorities have been set in the implementation process, the next essential element requires that school leaders build professional learning communities” (Eilers & D’Amico, 2012, p. 46). “Principals make a difference in student learning, and the powerful strategy for having a positive impact on that learning is to facilitate the learning of educators who serve those students through the PLC process” (DuFour & Marzano, 2011, p. 63).

Limitations of the Study

- (1) Other variables may contribute to the success of the school/professional learning community; and
- (2) My background, experience, education, and philosophical stance may be an influence as the data results are interpreted. I might bring insight as well as bias.

Definition of Terms

The following terms will be referenced throughout the study. This list will serve as a guide containing meanings of the key terms to provide a consistent flow for the remaining chapters.

Affiliative Leadership Style- This leader makes sure everyone is on one accord by linking people together with relationships and connectedness.

Autocratic Leader- The autocratic leader makes decisions without consulting others.

Charismatic Leader- A charismatic leader gathers followers with wit and charm.

Coaching Leadership Style- A leader possessing this style will connect to what people want along with the organization's goals.

Commanding Leadership Style- Commanding leaders demand immediate compliance from others, never explaining the reasons and makes threats when subordinates do not follow the given orders.

Democratic Leader- The democratic leader involves people in the decision-making process.

Democratic Leadership Style- A leader possessing this style will value people's input and get commitment through participation.

Dissonant Leadership- Dissonant leaders produce groups who are not in tune emotionally.

Effective Leadership- Effective leadership is best practiced when there are clear policies, procedures, and increases in achievement.

Empathy- Empathy is taking people's feelings into consideration while making intelligent decisions.

Judgment- Judgment is the ability needed to apply knowledge sensibly (Glanz, 2002).

Laissez-faire Leader– The laissez-faire leader minimizes their own involvement in the decision-making process by allowing people to make their own decisions, even though the leader is responsible for the outcome.

Leadership- Leadership is an influence, a power to control or a sense of dominance.

Pacesetting Leadership Style- “This leader holds and exemplifies high standards for performance. The pacesetting leader is obsessive about doing things better and faster and asks the same of everyone” (Goleman et al., 2002, p. 72).

Professional Learning Community- A professional learning community is a group of highly qualified engaged educators passionately driven by change and “on going” action.

Relationship Behavior- The extent to which leaders communicate with followers by listening, facilitating, and supporting.

Readiness- The degree to which followers show willingness to perform and complete a task.

Resonant Leadership- Leaders who are cognizant of people’s feelings while working to move them in a positive emotional direction.

Self-awareness- to exhibit self-awareness one must have a deep understanding of their emotions, strengths, boundaries, values, and purpose.

Situational Leader- A situational leader is an effective leader who does not fall into any particular preferred style.

Subordinate- A worker whose prime purpose is to do whatever the manager tells them to do.

Task Behavior- The extent to which to leaders give directions regarding duties and responsibilities of individuals or groups of people.

Transactional Leader- The transactional leader rewards his/her subordinates for success based on performance.

Transformational Leadership- A transformational leader enhances the motivation, morale and performance of followers through a variety of mechanisms.

Visionary Leadership Style- A leader who moves people toward shared dreams or a vision for success.

Wisdom- Wisdom is the ability to take accumulated knowledge and use it to think intelligently about a particular situation.

Conclusion

Donghai (2008) suggests the presence of a conceptual gap between effective leadership styles and teacher perceptions of supporting behaviors by principals. Those behaviors do not include involving teachers in the decision-making process. One assurance of success for high-performing schools is teachers operating in PLC's. Collaboration through PLC's is not an area identified consistently as fundamental, relative to implications for student achievement. Collaboration is the subject of emphasis to be investigated thoroughly within this study.

CHAPTER TWO: Review of the Literature

The University of Arkansas library research site was used to perform a basic search including the words *Leadership Styles*. After exploring all databases for the following: books, conference papers, dissertations and thesis, encyclopedias and reference works, government and official publications, historical newspapers, and magazines the initial search returned 28,786 results. After reviewing a variety of articles and books and including them in the study, the search was lessened further to search 17 databases. This search returned 15,044 results. The next search examined ERIC, Lexis Nexis, and ProQuest Dissertations and Thesis databases, for journal articles and dissertations using the words *Principal and Leadership Styles*. The search returned 3,134 results. Many of the thesis and dissertations were read and included for use in this study. A particular study written and completed by Blair (2001), indicated the following needs:

- Principals who are transformational leaders who accomplish change by encouraging and motivating teachers to use innovative instructional practices.
- Principals who are knowledgeable regarding teacher perceptions, principal effectiveness, and teacher satisfaction with the leadership style of the principal.
- Principals who are aware the leadership style of the principal plays an important role in determining the school climate.
- “Principals who can manage the day-to-day operations of a school with the expertise of a CEO whose primary goals are the product of increasing student achievement” (Blair, 2001, p. 110).

Instructional and transformational leadership are the two major forms of leadership indicated by Hattie (2009). Instructional leadership includes principals who focus on high

expectations, disruption free learning environments, and clear teaching and learning goals and objectives. Transformational leaders are role models who identify the strengths and weaknesses of their followers to bring out the best performance in them. Blair (2001) indicated the need to complete further research on school climate in relation to transformational leadership. Garrett-Booker (2003) completed a research study that indicated if schools properly spread transformational ideas from the top level of management downward to subordinates, school climate will benefit through increased student learning and achievement, increased satisfaction of stakeholders, and an environment more conducive to learning and professional growth. For future research, Garrett-Booker (2003) recommends monitoring the effects of school climate upon teachers' satisfaction and student achievement, also indicating the need for step-by-step procedures for collaboration. The prior two researchers of the early 2000's indicated transformational leadership to be most effective in relation to student achievement. As research unfolded over the years, instructional leadership has been implicated as most effective in relation to student achievement. Hattie (2009) includes a synthesis of over 800 meta-analyses relating to student achievement. The evidence from the meta-analyses supports the power of instructional leadership over transformational leadership in regards to the effects on student achievement (Hattie, 2009). "Instructional leadership refers to principals who have their major focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high expectations for teachers and students" (Hattie, 2009, p.83).

This study began with a desire to examine principal leadership styles and the implications for student achievement. As the research unfolded, the need for an examination of principal leadership styles in relation to student achievement with an emphasis on collaboration developed. Research suggests, "Professional learning communities (PLC's) continue to be fairly

new to research” (Maynard, 2010, p. 208). Collaboration is a theme that occurs throughout research as integral to an effective school. The new wave of collaboration in schools is the development of successful PLC’s in which teachers are provided opportunities to work and plan together. Maynard (2010) completed a qualitative study investigating two elementary schools in the implementation and development of successful PLC’s. The findings of Maynard’s (2010) study support the impact of PLC’s on improved instruction and student learning. “By increasing shared collaboration, allowing data to drive instruction, focusing on student success, encouraging increased student participation, offering research-based instruction, and differentiated instruction, the teachers at both schools development and perpetuation of the schools PLC’s have significantly improved the quality of instruction and increased student learning” (Maynard, 2010, p. 212). Both schools moved from watch status to making AYP the following year after successful implementation of the PLC. Maynard (2010) indicated the leadership style of the principal to be significant in principal-faculty collaboration. “The leadership style has the potential to be a significant factor impacting the results of this study” (Maynard, 2010, p. 209). An examination of the leadership style of the principal is recommended for future research in relation to collaboration and student achievement.

This study examined the leadership styles of three school principals of an elementary school, middle school, and a high school. Each school consistently met AYP from 2007-2011 according to the *No Child Left Behind Status History Report*. The results of this study showed PLC’s to be a part of collaboration in each school. The use of PLC’s were prevalent and supported under the leadership of each principal, therefore this study supports Maynard’s (2010) findings in support of implementation of PLC’s. Research has indicated collaboration to be key to increasing student achievement. Principals’ leadership styles must support collaboration in

order for PLC's to be successful. Teachers must be provided time, support, and motivation from school leaders on their work efforts. This study shows the importance of school leaders knowing their leadership style and how teachers perceive that style. Based on my experience, the results of this study may benefit the entire field of education.

Research Question

The overarching research questions is as follows:

What do principals and teachers say about how leadership affects schools and schooling?

This study supports the claim that leaders are exhibiting effective leadership styles in certain areas and getting results. This review of literature will examine principal and teacher beliefs about leadership styles and implications for student performance. The research found in this study can act as a guide to assist any principal who desires to have an effective school.

Other topics, which influence or have implications for student performance included in this study and indicated by research are: school climate, leadership styles, teacher motivation and empowerment, and collaboration. The review of literature illustrates the relationship among the defined headings and outlines research found by other individuals or groups relating to each topic.

School Climate

School climate includes everything that takes place in a school setting. According to the Southwest Educational Development Laboratory (2011), leadership requires vision. "Vision is a force providing meaning and direction to the function of an organization" (p. 2). "Vision influences the school climate, which includes teachers' instructional behaviors as well as student outcome" (p. 3). A positive school climate may result in higher student achievement. The principals' vision is the image of what they want the school to be and the students to accomplish. "Leaders of educational change can transmit their vision to others so they become motivated to

work toward the fulfillment of the vision” (p. 2). Leaders of change are good at communicating, listening, and being proactive individuals who take initiative by anticipating and looking for changes in the environment of the school. Leaders of change empower others to begin the process. When people work in PLC’s toward common goals, sharing ideas for improvement, change will take place. In some instances, change is an effective piece in regards to improving the school climate. Reeves (2004) describe how to change accountability from a series of drills into a decision-making process improving teaching, learning, and leadership. Epstein (1996) points out the need for teachers and schools to increase their understanding and respect for student and family diversity, creating a more caring school climate. In effective schools, “parents are genuine partners in every aspect of the life of the school” (Haberman, 2004, p. 8). Research suggests, “effective schools possess certain distinct characteristics: site management, strong leadership, staff stability, curriculum and instructional articulation and organization, effective staff development, maximized learning time, widespread recognition of academic success, parental involvement and support, collaborative planning and collegial relationships, sense of community, clear goals, expectations commonly shared, and order and discipline” (Glickman, Gordon, & Ross-Gordon, 2005, p.34).

Haberman (2004) supports Epstein’s (1996) point about understanding student and family diversity to create a more caring school climate. There must be respect among the school leaders and faculty in order to have a positive school climate conducive to care and learning. Leaders, teachers, and students must be connected as they work together to build an educational PLC. The cultural connections in a school bond principals, teachers, and students causing them to view themselves as one in terms of achieving academic success. According to DePree (1989) in *Leadership is an Art*, relationships between employees, staff, and customers are important in

achieving success. Everyone must work together sharing the same goals and vision for success. Everyone must work in teams using the skills of all the members. DePree (1989) also believes if everyone works together, signs of leadership should be seen among the followers.

When a leader sets the tone and mood when delivering messages, the group can be driven toward optimism or inspiration. “Research in the field of emotion has yielded keen insights not only to measure the impact of a leader’s emotions but how the best leaders have found effective ways to understand and improve the way they handle their own and other people’s emotions” (Goleman et al., 2002, p. 4). “If people’s emotions are pushed toward the range of passion, performance can indicate growth; if people are driven toward hatred and anxiety, they will not grow to meet their goals” (p. 5). Emotionally intelligent leaders attract talented people because those people want to be in the leader’s presence. “Intellect alone will not produce the perfect leader” (p. 27). According to research, “leaders must execute the vision by motivating, guiding, inspiring, listening, persuading, and most crucially creating resonance” (p. 27). Resonance occurs when two or more people are in agreement and see things the same. Resonant leaders are cognizant of people’s feelings while working to move them in a positive emotional direction. One sign of resonant leadership is when followers share the same energy and passion as their leader. Dissonant leadership produces groups who are not in tune emotionally or working in harmony. Dissonant leaders burn people out, lack empathy, and can be abusive to the people they lead. “Under the guidance of an emotionally intelligent leader, people feel a mutual comfort level” (p. 21). They share ideas while learning from one another. They make decisions collaboratively as they work together accomplishing goals in PLC’s.

“In some secondary schools in Nigeria, teachers and principals viewed themselves as colleagues with equal authority whose main objective was to work towards the achievement of

the school's goals" (Nakpodia, 2009, p. 1). Many of the community members complained because the faculty and principals in the schools argued all the time. The principal and staff members had equal say with no respect for the leader, according to the community. As a result, "in many secondary schools teachers and students transferred to other schools at the end of each academic year" (p. 2).

Leadership Styles

Leadership style is defined as how a person plays a role, reacts, makes decisions, or treats other people. There are many leadership styles that have been documented in past research and will be discussed further in this chapter. Many leaders find success in exemplifying more than one style or a combination of styles. The key is not to find the perfect style, but be willing to adapt to the situation at hand making adjustments to the leadership approach. The ability to lead can be viewed as a natural quality. In that respect, it begs the question if certain people are born to lead. If leaders are not exposed to the right environment, they will not develop to their full leadership potential. It is important to be aware of the positive and negative characteristics of the different leadership styles documented throughout this literature review.

Lewin et al. (1939) completed a leadership decision experiment in 1939 and identified three different styles of leadership. Those styles are: autocratic, democratic, and laissez-faire. The autocratic leader makes decisions without consulting others. In Lewin's (1939) experiments, he found this style to cause the most dissatisfaction (Lewin, Lippit, & White, 1939). This type of style works when there is no need for input during the decision-making process and peoples' motivational level will not be affected whether they are involved in the decision-making process or not. While the autocratic leader would not support collaboration, the democratic leader involves people in the decision-making process. The autocratic leader will

have the final say in this process. Problems do not arrive unless there are too many decisions with no clear method of reaching a fair decision. Lewin (1939) found the democratic style to be the most effective. Everyone is encouraged to participate. This allows group members to be creative, motivated, and engaged. Democratic leaders participate in the decision-making process along with the rest of the group but will have the final say. They allow input from and offer guidance to groups of people. Leaders possessing the laissez-faire style, however minimize their own involvement in the decision-making process. Those leaders allow people to make their own decisions even though the leader is responsible for the outcome. In this case people must be motivated and capable of making their own decisions or disaster will be the outcome. Leaders who fall under this leadership style are often categorized as laid back and easy going. Cherry (2012) outlined and further elaborated upon the three types of leadership styles identified by a group of researchers led by Lewin and colleagues (1939): authoritarian leadership (autocratic), participative leadership (democratic), and delegate leadership (laissez-faire). Authoritarian leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. Authoritarian leaders make decisions independently with little or no input from the rest of the group. Participative leaders are generally the most effective. They offer guidance to the group members, but participate in the group and allow input from the other group members. Participative leaders encourage group members to participate, but they retain the final say over the decision-making process. Group members feel engaged and are more motivated and creative. Group members under the delegative leadership style were the least productive of all three groups. They made more demands on the leader, showed little cooperation, and were unable to work independently. Delegative leaders offer little or no guidance to group members and leave the decision-making up to the group members.

In 1967, Likert identified four leadership styles centered on how people are involved in making decisions. The four styles are: exploitive authoritative, benevolent authoritative, consultative, and participative. The exploitive authoritative leader is not concerned with people's feelings and uses threats and fear to enhance performance. The benevolent authoritative leader uses rewards to encourage performance and they are good listeners. Followers say what they want the leader to hear. The consultative leader makes efforts to listen and yet makes the final decision. The participative leader engages people lower down in the organization encouraging them to work together. The participative leader under Likert's leadership styles has characteristics similar to the participative leadership styles described by Cherry (2012). The participative leadership styles under both leaders are very comparable to the democratic leadership style first introduced by Lewin (1939).

Hersey and Blanchard (1996) developed the *Situational Leadership Theory* in the late 1960's. "*Situational Leadership* is based on an interchange among the amount of guidance and direction a leader gives (task behavior); the amount of socioemotional support a leader provides (relationship behavior); and the readiness level followers show in completing a task" (Hersey, Blanchard, & Johnson, 1996, p. 188). The purpose of the concept was to help future leaders to be more effective in their relationships with their followers. Hersey and Blanchard categorized all leadership styles in the following four behavior types: Style *S1 Telling*, Style *S2 Selling*, Style *S3 Participating*, and Style *S4 Delegating*. Style *S1* involves the leader guiding, directing, and structuring by telling followers what, how, and where to complete a task. The leader defines the role of group members and defines all of the parameters involved in finishing the task. The *S2 Selling* leadership style involves the leader providing guidance and also the opportunity for the follower to ask questions for clarity. The *S3 Participating* leadership style involves the leader

maintaining strong relationship behaviors while communicating with and encouraging the followers. The *S4 Delegating* leadership style involves the leader monitoring and observing followers. Followers are given responsibility while being monitored by the leader. Hersey and Blanchard identified four levels of readiness, which represent different combinations of followers' abilities, willingness, or confidence (see Table 1 below). The Hersey-Blanchard *Situational Leadership Theory* identified leadership styles that were appropriate for each level of readiness (see Table 2 below). According to Hersey, Blanchard, & Johnson (1996), the leadership style a leader uses with individuals or groups of people, depends on the readiness level of the people being led. *Situational Leadership* implies that leaders exhibit behaviors in response to follower behavior. Followers control their own behavior at the same time determining the behavior of their leader.

Table 1

Continuum of Follower Readiness

Level	Characteristic
R1	Unable and unwilling or insecure
R2	Unable but willing or confident
R3	Able but unwilling or insecure
R4	Able and willing or confident

Note. Adapted from Hersey, Blanchard, & Johnson (1996) characterizing the four levels of follower readiness in Situational Leadership.

Table 2

Levels of Readiness Paired with Leadership Styles

Level of Readiness	Leadership Style
R1, <i>Low Readiness</i> Unable and unwilling or insecure	S1, <i>Telling</i> High task-low relationship
R2, <i>Low to Moderate Readiness</i> Unable, but willing or confident	S2, <i>Selling</i> High task – high relationship
R3, <i>Moderate to High Readiness</i> Able, but unwilling or insecure	S3, <i>Participating</i> High relationship – low task
R4, <i>High Readiness</i> Able and willing or confident	S4, <i>Delegating</i> Low relationship – low task

Note. Adapted from Hersey, Blanchard, & Johnson (1996)

Judgment is a critical element in decision-making. A leader who uses good judgment must have knowledge and common sense as well. According to Glanz (2002), “a leader who lacks judgment may possess other virtues, but is destined to fail because the crux of good leadership is the ability to make thoughtful, reasoned decisions” (Glanz, 2002, p. 114). Glanz suggests both judgment and wisdom work hand in hand. “Without good judgment educational leaders are completely ineffective because their good intentions may be misplaced or worse, detrimental to the school or district” (p. 113). One must also be able to think critically to be an effective leader. Being placed on the spot to decide in the best interest of all of the students can be a difficult task. It is nearly impossible to please everyone. The key is to always base judgment on facts and to make decisions in the best interest of the children. Judgment is a lot like wisdom. It is gained through experience and practice. In my opinion, wisdom is a gift from God. It involves the leader, in some instances, being able to think spontaneously. One must have the ability to prioritize when it involves various facts and information. Priorities will help leaders to determine which choice to make in a particular situation. The leader must also be able

to make the best choice in the interests of all parties involved, especially the children. Glanz's book, *Finding Your Leadership Style*, uses the example in the Bible about the Wisdom of Solomon, which uses the parable to depict a good example of a leader using wisdom. This happens to be one of my favorite stories in the Bible. According to I Kings 3:16-28 (King James Version), two women came before King Solomon with one live baby. Each woman proclaimed the baby was her own biological child. Each woman had a living baby before bed. When they arose the next day, one of the babies was dead. King Solomon suggested cutting the baby in half and giving each mother a half. One mother encouraged the king to do it. The other mother told King Solomon to allow the other mother to have the baby. She could not stand to see the baby cut in half. King Solomon knew this mother was the real mother. Only a true mother would give up her child rather than see the child hurt. Even in King Solomon's day, there was a need for leaders to have good judgment.

The authors of the book *Whatever It Takes* work in the field of education in some capacity. "The book entails several stories examining the commitment and collective intelligence that occurred in schools during the authors' educational experiences" (DuFour, Eaker, & Karhanek, 2004, p. xiii). The authors provide the following suggestions to have effective schools:

- Educators must solve problems as they emerge and test ideas holding potential for improving student achievement.
- Schools must invent, be innovative, and adjust their way toward excellence.
- The curriculum must be examined to isolate what is relevant for teaching and for learning.

- Leaders must examine assessment, discipline, school organization, teachers' workplace, climate, and leadership.

School leadership impacts the daily lives of children. School is the place where students learn the basics of academics while building and increasing their basic knowledge. School leadership is responsible for facilitating the success of the students, teachers, and staff. Reeves (2004) encourage educators to develop student centered accountability systems to capture the aspects of teaching test scores do not show.

Parkinson (2008) completed a mixed method study, studying late career teachers' perceptions of their school leaders. Parkinson analyzed how those perceptions affected teacher performance. The target population was 70 teachers who were a part of one of three school districts. Each teacher taught for at least ten consecutive years. Parkinson used nine leadership styles to categorize participants and to analyze the relationship between late career elementary teachers' perceptions of their principals' leadership styles and their job satisfaction. "The nine leadership styles, including idealized influence (attributes), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active), management by exception (passive), and laissez-faire were correlated with intrinsic and extrinsic teacher satisfaction using the Pearson Product Moment Correlation" (p. 101). Leaders with idealized influence attributes and behaviors are admired and trusted by their followers. Leaders with *idealized influence attributes* help followers to increase their levels of pride. Their actions display confidence and power. Leaders with *idealized influence behaviors* share their beliefs and vision through conversation. They have a sense of mission and purpose. Leaders with *inspirational motivation attributes* behave in ways that challenge and motivate their followers. They talk optimistically and enthusiastically,

and express confidence about goals. Leaders with *intellectual stimulation attributes* encourage their followers to be creative and innovative. They consider different perspectives when problems arise. Leaders who demonstrate *individualized consideration* act as mentors or coaches. They focus on individual needs to help develop the strengths of their followers. Leaders who demonstrate the *contingent reward* leadership style give rewards when goals and targets are met. A leader who possesses *management by exception* leadership traits is specific about compliance standards. They punish followers who are not in compliance with standards and focus on the negative by keeping track of mistakes. *Laissez-Faire* leaders do not like making decisions. When needed they are not usually around. According to Parkinson (2008), “the correlations between the leadership styles and the extrinsic satisfaction variable were generally higher than those of the intrinsic variables” (p. 101). The findings in the study suggests, “principals who were perceived by late career teachers as demonstrating idealized influence (e.g., they were respected, trusted, and confident) tended to be connected with teachers who were more extrinsically satisfied by their jobs” (Parkinson, 2008, p. 102). Principals who gave teachers rewards or rewarded the ones responsible for the results were associated with teachers who were naturally satisfied with their jobs. Teachers were also asked to answer ten interview questions. “The responses to the interview questions were sorted into three categories: late career teacher needs, extrinsic job satisfaction, and intrinsic job satisfaction” (p. 113). Each participant expressed the need for staff development and principal support. The findings in the study suggests “late career teachers experienced increased satisfaction when they perceived their principal as more specifically demonstrating the transformational behaviors of idealized influence (attributed), intellectual stimulation, and individualized consideration” (Parkinson, 2008, p. 133). “Teachers in this study indicated the need to be supported, praised, coached,

encouraged, and involved in decision-making” (p. 139). According to this study, the final analysis of an effective teacher describes the following characteristics: positive relationships, teaching all students, lifelong learners, and a passion for teaching. According to Parkinson (2008), it is important for principals to avoid laissez-faire or avoidant leadership because it results in late career teachers who don’t feel supported. “Late career teachers in this study expressed lower job satisfaction when they perceived their principals as focusing all their energies on failures and mistakes” (p. 139). Schach (2008) found the support of the building administrator to greatly impact the development of teacher effectiveness.

A study was conducted to determine prevailing leadership styles in the secondary schools of Anglophone provinces of Cameroon. The researcher wanted to see how leadership styles determine the relationships existing between principals, staff, and students. The use of authority, the sharing of responsibility, and attitudes towards individual members of staff and students were closely investigated. “It was hypothesized that there was no significant difference between a leadership style of experienced and less experienced principals” (Nakpodia, 2009, p. 2). According to Nakpodia (2009), the relationship among leaders, staff, and students may be influenced by different principals’ leadership styles. Those leadership styles are: autocratic-self, autocratic-nomothetic, democratic-nomothetic, democratic-idiographic, and democratic-transactional (see Table 3 below). The satisfaction the principal, staff, and students get from their work will only be present in a school climate where the relationship among the stakeholders is an effective one. There were 130 secondary schools in the area. Ten students from each school were chosen as participants in this study and 30 principals were involved in the study. There was one questionnaire for principals, two questionnaires for teachers and two questionnaires for students.

According to Nakpodia (2009), the findings of the study were:

- The dominant leadership style identified by both teachers and students was the democratic-idiographic leadership style.
- The prevailing principal (staff and principal) – student relationships identified by both the teacher and the students were formal relationships.
- The prevailing principal (staff and principal) – student relationships identified by the principal were cordial relationships.
- There was no significant difference between the leadership styles of experienced principals and less experienced principals.

Table 3

Leadership Styles Used to Characterize Leaders (2009) Nakpodia's Study

Leadership Style	Description
Autocratic-Self Style	A principal will exhibit either a strained, restrained, formal paternal, or cordial relationship with his staff (in the opinion of the teachers). This style is most unlikely to produce a negative or low relationship with strained, restrained, formal, paternal, or cordial principal-staff relationship.
Autocratic-Nomothetic Style	A principal will exhibit either a strained, restrained, formal paternal, or cordial relationship with the members of the staff in the school. The autocratic-nomothetic leadership style is unlikely to produce a negative relationship with strained, restrained, formal, paternal, or cordial principal-staff relationship.
Democratic-Nomothetic Style	A principal will exhibit either a strained, restrained, formal, paternal, or cordial relationship with the teachers in the school. The democratic-nomothetic leadership style is most unlikely to produce a negative relationship with strained, restrained, formal, paternal, or cordial principal-staff relationship.
Democratic-Idiographic Style	A principal who displays the democratic idiographic leadership style will produce a positive relationship with strained, restrained, formal, paternal, or cordial principal-staff relationship.
Democratic-Transactional Style	A principal demonstrating the democratic-transactional leadership style has a strong relationship with strained, restrained, formal, paternal, and cordial principal-staff relationships. The democratic-transactional style is most likely to produce strained, restrained, formal, paternal, or cordial relationship with his staff.

Note. Adapted from “The influence of principals’ leadership styles in teachers and students in Nigerian Secondary Schools” (Nakpodia, 2009).

Researchers and colleagues from the Hay Group have supported the work of Goleman, Boyatzis, and McKee (2002) for many years. Leadership styles of leaders are integral to the

research by the Hay Group on management effectiveness of organizations. The Inventory of Leadership Styles (ILS) is used to evaluate how a manager completes the usual functions of management: planning, organizing, motivating, controlling, and coordinating to determine the leadership style of the leader based on a compilation and analysis of the answers to 68 survey questions. The six styles of leadership that can be identified by the results of the self-report and the direct report survey under the umbrella of the ILS (see p. 58 which discusses validity and reliability of the ILS) are the same styles of leadership outlined in Goleman et al. (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. They list as follows: visionary, coaching, affiliative, democratic, pacesetter, and commanding. Visionary leaders do not tell groups how to reach goals. Their main task is to articulate the direction of the group.

“Visionary leaders set people free to innovate, experiment, and take calculated risks. Visionary leaders help people to see how their work fits into the big picture, lending people a clear sense that not just what they do matters, but also why” (Goleman et al., 2002, p. 57).

A visionary leader continually reminds people of the purpose for their work. Visionary leaders must also themselves believe in the vision in order to guide others to the vision. Visionary leaders understand distributing knowledge to be the secret to success. Empathy is important to visionary leadership: it places the leader in the place of others to help better understand their point of view. There are two things that can cause pitfalls for a visionary leader: working with a team who can sense they are more experienced than the leader and the team having impression that the leader is out of sync with the agenda at hand. In this case the group will not meet its performance goals.

Leaders who possess the coaching leadership style tend to focus on personal development by helping people to identify their own distinctive strengths or flaws. This helps people to place

emphasis on the part of their job relevant to them, which is the same thing good teachers do. They make learning relevant to their students. Rather than focusing on getting the job done, coaches delegate by giving the people they lead challenges. Coaching must equal motivation in order for this leadership style to be successful. A coach will have to help the learner along. The learner must show initiative and a desire to be a continual learner. It is not the coach's job to control or micromanage the teacher. This kind of mistake can destroy an employee's self-confidence and cause poor performance.

Leaders possessing the affiliative leadership style tend to value people and their feelings, putting less emphasis on accomplishing tasks and goals and more on employees' emotional needs. Affiliative leaders build team resonance by striving to make people happy and creating harmony. Although limited as a direct driver of performance, the affiliative style has a surprisingly positive impact on a group's climate, behind only the visionary and coaching styles impelling all measures upward. By recognizing employees as people—for example, offering them emotional support during hard times in their private lives—such leaders build tremendous loyalty and strengthen connectedness. (p. 64)

Leaders who too often use the affiliative style may fall short in offering employees the corrective feedback they truly need. It is not encouraged to use this leadership style alone. “Only focusing on praise may lead an employee to believe mediocrity is tolerated” (p. 66). Affiliative leaders rarely offer constructive feedback; therefore, employees are left to figure out how to improve on their own.

“Democratic leaders know how to suppress conflict, create a sense of harmony, repair gaps within the group, and work collaboratively with others” (p. 69). The best communicators are good listeners. Listening is the strongest quality of the democratic leader. The democratic leadership style works best when the leader is not sure of the direction the group should take. A leader using the democratic style often seeks advice from seasoned employees. Overuse of this approach can lead to endless meetings in which ideas are mulled over with no final consensus.

The leader is not satisfied until an agreement is reached. This can result in confusion due to the lack of clarity.

Pacesetting leaders have high expectations in regards to performance. Pacesetters are obsessive about accomplishing tasks the best. They hold everyone they lead to the same standard. The pacesetting leader quickly identifies poor performers and demands more from them. If low performers do not meet the leaders expectations, the leaders will reclude himself or herself from the situation. If this style is used excessively, employees may view the leader as having relentless demands. Under this type of leadership, pacesetters tend to be unclear about guidelines; therefore, they expect people to know what to do. Since followers have to figure out the expectations of the leader, morale is destroyed. “Dissonance occurs when pacesetting leaders are focused on their own goals and don’t show concern about the people they rely on to accomplish the goals” (p. 72). Pacesetters put so much pressure on people that anxiety can occur. This pressure has the potential to destroy peoples’ creative abilities. “The pacesetting leadership style can work well along with the passion of the visionary style and the team building of the affiliative style” (p. 74).

Leaders who operate under the commanding leadership style tend to demand immediate compliance from others, never explaining the reasons. Commanding leaders make threats when subordinates do not follow the given orders. They focus on the negative results of employees rather than the positive results. According to the authors, the commanding leadership approach is the least effective. Intimidating, cold leaders contaminate everyone’s mood. This behavior has the potential to spread from the leader to all of the stakeholders damaging the climate of the school. This practice will destroy motivation of employees to do their jobs effectively. Leaders need the ability to give people a sense of belonging, which is needed when trying to build a team.

Teamwork is a group of people working together toward a shared goal. A leader's hard work to bring people together can be undermined when using the commanding leadership style. The commanding leadership style is sometimes successful when dealing with difficult disengaged employees. The commanding leader must have the ability to maintain self-control while sometimes using force to get things done.

When a leader lacks self-control, this style is employed poorly and dangers of the commanding style are the greatest. Coercive leaders who display not just anger but also disgust or contempt can have a devastating emotional impact on the people they lead. (p. 79)

The four domains of emotional intelligence described in Goleman et al. (2002) are: self-awareness, self-management, social awareness, and relationship management. A combination of the domains supports resonant leadership. "Self-awareness facilitates both empathy and self-management, and the two, in combination, allow effective relationship management. Emotional intelligence leadership builds from a foundation of self-awareness" (p. 30). People who are self-aware know where they are headed and they are aware of what feels right. Intuition allows one to utilize the gut feeling along with other facts. Self-awareness is an understanding of one's own emotions and being clear about the purpose. Self-management comes from self-awareness. Self-management is the drive all leaders need to achieve their goals which is similar to an ongoing inner conversation. It also enables leaders to stay optimistic, upbeat, and transparent. Resonant leadership requires empathy. Empathy enables leaders to be approachable and good listeners. Leaders exhibiting social awareness will say the right thing when they are cognizant of others' feelings which will drive resonance. The final emotional intelligence ability is relationship management. Relationship skills are necessary as emotional intelligence works. "In regards to getting results, the competencies distinguishing the best leaders operate in well-orchestrated unison, becoming distinguished leadership styles" (p. 52). Research on leadership

styles indicates effective leaders to use the leadership style or combination of styles that work best for the followers in the educational entity that they are leading (Goleman et al. (2002). The leader must possess the ability to lead while facilitating the building of relationships. A part of relationship management is to move people in the right direction through motivation and empowerment.

Teacher Motivation and Empowerment

Lambert (2003) describes how school leaders can build leadership capacity in themselves and others. Leaders who readily express their own enthusiasm are most likely to have followers who will gain the same passion. Leaders with this a gift or ability are emotional magnets; people easily attach to them.

Donghai (2008) shared the results of a descriptive analysis, which indicated the majority of teachers in the schools studied do not feel they have much influence in the way the school operates. Teachers in this quantitative study indicated they have the biggest influence in their classrooms. The results from a canonical correlation analysis revealed a statistically significant relationship between teacher leadership and school climate. The dimension of school leadership in the school climate variable and the areas of school operation in the teacher leadership variable were the major components contributing most to the multivariate relationship. This study adds to the knowledge base in the field of teacher leadership and its relationship with school climate with quantifiable evidence at the national level (Donghai, 2008).

According to Schweitzer (2009), it is important for leaders to delegate responsibilities. Managers and leaders in the business world are more than employees. They are coaches as well. Coaches must understand the importance of teaching, motivating, and taking pride in the performance of the people they coach. To do this, one must learn how to delegate efficiently,

responsibly, and effectively. The most important thing to remember about delegation is not to forget about the task. The task is the leader's responsibility. There are some tasks that should not be delegated. If a leader is in charge of a task because of their expertise or confidentiality, the task should not be delegated (Schweitzer, 2009). Before delegating tasks, leaders must evaluate their employees' skill levels, dependability, and motivation levels. No one enjoys having a task placed upon him or her without any direction. Employees should be given opportunities to go outside of their box by being given assignments increasing their knowledge in other areas.

Ming-Tsang Wu (2000) completed review of the relationship between principal leadership style and teacher job satisfaction. The study reviewed related theories of relationships. According to Wu (2000), there are many studies exploring the relationship between school leaders' leadership style and teacher job satisfaction. "No matter what categories of leadership are used in the measuring instruments, almost all of them recognize that school leaders' leadership style and teacher job satisfaction are significantly related" (Wu, 2000, p. 246).

According to Education World (2012) the job of the principal is to make teachers' jobs easier so they can teach and their students can learn. Teachers are motivated when administrators make efforts to decrease their workload in the areas they can. Teachers want to work in schools where they can thrive and feel comfortable with their colleagues and school leadership (Rebora, 2008). Teachers are motivated when unnecessary paperwork is eliminated, irrelevant faculty meetings are limited, or when they are provided positive feedback publically and privately. Administrators are respected for arriving to school before teachers and for leaving after teachers. Motivating teachers can consist of: feel good cards, small encouraging gifts in

teacher mailboxes, beginning of the year survival kits, employee of the month awards, catered lunch for staff, casual dress days, and praise for jobs well-done.

Scott (2010) believes teachers continually seek to get better at what they do, to further their learning and growth, and to pursue their personal mastery while collaborating with colleagues who are equally engaged in becoming better at and improving their craft. They enter the profession due to their sense of purpose, drive for autonomy and self-direction, and hope to find purpose and satisfaction in helping the school to reach its goals. Teachers find pleasure and enjoyment in having meaningful conversations with other educators about improving teaching and learning. This is the point where school leaders and educators must engage in collaborative discussions with other educators who are equally engaged in becoming better at improving instruction and student performance.

Collaboration

Donghai (2008) suggests there is a conceptual gap between effective leadership and teacher perceptions of supportive principal behaviors that do not involve teachers in the decision-making process. One hallmark of many high-performing schools is the success its teachers have in creating PLC's (Anonymous, 2006). "The school that operates as a professional learning community recognizes that its members must engage in the ongoing study and constant practice that characterize an organization committed to continuous improvement" (DuFour & Eaker, 1998, xii). In the field of education one of the most key factors is collaboration. It begins with a vision. "Learning and leading cannot be separated: leading is a form of learning together" (Lambert, 2003, p. 64). Gabriel (2005) and DePree (1989) agree that there will be signs of leadership among the followers if everyone works together. "For a team to be successful the issue is not how well each person works separately but how well people work together" (Gabriel,

2005, p. 115). He also shares that teacher leaders set the tone and model behaviors congruent to a winning atmosphere. The author outlines methods that will help the school team in strengthening morale by meeting the academic needs of students and encouraging parental involvement. Haberman (2004) encouraged parental involvement.

Oesterle (2008) conducted a study to investigate perceptions of teachers and students regarding the teaching methods and teacher qualities that encourage student success. This study was designed for students who have struggled academically in the past. DePree (1989), Jennings & Greenberg (2009), and Oesterle (2008) recognized the importance of relationships for success. Jennings & Greenberg (2009) proposed that the factors contributing to creating a classroom conducive to learning and promoting developmental outcomes among students consists of the following: student-teacher relationships, effective classroom management, and effective social and emotional learning program implementation.

In 2006, Cassandra Guarino and associates analyzed federal Schools and Staffing Surveys. They found lower turnover rates among beginning teachers in schools with induction and mentoring programs emphasizing collaboration. Researcher Ken Futernick (2007), after surveying 2,000 current and former teachers in California, concluded teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decision-making, and established strong collegial relationships. (McClure, 2008)

Kardos & Moore-Johnson (as cited in McClure, 2008) conducted studies investigating school leaders who foster collaboration between novice and veteran teachers. Their survey included a representative sample of 486 first and second year kindergarten through twelfth grade teachers in California, Florida, Massachusetts, and Michigan. According to the studies, teacher retention and teacher job satisfaction can be improved through collaboration. They found that new teachers seem more likely to stay in schools that have an “integrated professional culture” in which new teachers’ needs are recognized and all teachers share responsibility for student

success (McClure, 2008). Fewer than half of the teachers in the entire study reported the teachers in their schools share responsibility for all students.

According to Ginis (2009), John Muir Middle School provided everyone with a personal laptop computer. A statewide database was created to showcase student achievement. School leaders shared that once teachers were encouraged to collaborate on instruction, test scores improved. According to the Southwest Educational Development Laboratory (2011), effective school principals strongly believe in meeting the needs of all of their students. According to Solutions for Educational Leaders (2011), the principal's job is to set the tone for the school, which includes teachers who are able to freely exchange information and ideas. This article also supports teachers collaborating if common prep periods are arranged at specific grade levels. This would allow teachers to plan and share ideas. The key theme in the National Education Technology Plan of 2010 is connectedness which connects students with learning experiences while connecting teachers with resources for driving instruction and improving outcomes (Krueger, 2011). Some are turning to social media and online communities to connect leadership and teachers so everyone can work together to improve student performance.

Research indicates "school leaders can help teams to move toward more meaningful work by requiring team members to arrive at collaborative decisions around curriculum, assessment, and instruction" (Graham & Ferriter, 2010, p. 73). "Learning to work well with others in a group is not an easy task" (p. 70). "Managing personalities, creating consensus, and developing a team identity are all challenging emotionally loaded activities that require time and skill to accomplish" (p. 70). When asked to collaborate and work together, many teachers get frustrated because they are accustomed to working alone. "In 1965, Tuckman (as cited in Graham & Ferriter, 2010) identified four stages of team development: forming, storming, norming, and

performing” (p. 70). Forming is the initial stage. It usually lasts for the first several meetings. In the storming stage, goals are not usually met. “Members take sides within the group and become competitive and defensive” (p. 71). The conflicts that arise are usually regarding interpersonal issues. “A positive team identity emerges in the norming stage when teams begin to work more effectively together” (p. 71). In this stage, members see the value of collaboration. The conversations are positive, new leaders emerge, and interpersonal relationships improve. At the performing stage, the team arrives to high levels of functioning. The team has constructive disagreements. Group development is difficult for school leaders. “Every learning team will move through Tuckman’s stages in the same order, but different teams may move ahead at different rates” (Graham & Ferriter, 2010, p. 71). This knowledge will inform any leader; a slight move in the right direction is positive for team development and growth.

Conclusion

Taking action to drive positive change requires setting clear expectations, planning, sharing personal practices, developing common assessments, and analyzing student data. The literature review indicated several factors to be examined in relation to principal leadership styles and the implications for student performance. As research developed, collaboration is a common theme emerging in relation to leadership and implications for student performance. Other research studies exist involving principal leadership styles. They examine leadership styles along with teacher feelings and behaviors, school climate, age and gender, job satisfaction, and teacher retention. A quantitative study completed by Kochamba & Murray (2000) explored principals’ and teachers’ perceptions of critical leadership skills in elementary schools. The critical leadership skills are technical skills, human relations skills, conceptual skills, and transformational skills. The findings of this study revealed that principals gave the

transformational skill a higher level of importance than the teachers did. This signifies principals are more cognizant of the role vision plays in leadership. Teachers gave the highest ratings to human relation skills. Those skills are needed to have effective relationships among all stakeholders. This insinuates principals may need to be more aware of how to motivate staff and the importance of building staff morale (Kochamba & Murray, 2000). Teachers are possibly unaware of the importance of translating vision into action because they probably were not a part of formulating it. This study suggests the need for implementing current practices to include collaboration and participation by all. This will give the faculty opportunities to take ownership and become a part of putting the vision into action. A quantitative study exploring teacher perceptions of the leadership practices of middle and high school principals was completed by Leech, Smith, Green, & Fulton (n.d.). "Each of the participants were administered Kouzes and Posner's Leadership Practices Inventory which identified teachers perceptions of their principal's leadership practices in each of five dimensions: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and ensuring the heart" (Leech, Smith, Green, & Fulton, n.d., p. 1). The majority of the respondents indicated their principals exhibited the effective leadership practices "fairly often" to "almost always." The results of this study points out that college programs responsible for preparing leaders should provide experiences which will train leaders to have strong learning communities of collaboration.

There are many positive characteristics documented that will make a leader effective. I want to be better so the students I encounter are given the best academic opportunities to increase their performance. I cannot touch every child on my own. It will take collaboration and sharing best practices with others. Many leaders are not aware of their own personal leadership style. This study will allow any leader the opportunity to identify and examine their leadership style

based on the six leadership styles outlined in the Goleman et al. (2002). I easily identified my own style of leadership. I am aware of the areas to improve. The review of literature reinforces that there is no perfect leadership style. Goleman et al. (2002) indicates the best and most effective leaders operate using the style or combination of styles, which work best for the setting they are working in.

CHAPTER THREE: Methodology

Research Question

The overarching research question was addressed:

What do principals and teachers say about how leadership affects schools and schooling?

This study examined teacher perceptions of principal leadership styles and the effect of those styles on student performance. The following topics are included in this chapter: research design, researcher's role, background, data sources, participants, data collection, data analysis, triangulation, validity and reliability of the Inventory of Leadership Styles, ethical considerations, and pilot study results.

Research Design

This study examined principal and teacher beliefs about leadership and the implications for student performance at an elementary, middle, and high school. Each school consistently met adequate yearly progress (AYP), according to the *No Child Left Behind Status History Report*, from 2007-2011. The study is based on a qualitative study design. "This approach is one in which the inquirer often makes knowledge claims based on perspectives, which are multiple meanings of individual experiences" (Creswell, 1998, p. 18). "The qualitative design allows the researcher to build a complex, holistic picture, analyze words, report detailed views of informants, and conduct the study in a natural setting" (p. 15). It also gives the researcher an opportunity to report based on an insider's perspective. This type of study is called phenomenology, which can examine and report individuals' subjective experience of reality.

The conceptual framework for this study entails the following core set of connectors centered on the topic of improved student performance: leadership styles, school climate, teacher motivation, empowerment, and collaboration. This framework served as the theory that was

investigated to guide the design of the study (Maxwell, 2005). The study examined how principal leadership styles affect student performance as perceived by principals and teachers. There were no required ages or years of service for the principals and teachers participating in this study. Each of the three principals' who were asked to participate in the study, supervised schools which have been in good standing from 2007 until 2011 in regards to meeting AYP. Two teachers from each school, who served under each principal's leadership, took part in the study by participating in the following phases: a face-to-face interview and completion of an online survey. The principals were asked to provide a list of teachers who worked with them for at least two years during the five-year time span from 2007-2011. I chose one teacher from the list and the principal selected the other. The instruments used to complete this study were the results of oral interviews with principals and teachers (see Appendix B and Appendix C), the researcher, and the Inventory of Leadership Styles (ILS) results. Each face-to-face interview was scheduled with the participants during a time accommodating their schedule in a comfortable setting.

The Researcher's Role

It is a combination of the *Educational Leadership Constituent Council (ELCC) Standards (2002)*, the work in the literature review, and my expertise as an administrator that guided the work in this study. The ELCC standards entail six standards of leadership for advanced programs in educational leadership, which I have always used as a guide for my work as an educational leader. The standards indicate that candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a district vision for learning supported by the school community.
- Promoting a positive school culture.
- Managing the organization, operations, and resources in a way that promote a safe, efficient, and effective learning environment.
- Collaborating with families and other community members, responding to diverse community interests, needs, and mobilizing community resources.
- Acting with integrity, fairly, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

As researcher, I acquired permission from the school system's leaders to complete this research study. The data were driven by a set of interview questions for the teachers and a set for the principals. The participants were provided the appropriate questions by email prior to their scheduled interview. I took notes during each participant's interview. As researcher, I also served as an instrument. The leadership style of each principal was identified by the results of the ILS as perceived by the principals and the teacher participants. Three data sources were triangulated: the answers to the interview questions from each principal participants, the answers to the interview questions from each teacher participants, and the results of the ILS online survey completed by each participant. "The different data sources of information were triangulated by examining evidence from the sources and using it to build a coherent justification for the themes" (Creswell, 2003, p. 196). Themes that were determined as the data developed list as follows:

- Leadership roles

- Leadership setting clear goals and directions
- High academic expectations
- Building faculty morale
- Professional development
- Teacher expectations and work related needs
 - Teacher empowerment and motivation
 - Professional learning community
 - Time for teacher collaboration
- Student academic needs
 - Student centered instruction
 - Student engagement and motivation
- Parents and beyond school
 - Parental engagement
 - Building community relationships

The ILS is an online survey designed for use in support of the work of Goleman, Boyatzis, and McKee (2002) along with the members of the Hay Group. The leadership style identified by the results of the ILS was compared with the themes and categories found in the data. Once all themes and categories were organized, the data were prepared for summary in paragraph and list form in chapter four.

Background

I (researcher as instrument) began my educational career in teaching ten years ago. I taught in a rural area in a state in the Delta for three years. I worked as an assistant principal in the same school district for two years. I later moved to a mid-south state and served as an

assistant principal in the fourth largest school system in that state. I worked in that position for five years. I currently work in a school in the suburban part of the school district. An elementary, middle, and high school from my current school district was used to conduct this study. This large school district consists of a population of over 48,000 students.

My job responsibilities include school scheduling, transportation coordination, student data disaggregation, student individualized educational plan, leadership, student discipline, school activities coordination, teacher evaluations, and parental involvement. I have experienced a wealth of professional development opportunities that have prepared me to assume the role of expert with confidence in this study: mentoring of new assistant principals, leadership academy, state testing training, scheduling workshops to prepare student schedules, achievement gap training, teacher evaluation training, PLC's at work, math intervention strategies, new directions for culturally competent leaders, excel training for administrators, preliminary reporting, management of middle school students training, and I am a part of the leadership fellows program with the University of Memphis. The school system owns a certificate with PD360, a web-based professional development component, which provides online training for any educational topic desired by teachers and school leaders. Through implementation of a successful and working professional learning community (PLC), I facilitated and coordinated the activities along with the principal at my school for the past two years. As a team, we built close-knit relationships with the teachers and the entire faculty. The PLC teams, who worked together and fully participated, showed academic growth in their percentage of students scoring proficient or advanced on the state standardized test. The percentage of students scoring proficient or advanced for the individual teachers in each PLC team, with successful implementation, was nearly the same.

Data Sources

The three data sources that were triangulated are the answers to the oral interview questions from each principal participant, the answers to the oral interview questions from each teacher participant, and the results of the ILS online survey completed by each participant. Principal and teacher participants in this study were provided a copy of the interview questions and information by email prior to the interview regarding the six leadership styles defined in Goleman, Boyatzis, and McKee's (2002): visionary, coaching, affiliative, democratic, pacesetter, and commanding. The principals were asked to rate themselves and examine why they perceive themselves to have the characteristics of the chosen leadership style prior to the face-to-face interview. Each teacher was given the opportunity to disclose the leadership style they perceived as best exemplified by the principal they described. The chosen leadership style and the reasoning were discussed during each face-to-face interview.

The Hay Group is a research consulting company that owns the rights to the Inventory of Leadership Styles (ILS). The ILS contains two survey instruments that were useful in reference to this study: the self-report and the direct-report. Each principal took the self-report online survey based on the six leadership styles outlined in Goleman, Boyatzis, and McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. The teacher participants took the direct-report based on those six leadership styles. Both reports were designed to help leaders to understand the style they use in relation to their subjects and their subordinates. Each survey consisted of 68 items, which was intended to take 20 minutes to complete. The Hay Group tabulated the answers to the questions provided within the online surveys. The leadership style of each principal was determined by the Hay Group and provided to me as researcher based on the answers to the survey questions. The Hay Group granted me permission to include a copy of

the ILS Conditional Use Agreement (see Appendix F) in the study and permission to report the leadership styles of each principal indicated by the direct-report and the self-report survey instruments. Due to the terms of the ILS Conditional Use Agreement, the ILS cannot be reproduced for inclusion in this study. Feedback cannot be provided to the participants (see Appendix F) by the researcher. The indicated leadership style is the only information that can be reported. A detailed report indicating the participants' perceptions of each principals' leadership style and the principals' perception of their personal leadership style is kept on file with the Hay Group and can be provided to each principal participant upon request from members of the Hay Group.

Participants

The chosen schools were continuously high performing for five years. According to the *No Child Left Behind Status History Report*, all three schools represented in this study were in good standing from 2007 until 2011 in regards to meeting AYP. Principal A (see Table 4 below) has been the administrator over three elementary schools. Principal A was given the opportunity to open a new elementary school three years ago due to the success of the former school. Each school met AYP for every year under the leadership of Principal A. Principal B (see Table 5 below) has served as principal at the middle school level for the past four years. The school met AYP with good standing from 2007 until 2011. For the 2011-2012 school year, Principal B was promoted to the position of middle school director. Principal C (see Table 6 below) was principal at the high school level for 19 years. The school met AYP with good standing from 2007 until 2011. For the 2011-2012 school year Principal C was promoted to the position of assistant superintendent of curriculum and instruction. Both Principal B and Principal C are

continuously collaborating with the newly installed current principal to ensure academic success continues at their former schools.

The school system and district officials, along with each participant, has been assured their information will be kept confidential to the extent allowed by law and University of Arkansas policy. No identifying information, such as name, job title, or work location, is included in any publication or report resulting from this research. A unique code was used to correlate survey results with interview responses for each principal and teacher. Participants received an Informed Consent form (see Appendix E) containing the name, address, and phone number of the University of Arkansas. The contact information for Dr. Carleton Holt, Dissertation Advisor, was listed as well. This documentation contains the purpose and benefits of this study.

Table 4

Elementary School – Principal A

Student Body Demographics	2007 % of Students	2008 % of Students	2009 % of Students	2010 % of Students	2011 % of Students
African American	31.4%	38%	39.7%	13.7%	13.3%
Asian/Pacific Islander	8.6%	8.2%	7.7%	3.2%	3.9%
Hispanic	.6%	10.9%	13.7%	5.5%	6.2%
Native American/ Alaskan	.6%	.5%	.4%	.5%	0%
White	49.7%	42.3%	38.5%	77%	76.6%
Economically Disadvantaged	39.2%	39.9%	49%	16.7%	18.7%
Female	47.4%	44.6%	46.7%	46%	46.2%
Male	52.6%	55.4%	53.3%	53.9%	53.8%
Total Student Count	959	959	958	525	563

Note. Table 4 represents the student body demographics of the schools for Principal A. Principal A was the principal of school A.1 from 2007 to 2009. The school remained in good standing the entire time. School A.1 continues to remain in good standing under different leadership. Principal A was given the task to open school A.2 in 2010. For the past two academic years, the school has been in academic good standing in regards to meeting AYP.

Table 5

Middle School – Principal B

Student Body Demographics	2007 % of Students	2008 % of Students	2009 % of Students	2010 % of Students	2011 % of Students
African American	3.6%	4.3%	4.3%	4.4%	3.3%
Asian/Pacific Islander	9.09%	9.7%	9.09%	9.2%	9.2%
Hispanic	2.5%	2.3%	3%	3%	3.5%
Native American/ Alaskan	.3%	.1%	.1%	.1%	.2%
White	85.2%	83.6%	83.6%	83.4%	83.7%
Economically Disadvantaged	4.2%	4.8%	5.5%	6.3%	5.7%
Female	46.8%	45.2%	47.3%	46%	46.8%
Male	53.2%	54.8%	52.7%	54%	53.2%
Total Student Count	924	787	803	847	847

Note. Table 5 represents the student body demographics of the school administered by Principal B from 2007 to 2011. The middle school met AYP and remained in academic good standing for the entire five-year period. Principal B was promoted to the central office as Middle School Director for the 2011-2012 school year.

Table 6

High School – Principal C

Student Body Demographics	2007 % of Students	2008 % of Students	2009 % of Students	2010 % of Students	2011 % of Students
African American	13%	12.3%	13%	12.6%	12.5%
Asian/Pacific Islander	2.5%	2.8%	2.9%	3.2%	4.3%
Hispanic	1.5%	1.9%	1.9%	2.2%	3.6%
Native American/ Alaskan	.2%	.2%	.1%	.1%	.1%
White	82.7%	82.8%	82.1%	81.9%	75.9%
Economically Disadvantaged	8.6%	9.4%	9.2%	10.4%	11.9%
Female	49.1%	49.5%	50.4%	50.03%	49.5%
Male	50.9%	50.5%	49.6%	50%	50.5%
Total Student Count	2,404	2,069	1,983	1,953	1,923

Note. Table 6 represents the student body demographics of the school administered by Principal

C. The school met AYP and remained in academic good standing for the past five years.

Principal C has been principal at this school for 19 years and was named Principal of the Year in 2010 by the Tennessee Department of Education. Principal C was promoted to the central office in December of 2011 to the position of Assistant Superintendent of Research, Planning, and Transition.

Data Analysis

Face-to-face interviews with the school principal and two teachers from each school were conducted in a comfortable area determined by each participant. The data given by each participant, in the form of answers to oral interview questions, was tape-recorded. Each oral interview lasted approximately 30 minutes. The written data collected was divided into statements and transformed into clusters of meanings. “The clusters of meanings were tied together to create a general description of the phenomenon” (Creswell, 1998, p. 55). During the open coding process, initial themes of information were identified and formed. From that information, several categories were found as the data were further analyzed. Axial coding allowed me to assemble the data in new ways after the open coding process (Creswell, 1998). Those are the categories that were used to identify the story line. I then looked for themes in the data demonstrating the causes and conditions of the findings called causal categories. The causal categories influencing the findings of this study were narrowed for inclusion in chapter four. The desire is for any reader of this study to feel like they are experiencing the story I am telling. Through selective coding, I identified the storyline integrating the categories examined in the axial coding model. As I tell the story from my perspective as researcher in chapter four, I will explain the conditions influencing the experience based on the feelings, experiences, and opinions of the participants.

Triangulation

“Triangulation provided the opportunity to utilize multiple and different sources, methods, investigations, and theories to provide corroborating evidence from the participants in the study” (Creswell, 1998, p. 202). The three sources that were triangulated for this study are the answers to the oral interview questions from each principal participant, the answers to the

oral interview questions from each teacher participant, and the results of the ILS online survey completed by each participant. By using those sources to study the data from more than one perspective, I was able to identify common themes in the behaviors of the participants.

“Member-checking was used to determine the accuracy of the qualitative findings in this study by taking the final report and specific descriptions and themes back to the participants to determine whether the participants felt they were accurate” (Creswell, 2003, p.196). Member checks serve as my interpretation of the data analysis, which allowed the participants to check for accuracy and credibility. Each participant was provided a copy after the data were coded. Participants were given time to review the data and provide feedback. The results of the self-report and the direct-report online survey instruments will not be provided for the participants. The Hay Group has confidentiality rules in place prohibiting the sharing of analysis reports for each of the self and direct-reports taken by each of the participants. Principals and teachers were made aware of this prior to completing the online survey. Permission has been granted, by the Hay Group, to use the results of the ILS for reporting purposes only, as I analyze and report data in Chapter Four. I have been granted permission to report the leadership styles indicated in each report. Names and pertinent information about the participants are not included in this study. Each participant has been assigned a code for reporting purposes.

Validity and Reliability of the ILS

The original sample representing the norm group for the ILS contained 476,111 assessments of 121,432 managers. “The sample was reduced by eliminating any data created during initial testing of the ILS” (Wolff & Schoell, 2009, p. 23). To balance the data set, if an organization had more than 500 managers in the sample, a random group of 500 managers was included to represent that organization. The overall new sample includes 59,171 managers who

self assessed and/or had subordinates assess their leadership styles from 2001-2008 using the inventory of leadership styles (see Table 7 below). Empirical research was collected by the members of the Hay Group measuring relationships and correlations in data between leadership styles and each of the following: climate (see Table 8 below), profitability (see Table 9 below), bonus payout (see Table 10 below), and performance in the educational sector (see Table 11 below). In order to test reliability of the ILS, Cronbach's Alpha was used as an indicator of internal consistency (see Table 12 below). "Having been tested in a variety of organizations from different industries all over the world, the ILS demonstrates substantial validity" (Wolff & Schoell, 2009, p. 3).

Table 7

Inventory of Leadership Styles Overall Sample (Self vs. Others)

Used to Support Validity of the ILS

Leadership Style	Self n=59,171	Others n=59,189
Visionary	4.8	4.3
Coaching	4.2	3.8
Affiliative	4.5	4.1
Democratic	4.3	4.0
Pacesetting	3.1	3.3
Commanding	3.0	3.2

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. "The mean scores are presented for the leadership styles a manager reported for him or herself using (or intended to use) in contrast with what leadership styles his or her raters (others) experienced him or her using" (p. 23)

Table 8

*Correlations for Managerial Styles and Organizational Climate in Hay Group Worldwide**Database (n=3,871) Used to Support Validity of the ILS*

Climate Dimension	Visionary	Coaching	Affiliative	Democratic	Pacesetting	Commanding
Flexibility	0.32*	0.17*	0.27*	0.28*	-0.07	-0.28*
Responsibility	0.21*	0.08	0.16*	0.23*	0.04	-0.37*
Standards	0.38*	0.39*	0.31*	0.22*	-0.27*	0.02
Rewards	0.54*	0.43*	0.48*	0.42*	-0.29*	-0.18*
Clarity	0.44*	0.38*	0.37*	0.35*	-0.28*	-0.11*
Team Commitment	0.35*	0.27*	0.34*	0.26*	-0.20*	-0.13*
Total Climate	0.54*	0.42*	0.46*	0.43*	-0.25*	-0.26*

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. A strong relationship was found between specific leadership style behaviors as measured by the ILS and organizational climate dimensions as measured by the Organizational Climate Survey (OCSII). Styles accounted for 54% of the variance in total climate as measured by the OCSII (r-square= .34, Beta= .537, n=644, p< .001).

Table 9

*Correlations Between Leadership Styles and Profit Margins for Managing Directors (n=10)**Used to Support Validity of the ILS*

Leadership Style	Gross Margin	Profit (PTI) Margin
Visionary	.54*	.62*
Coaching	-.41=	.40=
Affiliative	.38	.44=
Democratic	.60*	.64*
Pacesetting	-.49*	-.44=
Commanding	-.11	-.26

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. The relationship between the ILS and performance was assessed for ten managing directors in a manufacturing organization. After controlling for the “wallet share” in the year 2000, significant positive correlations emerged between the visionary and democratic styles and also gross and profit margin.

Table 10

Correlations for Styles and Individual Contribution Factor for Executives (n=61)

Used to Support Validity of the ILS

Leadership Style	Performance Data (raw)	Performance Data (normalized)
Visionary	.07	.06
Coaching	.07	-.02
Affiliative	.19	.19
Democratic	.34*	.31*
Pacesetting	.02	.00
Commanding	-.25	-.22

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. The ILS styles of 288 executives in a technology services and manufacturing company were measured and compared with bonus payout data and performance data. Significant relationships emerged between styles in both raw and normalized performance data.

Table 11

Median Actual Style Scores for Better-and Worse Performing Schools, in Percentiles (n=22)

Used to Support Validity of the ILS

Leadership Style	Best Performers	Worst Performers
Visionary	89.0	56.0
Coaching	92.5	61.5
Affiliative	89.5	65.5
Democratic	72.0	55.0
Pacesetting	04.0	31.0
Commanding	91.5	94.5

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. The better performers scored high on all styles except pacesetting and commanding.

This study supports the hypothesis that leaders who use more styles perform better. 69% of the leaders in the best schools use four or more styles as compared with only 35% of the leaders in the worst schools (difference is significant, $p < .05$).

Table 12

Reliability for Leadership Styles Contained in the ILS

Leadership Style	Self n=121,432	Others n=563,932
Visionary	.62	.80
Coaching	.68	.81
Affiliative	.64	.84
Democratic	.47	.65
Pacesetting	.48	.63
Commanding	.70	.73

Note. Adapted from Wolf and Schoell (2009) Inventory of leadership styles (ILS) Technical

Manual. The table presents the Cronbach's Alpha for the ILS, based on the leadership styles reported by managers (n=121,432) and their subordinates (n=563,932).

Ethical Considerations

The researcher's goal was to tell the story from the stakeholder's point of view in the role of an active learner (Creswell, 1998). My familiarity with the field of education and leadership experience allowed me to take the insider approach in analyzing principals' and teachers' beliefs about leadership implications for student performance. As researcher, I identified the leadership styles and strategies motivating, empowering, and supporting strong teacher morale.

Pilot Study Results

I requested an interview with ten teachers and ten administrators by email. Each person is certified in educational leadership with background knowledge regarding various leadership styles from their course work and experiences. Six administrators and two teachers agreed to the interview. Prior to the interview, each participant was provided a copy of Appendix D, which provides descriptions of the six styles of leadership, outlined in Goleman et al. (2002). Each participant was asked ten questions from the principal leadership style interview questions (see Appendix B). Based on their responses and feedback, adjustments were made to the interview questions to accommodate the needs expressed by the teachers and administrators from the sample. The answers to the questions unanimously implicated the need to add a question regarding the participants' background and work experience level in leadership and the field of education. This information supports answers given by each participant. The data provided by each participant in the pilot study group were divided into common themes. The participants in the pilot study reported the following in their responses:

- Each of the eight participants in the pilot study implicated the necessity of shared or distributed leadership in regards to decision-making.

- Seven of the eight participants expressed the need for teachers to be provided sufficient time to collaborate with peers to examine best practices.
- Four of the eight participants expressed in their responses that leaders would build other leaders when they motivate and empower teachers to lead.
- Three of the eight participants reported responses that supported students having gains in student achievement due to the growth teachers receive by participating in PLC's.
- Two of the eight participants expressed the importance of effective leaders having a vision and sharing that vision with others while the vision is carried out.

CHAPTER FOUR: Results

Research Question

The overarching research question was addressed:

What do principals and teachers say about how leadership affects schools and schooling?

Data Presentation

Principal and teacher beliefs about leadership and implications of those beliefs for student performance were investigated within this study. Goleman, Boyatzis, and McKee's (2002) findings support this study. It focuses on six styles of leadership: visionary, coaching, affiliative, democratic, pacesetter, and commanding. Teacher interviews, administrator interviews, and the leadership styles indicated by the Inventory of Leadership Styles (ILS) survey were utilized to gather data for this study (Wolff & Schoell, 2009). Themes developed from the data that demonstrated the causes and conditions of the findings were organized into categories. Key findings of the study are presented through explanations and discussion of the dominant themes and categories identified in the data.

Participants

Data were gathered from three school administrators and six teachers from an elementary, middle, and a high school. Each school was high performing from 2007 – 2011 according to the *Tennessee Department of Education's No Child Left Behind Status History Report (2011)*. Each participant was interviewed orally using a semi-structured set of interview questions to guide the discussion (see Appendix B and Appendix C). Prior to each scheduled interview, principal and teacher participants were provided a copy of the interview questions (Appendix B and Appendix C) by email. Each participant was also provided a copy of Goleman et al.'s (2002) Leadership Style Descriptions (Appendix D). The leadership style descriptions

allowed each principal the opportunity to identify their own leadership style in accordance with this study. After the oral interviews were completed, principal and teacher participants completed the ILS survey posted online by the Hay Group Representatives (Wolff & Schoell, 2009). The principal participants completed the ILS self-report survey, which indicated their own leadership style, based on answers to the survey questions. The teacher participants completed the ILS direct-report survey to identify their principals' leadership style based on teacher perceptions. The Hay Group has confidentiality rules in place that prohibit me from sharing any specific information regarding the ILS self and direct-reports. They granted me permission to report the indicated leadership styles only. After each participant completed the online surveys, the Hay Group sent a spreadsheet by email, which indicated each principals' leadership style based on the results of the ILS self-report. The online spreadsheet also indicated the principals' leadership styles perceived by the teachers who worked for each principal. The Hay Group combined the direct-report scores for each set of two teachers' working for one principal. One perceived style or group of styles was reported for each set of two teachers in regards to each principal. The results of the ILS self-report surveys showed the following:

- The results of the ILS self-report indicated three of the leadership styles to be exhibited by P01: coaching, visionary, and affiliative. Of the three, the most dominant style displayed by P01 is coaching.
- The results of the ILS self-report indicated two of the leadership styles to be exhibited by P02: affiliative and visionary. Of the two, the most dominant style displayed by P02 is affiliative.

- The results of the ILS self-report indicated three of the leadership styles to be exhibited by P03: coaching, visionary, and democratic. Of the three, the most dominant style displayed by P03 is coaching.

The results of the ILS direct-report surveys showed the following:

- The results of the ILS direct-report indicate that T02 and T05 perceived three of the leadership styles to be exhibited by P01: coaching, visionary, and affiliative. The most dominant style perceived to be displayed by P01 is coaching.
- The results of the ILS direct-report indicate that T01 and T06 perceived two of the leadership styles to be exhibited by P02: affiliative and visionary. The most dominant style perceived to be displayed by P02 is affiliative.
- The results of the ILS direct-report indicates that T03 and T04 perceived four of the leadership styles to be exhibited by P03: coaching, visionary, pacesetting, and democratic. The most dominant style displayed by P03 is coaching.

Each principal and teacher participant reviewed the leadership style descriptions prior to the interview. At the start of each interview, principal participants identified their leadership styles based on their own perceptions (see table 13 below). The teacher participants also viewed the leadership style descriptions and identified the style they perceived their principal to display, prior to interview (see table 14 below).

Table 13

Leadership Styles Indicated by Self-Reports and Principals' Perceptions

Code	Style Chosen Prior to the Interview	Leader	Style from Survey	Most Dominant Style
P01	Visionary	Self	Coaching Visionary Affiliative	Coaching
P02	Visionary Pacesetting	Self	Affiliative Visionary	Affiliative
P03	Visionary Coaching	Self	Coaching Visionary Pacesetting Democratic	Coaching

Note. Principal participants disclosed their leadership style, based on their own perceptions, at the start of each interview. Principals were provided a copy of Goleman, Boyatzis, and McKee's (2002) Leadership Style Descriptions (Appendix D) to review a week before being interviewed. After completing the online survey, the Hay Group generated a report, which determined the principals' leadership styles based on the answers to the ILS self-report survey questions.

Table 14

Leadership Styles Indicated by the Direct-Reports and Teachers' Perceptions

Code	Style Chosen Prior to the Interview	Leader	Combined Style from Survey	Most Dominant Style
T01	Visionary	P01	Coaching Visionary Affiliative	Coaching
T06	Visionary Coaching	P01	Coaching Visionary Affiliative	Coaching
T02	Pacesetting	P02	Affiliative Visionary	Affiliative
T05	Visionary Coaching	P02	Affiliative Visionary	Affiliative
T03	Visionary Coaching	P03	Coaching Visionary Pacesetting Democratic	Coaching
T04	Pacesetting	P03	Coaching Visionary Pacesetting Democratic	Coaching

Note. The teachers chose their principals' leadership style based on their own perceptions prior to the interview. After completing the online survey, the Hay Group generated a report that determined the combined principals' leadership styles based on the teachers' answers to the ILS direct-report survey questions.

Additional demographic information for all principal and teacher participants indicated that four were between the ages of 31-36 years of age, three were between 43-48 years of age, and two participants were between 49-54 years of age. Educational experience ranged from nine years to 32 years. Each participant was assigned an anonymous code including a letter indicating

the job title (principal or teacher) followed by a number indicating the order in which they were interviewed (see Table 15 below).

Table 15

Participant Code Descriptions

Code	Job Title	Demographic Descriptions
P01	Principal	Caucasian female, 25 years in education, 5 years at school, Master's degree, 43-48 years of age
P02	Principal	Caucasian male, 32 years in education, 20 years at school, Doctorate degree, 49-54 years of age
P03	Principal	Caucasian female, 27 years in education, 18 years at school, Master's degree, 49-54 years of age
T01	Teacher	African American Male, 21 years in education, 9 years at school, Master's degree, 43-49 years of age
T02	Teacher	Caucasian female, 12 years in education, 3 years at school, Master's degree, 31-36 years of age
T03	Teacher	Caucasian female, 11 years in education, 5 years at school, Master's degree, 31-36 years of age
T04	Teacher	Caucasian female, 15 years in education, 7 years at school, Master's degree, 31-36 years of age
T05	Teacher	African American female, 15 years in education, 13 years at school, Master's degree, 43-48 years of age
T06	Teacher	African American female, 9 years in education, 6 years at school, Master's degree, 31-36 years of age

Note. Job title, demographic information, years in education, years at school, leadership

background and experience, and years of age information was requested from each participant during the interview process.

Gaining Access to Participants

Principal participants were contacted and asked to be a part of the study. The principals were asked to provide names of teachers who worked with them for at least two years during the five-year time span from 2007-2011. Teacher participants were chosen based on their leadership experiences including their education background in leadership. Each teacher participant holds a master's degree in educational leadership. The participants were contacted by email and phone to schedule interview times and to establish locations. All interviews were conducted during a four-week period and conducted at locations chosen by participants. The interviews took a total of 15 hours to conduct. I began to notice consistency in responses after the third interview. By the fifth interview, duplicate statements were being made by principals and teachers regarding the effect of principal leadership style on student and teacher performance. Examples of statements were:

- “The principal’s leadership style sets the tone for the whole school for both teachers and students” (P01).
- “The principal’s leadership style is integral. It sets the tone and the expectations for teachers and it trickles down to the students” (P03).
- “The leadership from the principal has a huge impact on both student and teacher performance. The principal sets the tone for all learning and growth” (T02).

Each interview was cassette tape-recorded and transcribed verbatim. It took a total of 25 hours to transcribe the interviews into 42 typed pages. After completion of the transcriptions, I thoroughly read the entire document several times to familiarize myself. Next, open coding was used to code transcripts and identify themes in the data that have implications for student

performance. After open coding, axial coding was used to further assemble the data into categories.

Categories

Principal and teacher participants were interviewed using two different sets of interview questions (see Appendix B and Appendix C). Research questions for principal and teacher participants were created as a result of topics that emerged in the research gathered during the review of literature (chapter two) relating to improved student performance. As participants answered questions, discussions regarding the following topics were initiated: characteristics of an effective leader, teacher empowerment, teacher motivation, high teacher morale, effective strategies focusing on student performance and learning, strong relationships with stakeholders, communication, the voice of the students, professional development, professional learning communities, and time for collaboration. As researcher, I tape-recorded and transcribed the answers to the interview questions from each principal and teacher participant. While analyzing the data, common statements made by participants were color-coded. Data sets highlighted the same colors were grouped together during the open coding process. The analysis of the groups of data produced four themes, which participants perceived as important in affecting student and teacher performance:

- Leadership Roles
- Teacher Expectations and Work Related Needs
- Student Academic Needs
- Parents and Beyond School

The four themes contained eleven categories, which emerged through axial coding as the data were further divided and categorized. Principal and teacher participants indicated, in their

responses to interview questions, those eleven categories to support the successful academic efforts taking place in their schools. Four categories were classified under the theme leadership roles: leadership setting clear goals and directions, high academic expectations, building faculty morale, and professional development. Three categories were classified under the theme teacher expectations and work related needs: teacher empowerment and motivation, professional learning community, and time for teacher collaboration. Two categories were classified under the theme student academic needs: student centered instruction and student engagement and motivation. Two categories were classified under the theme parents and beyond school: parental engagement and building community relationships. Teacher and principal interview responses indicate the themes and categories, contributing to the academic success at their schools, to be influenced by the leadership style of the principal.

Leadership Roles

Participants held that roles and responsibilities of school principals are integral to having an effective school. “Principals are the architects building a core of firmly held beliefs. The teachers establish the foundation. The students move into the building and fill it with life and meaning” (Whitaker, 2012, p.141). Participant interview responses implied; by setting clear goals and directions, having high academic expectations, building faculty morale, and ensuring that professional development is focused and relevant, leaders set the tone for what happens in schools regarding teachers and students.

Leadership Setting Clear Goals and Directions

The tone set by the principal impacts teachers and students. “The principal is the filter for whatever happens in a school” (Whitaker, 2012, p. 139). Four of the nine participants discussed how the principal’s leadership style sets the tone for the school (see below).

P01 said:

“The principal’s leadership style sets the tone for the whole school, if you are not on top of things, you cannot expect other people to be on top of things, both students and teachers.”

P03 said:

“The principal’s leadership style sets the tone and the expectations for teachers and it is a trickle down effect to the students.”

T02 shared:

“The leadership style from the principal has a huge impact on both student and teacher performance. The principal sets the tone for all learning and growth.”

T06 shared:

“The principal’s leadership style sets the tone for the overall school and expectations.”

Interview responses indicated leaders, who set clear goals while giving explicit directions, expect success. It is equally important for leaders to follow up on the goals set for their school. Three of the nine participants implicated clear goals and directions, from leadership, to be imperative regarding student and teacher performance (see below).

P02 said:

“I believe that the principal is the captain of the ship. He must have a clear idea of where the team needs to go. Once you know the direction, boldly lead.”

And also offered:

The job is so encompassing, you have to really look and identify those areas that you will get the biggest bang for your buck and that you think will have success as well. When there is a clear understanding of what the leader wants to achieve and the methods in which to get there, you won’t have any stragglers.

T02 said:

P01 demands the best from everyone and immediately addresses any problems. P01 is not rude or hurtful and addresses mediocrity without any hesitation so that student achievement and growth are at their peak. P01 gives explicit directions and sets out school goals with precision. P01 inspects what is expected. When expectations are consistent and clearly laid out, success is inevitable.

T05 shared:

“P01 leads by example and is knowledgeable about best practices, laws and student achievement. P01 explains the expectations and inspects your performance along the way.”

High Academic Expectations

Each school met AYP from the time span of 2007-2011. Each principal participant represented in this study implicated high academic expectations to improve student and teacher growth. Each teacher participant supported this by sharing how their leaders exemplify high expectations in their leadership styles. Each participant indicated, in their responses, that principals value keeping teachers and parents informed by making sure they knew what to expect while using strategies that gain buy in, support, and trust (see below).

P01 stated:

“Parents have bought into the fact that the school has high academic expectations, they want to help their students to reach their goals.”

P02 shared:

“Parents and students want to support high quality school programs and when they are informed and understand those types of programs, they will rally to support them.”

P03 said:

If you have been in a situation where expectations haven't been high and when you raise those expectations and students aren't performing as well as they had been, you have to

give good explanations for your parents and your community about the change in performance.

T01 stated:

“To have high expectations in academics you have to explain to your parents what you are doing and your expectations for their child. You have to continually do this.”

T02 shared:

“When parents and families know that you have high expectations for all students and that you are willing to provide the necessary help and resources needed to achieve those goals, they are almost always willing to be on board.”

T03 said:

I can see how most people in the building sees P03 as a pacesetter leader because of the high standards set for everyone. P03 is always looking for the next best thing and wants to be the first to do it.

T04 commented:

“P03 was always constantly pushing for better performance from teachers because that would then impact better achievement for the students while constantly driving, pushing, looking for new and better things, and how to change and tweak things.”

T05 said:

“P01 was a demanding leader who set high expectations. Teachers knew what to expect. Communication is important so everyone is on the same page: knowing what issues are important, what projects and assignments are due so that everyone is working towards a clearly communicated goal and moving in the same direction towards student achievement.

T06 said:

“P02 had high expectations and everyone fell in and followed them.”

Building Faculty Morale

Principal and teacher participants pointed out the importance of faculty morale. There would not be a need for principals without students and teachers. Faculty morale requires for a level of understanding between teachers and principals. Teachers must feel comfortable coming to principals with concerns and principals must be able to have hard conversations when necessary. Eight of the nine participants either commented on the positive side of having high faculty morale or the negative side of having low faculty morale (see below).

P01 said:

“You have to find people’s strengths and nurture their strengths so they know that you see the strength. Teachers are accustomed to knowing their strengths will be seen.

Everyone has strengths.”

P02 stated:

“If teachers are not satisfied, supported, or encouraged, it is too easy for them to fall into the pattern of doing what they always have done.”

P03 shared:

Morale is important but as a leader it is something that must always be on your radar. At the same time, understanding, especially right now in education that sometimes there are things that leaders have to implement that may impact that. That should not keep a leader from implementing something.

T02 said:

Low teacher morale negatively impacts students because if teachers are discouraged, frustrated, or confused regarding the goals and vision of the school, their best effort will not be put forth in the classroom. Individuals who are excited and confident about learning and growing will put more energy and effort into the task at hand. Teachers who are focused on student learning exhibit high morale because they are confident in P01’s ability as a leader and also knowing that their efforts will produce great results in the classroom.

T03 stated:

When there is low teacher morale it will have a direct effect on kids, our most important goal. It takes everybody to educate the kids, even the cafeteria staff. Everybody in the building is important and everyone should feel needed and wanted.

T04 said:

Those who did not want to be pushed or who did not want to change and do new things would complain that there is low teacher morale. Teachers need to feel like they can come to their principals with questions, suggestions, and concerns.

T05 said:

When the teachers are happy, they are more productive. When teachers know that they matter and the work they do is appreciated, they work harder to be a part of a winning effort. When teachers know that principals are doing all they can to make teachers jobs easier while having the teachers' best interest at heart, teachers work harder to help towards goal achievement. It's like the saying used with the students, teachers don't care about what you know until they know you care.

As an example of building faculty morale, T05 shared:

There was a sense of family in the building, people cared about each other and felt connected to each other. Success was recognized and celebrated, attendance was high and people rarely missed a day of work because they enjoyed the atmosphere and enjoyed being at work.

T06 said:

Teacher morale is so high under the leadership of P02 because of the approach. People were willing to do things and put in extra time before and after school because we all had the same goal.

As an example of building faculty morale, T06 shared:

P02 taught me that you have to know where your staff is in terms of instruction and whether or not they are feeling comfortable with the levels of classes they are teaching. At the end of every year, P02 would have a one-on-one conversation with each teacher in the building asking, "What can we do for you?" Now let me tell you what you can do for us. Those conversations were helpful.

Interview responses by principals and teachers implicate motivation to be vital to building faculty morale. "Great principals focus on students by focusing on teachers" (Whitaker,

2012, p. 41). Listed below, six of the nine participants supported that motivation builds faculty morale, which will positively affect student performance.

P01 said:

Motivation plays a huge role in student performance because if teachers don't want to come to school, they are not going to give their best efforts to the kids. Then the kids won't want to come to school. I think it is a high role in increasing student performance. You have to kind of build your core and it trickles down. First there will be resistance. Next they will see people are working together and it is working so much better. Therefore, let me get my feet wet a little bit. No one wants to be a sore thumb. They will stick out when they don't work with the team. For the most part, teachers want their children to do well. Every chance I get, I praise the teachers for what they are doing and how their scores look.

P02 stated:

Leaders must have compassion, the ability to motivate, understanding that others have great ideas too, and the ability to see how all of the puzzle pieces fit together. Effective leaders praise creativity, listen to others, and act on their smart suggestions. Teachers must be motivated to strive for improvement daily, to never give up, and to seek better methods.

P03 shared:

"I don't think you can increase student performance without teacher motivation. Teacher motivation inspires them to engage the kids. When teachers are not motivated, they do not plan activities that engage kids."

T02 said:

Motivation mainly comes from seeing results within the classroom. The principal can play a part in motivating teachers, but it will not last if the teachers aren't primarily internally motivated. When teachers are motivated and positive about the task at hand, it carries over to the students.

As an example of the importance of motivation, T05 added:

When teachers are motivated they perform to the best of their ability. When you are appreciated, when you know you are making a difference in the lives of children, and that effort is being recognized through your results, that inspires you.

T06 said:

“When you are motivated to do something, it changes your attitude when you actually come to work. The more we were actually motivated, the more we wanted to perform.”

Everyone must work together as a team on the same page. The interviews indicated: students, teachers, parents, cafeteria workers, janitors, and all faculty members must work together as a team in order for the students to achieve academic success. Five of the nine participants attested to the importance of team building in schools.

P01 said:

“You have to be a servant leader, letting people know that you are here for them. The first thing that a leader has to do is build a team. You have to get everyone working as one.”

As an example of team building, P02 said:

If you are trying to build the very best team of teachers, they must feel valued and like they are contributing. They must be respected as individuals for their strengths. Compassion, caring, and collaboration are vital to making teachers feel they are an integral part of the team. Irreplaceable teachers will stay and attract other outstanding teachers to a school where they are allowed to grow and contribute.

T01 said:

“Secretaries, janitors, and cafeteria workers--- all need to be on board on how they treat children.”

As an example of team building, T03 shared:

The principal has a leadership team with representatives from every grade level and from each department so that she could get input from everyone. Those team members go out and disseminate information. They would collect opinions of all of the teachers and bring them back to the leadership team.

As an example of team building, T06 shared:

The teachers in our department gelled. We had no problems with going on retreats on the weekends trying to lateralize our curriculum. “What do they need to know in 9th grade and 10th grade? We worked together because P02 put so much time into the hiring practice.

Professional Development

Professional development provides opportunities for educators to grow in their field. “The essence of successful instruction and good schools comes from the thoughts and actions of the professionals in the schools” (Glickman, Gordon, & Ross-Gordon, 2005, p.276). The participants in this study suggested that professional development must be relevant and beneficial to the assigned educators. The most common form of professional development among principal and teacher participants, which emerged most frequent in the data, was the implementation of professional learning communities and teacher collaboration. Through the use of professional learning communities and time for teacher collaboration, it is apparent in participant responses, student academic performance will positively benefit. Interview responses indicated that successful professional development must be supported and carried out by the principal. Eight of the nine participants shared in their comments that professional development is a necessity in schools (see below).

P01 said:

When we have professional development, we try to divide them up into groups that they are not accustomed to sitting with because all first grade teachers sit here, all second grade teachers sit here, and all third grade teachers sit here. When we do an activity, we have them working with different people who they wouldn't normally be with during the day. We focus on which students are not getting it, why they aren't getting it, and what we can do to change. It is constant. Every week we are talking about different children and what we need to be doing for them.

P02 said:

The “stand and deliver” professional development of the past will not work. Just as our students must be actively engaged and applying learning, teachers must be able to do the same. Educational theory and research that isn’t applied is a waste of everyone’s time. If professional development is collaborative and allows teams of teachers to apply new ideas or learning to their daily work, groups of teachers can be encouraged to work together as a team.

P03 shared:

“It is important for professional development to be offered, but it has to be specific, focused, and narrowed.”

T01 said:

“I do feel some professional development is needed. But what do teachers need to be better? What would they want? Sometimes we leave meetings and we wish we had talked about something relevant.”

T02 shared:

Any professional development can help or hinder depending upon how it is presented, how it is followed through, and carried out by the school leader. If something is presented and never mentioned again, it’s likely no one will benefit.

T03 stated:

P03 gave out a lot of tasks so the principal wasn’t always the one in the faculty meetings delivering professional development. Teachers and members of the leadership team were in charge of it. The type of professional development offered to a faculty can assist them in working together because if everyone is up to date on data and everyone knows how to use it, everybody can swap strategies for practice.

T04 stated:

“Teachers would like for professional development to be catered to their needs instead of just the canned county-wide thing. Teachers want professional development they can see the benefit of and that would lead to their cooperation and working together.”

T05 said:

“When professional development is used to support teachers in their job requirements and improving student achievement, I view it as helpful. Without professional development and mandated requirements, people are set up for failure.”

Teacher Expectations and Work Related Needs

Teacher Empowerment and Motivation

The link indicated by the principal and teacher participants in this study, which connects students and achievement, is teachers. Teachers hold such a vital role in students' academic success. According to Whitaker (2012), it's the people not the programs. “Outstanding principals know that if they have great teachers, they have a great schools. There are two ways to improve a school significantly: Get better teachers or improve the teachers you already have” (Whitaker, 2012, p.1). Many teachers possess the ability to lead. The discussion in seven of the nine interviews implied that a leader must empower others to lead in order for a school to be successful (see below).

P03 shared:

Being able to mold teachers to work together cooperatively in a team atmosphere and giving them a voice in the environment is real important. Without growing teacher leaders in the school, it is impossible to be successful. When your teachers see that you are being successful or an idea or vision that you have is being successful, it admonishes support of enthusiasm for future projects that may not be as easy for teachers to buy into.

As an example of teacher empowerment, P03 shared:

One of the best things that I did was the development of my teacher leadership team. It took a while to shape and give the teacher leadership team courage. I had to empower them to have those hard conversations. I knew that if I had the conversations, it was not as effective as if their neighbor was having the conversation.

T01 shared:

“Leadership that empowers and supports teachers at the school allows them to teach freedom in the classroom.”

As an example of teacher empowerment, T01 added:

“P02 made me a leader and gave me leadership responsibilities my first day there, constantly encouraging me to go back and get my degree in administration.”

T02 stated:

P01 allows great freedom for teachers when they have proven themselves to be data driven and student focused: encouraging creativity and leadership among the faculty if they have shown that they are capable and competent. Teachers become empowered to grow and try new strategies in the classroom. They want to achieve greater things because it will improve student learning and improve the school as a whole.

T03 stated:

P03 provides opportunities for teachers to lead with the leadership team. The leadership team has a representative from every grade level and one from every department. Those people really did become leaders in the building. P03 always knew what was going on in the building and also knew whom to call on for those things, which gave some key people opportunities to really, become leaders in the building. P03 motivated people by empowering them to lead.

T04 said:

If people are not bought into what you are doing and excited about what you are doing, they will not fully participate, believe, or push what you are doing. They have to see a reason in it. P03 started the leadership team with representatives for every department, grade, specialists, and special education. They got to the point where they led the professional development in the faculty meetings.

T05 stated:

“When P01 sees leadership potential in people, P01 helps them to realize their potential and set goals to achieve leadership status. P01 encouraged me to seek my administrative degree and served as my mentor.”

T06 shared:

If you can't get teachers to buy in, they won't do anything. At least they won't go far or beyond what is expected. From the very first day that I worked under P02, I had a different responsibility to help me to get to where I am today. I was given chances every year to do different things and be a part of different groups so that it can help me. P02 does this for any teacher who shows interests in wanting to be a leader.

Teacher motivation not only played an important role in building faculty morale, the participant responses implicates it to coincide with teacher empowerment. According to Whitaker (2012), great principals want teachers to be influential in the school by leading their peers. Four of the participant responses express the importance of teacher motivation in relation to building leadership capacity in teachers (see below).

P02 said:

“The best teachers know what must be done to reach the vision. They are in tune with the needs of the students and they have opinions on how needs can be met.”

T01 shared:

“Happy teachers generally buy into ideas and implement them. Teacher motivation is a must: greeting, speaking, visibility, raising leaders, and empowering teachers.”

As an example of teacher motivation, T02 shared:

While working under the leadership of P01, I saw what a huge difference administration could play in school success. This motivated me to want to become an administrator so that I could have an impact on more students as well teachers.

As an example of teacher motivation, T03 shared:

P03 really motivated me to become a leader because I never felt like I was one of the good teachers in the building. P03 was the first person to say you really stand out. It really made me feel like I can be more than a teacher. Maybe I can do something more than just teach kids, maybe I can affect other teachers. P03 really showed me how that is possible. In my professional learning community meetings I have shown other teachers how to disaggregate their data and use it in the classroom. I trained all teachers at this school and others for constructive response scoring and creating spreadsheets.

Professional Learning Community

Professional learning communities (PLC's) provide opportunities for all teachers to be engaged in formulating and sharing strategies that will help their students to be successful. In effective PLC's, teachers not only track student outcomes, everyone is held accountable for success. It provides teachers with opportunities to have conversations about the strategies that are being successful or unsuccessful. Teachers indicated in their responses, they must to work together with peers to collaborate regarding the academic best interests of the students they serve. Teacher participants, who frequently collaborate, see improvements in the academic performance of their students. Eight of the nine participants shared the significance of professional learning communities in their interview responses (see below).

P01 said:

Teachers tend to be experts at certain things. If your expertise is teaching fractions, I want you to be sharing that with everyone else in your grade level, especially for people who need a little extra help as well as people being willing to share their expertise and learn from each other.

P02 said:

“High functioning professional learning communities effectively monitor and evaluate student outcomes and hold everyone accountable for addressing students who are underperforming.”

P03 shared:

“Being an effective leader is difficult. The number one key is engaging your staff and letting them see that you are engaged in the process and letting them see that you are focused on the work.”

As an example of successful implementation of PLC's, P03 said:

I saw in our third year of formal PLC's that successful ones support student academic performance and teacher performance. After year three, all teachers were performing at expectations or higher on their evaluations and producing student growth. The only thing we did different was the implementation of PLC's.

T02 shared:

“PLC's support student success because when they are done correctly, student data and performance is the focus of the entire school.”

T03 said:

The most functioning PLC has effective people. They all have good ideas and they know what the other people are talking about. Successful PLC's include the exchange of best practices, clear targets, formative assessments, and individual student prescriptive interventions. If everyone is functioning at a high level then things are produced quicker and you can get on to the next thing.

T04 stated:

I think the PLC's have definitely improved teacher performance, which then leads to improved student performance.

T05 said:

I believe that PLC's support academics and have situational proof with the work we did in our math department. When people are looking at the same set of data, having open and honest conversations about the causes, and addressing successful and failing efforts, all in every area can apply changes to move in the direction of success. There is so much data and information available.

T06 said:

We naturally had PLC's. We talked about lateralizing the curriculum. We would get together as an English department and we would section off by grade levels. We would come back and put up post it notes of what 9th grade teachers would teach and so on.

Time for Teacher Collaboration

Teachers have so many requirements and responsibilities in lieu of the success of the school. Teachers can grow through collaboration with others when they are given time. Teacher

participants in this study, who were allotted time in their schedules for collaboration, observed improvements in the academic standing of their students. “Many PLC teams have gravitated to common planning times. By divvying up responsibilities, teachers use collaboration to save time. Teachers meet regularly with teammates and they still have to plan lessons, grade papers, and make parent phone calls” (Graham & Ferriter, 2010, p. 126). Time for teacher collaboration during the school day helps all students to have the benefit of increased performance because their teachers are consistently having courageous conversations. Seven of the nine participants shared examples or statements in support of school leaders using the valuable resource of time (see below).

P03 said:

As leaders we take time for granted and we don't look at it as a resource. I really had to reshape my thinking and reprioritize myself as I've asked the teachers to do on resources. For a year and a half, I did not buy anything because I wanted people to see that the most powerful tool is, that which costs nothing---time to meet and talk. That was the number one criteria in building the master schedule---time to collaborate. My teachers had common planning time a minimum of an hour per week scheduled for PLC time.

T01 shared:

“Successful professional learning communities support student and teacher performance when teachers have time to share, collaborate, learn from each other, and just talk. It builds collegiality.”

T02 stated:

Teachers grow by collaborating with one another, and when there is a strong support system in place for new and struggling teachers. Teachers need time to collaborate so all students can benefit from all teacher strengths. Effective collaboration will not take place on a consistent basis if time is not set-aside for it. It doesn't happen haphazardly.

T03 said:

I think that teachers should have consistent time for collaboration. Having it scheduled, everyone knows when it is. They can hold each other accountable for expectations and

norms. If it is consistent everyone is going to be more apt to engage in it with a more positive attitude than if it is whenever we decide, like on a Tuesday or Wednesday.

T04 said:

Common planning time for teachers' supports improved student and teacher performance. Teachers are constantly sharing information on how they are teaching, activities they are doing, and how their kids are doing. Did you teach this? How did your kids do on it? How can I change this up so my kids will get it?

T05 stated:

Teachers must be provided some common time to sit down together and utilize data to be effective. Giving teachers the time needed to have this collaboration lets them know that it is not only required but also important to the leader what they do. Through collaboration teachers and leaders can discuss best practices and effective instruction to ensure that all students are getting the same level and exposure to the same information.

T06 shared:

Time for collaboration provides consistency. We have to figure out what is working and what is not working. You must not allow too much lag time in between and you must allow for time to come back and look at whatever program that has been put in place.

Student Academic Needs

Student Centered Instruction

The interview responses indicated that students have the strongest voice in the school. Teachers should instruct students not the curriculum getting away from making decisions around what is best operationally but what is best instructionally. Allowing data to drive the instructional decisions will afford educators better opportunities to meet students' academic needs while also making gains in student achievement. Eight of the nine participants expressed the importance of instruction being centered on the students (see below).

P01 shared:

“Students are the most important people in the school.”

P03 stated:

One of the things that we did and we really saw our scores jump, from even our brightest kids, was that we got away from letting the curriculum drive what was going on in the classroom and let the needs of the students drive that. Having to stop and look at what students were doing was difficult for teachers. That is when we saw the biggest jump and because of those different strategies- learning labs and different enrichment groups were formed. The teachers learned to prioritize and decided on the many things they were teaching and didn't need to. I tell my teachers all of the time that kids comes first. We made the shift from teaching the curriculum to teaching kids.

T01 said:

“Children have the most important voice. We spend a lot of time speaking and talking with students to keep up with their changing worlds and the way they learn. They are our consumers.”

T02 shared:

“When teachers can use data to prove that their methods are working, there is great pride and joy in that. Student data and performance are the focus of the entire school.”

T03 said:

P03 came up with the learning lab and made sure that the right students were in there for reinforcement through teacher led PLC's. The teachers were required to use Battell for kids online (2013) and figure out how to give appropriate feedback and how often to do that.

T04 said:

“The students drive every decision in the school.”

T05 shared:

P01 is continually focused on the success of students, and the decisions made are based on their progress. When teachers connect that student achievement is the center of what they do, they will have the pride and reward of seeing their efforts paying dividends.

T06 stated:

“Rather than highlight discipline P02 told teachers to highlight what students were doing well both in the school and outside the school to let them know a lot about building relationships with students. Students drive what we do.”

Student Engagement and Motivation

There are many activities offered in schools designed to motivate students such as contingent rewards, enriched and advanced classes, and tangible incentives. For some students those things will not make a difference. The interview with T06 unfolded that P02 stressed the importance of building relationships with students. The desire is for students to want to perform their best. Five of the participant responses shows that instruction should be students centered as students are consistently motivated and engaged (see below).

P02 said:

Increased offering of honors and AP courses and then pushing more students to take advantage of those offerings are effective motivational strategies that will improve student performance. Not allowing students to earn zeros for not doing work, mandatory retesting for failing work, invention by subject for students performing below satisfactory, and recognition programs for successful students are motivational tools also.

P03 said:

The teachers learned to prioritize. They decided there were a lot of things they were teaching that they didn't need to. Many of the students had certain information, a lot of kids were getting lost or left behind because they already knew information their teachers were teaching. The teachers learned to go deeper and get away from the idea that every child had to do the same thing and the same number of problems.

T01 said:

“Students first always: instruction should be paramount in the school.”

T03 said:

“If you have teachers that are happy and they are excited to be here, then the kids are going to be happy and excited to be here.”

T06 said:

“P02 wanted teachers to know that the most important thing to do was to build relationships with students.”

Parents and Beyond School

Parental Engagement

Parents share with school principals and teachers high expectations for student performance. The principal and teacher participants, in this study, indicated that parents would support the efforts of schools when they are given a voice and kept informed of what is happening in schools. The schools represented had open lines of communication, which made parents comfortable being a part of the events taking place in schools as well as the academic success of the students. “Parents have major effects in terms of the encouragement and expectations that they transmit to the children” (Hattie, 2009, p. 70). Six of the nine participants expressed the need for parent involvement and strategies to keep parents engaged and informed (see below).

P01 said:

In order to engage parents in the school, they must have a say in what happens. We use surveys if we want to make a change. We ask parents what they think. They have to have a way of knowing they will be heard. If they have a problem, they have to feel like they can come and talk about that problem and know we will help them to work through it.

P03 shared:

I would have a parent meeting called *The State of the School*. I would go over what the data shows and what the expectations were and I think that had an impact. Parents were

beginning to see why the grades may be a little lower and why things seemed to be harder. You have to involve parents in the process when appropriate. *When appropriate* means day-to-day involvement in how their kids are doing. My expectation is that teachers communicate to their parents frequently.

T01 said:

“Make parents your friends. You must have parental support. To have high expectations in academics you explain to your parents what you are doing and your expectations for their child. You have to continually do this.”

T02 shared:

“Parents are willing to be on board when they know that there are high expectations for all students.”

T03 said:

If you don't have high expectations, then you are telling parents that your kids can't do this, then the parents give up on you too because they don't feel that their kids are special to you. I think that all people want the best for their kids no matter the situation.

T05 said:

“When parents see and know that you have the best interest of their child at heart they will support you and form a partnership with you.”

Building Community Relationships

Principal and teacher participants in this study implied that effective leaders should never make assumptions about the community's awareness of what is happening in schools. It is the leaders responsibility to ensure that community relationships are formed and maintained. Relationships and levels of trust are formed when leadership consistently report progress also reiterating the vision of the school. Listed below are participant responses, which indicate strategies as well as support building strong community relationships.

P01 said:

“The most important thing is letting the community know they are a part of this and we are working together for the betterment of the children and the community.”

P02 stated:

To engage all stakeholders, effective leaders should over inform by constantly espousing the vision of the school. Leaders should report progress constantly, never assuming that stakeholders will seek out information on their own. The principal must know the tides, currents, weather, and shoals. The only way to know is to listen and get the truth. A relationship must be established with stakeholders.

P03 said:

We worked a lot on engaging the city with different activities. They supported us with different activities where they would send city personnel in. I learned that your school is successful if the community is successful and your community is successful if the school is successful, vice versa. People want to move into your district. Those work hand and hand. Your local governments and businesses have to know what is going on.

T03 said:

“If you have high expectations for the children then you are telling the community that you believe in them and you believe in the kids that the parents are sending.”

T04 said:

Parents and the community have high expectations of their children. If they know that we have that and we are putting things in place for those high expectations then the parents and the community trust us and are more involved with their kids.

T05 said:

When you have strong relationships a partnership is formed and people believe they are a part of a team to achieve goals. All stakeholder voices should be heard and be equally important when making decisions. No one person can run a school without effective support.

T06 said:

“High academic expectations is something that the community values.”

Summary

This study involved the use of interviews and the ILS survey results for data collection. Information was triangulated using three data sets: principal participant interviews, teacher participant interviews, and the leadership styles indicated by principal and teacher participants in the results of the ILS survey's self and direct-reports. The data were open coded to produce themes and then axial coded to further produce categories. The four major themes induced from the codes were:

- Leadership Roles
- Teacher Expectations and Work Related Needs
- Student Academic Needs
- Parents and Beyond School

The themes and categories created the structure that answered the overarching research question. What do principals and teachers say about how leadership affects schools and schooling? Overall principals and teachers, in this study, are certain that leadership and the style or styles of the principal have a very strong impact on student and teacher performance. Therefore the leadership style or styles of the principal have a direct bearing on student achievement. Teacher performance affects student performance. Student performance determines student achievement. Principals set the tone for what happens in schools. Leaders' expectations impacts teachers, students, parents, and beyond school. Chapter five further discusses the findings involving the leadership style or styles of principals, represented in this study, in relation to the leadership styles outlined in Goleman et al. (2002), *Primal Leadership: Learning to Lead with Emotional Intelligence*. Recommendations to school leadership, as a whole, will be made.

CHAPTER FIVE: Discussion and Recommendations

Research Question

The overarching research question was addressed:

What do principals and teachers say about how leadership affects schools and schooling?

The purpose of this study was to investigate principal and teacher beliefs about leadership and implications of those beliefs for student performance. This study examined what principals and teachers say about how leadership affects school and schooling by closely inspecting principals' leadership styles based on the six styles of leadership outlined in Goleman, Boyatzis, and McKee's (2002): visionary, coaching, affiliative, democratic, pacesetter, and commanding. Principal and teacher participants in this study worked at schools which made adequate yearly performance (AYP) and were high performing from 2007 – 2011 according to the *Tennessee Department of Education's No Child Left Behind Status History Report (2011)*.

Discussion

Many leadership styles have been documented previously in research, which are similar and closely related to the leadership styles outlined in Goleman et al. (2002). Lewin, Lippitt, & White (1939) found the *democratic* style to be the most effective. Leaders possessing this style encouraged others to participate allowing them to be creative, motivated, and engaged. Machiavelli (1952), Likert (1967), Hersey & Blanchard (1996), and Goleman et al. (2002) also support previous research indicating the need for empowerment, motivation, and support from leaders. There must be a shared vision in order to achieve effectiveness and success (Machiavelli, 1952). According to Parkinson (2008), followers trust leaders who share their beliefs and vision through conversation with a sense of purpose. The original democratic style of leadership supported people working together and collaborating with the final decision, in all

situations, resting with the leader. Goleman et al. (2002) added a needed piece to research, which was vital to this study: a leadership style that not only gives group members a voice, but involves shared leadership in which leaders have certain people in place entrusting them to make certain decisions.

In this study, principal participants and teacher participants discussed their usage of leadership teams composed of teachers whose instructional strategies were student centered and data driven. The leadership teams held the responsibility of being the voice between the principal and staff involving certain topics and decisions for the betterment of the school. The school district recently mandated the use of professional learning communities (PLC's) across the board. The district leaders wanted to create an environment, in all schools, in which teachers collaborate sharing best practices on a consistent basis. The district-wide implementation took place three years ago. Each principal participant in this study implemented PLC's many years before the district mandated the implementation. The leadership teams, under the leadership of all three principals, met directly with their principals discussing events and activities centered around leadership roles, teacher responsibilities and expectations, student academic needs, and parents and beyond school. They also gathered feedback and suggestions, during regularly scheduled PLC's, and brought that information back to the principal. The leadership teams shared information with teachers from their principals. Members of the leadership teams also held leadership roles in the school, which afforded them opportunities to design and present professional development to their peers.

Review of the Results to the Research Question

The overarching research question was addressed:

What do principals and teachers say about how leadership affects schools and schooling?

In this question *the effect of the principals' leadership style on school and schooling* implies that leaders' style or styles affects the educational unit. The data collected in this study indicates that principals and teachers believe the leadership styles of principals' affects teacher and student performance. For example, four of the nine participants discussed that the principal sets the tone for what happens in the school. T02 expressed, "the leadership style of the principal has an impact on teacher and student performance." Each of the nine participants commented on the importance of having high academic expectations for student success. When principals have high academic expectations for the school, all stakeholders will do whatever necessary to meet the schools goals. Principal and teacher participants discussed the need for relevant professional development, implementation of professional learning communities, and time for teacher collaboration in effective schools. All participants support students having the most important voice in the school. Decisions, in effective schools, are student driven.

The findings of this study support Goleman et al. (2002): effective leaders use a combination of leadership styles tailored to meet needs of the individuals housed at the particular educational entity being led. The results of the Inventory of Leadership Styles (ILS) self and direct-reports indicated that the principals used and were perceived by teachers to use more than one style of leadership with one style being most dominant in all three leaders. Each leader described themselves as visionary leaders prior to the interview. P02 chose pacesetter along with visionary and P03 chose coaching along with visionary. The results of the online self-report survey indicated each principal to be visionary leaders along with other styles:

- P01 coaching, visionary, and affiliative
- P02 affiliative and visionary
- P03 coaching, visionary, pacesetting, and democratic

Theory

The theoretical framework driving this study centered on six styles of leadership outlined in Goleman et al. (2002): visionary, coaching, affiliative, democratic, pacesetting, and commanding. A visionary leader provides the vision to the team. Leaders possessing this style of leadership must set clear goals and directions. The leader articulates where the group is going while not telling the group how they will get there. According to T01, “P01 empowers leaders by allowing them to teach with freedom in the classroom.” According to T02, “P02 allows great freedom for teachers when they have proven themselves to be data driven and student focused. P02 encourages creativity and leadership among the faculty if they have shown that they are capable and competent.” “According to T03, “P03 placed key people in charge of professional development. P03 rarely presented material at faculty meetings.” Teacher participants indicated that all three principals shared leadership responsibilities while providing the vision. Since the leader sets the tone and it impacts everyone else, the leader must set high academic expectations for the school including students and teachers. Once the vision was shared, in regards to this study, individuals who proved themselves were given freedom. Visionary leaders, who have high expectations for their schools, encourage teachers to center instruction around their students. Student centered instruction allows for student engagement and motivation. Visionary leaders allow creativity while providing group members opportunities to have a voice. Allowing teachers to have a say in what happens in the school setting empowers and motivates them.

Leaders possessing the coaching style of leadership have a focus on personal development more than getting the job done. According to Goleman et al. (2002), coaches help people to identify their strengths and weaknesses in relation to their job. Coaches delegate tasks, which can motivate and empower teachers and will build the entire morale of the faculty. While nurturing personal relationships, coaches spend a great deal of time on emotional needs making people feel good about themselves and about being a part of the team. In this case the job targets and goals are sometimes overlooked.

Affiliative leaders will build faculty morale, engage parents, and build community relationships because they are most concerned with making everyone happy. Democratic leaders are good listeners who enjoy collaborating with the team. This type of leader allows opportunities for teacher empowerment and motivation. Teachers are encouraged to work in professional learning communities while collaborating about student centered instruction, student engagement and motivation, and professional development. The democratic leader has more of a focus on working as a team rather than giving the team any direction regarding meeting goals and expectations.

Pacesetter leaders are unsure of boundaries or guidelines; therefore they cannot set clear goals, expectations, or give directions. Pacesetters expect others to figure out the direction and they are not concerned with others' feelings. Commanding leaders focus on negative results produced by followers while demanding immediate compliance. They can be cold and contaminating to the mood of others. "Leaders managing a business crisis such as an urgent turnaround can find the commanding style particularly effective, especially at first, to unfreeze useless business habits and shock people into new ways of doing things" (Goleman et al., 2002,

p.78). According to Goleman et al. (2002), effective leaders to use the leadership style or combination of styles that work best for the educational entity that they are leading.

Recommendations

According to Wolff & Schoell (2009), the most effective leaders engage people by gaining their trust and using a combination of leadership styles. In accordance with the results of this study, is recommended that leaders implement the following measures in their schools to positively impact teacher and student performance:

- Set clear goals and give explicit directions for students, teachers, parents, and the community. High expectations for student and teacher performance should be exemplified by the style of the leader.
- Continually work to inform parents and the community of the high expectations for all students and the willingness of the leader to provide the necessary resources to achieve the schools' goals.
- All instructional practices in the school should be student centered and data driven.
- Give teachers consistent time to collaborate and work as a team while sharing best practices in professional learning communities.
- Assign professional development, which is focused, relevant to research and educational theory, and supported by the principal.
- Build morale by finding the people's strengths and making all members of the team (students, parents, teachers, secretaries, janitors, bus drivers, cafeteria workers, and all community members) feel that their role in improving student performance is valuable.

- Identify leadership qualities in members of the team. Once proven capable, empower those individuals to lead by giving them a voice in the decision-making process through shared leadership. This can be accomplished by the creation of a leadership team, which can serve as a link between the teachers and the leader.
- Motivate teachers to give their best to the students they teach by praising them for their hard work and when their students show improvement in their data.

Suggestions for Further Research

A closer examination of the principal and teacher participants in this study could include follow up interviews and observations. The results from this study could lead to a deeper examination of research involving the implementation of professional learning communities and the strategies discussed within to improve student performance. Areas of possible focus include the protocols used in PLC's to document the discussion and actions of the team members and further research on teaching strategies, programs, and best practices which emerged in discussions during PLC meetings. Additional research might include an investigation of how PLC teams in effective schools utilize data to improve instructional practices and student performance.

The results from this study could lead to a greater examination of research on teacher leaders and leaders in other organizations such as businesses and churches. A further examination of student perceptions regarding leadership styles of leaders and classroom teachers using the leadership styles outlined in Goleman et al. (2002), could add to this research.

Conclusion

This research study investigated principal and teacher beliefs about leadership and implications for student performance. The researcher took a close look at principals' leadership

styles to find connections between teacher and student performance. Evidence was found which indicated that the leadership style or styles of principals affect what happens in schools, which in turn affects student and teacher performance. Principal and teacher interview results and the results of the Inventory of Leadership Styles (ILS) survey showed the connection between principals' leadership styles, what happens in schools, and student performance. The principal and teacher participants worked at schools, which were high performing from 2007-2011 according to the *No Child Left Behind Status History Report*. This qualitative study utilized teacher perceptions of their principals' leadership styles and the principals' perceptions of their own leadership style. The following themes and categories emerged from the data gathered during the principal and teacher participant interviews:

- Leadership roles
 - Leadership setting clear goals and directions
 - High academic expectations
 - Building faculty morale
 - Professional development
- Teacher expectations and work related needs
 - Teacher empowerment and motivation
 - Professional learning community
 - Time for teacher collaboration
- Student academic needs
 - Student centered instruction
 - Student engagement and motivation
- Parents and beyond school

- Parental engagement
- Building community relationships

Each theme and the categories within have an impact on teacher and student performance.

Principal and teacher participants implicated leaders, in their responses, to set the tone for what happens in schools. In accordance with Goleman et al. (2002) leadership style descriptions (see Appendix D), principal and teacher interview responses showed that each principal demonstrated characteristics of more than one leadership style. People are unique: individuals with the same characteristics will not be found. Identical twins are known to have different personality traits. Principals serve as leaders of stakeholders with a variety of qualities and diverse features. While using more than one style or combinations of styles of leadership, leaders must be creative in their approach while working to achieve effectiveness.

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Appendix A

December 17, 2012

MEMORANDUM

TO: Jerri Jackson
Carleton Holt

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 12-12-311

Protocol Title: *Principal and Teacher Beliefs about Leadership Implications for Student Performance*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 12/17/2012 Expiration Date: 12/16/2013

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 9 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

Appendix B

Interview Questions for Principals

1. What is your educational background?
2. From your perspective, identify your leadership style based on the six styles of leadership outlined in Daniel Goleman, Richard Boyatzis, and Annie McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. See Appendix D
3. What effect does the principal's leadership style have on student and teacher performance?
4. What characterizes an effective leader?
5. What advice do you have for a leader desiring to become effective?
6. What are some examples of ways an effective leader can empower teachers?
7. What role does teacher motivation play in increasing student performance?
8. Do you believe having high teacher morale is important? Why?
9. What are some effective strategies, under your leadership, focusing on improving student performance and learning?
10. Do you believe high academic expectations cultivate strong relationships with parents and the community? Explain.
11. What strategies should an effective leader use to engage all stakeholders in the school?
12. Why is it important to have clear lines of communication among faculty and staff?
13. Who has the most important voice in your school? Why?
14. Do you feel that the types of professional development offered to a faculty can assist in encouraging that group to work together? Explain?
15. Do you believe that a successful professional learning community supports student academic improvement and teacher performance? Why?
16. Why is it important that teachers are provided consistent time for collaboration?

Appendix C

Interview Questions for Teachers

1. What is your educational background?
2. From your perspective, identify your principal's leadership style based on the six styles of leadership outlined in Daniel Goleman, Richard Boyatzis, and Annie McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. See Appendix D
3. What effect does the principal's leadership style have on student and teacher performance?
4. What is the importance of having high teacher morale?
5. Is high teacher morale evident under your principal's leadership?
6. Give examples of ways leadership empowers and supports teachers at your school.
7. What role does motivation play in increasing teacher performance?
8. Would you describe yourself as a leader? What motivated you to be a leader?
9. What are some effective strategies under your principal's leadership focusing on improving student performance and learning?
10. Do you believe high academic expectations cultivate strong relationships with parents and the community? Explain.
11. What are some examples of activities you organized, implemented, or participated in that was in support of the improving student performance?
12. Why is it important to have clear lines of communication among faculty and staff?
13. Who has the most important voice in your school? Why?
14. Do you feel that the types of professional development offered to a faculty can assist in encouraging that group to work together? Explain?
15. Do you believe that a successful professional learning community supports student academic improvement and teacher performance? Why?
16. Why is it important that teachers are provided consistent time for collaboration?

Appendix D

Leadership Style Description

Leadership Style	Description
Visionary Leadership Style	Visionary leaders articulate where the group is going, but not how it will get there. They show people why everyone's input matters. They remind people of the purpose for their work. They understand distributing knowledge is the secret to success. They set people free to innovate, experiment, and take calculated risks.
Coaching Leadership Style	Leaders who possess the coaching leadership style focus on personal development rather than accomplishing the task. Coaches make learning relevant to the learners. They give the people they lead challenges. The leadership coach devotes a large amount of time to helping the learner along.
Affiliative Leadership Style	Leaders who possess the affiliative leadership style tend to value people and their feelings, putting less emphasis on accomplishing tasks and goals or getting the job done. They focus on people's emotional needs. The affiliative leader focuses on making people happy and creating harmony. Leaders who use the affiliative style too often may fall short in offering people the corrective feedback they need. This leaves employees left to figure out what they need to do.
Democratic Leadership Style	Democratic leaders know how to keep down conflict, create a sense of harmony, and work collaboratively with others. Leaders using the democratic style seek advice from seasoned employees when making decisions. Overuse of this approach can lead to endless meetings in which ideas are mulled over with no final solution. The democratic leadership style works best when the leader is uncertain of which direction to take and needs guidance from others.
Pacesetter Leadership Style	The pacesetter leader holds and exemplifies high standards for performance because he is obsessive about doing things better and faster. The

pacesetter leader quickly identifies poor performers, demands more from them, and if they don't rise to the occasion, rescues the situation himself. If this style is used excessively, employees may view the leader as having relentless demands. Pacesetters tend to be unclear about guidelines; therefore they expect people to know what to do.

Commanding Leadership Style

Leaders who operate under the commanding leadership style tend to demand immediate compliance from others, never explaining the reasoning. Commanding leaders make threats when subordinates do not follow given orders. They focus on the negative results of employees rather than the positive results.

Note. Descriptions of the six styles of leadership outlined in Daniel Goleman, Richard Boyatzis, and Annie McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*

Appendix E

Informed Consent

- Title:** Principal and Teachers Beliefs about Leadership Implications for Student Performance
- Researcher:** Jerri C. Jackson, University of Arkansas Graduate Student
4908 Martelia Lane
Arlington, TN 38002
1(901) 496-5520
jcparker@uark.edu
- Faculty Advisor:** Dr. Carleton Holt
Associate Professor of Educational Leadership
University of Arkansas
233 Graduate Education Building
Fayetteville, AR 72701
1(479) 575-5112
cholt@uark.edu
- IRB Compliance Officer:** Iroshi Windwalker, Compliance Coordinator
University of Arkansas
120 Administration
(479) 575-2208
(479) 575-3846
irb@uark.edu
- Purpose:** The purpose of this study is to investigate principal and teacher beliefs about leadership and implications of those beliefs for student performance. The theoretical background for this study will be centered on the six styles of leadership outlined in Daniel Goleman, Richard Boyatzis, and Annie McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. The six styles of leadership are: visionary, coaching, affiliative, democratic, pacesetter, and commanding. Each participant will be provided a copy of the description of each leadership style.
- Participant:** As participant, you will be asked to answer questions regarding principal leadership styles in a private tape-recorded interview and complete an online survey from the Hay Group called the *Inventory of Leadership Styles (ILS)*. The Hay Group is a research firm, which supports the work of Goleman et al. (2002). The ILS has been revised several times based on clinical knowledge and theoretical conceptions from Goleman et al. and the Hay Group. The final revision of the ILS includes the six styles of leadership outlined in Goleman et al. (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*. The researcher will receive a report

for each participant completing the survey, which indicates each principal's leadership style. The Hay Group has confidentiality rules in place prohibiting the researcher from sharing the analysis results from the self and direct-report surveys taken by the principal and teacher participants. Permission has been granted to only include the leadership style indicated in each report in this research study. Each participant will receive an email with detailed directions for completing the survey for the purposes of this research study. Contained in that email will be information and instructions on how to obtain individual survey results directly from the Hay Group.

**Participant's
Expected Time
Commitment**

The total time frame expected for completion of the survey and the tape-recorded interview is sixty minutes.

Risks and Benefits: There are no negative risks to your participation in this research study. This study will benefit students, teachers, and the entire educational organization.

Participation: Your participation is on a voluntary basis.

Right to Withdraw: You will not be penalized if you choose to withdraw from the study at anytime.

Confidentiality: Your responses will be kept confidential to the extent allowed by the law and University policy. No identifying information, such as name, job title, or work location, will be included in any publication or report resulting from this research. A code will be used to correlate your survey results with your interview responses.

Concerns: If you have any concerns about this study, contact Jerri Jackson or Dr. Carleton Holt by phone or email.

Informed Consent:

I, _____, have read and understand the information contained in this document. I know that my participation is voluntary. My signature indicates that I agree to participate in this study and I have received a copy for my records.

Participant Signature

Date

Appendix F
ILS Conditional Use Agreement

www.haygroup.com

For good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, I hereby agree that the permission granted to me by Hay Group, Inc., to receive and utilize, without charge, the Inventory of Leadership Styles (ILS) is subject to the following conditions, all of which I hereby accept and acknowledge:

1. I will utilize the ILS for research purposes only and not for commercial gain.
2. The ILS and all derivatives thereof are and shall remain the exclusive property of Hay Group. Hay Group shall own all right, title, and interest, including, without limitation, the copyright, in and to the ILS.
3. I will not modify or create works derivative of the ILS or permit others to do so. Furthermore, I understand that I am not permitted to reproduce the ILS for inclusion in my thesis/research publication.
4. I will provide Hay Group with a copy of any research findings arising out of my use of the ILS and will credit Hay Group in any of my publications relating thereto. Hay Group may disseminate this research and report any results relating to the ILS.
5. I will not provide individual feedback to participants.
6. HAY GROUP WILL NOT BE DEEMED TO HAVE MADE ANY REPRESENTATION OR WARRANTY, EXPRESS OR IMPLIED, IN CONNECTION WITH THE ILS, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OR MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.
7. My rights under this Agreement are non-transferable and non-exclusive and will be limited to a period of two (2) years from the date of this Agreement.
8. Hay Group may immediately terminate this Agreement by giving written notice to me in the event that I breach any of its terms or conditions.
9. This Agreement will be construed in accordance with the laws of Pennsylvania without recourse to its conflict of laws principles.
10. This Agreement may not be assigned by me without the prior written consent of Hay Group. Any attempted assignment shall be void.
11. Failure by Hay Group to enforce any provisions of this Agreement will not be deemed a waiver of such provision or any subsequent violation of the Agreement by me.
12. This is the entire agreement with Hay Group pertaining to my receipt and use of the ILS, and only a written amendment signed by an authorized representative of Hay Group can modify this agreement.

Signature

Print Name

Date

Appendix G

Letter of Permission Requesting to Conduct Study

Attention: Superintendent
Designated School District

Dear Sir or Madam:

I am a doctoral candidate at the University of Arkansas. I would like to conduct a research study in your school district. This is a qualitative study titled, "Principal and Teacher Beliefs About Leadership Implications for Student Performance."

The purpose of this study is to investigate principal and teacher beliefs about leadership and the implications of those beliefs for student performance. The leadership style of the principal has an effect on teacher motivation, empowerment, and teacher performance. Many school leaders are not aware of their own personal leadership style. This study will provide the opportunity to identify and examine leadership styles based on the six leadership styles outlined in Daniel Goleman, Richard Boyatzis, and Annie McKee's (2002) *Primal Leadership, Learning to Lead with Emotional Intelligence*.

This research study is intended to inform leaders of the leadership styles, which have implications for improved teacher and student performance.

If you have any questions or concerns, please contact me at (901) 496-5520, or you can contact my dissertation chair, Dr. Carleton Holt, at (479) 575-5112.

Thank you,

Jerri Cherita Jackson
University of Arkansas

CONSENT STATEMENT

My signature indicates my agreement to allow principals and teachers from this school district to participate in the above-mentioned study.

Signature of the Superintendent

Date

Appendix H

Principal Participant Email

Thank you for agreeing to be a principal participant in my research study as I work to complete the requirements for my dissertation and doctoral studies. You were chosen because your school was high performing, making Adequate Yearly Progress from 2007-2011 according the *No Child Left Behind Status History Report*.

There are three steps I need you to complete to help me with this process. They list as follows:

1. Please sign and return the Informed Consent form to me in the pre-stamped envelope.
2. Please log on to the Hay Group's website and complete the self-report survey for school leaders. This survey will provide results that will be included in Chapter 4 of my dissertation. Your responses will be kept confidential to the extent allowed by law and University of Arkansas policy. No identifying information, such as name, job title, or work location, will be included in any publication or report resulting from this research. A code will be used to correlate your survey results with your interview responses.

3. Please provide a time and date for me to come and interview you at a time and location that best accommodates your schedule. This interview will be cassette tape-recorded. The tape will remain locked in a secure location in a file cabinet in my home. It will only be used for the purpose of gathering data for this qualitative study. You will be provided a copy of the interview questions, and supporting documents, prior to the interview.

Thanking you in advance for helping me to accomplish this milestone in my educational career.

Your kindness and support will never be forgotten.

Appendix I

Teacher Participant Email

Thank you for agreeing to be a teacher participant in my research study. You were chosen because your school was high performing, making Adequate Yearly Progress from 2007-2011, according the *No Child Left Behind Status History Report*.

There are three steps I need you to complete to help me with this process. They list as follows:

1. Please sign and return the *Informed Consent* form to me in the stamped and addressed envelope.
4. Please log on to the Hay Group's website and complete the direct-report survey for school leaders. This survey will provide results that will be included in Chapter 4 of my dissertation. Your responses will be kept confidential to the extent allowed by law and University of Arkansas policy. No identifying information, such as name, job title, or work location, will be included in any publication or report resulting from this research. A code will be used to correlate your survey results with your interview responses.
2. Your personal information will not be included in the dissertation.
3. Please provide a time and date for me to come and interview you at a time and location that best accommodates your schedule. This interview will be cassette tape-recorded. The tape will remain locked in a secure location in a file cabinet in my home. It will only be used for the purpose of gathering data for this qualitative study. You will be provided a copy of the interview questions, and supporting documents, prior to the interview.

Thanking you in advance for helping me to accomplish this milestone in my educational career.

Your kindness and support will never be forgotten.