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Rhonda Deloise Powe

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TEACHERS' PERCEPTION OF ELEMENTARY SCHOOL PRINCIPALS'
LEADERSHIP STYLES IN "UNDER-PERFORMING"
LEVEL 2 SCHOOLS AND "SUPERIOR" LEVEL 5
SCHOOLS IN MISSISSISSIPPI

By

Rhonda Deloise Powe

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Elementary, Middle and Secondary Education
in the Department of Leadership and Foundations

Mississippi State, Mississippi

May 2009

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The purpose of this study was to examine how the participants perceived their principal's transformational and transactional leadership style and whether differences existed in their perceptions based on the demographic variables of age, gender, experience, educational attainment and ethnicity.

Transformational leaders were considered influential, change agents who motivated teachers to work collaboratively as a team to achieve defined goals. On the other hand, transactional leaders developed impersonal relationships and motivated teachers according to their personal self-interest. They focused on social and economic exchanges, using contingent rewards to reinforce positive behaviors and administered punishment to reform negative behaviors.

One hundred and thirteen participants from six elementary schools participated in this study. The Multi-Leadership Questionnaire was used to collect data. Cronbach alpha

was used to establish internal reliability consistency of the instrument. The data were analyzed using mean scores, percentages, chi-square, t-test and ANOVA.

The research findings indicated that perception scores at both school levels were higher for transformational leadership than transactional leadership. According to the mean score interpretation (Table 2) and the participants' mean scores, 92.9 % of participants perceived their principal as *fairly often* a transformational leader and 7.1% of participants perceived their principal as *frequently* a transformational leader. Ironically, 100% of participants perceived their principal as *sometimes* a transactional leader.

The research findings further indicated that overall, teachers at both levels perceived their principal as *fairly often* a transformational leader and *sometimes* a transactional leader. Based on the demographic findings, an ANOVA revealed statistically significant differences in teachers' perceptions of their principal's transformational leadership style based on years of experience. Participants with more years of experience perceived their principal with significantly higher mean scores than those with fewer years of experience.

Recommendations include: (a) conducting further research to determine the impact that principals' leadership style have on student performance from a national perspective, (b) conducting a Longitudinal Research study to determine the impact that leadership styles have on student performance, and (c) exploring leadership styles extensively to identify the leadership traits exhibited by both public and private elementary school principals.

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CHAPTER I

INTRODUCTION

Leadership in the past was seen as the ability of leaders to inspire followers to act for certain goals that represent the values and motives of the leaders and followers (Burns, 1978). However, modern researchers define leadership as the ability to develop, facilitate, and assess an ever-changing environment by promoting an information base within the environment that creates a continuous process of improvement (Razik & Swanson, 2001). Educational leaders are being forced to become change agents while at the same time effectively leading and managing schools in an era of high stakes testing and accountability (Fullen, 2002). A prime task of principals is to exercise leadership of the kind that results in a shared vision of the directions to be pushed by the school and to manage change in ways that ensure that the school is successful in realizing the vision (Tucker & Coddling, 1998).

In an effort to promote effective leadership in schools, the United States has responded by introducing alternative training programs. One such program is the Interstate School Leaders Licensure Consortium (ISLLC), which has brought together many of the major parties with a stake in educational leadership – the states, relevant professional associations, and universities. The ISLLC has set out to develop ways of redefining school leadership to compensate for the changes in school education and the multiple forces that affect the role of the school principal (Interstate Leadership Licensure

Consortium, 2005). Sergiovanni and Starratt (1998) discussed the feelings of community that are necessary for change and effective schools. They believe that collegiality occurs in a caring and collaborative environment. Moreover, they stated that fostering this feeling of community is a basic purpose of supervision. Schools will only be improved if change occurs, and change cannot occur without first developing and nurturing the right school climate and culture. In addition, they believe that climate and culture are shaped by the personal contact principals have with teachers during the supervisory process. A problem for some elementary principals is that their leadership styles do not improve the overall school climate and negatively affects student achievement (Sergiovanni & Starratt, 1998).

Bulach, Boothe, and Pickett (1998) investigated the behaviors of principals as they supervised or made personal contact with teachers. Their study focused on mistakes principals make as they interact and supervise teachers. Most of the shortcomings and mistakes school administrators make fall into the categories of poor human relations and a lack of trust or an uncaring attitude. These mistakes or behaviors would foster the negative outcomes. Principals who frequently practiced these behaviors did little to develop and nurture the climate required for improving schools as described by Sergiovanni and Starratt (1998). The premise of this research is that the supervisory climate that exists between principals and teachers is shaped by the behaviors practiced by principals. If the behaviors are disliked or viewed negatively by teachers negative outcomes will develop, and if they are liked, positive outcomes will develop.

McEwan (2003) identified specific leadership styles and traits principals must possess in an effort to lead successful schools. Such traits include: projecting a positive

self-image, which in turns shapes the perception of the school; believing in the ability of their staff and students to achieve high standards of performance; recognizing teaching and learning as the main business of the school; communicating the school's mission clearly to all; fostering standards of teaching and learning that are high and attainable; providing clear goals and monitor the progress of students toward achieving them; promoting an atmosphere of trust and sharing; not tolerating bad teachers; building good staff and making professional development a priority.

There is anecdotal evidence that suggests teachers' perceptions of their schools affect their decisions to remain or leave the teaching profession (Channel 4000, 1999). A relationship has been found to exist between teachers' years of experience and their positive impact on student learning (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). Haplin and Croft (1963) found that the perceptions of the teachers regarding principals' leadership styles are more important than the actual leadership style itself. Therefore, the importance of teacher perceptions regarding principals' leadership styles cannot be ignored (Haplin & Croft). In addition, the researcher discovered that there does not appear to be sufficient research on teachers' perceptions of elementary school principals' leadership styles in "Under-performing" Level 2 schools and "Superior" Level 5 schools in Mississippi (Mississippi Public Accountability Standards, 2004). The present research could be vital to administrators of all levels who must ensure that all students receive a quality education in an era of high-stakes testing and accountability.

This study sought to determine what leadership behaviors were related to school effectiveness. Burns (1978) and Bass (1996) have identified transformational and transactional leadership styles as basic styles that are practiced among most leaders.

Transactional leaders view the leader-follower relationship as a process of exchange. Leaders tend to gain compliance by offering rewards performance and compliance or threatening punishment for non-performance and non-compliance. In transactional organizational cultures, subordinates work independently and do not support the vision of the organization (Burns, 1978; Bass, 1996). Leaders are viewed as negotiators and managers of resources (Burns; Bass). In contrast, transformational leaders are more visionary and inspirational in their approach (Burns; Bass). Leaders tend to communicate a clear and acceptable vision and goals, with which employees can identify and tend to engender intense emotion in their followers. The transformational culture is identified by its attempt to build community among subordinates. Leaders are viewed as facilitators and mentors (Burns; Bass). Fullen (2001) discussed a need for a paradigm shift in leadership as a mandatory approach to meet tougher standards.

Statement of the Problem

The problem examined in this research was an assessment of teachers' perceptions of principals' leadership style in "Under-performing" Level 2 and "Superior" Level 5 Schools. Specifically, the study examined whether teachers perceived their principal's leadership style as Transformational or Transactional. A secondary problem was to assess whether differences existed among teachers in their perceptions of the principals' leadership styles based on age, gender, ethnicity, experience, and educational attainment.

Research Questions

The following research questions guided the study.

1. Did teachers in “Under-performing” Level 2 Schools perceive the leadership style of their principal as Transformational or Transactional as measured by the MLQ 5x-Short?
2. Did teachers in “Superior” Level 5 Schools perceive the leadership style of their principal as Transformational or Transactional as measured by the MLQ 5x-Short?
3. Did differences exist between teachers from “Under-performing” Level 2 Schools and “Superior” Level 5 Schools in their perceptions of the leadership style of their principal as measured by the MLQ 5x Short?
4. Did differences exist among teachers perceptions of their principal’s Transformational and Transactional Leadership Style based on age, gender, experience, experience and educational attainment as measured by the MLQ 5x-Short?

Purpose of the Study

The No Child Left Behind Act (2001) was one of many educational reforms that are currently being implemented as a measure of improving the quality of public education in America. According to Sergiovanni & Starratt (1998), educational reform is far from complete and is quite possibly only in its beginning state. Research on effective schools reveals that educational reform considers the principal as a strong leader, visionary, and creator of a shared mission (Blumberg 1987; Greenfield, 1987). According

to Goldman (2002) schools that sustain a positive culture with a shared-decision making process tend to be more effective in accomplishing educational goals.

The onset of public school accreditation levels was assigned by the Mississippi State Department of Education during the fall of 2003 (Mississippi Accountability Standards, 2004). The results of this study will provide data for school improvement by bringing about an awareness of the impact leadership styles may have on school practices. Awareness may provide principals with the knowledge and power to alter their leadership style to foster practices that will produce desired outcomes needed to improve education. In addition, findings from this study could provide valuable information on how teachers' perceptions of their principal's leadership style impact the ability to create successful performing schools. Understanding teachers' perceptions may empower principals to alter their leadership style, when appropriate, to encourage teachers to work collaboratively to support the school's mission and vision in order to achieve higher academic standards.

Teachers' perceptions could be used to improve and strengthen current and future educational leaders by allowing them to reflect upon their perceived leadership style and, if necessary, exhibit the behaviors of the leadership style that would have a positive impact on school performance. The generated data could expand existing literature on the leadership styles of elementary school principals in "Under-performing" Level 2 Schools and Superior" Level 5 Schools in Mississippi and their impact on school performance.

Delimitations

The study was delimited by the following factors:

1. The participants of this study were made up of teachers from six elementary schools in Mississippi classified as “Under-performing” Level 2 Schools and “Superior” Level 5 Schools in Mississippi. The participants were selected based on school level and convenience of school location.
2. Data was collected between January 2006 through February 2006 during a Focused Faculty Meeting.
3. A questionnaire developed by Bass and Avolio (1997) was the only method used to collect data.

Limitations

The study consisted of the following limitations:

1. The findings from this study could only be generalized to this population.
2. The findings were limited in terms of the honesty and thoroughness of the respondents in completing the questionnaire.
3. The findings were limited by the validity and reliability of the questionnaire.

Definition of Terms

The following definitions are listed below to assist the reader with clarifying the meaning of the terms used in this study:

1. Leadership – “The reciprocal process of mobilizing by persons with certain motives and values, various economic, political and other resources, in a context

of competition and conflict, in order to realize goals independently or mutually held by both leaders and follower” (Burns, 1978, p. 425). Modern researchers define leadership as the ability to develop, facilitate, and assess an ever-changing environment, by promoting an information base within the environment that creates a continuous process of improvement (Razik & Swanson, 2001).

2. Leadership style – “The underlying need structure of the individual which motivates his behavior in various leadership situations” (Fiedler, 1967, p. 36).
3. Transformational Leadership – “The shaping, altering, and elevating of the motives, values, and goals through the vital teaching role of the leader” (Burns, 1978, p. 425). Transformational leadership style was measured by the following five attributes:
 - a. Idealized influences behaviors (IIB), a leader’s ability to provide vision and a sense of mission and inspires others to follow by instilling pride, gaining respect and trust.
 - b. Idealized influences attributed (IIA), a leader’s ability to provide a vision and a sense of mission and inspires others to follow by instilling pride, gaining respect and trust.
 - c. Inspirational motivation (IM), a leader’s ability to influence followers to put forth extra effort and to become self-led leaders, increasing followers’ commitment to the shared purpose of the group;
 - d. Intellectual stimulation (IS), a leader’s ability to provide opportunities for intellectual growth, rationality, and careful problem solving; and

- e. Individual consideration (IC), a leader's ability to recognize and satisfy the needs of the followers in an attempt to maximize and develop their full potential (Bass, 1990).
4. Transactional Leadership Style – a process of exchange where leaders tend to gain compliance by offering rewards performance and compliance or threatening punishment for non-performance and noncompliance (Burns, 1978). Transactional leadership style characteristics were measured by the following four attributes:
- a. Contingent reward (CR), the exchange of something for another, the leader has the ability to compensate followers for their performance;
 - b. Management-by-exception (active), a leader's ability to maintain rules and regulations and takes corrective actions if one deviates from the rules and regulations;
 - c. Management-by exception (passive), a leader's ability to interject only when rules and regulations are not followed;
 - d. Laissez-faire (LF), attitudes displayed by the leader such as abandoning responsibilities and avoiding making decisions (Bass, 1990).
- 5 School culture – the collective core values, philosophy, beliefs, and attitudes, along with concerns for technical, financial and human endeavors; shared interpretation of events as seen in jargon, stories, humor, role models, and ceremonies (Bass, 1985).
- 6 School performance classification – a value or label assigned to a school based on “achievement and growth.” That is, based on the school's performance on both

the achievement model and growth model. There are five school performance classifications: 5 – Superior; 4 – Exemplary; 3 – Successful; 2 – Under Performance; 1 – Low Performing (Mississippi Public School Accountability Standards, 2004).

- 7 Low-performing school – a school with a school performance classification of a 1. A Level 1 school is deficient in educating students and is in need of improvement (Mississippi Public School Accountability Standards, 2004).
- 8 Superior school – a thriving school with a school performance classification of a 5. A superior school is doing well in educating students (Mississippi Public School Accountability Standards, 2004).
- 9 Public School – any school within the 152 public school districts in Mississippi that enrolls any student for a full academic year. (Mississippi Public School Accountability Standards, 2004).
- 10 Elementary School – any school within the 152 public school districts in Mississippi that enrolls any study for a full academic year in primary grades K-5. (Mississippi Public School Accountability Standards, 2004).

CHAPTER II

LITERATURE REVIEW

Introduction

The purpose of this review is to provide an overview of leadership, organizational theories, and teachers' perceptions of leadership styles. Research that specifically relates to Transactional and Transformational Leadership is discussed.

Historical Perspectives of Leadership

Historical perspectives of leadership date back to ancient times including Old Testament accounts of Moses and beyond (Bass, 1990). While the concept of leadership has captivated humankind for centuries (Cole, 1999), there is a lack of consensus pertaining to a definition of leadership (Sashkin, 1990). Yet, according to Conger & Kanungo (1998), leadership traits are innate in effective leaders. This section will discuss the following leadership characteristics: Power; Trait; Charismatic; Likert Four Systems of Organizations; House Path-Goal Model, and Hersey-Blanchard Tri-Dimensional Leadership.

Power

While the term power has both positive and negative connotations, Etzioni (1975) defines it in terms often associated with leadership: an ability to influence the behavior of another. Burns (1978) makes a distinction between the two by the fact that power can be

based on position and leadership is based on influence. Etzioni gives three categories of power: coercive based on sanctions, remunerative based on rewards, and normative power which centers on the allocation and manipulation of symbolic rewards. Burns notes two essentials for power to exist—resources and motivation. An actor must have both the motive and resource necessary to accomplish the task. A key concept of power is the accomplishment of what the power holder wants completed. Burns states, “power wielders draw from their power bases resources relevant to their own motives and the motives and resources of others upon whom they exercise power” (p.17).

Bass (1990) concluded that leaders who are oriented toward power and political manipulation as opposed to social influences are more effective when followers tend to evaluate leaders in terms of status, power and position. Stogdill (1974) also concluded that there is a definite interaction between the personalities of leaders and followers.

French and Raven (1959) proposed a power typology consisting of five different foundations: reward power; coercive power; legitimate power; expert power; and referent power. They further hypothesized that a direct relationship exists between the strength of the power and extent of the power basis. Also, while the range of power varies in all power types referent power has the broadest range. When power is exercised outside of its legitimate range it will be reduced and become coercion. Coercion decreases the attraction of the leader to the subordinate while reward generally increases attraction.

Weber (1968a) defines power as “the probability that one actor within a special relationship will be in position to carry out his own will despite resistance, regardless of the basis on which this probability rests” (p. 53). Weber also states subordinates may be required to obey supervisors “by custom, by affectual ties, by a purely material complex

of interest or by ideal motives” (p. 212-213). Weber defines and identifies three types of authority. First, rational grounds or legal authority is based on rules and rights that elevate leaders to positions of authority. Second, traditional grounds of authority are based on the traditions of the organization. Third, charismatic authority is based on the devotion to the hero or person exemplifying excellent character.

Trait

During the early 1900s, it was generally accepted that leaders could be predicted by the possession of certain traits and were a composite of particular physical and psychological characteristics (Hackman & Johnson, 1996). The majority of the early research conducted by Stogdill (1974) related to the trait theories was inconclusive; that is, many of the traits that were tentatively identified as crucial to leadership in one study were not found to be crucial in another. Stogdill reviewed 124 studies conducted between 1904 and 1947. The following personal characteristics were considered: age, height, weight, physique, energy, health, appearance, speech, intelligence, scholarship, knowledge, insight, judgment, originality, adaptability, introvert, extrovert, initiative, responsibility, integrity, self-confidence, emotional control, social status, social skills, popularity, and cooperativeness. After review of these studies, Stogdill concluded, “a person does not become a leader by virtue of the possession of some combination of traits, but the patterns of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers” (p. 63).

Traits are classified as those relating to personality, physical appearance, social background, intelligence and ability; it is believed that their presence differentiated

leaders from followers and effective leaders from ineffective leaders (Dessler, 1980, p. 256). Based on a review of 163 studies on the effectiveness of leadership between 1949 to 1970, Stodgill concluded the following trait profile as typical of successful leaders: The leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving situations, self-confidence and sense of personal identity, willingness to accept consequences of decisions and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior, and capacity to structure social interaction systems to the purpose at hand (p. 81). However, Stodgill emphasized that the situation does dictate to some degree who emerges as a leader and who is effective in that role. Agreeably, Bass (1990) states, "The trait approach is not enough for understanding leadership. Above and beyond personal attributes of consequence, the situation can make a difference" (p. 563). The trait theory has been extensively criticized, as it does not suggest that leadership styles can be developed or acquired through experience and training (Sashkin, 1990).

Charismatic Leadership

According to Weber (1968b), the most significant trait is charisma. The charismatic leader's authority is developed and maintained through proving personal strength. These leaders typically gain power in terms of psychic, physical, economic, ethical, religious, or political distress. These leaders are characterized by gifts of both body and spirit, believed by some to be supernatural and not able to be acquired by

everybody. The charismatic leader must attract followers that recognize the leader's mission and are willing to be obedient to the mission.

Klein and House (1995) used the fire metaphor to explain the charismatic relationship between followers, leader and the environment. A number of personality traits have been linked with a leader's ability to ignite a spark within followers: assertiveness, self-confidence, need for social influence, moral conviction and concern for exercise of moral power.

Style Approaches

Ohio State Studies/University of Michigan Studies

Some of the earliest approaches to leadership took place at the Ohio State University (Hackman & Johnson 1996; Northouse, 1997; Yukl, 1989). These studies were conducted to describe leadership behavior and explored the relationship between two leadership variables, people and tasks. Furthermore, these studies focused on two dimensions of leadership: consideration and initiating structure to determine the dominant style of the school principal. These two dimensions of leadership, along with the subsequent behaviors that comprised them, represent the core of the style approach to leadership, providing structure and nurturing subordinates (Northouse).

The studies reported that leaders of high producing groups were employee oriented. They also promoted team development and cohesiveness. On the other hand, leaders of low-producing groups were task-oriented. Yet, a leader could score high on both dimensions. The studies conducted at Ohio State concluded that these leadership

dimensions were distinct and independent. The degree to which a leader exhibits one characteristic is not impacted by the other characteristic (Northouse, 1997).

During the time the Ohio State studies were being conducted, researchers at the University of Michigan were conducting studies on the relationship among leadership behavior, group processes and group performance. These styles were classified as “production-oriented: and “employee-oriented” (Hackman & Johnson, 1996, Yukl, 1989). As identified in the Ohio State studies, the employee-oriented leader, which is closely related to the consideration behaviors, approached subordinates with a strong human relations emphasis. On the other hand, the production-oriented style of leadership, which closely correlates to the initiating structure, considers employees as workers to complete a task. The results of these studies concluded that effective leaders spend their time doing different functions through subordinates. These supervisors were considerate and supportive with subordinates (Northouse, 1997).

Blake and Mouton (1964) later concluded in the managerial grid that leaders could possess both task-oriented and production-oriented behaviors. McGregor (1960) and Blake and Mouton (1985) developed two similar styles of leadership. McGregor classified leaders as Theory X and Theory Y. Leaders of Theory X are very high in task orientation and believes workers have an inherent dislike for work, causing managers to exhibit strict controls to insure production. The Theory Y leader is very high in human relations and believes the average person seeks responsibility to utilize creativity and imagination.

Likert Four Systems of Organization

Likert (1967) claimed that an organization could function at any point along a continuum of four systems of organizational management. Three are authoritarian in nature, ranging from exploitative, benevolent, and consultative. The fourth system is participative. Each system has unique characteristics.

In an exploitative system decisions are imposed on subordinates, where motivation is characterized by fear and threats and primarily meets security needs (Likert, 1967). High levels of management have great responsibilities whereas low levels have none. Communication is minimal and there is very little teamwork. This leads to poor to mediocre productivity. Under this system, the leader operates under an iron hand and makes all decisions without feedback (Littlejohn, 1996).

A benevolent authoritative system is similar to an exploitative. Motivation focuses on rewards with a decreased emphasis on punishment. There is little communication and teamwork. Production is moderately higher than exploitative. The leader is sensitive to the workers needs (Likert, 1967).

A consultative system is characterized by more positive attitudes. The superior maintains control but seeks advice from others. Superiors have substantial but not complete trust in their subordinates. There is some communication, both horizontal and vertical, and a moderate amount of teamwork. Decision-making is shared with policy and general decisions at the top with more specific decisions at lower levels. Goals are set after discussion with subordinates. Production is good with moderate absenteeism and turnover, which is reduced from a system one and two organization (Likert, 1967).

In the participative system, motivation is marked by use of all level of Maslow's hierarchy of needs. The leaders have complete confidence in their subordinates. Motivation is economic rewards based on goals. Personnel at all levels are fully involved in the decision-making process and feel responsible for achieving the organizational goals. There is a considerable amount of communication and cooperative teamwork (Likert, 1967). According to Littlejohn (1996), Likert's theory is "perhaps the most detailed theory of human communication" (p.308).

House Path-Goal Theory of Leadership

House (1967) path-goal theory was developed to describe the way leaders encourage and motivate their followers in achieving goals by developing a clear path that they should take. In particular, leaders clarify the path-goal relationship, removes obstacles and increase rewards along the path.

House and Mitchell (1974) identify four styles of leadership that result in subordinate motivation. They are as followed:

1. Supportive leadership is characterized by considering the needs of the follower, showing concern and creating a positive work environment.
2. Directive leadership is characterized by strong structure and high expectations. Followers are told what needs to be done, how tasks should be completed, and a timeline for completion while guiding them along the way.
3. Participative leadership is characterized by high communication and effective teamwork. Followers are involved in the decision-making process and their ideas are considered when making decisions and taking action.

4. Achievement-oriented is characterized by the leader setting challenging goals and high expectations. The leaders demonstrate confidence in capabilities of the followers to succeed.

Hersey-Blanchard Tri Dimensional Leadership

Hersey and Blanchard (1993) developed a model of leadership effectiveness based on two main criteria: task behavior and relationship behavior. Task behavior is defined as the extent to which leaders are likely to organize and define roles of the members of their group (followers) and to explain what activity is to be completed, when, where and how tasks are to be accomplished; characterized by organizational structure, effective communication and defined procedures. On the other hand, relationship behavior is the extent to which leaders maintain personal relationships with their follower through increased communication, socio-emotional support, psychological strokes and facilitating behaviors (Hersey & Blanchard, 1993).

Hersey and Blanchard (1993) identified and named four basic leader behavior quadrants. Quadrant S1 is high task/low relationship and was labeled telling. Quadrant S2 is high task/high relationship and was labeled selling. Quadrant S3 is low task/high relationship and was labeled participating. Quadrant S4 is low task/low relationship and was labeled delegating. These quadrants display leadership styles of leaders when supervising subordinates as perceived by others (Hersey & Blanchard).

The leadership roles vary from each style. In a telling, the leader takes a directive role in telling followers what to do without concern for the relationship. The leader takes a managerial stance, using coercive power to get the job done. In a selling, the leader

persuades followers using a friendly manner to motivate them to complete a task. These followers usually lack the skills, knowledge and motivation to complete the task. In participating, the leader is concerned with finding out why followers are refusing to complete a task simultaneously persuading them to cooperate. In delegating, the leader delegate tasks and trust the follower to get it done (Hersey & Blanchard, 1993).

Paradigm Shifts in Leadership Styles

Historically, leaders have controlled rather than organized, administered repression rather than expression, and held their followers in arrest rather than in evolution (Bennis & Nanus, 1985). In the past, leadership was defined as the ability to inspire followers to act for certain goals that represent the values and motives of the leaders and followers (Burns, 1978). The focus of attention was based on developing upper-level leaders of organizations (Lowe, Kroeck, Sivasubramaniam, 1996). However, the realities of the 21st century call for a new holistic model of leadership based on creating an environment that promotes new ideas, responds to change, high quality and value, and encourage members of the organization to learn and expand their skills and capabilities.

Over the past decades, there has developed a new paradigm shift in the area of leadership, which includes sharing information, decentralizing decision-making authority, and generating teams, has made developing leaders at every level important (Lowe, Kroeck, Sivasubramaniam, 1996; Razik & Swanson, 2001). Modern researchers define leadership as the ability to develop, facilitate, and assess an ever-changing environment by promoting an information base within the environment that creates a continuous

process of improvement (Razik & Swanson). Leadership is a process of influence which both the administrator and stakeholder share in the advancement of the organization, seek common solutions to problems, and benefit from its success (Edington, 1997).

Administrative leadership styles are vital in determining the organizational climate of work environments, and this is especially true in schools because schools are challenged to provide learning environments more conducive to learning (Lezotte, 1997). Where power was once the key element of leadership, it is now believed that vision, commitment, communication and shared decision-making are the cornerstones of effective leadership. This change is going from an industrial model of management to a more collaborative model (Rost, 1993). In addition, new paradigms are focusing on requirements, relationships, resources, and results (Smith, 1993). Site-based management is participatory governance, which focuses on the school's improvement involving all faculty and staff of that particular school community (Golarz & Golarz, 1995).

Participatory governance is the transferring of authority and responsibility from those with power to those who are not as empowered (Golarz & Golarz, 1995). Considering the influences of site-based management in more of the nation's schools, the complexities of issues in educational reform, and the impact of this ever changing modern society, leaders' influence on their organization as a whole cannot be ignored (Conley & Muncey, 1999; Razik & Swanson, 2001). To further complicate the matter of leadership, Jung and Avolio (1999) concluded perceptions of leadership styles and their effects on motivation and performance for followers differ depending on the culture. Hence, the leadership style used must be tailored not only to the environment, but also to the culture and perceptions of the people being led.

Yukl (1989) studied organizational culture and its relationship to change. Yukl listed five mechanisms of a good leader that reinforced aspects of organizational culture: (a) attention-leaders communicate priorities and values; (b) reaction to crisis – leaders see emotional crisis as potential for sharing learning; (c) role modeling-leaders show values such as loyalty, (d) self-sacrifice and service; (e) allocation of rewards-leaders establish criterion that communicates what is valued in the organization; and (f) criterion for selection and dismissal-leaders influence culture by recruiting people who have specific values, skills, or traits. Yukl suggested that “perceived expertise is more important than real expertise” (p.22). Sergiovanni (1990) found that leadership by bonding was the cornerstone of effective long-term leadership strategy for schools because it had the power to help schools transcend competence to excellence by inspiring extraordinary commitment and performance, as perceived by the leaders’ followers.

Even in the most democratic, empowering, and collegial forms of principal leadership, Blasé, et al. (1995) contended there was no evidence teachers received substantial opportunities to engage in open dialogue or to participate in decision-making at their schools. However, in one study cited by Blasé et al., a visionary principal used modeling to communicate his preferences to teachers. The principal placed articles in mailboxes, did classroom walk-observations, and made informal suggestions. Blasé et al. interpreted the principal’s behavior as empowering teachers rather than manipulating them. Harter and Bass (1988) contended that leaders and followers enter into an initial exchange that immediately establishes the conditions of the relationship. Such encounters or unspoken negotiations determine what is satisfactory. Leaders are obliged to reinforce follower competition of designated goals with some form of reward, whether tangible or

intangible. The form of compensation does not matter, providing it is satisfactory to the follower. The attention paid to teachers by the principal in the Blasé study was evidently satisfactory compensation (Blasé et. al.).

The behavior by the principal in the Blasé study was also supported by the research of Mathney and Thompson (1999), who referred to a leadership stance in their research. A positive stance conveyed attitude, emotion, and expectation, which will build rather than tear down a community of learners. They believe that educational leaders should study the important literature and invite colleagues to read also. The literature should be used to develop answers to questions that should be circulated among educational leaders about justice, teaching, purpose and resources, change, ownership and autonomy.

Seltzer and Bass (1990) recruited 98 full-time leaders who also were part-time MBA students. The leaders gave the Multifactor Leadership Questionnaire (MLQ)-Form 5 to three of their subordinates, who returned the forms to the researcher. The research evidenced that some transformational behaviors have an impact on individuals, some on groups, and some on both individuals and groups. However, the influences of the MLQ have transcended organization, culture, and natural boundaries, noting that regardless of culture, followers prefer a leader who promotes autonomy and respects individuality as opposed to a transactional leader who presides within a limited context, using criteria that stifle creativity and productivity. The transformational leader, using a hands-on approach, motivates followers to achieve organizational goals for the good of the company, without thought of self-gain (Bass, 1997).

Furthermore, Wofford, Goodwin, and Whittington (1998) supported the idea that the organizational vision for both leaders and followers correlate positively in the transformational cognitive construct. At an engineering service agency for the federal government, 96 managers and 157 subordinates assessed transformational and transactional dimensions, incorporating four cognitive variables and three dependent variables. One hypothesis suggested that cognitive structure and content determine leader behavior, which determines follower outcome. The cognitive variables included the leaders' schema (images, feelings, ideas) of self and that of their subordinates. The final test measured group accomplishment with leader effectiveness, as well as satisfaction with supervision. Wofford, et al. also supported the theory that transformational leadership has a positive correlation to group efficacy, leader effectiveness, and subordinate satisfaction with the leader, while transactional leadership had a negative bearing on organizational components.

Murphy and Louis (1994) expanded these ideas and developed a study of transformational reform experiments primarily associated with school restructuring movement. Murphy and Louis discuss the theory of principals leading from the center. Wilkinson (as cited by Murphy & Louis) established that leading from the center means, "the principal now becomes relocated from the apex of the pyramid to the center of the network of human relationships and functions as a change agent and resource" (p.25). Principals were moving from the traditional transactional leadership style to redefine their leadership roles. Earley, Baker, and Weindling (as cited by Murphy & Louis) stated the shift involved more delegating, collaborative decision-making, consulting, and participative leadership and for staff ownership of change. Murphy and Louis claimed

that principals could enable and support teacher success. There was “mutual respect and equality of contributions and commitment” (p. 34) where the principal provided resources, information, and teacher development opportunities. Murphy and Louis also concluded that more principals reported that they were spending an increased amount of time on local school management and central district office functions and less time in teaching demonstration, special programs, and coaching.

Felton (1995) on the other hand, was primarily concerned with the perceptions of teachers when he examined the influence of leadership styles of principals at elementary and secondary schools on teacher job satisfaction. 59 principals and 590 teachers completed the Multi Leadership Questionnaire (MLQ). The questionnaire used measures to assess transactional and transformational leadership. Teacher job satisfaction was rated using six factors: pay, autonomy, interaction, organizational politics, task requirements, and professional status. The findings suggested that teacher autonomy, task requirements, organizational politics, and interaction rated higher for elementary teachers who perceived principals to be transformational leaders. Findings relative to secondary teaches suggested that autonomy, task requirements, organizational politics, interaction, and professional status ranked higher for secondary teachers who perceived their principals as having transformational rather than transactional leadership styles.

The authors believe new trends will shape the 21st century and will have influence on the important elements of human life when they state “the millennium trends of the nineties will influence the important elements of your life-your career and job decisions, your travel, business, and investment choices, your place of residence, your children’s education” (p. 12). According to Goens & Clover, (1991), to meet the expectations for

these new paradigm shifts, schools need transformational leaders. Sashkin and Rosenback (1993) define this shift as going from transactional leadership to transformational leadership. They state that transactional leadership is based on the notion of transactions or exchanges where leaders provide followers with rewards for doing as the leader wishes. On the other hand, they contend that transformational leadership is based on the notion of transforming and empowering where leaders transform followers by constructing organizational contexts that allow them to exercise and expand (empower) their own capabilities. This new transformational leadership paradigm has led to many innovative and effective approaches in leadership.

Transformational versus Transactional Leadership

Transformational leadership was first distinguished from transactional leadership by Downton (1973); however, it was the work of Burns (1978) which drew attention to the ideas associated with transformational leadership (Leithwood, Tomlinson & George, 1996). Burns first proposed a theory of transactional versus transformational leadership in 1978. According to Burns, leadership results when persons with certain motives mobilize resources in a way that arouses and satisfies the motives of follower. Transactional leadership exercises control over basic intrinsic needs, while transformational leadership focuses on high-order psychological needs and later on moral questions involving goodness, duty and obligation (Burns). Transformational leadership provides a way to understand the leadership style of principals (Sergiovanni & Starratt, 1998).

Sashkin and Rosenback (1993) state that transactional leadership is based on the notion of transactions or exchanges where leaders provide followers with rewards for

doing as the leader wishes. On the other hand, they contend that transformational leadership is based on the notion of transforming and empowering where leaders transform followers by constructing organizational contexts that allow them to exercise and expand their own capabilities.

Bass (1985) operationalized the work of Burns (1978) by developing a model of transformational and transactional leadership, referred in more recent publications as the 'full range leadership model' (Bass & Avolio, 1997). Bass proposed that transformational leadership can be identified by distinct behavior construct-idealized influence (attributes), idealized influence (behavior), inspirational motivation, intellectual stimulation and individualized consideration. Three behavior constructs identify transactional leadership-contingent reward, management-by-exception (active) and management-by-exception (passive). Additionally, Bass et al. conceptualized a third type of leadership, laissez-faire, which was hypothesized to occur when there is an absence or avoidance of leadership. In this case, decisions are delayed, and reward for involvement is absent. No attempt is made to motivate followers, or to recognize and satisfy their needs (Bass & Avolio). Furthermore, Yammarino and Dubinsky (1994) describe transformational leaders as heightening awareness and interests in groups, increasing employee confidence, and gradually moving the followers' interests from the importance of their personal existence to the existence of the group. Leaders achieve this by illustrating four main characteristics: idealized influence, inspirational motivation, individual consideration and intellectual stimulation.

Bass's (1985) conception of transformational and transactional leadership contrasts with that of Burns (1978) who considered transformational and transactional

leadership practices as opposite ends of the continuum. Bass (1985) believed that there was not a continuum with transformational leadership on one end and transactional leadership on the other, but that they were really two independent dimensions. He contended that most leaders display transformational and transactional leadership in varying degrees. Transformational leadership augments transactional leadership. Transactional practices do little to bring about the enhanced commitment and extra effort required for change, which will occur when the members of an organization experience transformational leadership (Leithwood, Tomlinson, & Genge, 1996).

Although Bass's (1985) work was important in helping to clarify and make concrete Burns' ideas, Kouzes and Posner (1995) contended that Bass did not address the personal characteristics of individuals nor the culture of the organization. They proposed that there are more specific and behaviorally focused practices such as inspiring, modeling and encouraging that exemplary leaders display. These aspects are consistent with strategies originally defined by Benis and Nanus (1985).

The important point about transformational leadership is that it effectively converts followers into leaders by asking them to transcend their own self-interest for the good of the organization. It is "leadership as building and bonding" (Sergiovanni & Moore, 1989, p. 215). Bass noted that this type of leadership, a combination of charisma, inspiration, intellectual stimulation and individual consideration, is "closer to the prototype of leadership that people have in mind when they describe their ideal leader" (Bass, 1990, p. 54). Conversely, the transactional leader is a manager that believes people prefer to be lead rather than be accountable for their own actions and decisions (Silins,

1992). This type of leader has a need to direct and control the people working under him or her (Kuhnert, 1994).

Transactional leadership is based on an exchange of services for various kinds of rewards that the leader basically controls. Leithwood (1992) indicated that some researchers claim that the transactional practices help people recognize what needs to be done in order to reach a desired outcome and that transactional and transformational leadership practices are often viewed as complementary whereas, transactional leaders fail to instill vision, meaning and trust into the individual member or within the group (Sillins, 1992). Ultimately, transformational leadership becomes moral leadership “in that it raises the level of human conduct and ethical aspiration of both the leader and the follower, thus transforming both (Sergiovanni & Moore, 1989, p. 215). Transformational leaders focus on developing a collaborative culture in the organization. To achieve this culture, transformational leaders guide the thinking and feeling of the staff (Mitchell & Tucker, 1992) and influence staff decisions (Leithwood, 1992). On the other hand, Mitchell and Tucker (1992) suggested that transactional leadership only works when both leaders and followers understand and agree about the important tasks to be performed. To acquire leadership in such a setting, it is necessary to obtain control over the incentive system and be able to reward high performance or if necessary, to punish those who refuse to cooperate. Transactional leadership does not create collective visions of opportunities or instill within followers commitment to change.

Bass (1990) noted a distinction between transactional and transformational leadership. Bass observes that the distinction is very important to any discussion in leadership. In transactional leadership, there is an exchange (or transaction) between the

leader and the follower such as jobs for votes, positive reinforcement for good work, or merit pay for increased performance. It is “leadership as bartering” (Sergiovanni & Moore, 1989, p. 215). The exchange takes place within the established framework of the organization or system. Although transactional theories dominated leadership studies in the 1960’s, Sergiovanni observed that “many experts believe that transactional leadership has run its course because it is based on a limited view of human potential, an inadequate view of how the world works, and an outdated conception of the field of management theory and practice” (Sergiovanni & Moore, p. 215).

Transactional leadership has been associated with the traditionally accepted management techniques and procedures, which are seen as incomplete and inadequate in today’s changing society (Dunigan & Macpherson, 1992). Leaders are compelled to develop new ways of thinking and acting. Transactional leadership has centralized control which maintains differences in status between workers and managers among levels of management. It relies on top-down decision processes or the power to control staff, the allocation of resources, and the process of change. Sergiovanni (1990) considered transactional practices to be central in maintaining the organization and getting daily routines accomplished. However, he claimed that such practice do not stimulate improvement. With transactional leadership there is no introduction to new cultures in the organization, nor is there a focus of energy and resources (Bennis & Nanum, 1985). Transactional leaders fail to instill vision, meaning and trust into the individual member or within the group.

Bass’ book, *Leadership and Performance Beyond Expectations* (1985, p. 27) argues that transactional leaders “mostly consider how to marginally improve and

maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions and how to implement decisions”. In contrast, Bass (p. 17) argues that transformational leaders “attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. The heightening of awareness requires a leader with a vision, self confidence, and inner strength to argue successfully for what he sees is right or good, not for what is popular or is acceptable according to the established wisdom in time.” Bass and Avolio (1994) further developed and tested characteristics of transformational leaders. Their study included 400 leaders from business, education, health care, arts, industry, and government. This study, which was sponsored by the Kellogg Foundation and the Center For Leadership Studies, pointed out that transformational leadership is seen when leaders:

- a. Stimulate interest among colleagues and followers to view their work from new perspectives
- b. Generate awareness of the mission or vision of the team and organization
- c. Develop colleagues and followers to higher levels of ability and potential and
- d. Motivate colleagues and followers to look beyond their own interest toward those that will benefit the group (Bass & Avolio, p.2).

Bass & Avolio (1994) identified four behaviors of transformational leaders:

- a. Idealized influence. Transformational leaders believe in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them. Among the things the leader does to earn this credit is considering the needs of others over his

or her personal needs. The leader shares risks with followers and is consistent rather than arbitrary. He or she can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. He or she avoids using power for personal gain and use only when needed.

- b. Inspirational motivation. Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. The leader gets follower involved in envisioning attractive future states. The leaders create clearly communicated expectation that followers want to meet and also demonstrate commitment to goals and shared vision.
- c. Intellectual stimulation. Transformational leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas.
- d. Individualized consideration. Transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. Followers and colleagues are developed to successfully higher levels of potential.

Furthermore, Bass (1990) studied people who frequently exerted extra effort on their jobs. He collected data from 228 employees who ranked the leadership styles of 58

leaders at a large engineering firm. Four-star leaders ranked in the top 25% and one star leader was among the bottom 25% of the leadership factor score. Of the four-star transformational leaders, 75% to 82% had employees who indicated they frequently exerted extra effort on their jobs. Only 22% to 24% of the one star transformational leaders had employees who said they frequently exerted extra effort about and beyond what was required in their job descriptions. Results determined that transformational leaders inspire their employees to take an interest in high-level company concerns beyond their individual job descriptions, which leads to the very innovative that helped their companies succeed. Yammarion and Bass (1990) also found that transformational leadership was related more strongly to extra effort and satisfaction on the part of the subordinates than with their superiors' effectiveness. These notions of leadership were later applied to school settings by Mitchell and Tucker (1992) who contended that the leadership style and emphasis of school executives are influenced not only by personal characteristics and motives but also by the organizational environments and the kinds of communities in which school executives work.

Bass and Avolio (1989) used the Multi Leadership (MLQ) instrument in a leadership study. 87 participants were recruited from a large Mid-Atlantic public university. The student group comprised of full-time employees from the local community who had enrolled part-time in the Master of Business (MBA) program. Each subject completed the leadership survey of either graphic rating or forced ranking during class time. Four of the leadership scales showed higher reliabilities when responses to items were determined by using graphic rating rather than forced ranking. Characteristics of both transformational and transactional leadership were included as test items. Results

for these four scales were: charisma .93 vs. .68, individual consideration .89 vs. .60, intellectual stimulation .86 vs. .80, and contingent reward .77 vs. .69. The opposite outcome was true for management by exception (transactional) with .56 for rating versus .87 for ranking. Regardless of the format, participants saw transformational leaders, particularly the charismatic ones, as being closer to their prototypical image of the ideal leader, even when compared to transactional leaders who also fit that image. Participants in the study did not only consider charisma as the key characteristic for superiors, but also considered intellectual stimuli an important factor for an ideal leader.

Teacher Satisfaction, Achievement and Leadership

Teachers' shortage in this country is not news (Felton, 1995; Harris 1998; Stringham, 1999). Statistical evidence supports the fact that 25% of all individuals with teaching certificates never teach or leaving the profession within a few years (Croasmun, Hampton & Herman, 2002). They further state that 40-50% of non-tenure teachers leave during the first seven years and two-thirds of those do so within the first four years of teaching. However, a study conducted by Channel 4000 (1999) present evidence that many teachers are leaving the profession due to job frustration. The study found that frustration with bureaucracy, as well as inadequate training, is some of the reasons teachers leave. Young (1998) reported that effective schools are linked to effective leadership. He found that the quality of a teacher's work life is a profound indicator of a healthy and consequently effective school.

A by-product of the movement from transactional to transformational leadership is teacher job satisfaction, which generally leads to teacher retention. It is notable that the

Sergiovanni (1990) study says student achievement leads to teacher satisfaction or retention, while Croasmun, Hampton, and Herman (2002), presented evidence of the converse that teacher satisfaction and retention lead to student achievement. Croasmun et. al., (2002) reported that high levels of teacher turnover create significant decreases in student performance and that higher rates of teacher attrition also may indicate underlying problems and disrupt the effectiveness of schools. When investigating the relationship between 22 selected variables associated with teacher attrition and decisions to remain or leave the teaching profession. Harris (1998) found that one of the variables shown to be key to teacher job satisfaction was the administrator's support, which directly relates to leadership and school climate. A negative school climate can lead to teacher dissatisfaction and therefore to further teacher attrition. Desirable school climates can only promote teacher retention rather than teacher attrition.

When the quality of schoolteachers is the primary predictor of student success, it cannot be desirable for only 65% of public school teachers to have at least 10 years of teaching experience (U.S. Department of Education, 2000). A relationship has been found between teachers' years of experience and their positive impact on student learning (Kligaard & Hall, 1974; Murname & Phillips, 1981). Teachers with less than three years of experience are usually less effective than more experienced teachers, but the difference becomes inconsequential when the new teachers obtain five years of experience if the school does not have a collegial climate. This curvilinear trend is most likely because teachers sometimes experience burnout and quit trying to become more professional by learning more about their field (Darling-Hammond, 2001).

In addition, Paslnardis (1998) conducted research in the Middle East that explored the perceptions of teachers regarding principals' leadership style. Questionnaire items were developed from a literature review on effective schools and effective principals. The instrument was administered to all high school teachers in Nicosia, Cyprus school system. The study also included the principals' perceptions of themselves regarding their own leadership styles, how their teachers perceived the principal, and compared the data for discrepancies between the two groups. The results revealed that the principals and teachers agreed on the areas of school climate, curriculum development, student management, and relations with parents and the community. However, they disagreed about personnel management, professional development, and in-service training. Regarding personnel management, teachers were unclear about the expectations of them and the standard set for them by their principal. Teachers perceived principals as relying on authority and limiting teachers' opportunities to be innovative or experimental in their classrooms.

According to Conley and Muncey (1999), work environment surveys typically ask three questions: (a) How do teachers, on average, perceive the work environment? (b) Are work environment dimensions related to teachers' job satisfaction and organizational commitment? (c) How do teachers, in general or in subgroups, respond to selected items? Notably, these three questions all directly relate to teachers' perceptions. Further, Conley and Muncey (1999) found that the more a teacher's role is ambiguous and undefined, the less job satisfaction and commitment to the organization the teacher experiences. Additionally, increasing opportunity for advancement to teachers increase their commitment to their schools. Therefore, a positive school climate leads to teacher

satisfaction and conversely, a negative school climate can lead to teacher dissatisfaction which profoundly affects student achievement.

Korkmaz (2007) conducted a study of the effects of leadership styles on organizational health in Turkey high schools. Teachers working in 46 Ankara's high schools participated in this study. A 5-point Likert-type questionnaire was administered to 635 teachers. The participants were asked to answer questions concerning leadership styles, school organizational health and job satisfaction. The questionnaire was divided into three sections: MLQ (Bass, 1985), the Organizational Health Inventory (Hoy, 1991) and The Job Satisfaction of Education Administrators' (Balci's, 1985). The path analysis was used to explain the direct and indirect relationships between dependent and independent variables. The results indicated that teachers obtain high satisfaction from their jobs in the first five years of their career but it decreases seriously as the years advance. Teachers' reasons for leaving their profession in 2004-2005 were low wages and lack of promotional opportunities. Also, transformational leadership had a profound impact on teacher's job satisfaction, while the transformational leadership of the principal, directly and through teachers' job satisfaction, indirectly affects the school health. According to Anderson (1991), the principal is key in creating an ideal school and he or she plays a significant role in the overall success of the school.

Summary

In summary, this literature review discussed the historical perspectives of leadership, paradigm shifts, a comparison of transactional and transformational leadership and teacher job satisfaction and leadership. The normative nature of schools requires leaders to possess certain leadership characteristics to develop a collaborative culture where all staff members work cooperatively to achieve the goals of the organization. This study will attempt to determine whether transactional or transformational styles as perceived by teachers impact achievement.

CHAPTER III

METHODOLOGY

The problem examined in this research was an assessment of teachers' perceptions of principals' leadership style in "Under-performing" Level 2 and "Superior" Level 5 Schools. Specifically, the study examined whether teachers perceived their principal's leadership style as Transformational or Transactional. A secondary problem was to assess whether differences existed among teachers in their perceptions of the principals' leadership styles based on age, gender, ethnicity, experience and educational attainment.

The MLQ 5x-Short Questionnaire was used to have teachers indicate how they perceived their principal's leadership style. Demographic information about the participants was also collected. The MLQ 5x-Short is included in Appendix F.

In this chapter research design, participants, instrumentation, validity and reliability of the instrument, procedures and methods of data analysis were discussed.

Research Design

This study used a survey design to examine teachers' perceptions of principals' leadership styles in "Under-performing" Level 2 Schools" and "Superior" Level 5 Schools in Mississippi. According to (Gay & Airasian, 2003) a survey attempts to collect

data from members of a population with respect to one or more variables. Also, a survey is a self-reporting measure, which could provide insight into an individual's Perceptions. Therefore, using a survey was considered appropriate for this study because it focused on examining teachers perceptions of their principal's leadership style.

Description of the Participants

There were a total of 155 school districts in Mississippi with 404 elementary schools. Twenty-six out of the 404 elementary schools received a school performance classification of an "Under-performing" Level 2 School and eighty-five received a school performance classification of a "Superior" Level 5, a combined total of 111 schools.

The population in this study consisted of teachers from six elementary schools, a total of 127 teachers. There were 66 teachers employed at the three "Under-performing" Level 2 Schools and 61 teachers were employed at the three "Superior" Level 5 schools. However, only 113 participants participated in this study, which was a return response rate of 89%.

Schools who received an accreditation rating of Level 2 "Under-performing" and Level 5 "Superior" were selected to participate in this study. The number of elementary schools and their school performance classification was obtained from the Mississippi Statewide Accountability Results through the Mississippi Department of Education Office of Curriculum and Assessment in Jackson, Mississippi.

In addition, the schools were randomly selected based on convenience, accessibility and location. Schools which participated in this study were grouped as A, B, C, D, E and F. The teachers from schools A, B, and C were from an "Under-performing"

Level 2 School. The teachers from schools D, E, and F were from a “Superior” Level 5 school. The participating schools were placed in groups A-F as shown in Table 1 below.

Table 1 Description of the Participating “Under-performing” Level 2 Schools and “Superior” Level 5 Schools

School Group	School Description	School Level and Classification	Number of Teachers
A	Located in Jackson, MS in Hinds County with a total student population of 343. Fifty-three percent of students are male and forty-seven percent are female. The student teacher ratio is 1:15. Eighty-seven percent of students qualify for free and reduced meals.	Level 2 Under-Performing	20
B	Located in Jackson, MS in Hinds County with a total student population of 371. Fifty-one percent of students are male and forty-nine percent are female. The student teacher ratio is 1:16. Eighty percent of students qualify for free and reduced meals.	Level 2 Under-Performing	22
C	Located in Meridian, MS in Lauderdale County with a total student population of 369. Fifty-eight percent of students are male and fifty-two percent are female. The student teacher ratio is 1:18. Eighty-eight percent of students qualify for free and reduced meals.	Level 2 Under-Performing	24
D	Located in Jackson, MS in Hinds County with a total student population of 356. Fifty-five percent of students are male and forty-five percent are female. The student teacher ratio is 1:17. Eighty-four percent of students qualify for free and reduced meals.	Level 5 Superior	20
E	Located in Meridian, MS in Lauderdale County with a total student population of 362. Fifty-two percent of students are male and forty-eight percent are female. The student teacher ratio is 1:20. Seventy-eight percent of students qualify for free and reduced meals.	Level 5 Superior	19

Table 1. cont.

F	Located in Jackson, MS in Hinds County with a total student population of 343. Fifty-one percent of students are male and forty-nine percent are female. The student teacher ratio is 1:16. Eighty-one percent of students qualify for free and reduced meals.	Level 5 Superior	22
Total		6	127

Instrumentation

The MLQ 5x-Short items solicited participants’ perceptions of their principal’s leadership style in “Under-performing” Level 2 Schools and “Superior” Level 5 Schools. Teachers from schools’ who received an accreditation rating of Level 2 “Under-performing” and Level 5 “Superior” and were selected to participate in this study. The schools were randomly selected based on convenience, accessibility and location. The MLQ 5x-Short was divided into two sections: A and B.

Section A: MLQ 5x-Short Demographic Information

The researcher created section A of the questionnaire to collect the participants’ demographic information of age, gender, years of experience, educational attainment and ethnicity (Questionnaire Items 1-5).

Section B: MLQ 5x-Short Description

For this study, the researcher used the 36-item MLQ 5x-Short developed by Bass and Avolio (1997) to collect data of teachers’ perceptions of their principal’s Transformational and Transactional Leadership Style. The questionnaire consisted of nine leadership scales. There were four questionnaire items in each scale, a total of 36 items. According to Bass and Avolio, (2004) the following five scales measured

Transformational Leadership: Idealized Influence Attributed (items 10, 18, 21, 25), Idealize Influence Behavior (items 6, 14, 23, 34), Inspirational Motivation (items 9, 13, 26, 31), Intellectual Stimulation (items 2, 8, 30, 32) and Individual Consideration (15, 19, 29, 31). The following four scales measure Transactional Leadership: Contingent Reward (items 1, 11, 16, 35), Management-by-Exception Active (items 4, 22, 24, 27), Management-by-Exception Passive (items 3, 12, 17, 20) and Laissez-faire (items 5, 7, 28, 33). According to (Bass and Avolio, 2004), the MLQ 5x-Short used a five-point Likert-scale, which consisted of options ranging from zero (not at all) to four (frequently if not always). The participants were requested to select from one of the following responses: zero (not at all), one (once in a while), two (sometimes), three (fairly often), and four (frequently, if not always). If a participant believed the question was not relevant or could not determine an accurate response, the participant was requested to leave it blank.

Validity and Reliability of the MLQ 5x-Short

Lowe, Kroeck and Sivasubramanian (1996) conducted a parallel meta-analysis of more than 47 published and unpublished studies in public and private businesses of which the MLQ 5x-Short was administered. Findings confirmed a high correlation of transformational leadership factors with effective work performance, and the findings were also consistent with two levels of leadership: public and private. These researchers found the MLQ 5x-Short to be a valid instrument. In establishing internal consistency the results of the Cronback alpha's ranged from .92 for the Transformational Leadership scales of Idealized Influence to .65 for the Transactional Leadership scale of Management-by-exception. The reliability rating of this instrument was determined by

scale scores that were based on the ratings by others evaluating a target leader from the initial set of nine samples (N=2,154) reported in the 1995 MLQ 5x-Short Technical Report. The authors asked the participants to rate their leader's leadership style using the MLQ 5-x Short. Reliabilities for the total items and for each leadership factor scale ranged from .74 to .94. All of the scales' reliabilities were generally high, exceeding standard cut-offs for internal consistency (Bass & Avolio, 2004).

Administration of the MLQ 5x-Short

The MLQ 5x-Short was administered to one hundred and twenty-seven participants in this study. Sixty-six surveys were administered to teachers in three "Under-performing" Level 2 Schools and sixty-one surveys were administered to teachers in three "Superior" Level 5 Schools. Fifty-six surveys were completed and returned in the three "Under-performing" Level 2 Schools. Fifty-seven surveys were completed and returned in the three "Superior" Level 5 Schools. A total of one hundred and thirteen surveys were completed and returned. Fourteen surveys were not returned. This signifies an overall return response of 89%.

Scoring the MLQ 5x-Short

Teachers' perceptions of elementary school principals' Transformational and Transactional Leadership Styles were based on mean scores generated from the nine leadership scales of the MLQ 5x-Short. There were four questionnaire items in each scale, a total of 36 items. The following five scales measured Transformational Leadership: Idealized Influence Attributed (items 10, 18, 21, 25), Idealize Influence Behavior (items 6, 14, 23, 34), Inspirational Motivation (items 9, 13, 26, 31), Intellectual

Stimulation (items 2, 8, 30, 32) and Individual Consideration (items 15, 19, 29, 31). The following four scales measure Transactional Leadership: Contingent Reward (items 1, 11, 16, 35), Management-by-Exception Active (items 4, 22, 24, 27), Management-by-Exception Passive (items 3, 12, 17, 20) and Laissez-faire (items 5, 7, 28, 33).

The MLQ 5x-Short was scored by computing the scale average for each the nine leadership scales. To compute the average, all of the numerical responses selected in a particular scale, were added together then divided by four. The sum was divided by four is because there were four questionnaire items in each scale. If an item was left blank, the sum or total of the numerical responses selected for a particular scale was calculated. Then the average was computed by dividing the total number of questionnaire items that the participant responded to by the sum (Bass & Avolio, 2004). For example, if a participant responded to only three of the four items in a scale, the sum of the numerical responses selected would be divided by three instead of four. The questionnaire items used for this study were interpreted according to the information contained in Table 2 below.

Table 2 Mean Score Interpretation for the MLQ 5x-Short

Score	Interpretation
0 -.50	Not at all
.51-1.50	Once in a while
1.51-2.50	Sometimes
2.51-3.50	Fairly Often
3.51-4.00	Frequently, if not always

Research Procedures

The data were collected for this survey research during the Spring semester, 2004, after approval was granted from the Institutional Review Board (see Appendix A). The researcher identified all “Under-performing” Level 2 Elementary Schools and all “Superior” Level 5 Elementary Schools in Mississippi using the Mississippi Department of Education Website. The researcher selected three “Under-performing” Level 2 Elementary Schools and three “Superior” Level 5 Elementary Schools based on convenience and accessibility according to the school’s location. The researcher contacted the Director of Research at two the school districts by letter requesting permission to conduct the research using their schools (see Appendix B). The researcher briefly explained the purpose and procedures of the study. Once approval from the superintendent was granted, each principal was contacted through letter requesting permission to administer the MLQ 5x-Short during a Focused Faculty Meeting. In the letter to the principal, the researcher discussed the purpose and procedures of the study. A letter of consent was provided to each participant which stated that participation was confidential and that any participant could withdraw from the study at any time and for any reason (see Appendix D). The letter of consent also stated that the responses provided by the participants could only be used for statistical analysis.

Dealing with Absent Teachers

A total of twenty-one teachers from “Under-performing” Level 2 Schools and “Superior” Level 5 Schools were absent from the Focused Faculty Meeting. Thirteen absent participants were from the “Under- performing” Level 2 Schools and eight

participants were from the “Superior” Level 5 Schools. To solicit a response from the absent teachers, the principal provided the researcher with the absent teacher’s name and address. To request participation, the researcher contacted each teacher by phone and mailed a questionnaire, along with a self-addressed stamped envelope. A total of seven out of twenty-one questionnaires were completed and returned to the researcher through the mail from teachers at “Under-performing” Level 2 Schools and “Superior” Level 5 Schools combined.

Dealing with Non-returns

The researcher contacted the non-respondents by phone and mailed a second batch of the questionnaire to them. A total of 14 teachers (11%) did not return a survey. One hundred and thirteen teachers (89%) completed and returned a survey. The return rate was 89%.

Method of Data Analysis

Mean scores, standard deviation, crosstabs, percentages ANOVA and Chi-square Analysis were used to analyze the data. For questions 1 and 2, mean scores, standard deviation, crosstabs and percentages were used to analyze the data to determine how teachers at “Under-performing” Level 2 Schools and those at “Superior” Level 5 Schools perceived their principal’s leadership style. Cross tabs or contingency table analysis were used to examine the relationship between the responses.

Chi-square Analysis was used to analyze data collected for question 3 to determine did differences exist among teachers’ from “Under-performing” Level 2 Schools and “Superior” Level 5 Schools in their perceptions of the leadership style of

their principal. The Chi-square computed the statistical significance for the cross tabulation tables.

Descriptive statistics, including Levene's Independent Test for Equality of Variances and Analysis of Variance (ANOVA), were used to analyze data collected for question 4 to determine did differences exist among teachers in their perceptions of their principal's leadership style based on the demographic characteristics of gender, age, ethnicity, and education attainment. The Independent T-test statistic was used to analyze independent variables with only two groups such as gender, ethnicity and education. The ANOVA was computed to determine if statistically significance differences existed between the independent variables with more than two classes such as age and experience. The Tukey Post Hoc Multiple Comparisons Test was computed to examine differences within and between pairs of individual groups with more than two groups. In order to use the *t*-test and the ANOVA, samples met the following assumptions: the response variables were normally distributed, the samples were independent, the variances of the population were equal and the sample was random. The probability level for all the statistical analyses was set at $p. < .05$. The Statistical Package for Social Science (SPSS) was used to conduct analyses of the data collected.

CHAPTER IV

RESULTS AND DISCUSSION

The results and discussion were presented in this chapter. The problem in this study was to determine teacher's perceptions of their principal's leadership style in "Under-performing" Level 2 Schools and "Superior" Level 5 Schools in Mississippi. A secondary problem was to determine if differences existed between the demographic characteristics of age, gender, experience, education attainment and ethnicity.

Participants' demographic information, data analysis and the findings were presented. The data collected from the study was analyzed using SPSS statistical procedures to create descriptive statistics analysis; including ANOVA and Independent T Test. Crosstabs were used to show frequencies and percentages of the participants' responses. Chi square Analysis was used to test validity of discrete data.

Demographic Information

The Section A of the MLQ 5x-Short solicited responses from the teachers to gather demographic information (age, gender, experience, education attainment and ethnicity). Frequency analyses were used to summarize the participants' demographic characteristics at "Under-performing" Level 2 Schools and "Superior" Level 5 Schools.

Participants' Age Range

Table 3 below displayed the participants' age range in 8 groups by frequency and percent. The ages ranged from 20 – 55 and above. The highest percentage (18.6%) of participants' was in Group B, ages ranged from 25-29 (n=21) and Group C, ages ranged from and 30-34 (n = 21). The lowest percentage (5.6%) of participants was in Group H with ages ranged from 55 and above (n = 6). Ironically, equivalent percentages (10.6%) of participants were in Group D, ages ranged from 35-39 (n = 12) and Group G, ages ranged from 50-54 (n = 12).

Table 3 Frequency and Percentage of Teachers Based on Age Range

Group	Age	Frequency	Percent
A	20-24	14	12.4
B	25-29	21	18.6
C	30-34	21	18.6
D	35-39	12	10.6
E	40-44	14	12.4
F	45-49	13	11.5
G	50-54	12	10.6
H	55-above	6	5.3
Total		113	100

Participants' Gender

Table 4 below displayed participants' gender in two groups by frequency and percent at "Under-performing" Level 2 Schools and "Superior" Level 5 Schools. The highest percentage (88.5%) of participants was in Group B, female (n = 100). The lowest percentage (11.5%) of participants was in Group A, male (n = 13).

Table 4 Frequency and Percentages of Teachers Based on Gender

Group	Gender	Frequency	Percent
A	Male	13	11.5
B	Female	100	88.5
Total		113	100

Participants' Years of Teaching Experience

Table 5 below indicated participants' years of experience in ranges of 7 groups by frequency and percent at "Under-performing" Level 2 Schools and "Superior" Level 5 Schools. The number of experience ranged from 1 – 5; 6-10; 11-15; 16-20; 21-25; 26-30; and 31-35. The highest percent (34.5%) of participants had 1-5 years of experience (n = 39). The lowest percentage (3.5%) of participants had 31-35 years of experience (n = 4).

Table 5 Frequency and Percentage of Teachers Based on Years of Experience

Group	Years of Experience	Frequency	Percent
A	1-5	39	34.5
B	6-10	32	28.3
C	11-15	15	13.3
D	16-20	6	5.3
E	21-25	8	7.1
F	26-30	9	8.0
G	31-35	4	3.5
Total		113	100

Participants' Educational Attainment

Table 6 below revealed the participants' educational attainment in 2 groups by frequency and percent. The education attainment consisted of a bachelor's degree, or a master's degree. The highest percentage (53.1%) of participants earned a Bachelor's Degree (n = 60). The lowest percentage (46.9%) earned a Master's Degree (n = 53).

Table 6 Frequency and Percentage of Teachers Based on Educational Attainment

Group	Educational Attainment	Frequency	Percent
A	Bachelor's in Education	60	53.1
B	Master's in Education	53	46.9
Total		113	100

Ethnicity

Table 7 below displayed the participants' ethnicity in 2 groups by frequency and percent. The ethnicity consisted of African American or Caucasian. The greatest percentage (61.9%) of participants was African American (n=70). The least percentage (38.1%) of participants was Caucasian (n = 43).

Table 7 Frequency and Percentages of Teachers Based on Ethnicity

Group	Educational Attainment	Frequency	Percent
A	African American	70	61.9
B	Caucasian	43	38.1
Total		113	100

Research Question One

Did teachers in “Under-performing” Level 2 Schools perceive the leadership style of their principal as Transformational or Transactional as measured by the MLQ 5x-Short?

As shown in Table 8 below, mean and standard deviation were used to examine teachers' perceptions of their elementary principal's Transformational and Transactional Leadership Style. Based on the five Transformational Leadership Scales, teachers in “Under-performing” Level 2 Schools perceived their principal's leadership style as *fairly often* Transformational, someone who was proactive and sought to optimize individual,

group and organizational development and innovation with a mean score of 2.63 and a SD of .85. However, based on the four Transactional Leadership Scales examined, teachers perceived their principal’s leadership style as *sometimes* Transactional, someone who defined expectations and promoted performance with a mean score of 1.94 and a SD of .41.

Table 8 Perception Mean Scores and Standard Deviation for Transformational and Transactional Leadership Style in “Under-performing” Level 2 Schools

Leadership Style	Number of Scales	Scale Name	Mean	Standard Deviation
Transformational	5	Idealized Influence Attributed; Idealized Influence Behavior; Inspirational Motivation; Intellectual Stimulation; Individual Consideration	2.63	.85
Transactional	4	Contingent Reward; Management-by-Exception Active; Management-by-Exception Passive; Laissez-Faire	1.94	.41

Mean, standard deviation, crosstabs and percentages were computed for each of the five Transformational Leadership Scales and each of the four Transactional Leadership Scales to determine did teachers in “Under-performing” Level 2 Schools perceive their principal as a Transformational or Transactional leader.

As shown in Table 9 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools for questionnaire items 10, 18, 21 and 25. Overall, teachers perceived their principal as *fairly*

often exhibited the traits associated with Idealized Influence Attributes with a mean of 2.67 and a SD of 1.05. The lowest mean perceived by teachers was 2.25 and a SD of 1.35 regarding questionnaire item #10: *sometimes* “instills pride in me for being associated with him/her”. The highest mean perceived by teachers was 3.16 and a SD of 1.04 regarding questionnaire item #25: *fairly often* “displays a sense of power and confidence”.

Table 9 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#10 Instills pride in me for being associated with him/her	2.25	1.35
#18 goes beyond the self-interest of the group	2.68	1.24
#21 acts in ways that build my respect	2.57	1.33
#25 displays a sense of power and confidence	3.16	1.04
Overall Mean and Standard Deviation	2.67	1.05

Table 10 below, for questionnaire item 10, showed twenty-four (42.9%) participants *fairly often or frequently* agreed that their principal “instills pride in me for being associated with him/her”. The same number, ten (17.9%) participants perceived their principal with a response of *once in a while or fairly often*.

Table 10 Crosstabs and Percentage of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools, Item 10

Item	#10 Instills pride in me for being associated with him/her					
	Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total		7	10	15	10	14
Percent		12.5	17.9	26.8	17.9	25

Table 11 below, for questionnaire item 18, showed thirty (53.6%) participants *fairly often or frequently* agreed that their principal “goes beyond the self-interest for the good of the group”. The same number, nine (15.8%) participants perceived their principal as *once in a while or fairly often*.

Table 11 Crosstabs and Percentage of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools, Item 18

Item	#18 Goes beyond self-interest for the good of the group				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	2	9	15	9	21
Percent	3.6	16.1	26.8	15.8	37.7

Table 12 below, for questionnaire item 21, showed thirty-one (55.4%) participants *fairly often or frequently* agreed that their principal “acts in ways that build my respect”. The same number, twelve (21.4%) participants perceived their principal with a response of *sometimes or fairly often*.

Table 12 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools, Item 21

Item	#21 Acts in ways that build my respect				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	5	8	12	12	19
Percent	8.9	14.3	21.4	21.4	34

Table 13 below, for questionnaire item 25, showed forty-three (76.8%) participants *fairly often or frequently* agreed that their principal “displays a sense of power and confidence”.

Table 13 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Under-performing” Level 2 Schools, Item 25

Item	#25 Displays a sense of power and confidence				
	Response	Not at all	Once in a while	Sometimes	Fairly often
Total	1	4	8	15	28
Percent	1.8	7.1	14.3	26.8	50

As shown in Table 14 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Idealized Influence Behaviors in “Under-performing” Level 2 Schools for questionnaire items 6, 14, 23 and 34. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Idealized Influence Behaviors with a mean of 2.92 and a SD of .82. The lowest mean perceived by teachers was 2.70 and a SD of 1.33 regarding questionnaire item #23: *fairly often* “considers the moral and ethical consequences of decisions”. The highest mean perceived by teachers was 3.36 and a SD of 1.24 regarding questionnaire item #14: *fairly often* “goes beyond the self-interest of the group”.

Table 14 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Idealized Influence Behaviors in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#6 talks about his/her most important values and beliefs	2.86	1.35
#14 specifies the importance of having a strong sense of purpose	3.36	1.24
#23 considers the moral and ethical consequences of decisions	2.70	1.33
#34 emphasizes the importance of having a collective sense of mission	2.77	1.04
Overall Mean and Standard Deviation	2.92	.82

Table 15 below, for questionnaire item 6, showed thirty-five (62.5%) participants *fairly often or frequently* agreed that their principal “talked about their most important values and beliefs”. The same number, fifteen (26.8%) participants perceived their principal with a response of *sometimes or fairly often*.

Table 15 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Under-performing” Level 2 Schools, Item 6

Item	#6 talks about their most important values and beliefs					
	Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total		1	5	15	15	20
Percent		1.8	8.9	26.8	26.8	35.7

Table 16 below, for questionnaire item 14, showed forty-eight (85.7%) participants *fairly often or frequently* agreed that their principal “specifies the importance of having a strong sense of purpose”. Zero (0%) participants perceived their principal with a response of *not at all or once in a while*.

Table 16 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Under-performing” Level 2 Schools, Item 14

Item	#14 specifies the importance of having a strong sense of purpose				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	0	8	20	28
Percent	0	0	14.3	35.7	50

Table 17 below, for questionnaire item 23, showed thirty-six (64.3%) participants *fairly often or frequently* agreed that their principal “considers the moral and ethical consequences of decisions”.

Table 17 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale Idealized Influence Behaviors in “Under-performing” Level 2 Schools, Item 23

Item	#23 considers the moral and ethical consequences of decisions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	4	6	10	19	17
Percent	7.1	10.7	17.9	33.9	30.4

Table 18 below, for questionnaire item 34, shows thirty (53.6%) participants *fairly often or frequently* agreed that their principal “emphasizes the importance of having a collective sense of mission”.

Table 18 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Under-performing” Level 2 Schools, Item 34

Item	#34 emphasizes the importance of having a collective sense of mission				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	7	18	8	22
Percent	1.8	12.5	32.1	14.3	39.3

As shown in Table 19 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Inspirational Motivation in “Under-performing” Level 2 Schools for questionnaire items 9, 13, 26 and 36. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Idealized Inspirational Motivation with a mean of 3.05 and a SD of .90. The lowest mean perceived by teachers was 2.88 and a SD of 1.18 regarding questionnaire item #36: *fairly often* “expresses confidence that goals will be achieved”. The highest mean perceived by teachers was 3.18 and a SD of .94 regarding questionnaire item #26: *fairly often* “articulates a compelling vision of the future”.

Table 19 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Inspirational Motivation in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#9 talks optimistically about the future	3.00	1.18
#13 talks enthusiastically about what needs to be accomplished	3.14	1.03
#26 articulates a compelling vision of the future	3.18	.94
#36 expresses confidence that goals will be achieved	2.88	1.18
Overall Mean and Standard Deviation	3.05	.90

Table 20 below, for questionnaire item 9, showed thirty-nine (69.6%) participants *fairly often or frequently* agreed that their principal “talks optimistically about the future”. The same number, three (5.4%) participants perceived their principal with response of *not at all or once in a while*.

Table 20 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Under-performing” Level 2 Schools, Item 9

Item	#9 talks optimistically about the future				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	3	3	11	13	26
Percent	5.4	5.4	19.6	23.2	45.6

Table 21 below, for questionnaire item 13, showed forty-two (75%) participants *fairly often or frequently* agreed that their principal “talks enthusiastically about what needs to be accomplished”.

Table 21 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Under-performing” Level 2 Schools, Item 13

Item	#13 talks enthusiastically about what needs to be accomplished				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	2	1	11	15	27
Percent	3.6	1.8	19.6	26.8	48.2

Table 22 below, for questionnaire item 26, showed forty-four (78.6%) participants *fairly often or frequently* agreed that their principal “articulates a compelling vision of the future”. Zero (0%) participants perceived their principal with a response of *not at all*.

Table 22 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Under-performing” Level 2 Schools, Item 26

Item	#26 articulates a compelling vision of the future				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	4	8	18	26
Percent	0	3.5	14.3	32.1	45.6

Table 23 below, for questionnaire item 36, showed thirty-five (62.5%) participants *fairly often or frequently* agreed that their principal “expresses confidence that goals will be achieved”.

Table 23 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Under-performing” Level 2 Schools, Item 36

Item	#36 expresses confidence that goals will be achieved				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	8	12	15	20
Percent	1.7	12.5	32.1	26.8	35.7

As shown in Table 24 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Intellectual Stimulation for “Under-performing” Level 2 Schools for questionnaire items 2, 8, 30 and 32. Overall, teachers perceived their principal as *sometimes* exhibited the traits associated with Intellectual Stimulation with a mean of 2.39 and a SD of .91. The lowest mean perceived by teachers was 2.27 and a SD of 1.34 regarding questionnaire item #32: *sometimes* “suggests new ways of looking at how to complete assignments”. The highest mean perceived by teachers was 2.57 and a SD of 1.04

regarding questionnaire item #2: *fairly often* “re-examines critical assumptions to question whether they are appropriate”.

Table 24 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Intellectual Stimulation in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#2 re-examines critical assumptions to question whether they are appropriate	2.57	1.04
#8 seeks differing perspectives when solving problems	2.32	.99
#30 gets me to look at problems from many different angles	2.39	1.23
#32 suggests new ways of looking at how to complete assignments	2.27	1.34
Overall Mean and Standard Deviation	2.39	.91

Table 25 below, for questionnaire item 2, showed thirty (53.6%) participants *fairly often or frequently* agreed that their principal “re-examines critical assumptions to question whether they are appropriate”.

Table 25 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Under-performing” Level 2 Schools, Item 2

Item	#2 Re-examines critical assumptions to question whether they are appropriate				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	8	17	18	12
Percent	1.8	14.3	30.4	32.1	21.4

Table 26 below, for questionnaire item 8, showed twenty-four (42.9%) participants *fairly often or frequently* agreed that their principal “seeks differing perspectives when solving problems”.

Table 26 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Under-performing” Level 2 Schools, Item 8

Item	#8 seeks differing perspectives when solving problems				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	11	20	17	7
Percent	1.8	19.6	35.7	30.4	12.5

Table 27 below, for questionnaire item 30, showed twenty-eight (50%) participants *fairly often or frequently* agreed that their principal “gets me to look at problems from many different angles”. The same number, thirteen (23.2%) participants perceived their principal as *once in a while or frequently*.

Table 27 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Under-performing” Level 2 Schools, Item 30

Item	#30 gets me to look at problems from many different angles				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	3	13	12	15	13
Percent	5.4	23.2	21.4	26.8	23.2

Table 28 below, for questionnaire item 32, showed twenty-seven (48.2%) participants *fairly often or frequently* agreed that their principal “suggests new ways of looking at how to complete assignments”. The same number, thirteen (23.2%) participants perceived their principal with a response of *once in a while or frequently*.

Table 28 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale Intellectual Stimulation in “Under-performing” Level 2 Schools, Item 32

Item	#32 suggests new ways of looking at how to complete assignments				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	6	13	10	14	13
Percent	10.7	23.2	17.9	25	23.2

As shown in Table 29 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Individual Consideration in “Under-performing” Level 2 Schools for questionnaire items 15, 19, 29 and 31. Overall, teachers perceive their principal as *sometimes* exhibited the traits associated with Individual Consideration with a mean of 2.14 and a SD of 1.01. The lowest mean perceived by teachers was 1.64 and a SD of 1.38 regarding questionnaire item #15: *once in a while* “spends time teaching and coaching”. The highest mean perceived by teachers was 2.70 and a SD of 1.19 regarding questionnaire item #19: *fairly often* “treats me as an individual rather than just as a member of the group”.

Table 29 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Individual Consideration in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#15 spends time teaching and coaching	1.64	1.38
#19 treats me as an individual rather than just as a member of the group	2.70	1.19
#29 considers me as having different needs, abilities, and aspirations from others	1.89	1.38
#31 helps me to develop my strengths	2.34	1.27
Overall Mean and Standard Deviation	2.14	1.01

Table 30 below, for questionnaire item 15, showed seventeen (30.4%) participants *fairly often or frequently* agreed that their principal “spends time teaching and coaching”. The same number, ten (17.9%) participants perceived their principal as *sometimes or fairly often*.

Table 30 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “under-performing” Level 2 Schools, Item 15

Item	#15 spends time teaching and coaching				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	15	14	10	10	7
Percent	26.8	25	17.9	17.9	12.5

Table 31 below, for questionnaire item 19, showed thirty-one (55.4%) participants *fairly often or frequently* agreed that their principal “treats me as an individual rather than just as a member of the group”.

Table 31 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Under-performing” Level 2 Schools, Item 19

Item	#19 treats me as an individual rather than just as a member of the group				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	3	5	17	12	19
Percent	5.4	8.9	30.4	21.4	33.9

Table 32 below, for questionnaire item 29, showed twenty (35.7%) participants *fairly often or frequently* agreed that their principal “considers me as having different

needs, abilities, and aspirations from others”. The same number, eleven (19.6%) participants perceived their principal as *once in a while and fairly often*.

Table 32 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Under-performing” Level 2 Schools, Item 29

Item	#29 considers me as having different needs, abilities, and aspirations from others				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	12	11	13	11	9
Percent	21.4	19.6	23.2	19.6	16.1

Table 33 below, for questionnaire item 31, showed twenty-four (42.9%) participants *fairly often or frequently* agreed that their principal “helps me to develop my strengths”. The same number, fifteen (26.8%) perceived their principal as *sometimes or frequently*.

Table 33 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Under-performing” Level 2 Schools, Item 31

Item	#31 helps me to develop my strengths				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	3	14	15	9	15
Percent	5.4	25	26.8	16.1	26.8

As shown in Table 34 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Contingent Reward in “Under-performing” Level 2 Schools for questionnaire items 1, 11, 16 and 35. Overall, teachers perceive their principal as *fairly often* exhibited the traits

associated with Contingent Reward with a mean of 2.86 and a SD of .87. The lowest mean perceived by teachers was 2.75 with a SD of 1.30 regarding questionnaire item #35: *fairly often* “expresses satisfaction when I meet expectations”. The highest mean perceived by teachers was 3.04 with a SD of .91 regarding questionnaire item #11: *fairly often* “discusses in specific terms who is responsible for achieving performance targets”.

Table 34 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Contingent Reward in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#1 provides me with assistance in exchange for my efforts	2.77	1.08
#11 discusses in specific terms who is responsible for achieving performance targets	3.04	.91
#16 makes clear what one can expect to receive when performance goals are achieved	2.89	1.09
#35 expresses satisfaction when I meet expectations	2.75	1.30
Overall Mean and Standard Deviation	2.86	.87

Table 35 below, for questionnaire item 1, showed thirty-six (64.3%) participants *fairly often or frequently* agreed that their principal “provides me with assistance in exchange for my efforts”.

Table 35 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Under-performing” Level 2 Schools, Item 1

Item	#1 provides me with assistance in exchange for my efforts					
	Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total		2	5	13	20	16
Percent		3.6	8.9	23.2	35.7	28.6

Table 36 below, for questionnaire item 11, showed forty-three (76.8%) participants *fairly often or frequently* agreed that their principal “discusses in specific terms who is responsible for achieving performance targets”.

Table 36 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Under-performing” Level 2 Schools, Item 11

Item	#11 discusses in specific terms who is responsible for achieving performance targets				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	2	10	24	19
Percent	1.8	3.6	17.9	42.9	33.9

Table 37 below, for questionnaire item 16, showed thirty-seven (66.1%) participants *fairly often or frequently* agreed that their principal “makes clear what one can expect to receive when performance goals are achieved”

Table 37 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Under-performing” Level 2 Schools, Item 16

Item	#16 makes clear what one can expect to receive when performance goals are achieved				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	6	12	16	21
Percent	1.8	10.7	21.4	28.6	37.5

Table 38 below, for questionnaire item 35, showed thirty-one (55.4%) participants *fairly often or frequently* agreed that their principal “expresses satisfaction when I meet expectations”.

Table 38 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Under-performing” Level 2 Schools, Item 35

Item	#35 expresses satisfaction when I meet expectations				
	Response	Not at all	Once in a while	Sometimes	Fairly often
Total	2	10	13	6	25
Percent	3.6	17.9	23.2	10.7	44.6

As shown in Table 39 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Management-by-Exception Active in “Under-performing” Level 2 Schools for questionnaire items 4, 22, 24 and 27. Overall, teachers perceive their principal as *fairly often* exhibited the traits associated with Management-by-Exception Active with a mean of 2.54 and a SD of .86. The lowest mean perceived by teachers was 2.39 with a SD of 1.23 regarding questionnaire item #22: *sometimes* “concentrates his/her full attention on dealing with mistakes, complaints and failures”. The highest mean perceived by teachers was 2.71 with a SD of 1.17 regarding questionnaire item #27: *fairly often* “directs my attention toward failure to meet standards”.

Table 39 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Management-by-Exception Active in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#4 focuses attention on irregularities, mistakes, exceptions, and deviations from standards	2.57	1.09
#22 concentrates his/her full attention on dealing with mistakes, complaints and failures	2.39	1.23
#24 keeps track of all mistakes	2.48	1.14
#27 directs my attention toward failures to meet standards	2.71	1.17
Overall Mean and Standard Deviation	2.54	.86

Table 40 below, for questionnaire item 4, showed twenty-nine (51.8%) participants *fairly often or frequently* agreed that their principal “focuses attention on irregularities, mistakes, exceptions, and deviation from standards”.

Table 40 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Under-performing” Level 2 Schools, Item 4

Item	#4 focuses attention on irregularities, mistakes, exceptions, and deviations from standards				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	3	4	20	16	13
Percent	5.4	7.1	35.7	28.6	23.2

As shown in Table 41 below, for questionnaire item 22, showed twenty-five (44.6%) participants *fairly often or frequently* agreed that their principal “concentrates his/her full attention on dealing with mistakes, complaints and failures”.

Table 41 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Under-performing” Level 2 Schools, Item 22

Item	#22 concentrates his/her full attention on dealing with mistakes, complaints and failures				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	4	9	18	11	14
Percent	7.1	16.1	32.1	19.6	25

Table 42 below, for questionnaire item 24, showed thirty (53.6%) participants *fairly often or frequently* agreed that their principal “keeps track of all mistakes”.

Table 42 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Under-performing” Level 2 Schools, Item 24

Item	#24 keeps track of all mistakes				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	4	6	16	19	11
Percent	7.1	10.7	28.6	33.9	19.6

Table 43 below, for questionnaire item 27, showed thirty-six (64.3%) participants *fairly often or frequently* agreed that their principal “directs my attention toward failures to meet standards”. The same number, nine (16.1%) participants perceived their principal with a response of *once in a while or sometimes*.

Table 43 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Under-performing” Level 2 Schools, Item 27

Item	#27 directs my attention toward failures to meet standards				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	2	9	9	19	17
Percent	3.6	16.1	16.1	33.9	30.4

As shown in Table 44 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools for questionnaire items 3, 12, 17 and 20. Overall, teachers perceive their principal as *sometimes* exhibited the traits associated with Management-by-Exception Passive with a mean of 1.53 and a SD of .89. The lowest mean perceived by teachers was 1.25 with a SD of 1.24 regarding questionnaire item #12: *once in a while* “waits for things to go

wrong before taking action”. The highest mean perceived by teachers was 2.00 with a SD of 1.35 regarding questionnaire item #17: *sometimes* “shows that he/she is a firm believer in ‘If it ain’t broke, don’t fix it’”.

Table 44 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#3 fails to interfere until problems become serious	1.63	1.32
#12 waits for things to go wrong before taking action	1.25	1.24
#17 shows that he/she is a firm believer in “If it ain’t broke, don’t fix it”	2.00	1.35
#20 demonstrates that problems must become chronic before taking action	1.23	1.22
Overall Mean and Standard Deviation	1.53	.89

Table 45 below, for questionnaire item 3, showed sixteen (28.6%) participants *fairly often or frequently* agreed that their principal “fails to interfere until problems become serious”.

Table 45 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools, Item 3

Item	#3 fails to interfere until problems become serious				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	17	7	16	12	4
Percent	30.4	12.5	28.6	21.4	7.1

Table 46 below, for questionnaire item 12, showed ten (17.9%) participants *fairly often or frequently* agreed that their principal “waits for things to go wrong before taking action”.

Table 46 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools, Item 12

Item	#12 waits for things to go wrong before taking action				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	21	13	12	7	3
Percent	37.5	23.2	21.4	12.5	5.4

Table 47 below, for questionnaire item 17, showed nineteen (33.9%) participants *fairly often or frequently* agreed that their principal “shows that he/she is a firm believer in ‘If it ain’t broke, don’t fix it’”.

Table 47 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools, Item 17

Item	#17 shows that he/she is a firm believer in “If it ain’t broke, don’t fix it”				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	11	7	19	9	10
Percent	19.6	12.5	33.9	16.1	17.9

Table 48 below, for questionnaire item 20, showed ten (17.9%) participants *fairly often or frequently* agreed that their principal “demonstrates that problems must become chronic before taking action”.

Table 48 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Under-performing” Level 2 Schools, Item 20

Item	#20 demonstrates that problems must become chronic before taking action				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	22	11	13	8	2
Percent	39.3	19.6	23.3	14.3	3.6

As shown in Table 49 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Laissez-Faire in “Under-performing” Level 2 Schools for questionnaire items 5, 7, 28 and 33. Overall, teachers perceive their principal as *once in a while* exhibited the traits associated with Laissez-Faire with a mean of .84 and a SD of .73. The lowest mean perceived by teachers was .52 and a SD of .71 regarding questionnaire item #28: *once in a while* “avoids making decisions”. The highest mean score of .96 was perceived by teachers regarding questionnaire item #7: *once in a while* “is absent when needed” with a SD of 1.13 and questionnaire item #33: “delays responding to urgent questions” with a SD of 1.14.

Table 49 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Laissez-Faire in “Under-performing” Level 2 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#5 avoids getting involved when important issues arise	.91	1.15
#7 is absent when needed	.96	1.13
#28 avoids making decisions	.52	.71
#33 delays responding to urgent questions	.96	1.14
Overall Mean and Standard Deviation	.84	.73

Table 50 below, for questionnaire item 5, showed five (8.9%) participants *fairly often or frequently* agreed that their principal “avoids getting involved when important issues arise”.

Table 50 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Under-performing” Level 2 Schools, Item 5

Item	#5 avoids getting involved when important issues arise				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	30	8	13	3	2
Percent	53.6	14.3	23.3	5.4	3.6

Table 51 below, for questionnaire item 7, showed six (10.7%) participants *fairly often or frequently* agreed that their principal “is absent when needed”.

Table 51 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Under-performing” Level 2 Schools, Item 7

Item	#7 is absent when needed				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	26	14	10	4	2
Percent	46.4	25	17.9	7.1	3.6

Table 52 below, for questionnaire item 28, showed the same number, zero (0%) participants *fairly often or frequently* agreed that their principal “avoids making mistakes”.

Table 52 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Under-performing” Level 2 Schools, Item 28

Item	#28 avoids making decisions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	34	15	7	0	0
Percent	60.7	26.8	12.5	0	0

Table 53 below, for questionnaire item 33, showed six (10.7%) participants *fairly often or frequently* agreed that their principal “delays responding to urgent questions”.

Table 53 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Under-performing” Level 2 Schools, Item 33

Item	#33 delays responding to urgent questions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	27	12	11	4	2
Percent	48.2	21.4	19.6	7.1	3.6

Research Question Two

Did teachers in “Superior” Level 5 schools perceive the leadership style of their principal as Transformational or Transactional as measured by the MLQ 5x-Short?

As shown in Table 54 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational and Transactional Leadership Style. Based on the five Transformational Leadership Scales, teachers in “Superior” Level 5 Schools perceived the leadership style of their principal as *fairly often* Transformational, someone who was proactive and sought to optimize individual, group and organizational development and innovation, with a mean score of 3.36 and a SD of .60. However, based on the four Transactional Leadership Scales examined, teachers

perceived their principal’s leadership style as *sometimes* Transactional, someone who defined expectations and promoted performance, with a mean score of 2.04 and a SD of .44.

Table 54 Perception Mean Scores and Standard Deviation for Transformational and Transactional Leadership Style in “Superior” Level 5 Schools

Leadership Style	Number of Scales	Scale Name	Mean	Standard Deviation
Transformational	5	Idealized Influence Attributed; Idealized Influence Behavior; Inspirational Motivation; Intellectual Stimulation; Individual Consideration	3.36	.60
Transactional	4	Contingent Reward; Management-by-Exception Active; Management-by-Exception Passive; Laissez-Faire	2.04	.44

As shown in Table 55 below, mean and standard deviations were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Idealized Influence Attributes in “Superior” Level 5 Schools for questionnaire items 10, 18, 21 and 25. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Idealized Influence Attributed with a mean of 3.48 and a SD of .66. The lowest mean perceived by teachers was 3.37 and a SD of .88 regarding questionnaire item #10: *fairly often* “instills pride in me for being associated with him/her”. The highest mean perceived by teachers was 3.61 and a SD of .56 regarding questionnaire item #25: *frequently, if not always* “displays a sense of power and confidence”.

Table 55 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Idealized Influence Attributes in “Superior” Level 5 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#10 Instills pride in me for being associated with him/her	3.49	.85
#18 goes beyond the self-interest of the group	3.44	.85
#21 acts in ways that build my respect	3.37	.88
#25 displays a sense of power and confidence	3.61	.56
Overall Mean and Standard Deviation	3.48	.66

Table 56 below, for questionnaire item 10, showed fifty-three (93%) participants *fairly often or frequently* agreed that their principal “instills pride in me for being associated with him/her”. The same number of participants, one (1.8%), perceived their principal with a response of *once in a while* or *fairly often*.

Table 56 Crosstabs and Percentage of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Superior” Level 5 Schools, Item 10

Item Response	#10 Instills pride in me for being associated with him/her				
	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	2	1	17	36
Percent	1.8	3.5	1.8	29.2	63.1

Table 57 below, for questionnaire item 18, showed forty-eight (84.2%) participants *fairly often or frequently* agreed that their principal “goes beyond the self-interest for the good of the group”. Zero (0%) participants perceived their principal as *once in a while*.

Table 57 Crosstabs and Percentage of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Superior” Level 5 Schools, Item 18

Item	#18 Goes beyond self-interest for the good of the group				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	0	8	14	34
Percent	1.8	0	14	24.6	59.6

Table 58 below, for questionnaire item 21, showed forty-eight (84.2%) participants *fairly often or frequently* agreed that their principal “acts in ways that build my respect”. Zero (0%) participants perceived their principal as *once in a while*.

Table 58 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Superior” Level 5 Schools, Item 21

Item	#21 Acts in ways that build my respect				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	3	6	15	33
Percent	0	5.3	10.5	26.3	57.9

Table 59 below, for questionnaire item 25, showed fifty-five (96.5) participants *fairly often or frequently* agreed that their principal “displays a sense of power and confidence”. The same number of participants, zero (0%) participants perceived their principal as *not at all or once in a while*.

Table 59 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Attributes in “Superior” Level 5 Schools, Item 25

Item	#25 Displays a sense of power and confidence				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	0	2	18	37
Percent	0	0	3.5	31.7	64.8

As shown in Table 60 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Idealized Influence Behaviors in “Superior” Level 5 Schools for questionnaire items 6, 14, 23 and 34. Overall, teachers perceived their principal as “fairly often” exhibited the traits associated with Idealized Influence Behaviors with a mean of 3.45 and a SD of .62. The lowest mean perceived by teachers was 3.44 and a SD of .82 regarding questionnaire item #23: *fairly often* “considers the moral and ethical consequences of decisions”. The highest mean perceived by teachers was 3.60 and a SD of .62 regarding questionnaire item #34: *frequently* “emphasizes the importance of having a collective sense of mission”.

Table 60 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Idealized Influence Behaviors in “Superior” Level 5 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#6 talks about his/her most important values and beliefs	3.26	.94
#14 goes beyond the self-interest of the group	3.49	.81
#23 considers the moral and ethical consequences of decisions	3.44	.82
#34 emphasizes the importance of having a collective sense of mission	3.60	.62
Overall Mean and Standard Deviation	3.45	.62

Table 61 below, for questionnaire item 6, showed forty-nine (86%) participants *fairly often or frequently* agreed that their principal “talks about their most important values and beliefs”. Similarly, fifteen (26.8%) participants perceived their principal with a response of *sometimes* or *fairly often*.

Table 61 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Superior” Level 5 Schools, Item 6

Item	#6 talks about their most important values and beliefs				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	3	4	21	28
Percent	1.8	5.3	7	36.8	49.1

Table 62 below, for questionnaire item 14, showed fifty-one (89.5%) participants *fairly often or frequently* agreed that their principal “specifies the importance of having a strong sense of purpose”. Zero (0%) participants perceived their principal with a response of *once in a while*.

Table 62 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Superior” Level 5 Schools, Item 14

Item	#14 specifies the importance of having a strong sense of purpose				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	0	5	15	36
Percent	1.8	0	8.8	26.3	63.1

Table 63 below, for questionnaire item 23, showed forty-nine (86%) participants *fairly often or frequently* agreed that their principal “considers the moral and ethical consequences of decisions”. Zero (0%) participants perceived their principal as *not at all*.

Table 63 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Superior” Level 5 Schools, Item 23

Item	#23 considers the moral and ethical consequences of decisions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	2	6	14	35
Percent	0	3.5	10.5	24.6	61.4

Table 64 below, for questionnaire item 34, fifty-three (93%) participants *fairly often or frequently* agreed that their principal “emphasizes the importance of having a collective sense of mission”. The same number, zero (0%) participants perceived their principal as *not at all or once in a while*.

Table 64 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Idealized Influence Behaviors in “Superior” Level 5 Schools, Item 34

Item	#34 emphasizes the importance of having a collective sense of mission				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	0	4	15	38
Percent	0	0	7	26.3	66.7

As shown in Table 65 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Inspirational Motivation in “Superior” Level 5 Schools for questionnaire items 9, 13,

26 and 36. Overall, teachers perceived their principal as *frequently* exhibited the traits associated with Inspirational Motivation with a mean of 3.55 and a SD of .54. The lowest mean perceived by teachers was 3.51 and a SD of .60 regarding questionnaire item #9: *frequently* “talks optimistically about the future”. The highest mean perceived by teachers was 3.58 and a SD of .71 regarding questionnaire item #36: *frequently*,” expresses confidence that goals will be achieved”.

Table 65 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Inspirational Motivation in “Superior” Level 5 Schools

MLQ 5-x Short Questionnaire Item	Mean	SD
#9 talks optimistically about the future	3.51	.60
#13 talks enthusiastically about what needs to be accomplished	3.54	.63
#26 articulates a compelling vision of the future	3.56	.76
#36 expresses confidence that goals will be achieved	3.58	.71
Overall Mean and Standard Deviation	3.55	.54

Table 66 below, for questionnaire item 9, showed fifty-four (94.7%) participants *fairly often* or *frequently* agreed that their principal “talks optimistically about the future”. The same number, zero (0%) participants perceived their principal with a response of *not at all* or *once in a while*.

Table 66 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Superior” Level 5 Schools, Item 9

Item	#9 talks optimistically about the future				
	Response	Not at all	Once in a while	Sometimes	Fairly often
Total	0	0	3	22	32
Percent	0	0	5.3	38.6	56.1

Table 67 below, for questionnaire item 13, showed fifty-five (96.5%) participants *fairly often* or *frequently* agreed that their principal “talks enthusiastically about what needs to be accomplished”. Zero (0%) participants perceived their principal with a response of *not at all*. The same number, one (1.8%) participant perceived their principal as *once in a while* or *sometimes*.

Table 67 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Superior” Level 5 Schools, Item 13

Item	#13 talks enthusiastically about what needs to be accomplished				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	1	1	21	34
Percent	0	1.8	1.8	36.8	59.6

Table 68 below, for questionnaire item 26, showed fifty-three (93%) participants *fairly often* or *frequently* agreed that their principal “articulates a compelling vision of the future”. Zero (0%) participants perceived their principal with a response of *once in a while*.

Table 68 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Superior” Level 5 Schools, Item 26

Item	#26 articulates a compelling vision of the future				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	0	3	15	38
Percent	1.8	0	5.3	26.3	66.6

Table 69 below, for questionnaire item 36, showed fifty-four (94.7%) participants *fairly often* or *frequently* agreed that their principal “expresses confidence that goals will be achieved”. Zero (0%) participants perceived their principal as *not at all*.

Table 69 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Inspirational Motivation in “Superior” Level 5 Schools, Item 36

Item Response	#36 expresses confidence that goals will be achieved				
	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	2	1	4	50
Percent	0	3.5	1.8	7	87.7

As shown in Table 70 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transformational Leadership Style in the scale of Intellectual Stimulation in “Superior” Level 5 Schools for questionnaire items 2, 8, 30 and 32. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Intellectual Stimulation with a mean of 3.11 and a SD of .72. The lowest mean perceived by teachers was 2.86 and a SD of .81 regarding questionnaire item #8: *fairly often* “seeks differing perspectives when solving problems”. The highest mean perceived by teachers was 3.25 and a SD of .79 regarding questionnaire item #2: *fairly often* “re-examines critical assumptions to question whether they are appropriate”.

Table 70 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Intellectual Stimulation in “Superior” Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#2 re-examines critical assumptions to question whether they are appropriate	3.25	.79
#8 seeks differing perspectives when solving problems	2.86	.81
#30 gets me to look at problems from many different angles	3.07	.98
#32 suggests new ways of looking at how to complete assignments	3.25	1.00
Overall Mean and Standard Deviation	3.11	.72

Table 71 below, for questionnaire item 2, showed forty-five (78.9%) participants *fairly often* or *frequently* agreed that their principal “re-examines critical assumptions to question whether they are appropriate”. The same number, zero (0%) participants perceived their principal as *not at all* or *once in a while*.

Table 71 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Superior” Level 5 Schools, Item 2

Item	#2 Re-examines critical assumptions to question whether they are appropriate				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	0	12	19	26
Percent	0	0	21.1	33.3	45.6

Table 72 below, for questionnaire item 8, showed forty (70.2%) participants *fairly often* or *frequently* agreed that their principal “seeks differing perspectives when solving problems”. Zero (0%) participants perceived their principal as *not at all*.

Table 72 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Superior” Level 5 Schools, Item 8

Item	#8 seeks differing perspectives when solving problems				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	3	14	28	12
Percent	0	5.3	24.6	49	21.1

Table 73 below, for questionnaire item 30, showed forty-five (78.9%) participants *fairly often* or *frequently* agreed that their principal “gets me to look at problems from many different angels”.

Table 73 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Superior” Level 5 Schools, Item 30

Item	#30 gets me to look at problems from many different angles				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	4	7	23	22
Percent	1.8	7	12.3	40.4	38.6

Table 74 below, for questionnaire item 32, showed forty-eight (84.2%) participants *fairly often* or *frequently* agreed that their principal “suggests new ways of looking at how to complete assignments”. The same number of participants, two (3.5%) perceived their principal with a response of *not at all* or *once in a while*.

Table 74 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Intellectual Stimulation in “Superior” Level 5 Schools, Item 32

Item	#32 suggests new ways of looking at how to complete assignments				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	2	2	5	19	29
Percent	3.5	3.5	8.8	33.3	50.9

As shown in Table 75 below, mean and standard deviation were used to examine teachers' perceptions of their principal's Transformational Leadership style in the scale of Individual Consideration in "Superior" Level 5 Schools for questionnaire items 15, 19, 29 and 31. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Individual Consideration with a mean of 3.20 and a SD of .76. The lowest mean perceived by teachers was 2.91 and a SD of 1.21 regarding questionnaire item #15: *fairly often* "spends time teaching and coaching". The highest mean perceived by teachers was 3.44 with a SD of .93 regarding questionnaire item #19: *fairly often* "treats me as an individual rather than just as a member of the group".

Table 75 Perception Mean and Standard Deviation Scores for the Transformational Leadership Scale of Individual Consideration in "Superior" Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#15 spends time teaching and coaching	2.91	1.21
#19 treats me as an individual rather than just as a member of the group	3.44	.85
#29 considers me as having different needs, abilities, and aspirations from others	3.02	1.14
#31 helps me to develop my strengths	3.42	.93
Overall Mean and Standard Deviation	3.20	.76

Table 76 below, for questionnaire item 15, showed forty-one (71.9%) participants *fairly often* or *frequently* agreed that their principal "spends time teaching and coaching".

Table 76 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Superior” Level 5 Schools, Item 15

Item	#15 spends time teaching and coaching				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	2	9	5	17	24
Percent	3.5	15.8	8.8	29.2	42.7

Table 77 below, for questionnaire item 19, showed forty-nine (86%) participants *fairly often* or *frequently* agreed that their principal “treats me as an individual rather than just as a member of the group”. Zero (0%) participants perceived their principal as *once in a while*.

Table 77 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Superior” Level 5 Schools, Item 19

Item	#19 treats me as an individual rather than just as a member of the group				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	0	7	14	35
Percent	1.8	0	12.3	24.6	61.4

Table 78 below, for questionnaire item 29, showed forty-three (75.4%) participants *fairly often* or *frequently* agreed that their principal “considers me as having different needs, abilities, and aspirations from others”.

Table 78 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Superior” Level 5 Schools, Item 29

Item	#29 considers me as having different needs, abilities, and aspirations from others				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	4	1	9	19	24
Percent	7	1.8	15.8	32.7	42.7

Table 79 below, for questionnaire item 31, showed forty-nine (86.1%) participants *fairly often* or *frequently* agreed that their principal “helps me to develop my strengths”.

Table 79 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Individual Consideration in “Superior” Level 5 Schools, Item 31

Item	#31 helps me to develop my strengths				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	2	5	13	36
Percent	1.8	3.5	8.8	22.8	63.1

As shown in Table 80 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Contingent Reward in “Superior” Level 5 Schools for questionnaire items 1, 11, 16 and 35. Overall, teachers perceived their principal as *fairly often* exhibited the traits associated with Contingent Reward with a mean of 3.45 and a SD of .59. The lowest mean perceived by teachers was 3.39 with a SD of .75 regarding questionnaire items #1: *fairly often* “provides me with assistance in exchange for my efforts” and also question item #35 “expresses satisfaction when I meet expectations” with a mean of 3.39 and a SD of .90. The highest mean perceived by teachers was 3.56 and a SD of .73 regarding

questionnaire item #11: *frequently* “discusses in specific terms who is responsible for achieving performance targets”.

Table 80 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Contingent Reward in “Superior” Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#1 provides me with assistance in exchange for my efforts	3.39	.75
#11 discusses in specific terms who is responsible for achieving performance targets	3.56	.73
#16 makes clear what one can expect to receive when performance goals are achieved	3.46	.68
#35 expresses satisfaction when I meet expectations	3.39	.90
Overall Mean and Standard Deviation	3.45	.59

Table 81 below, for questionnaire item 1, showed fifty (87.7%) participants *fairly often or frequently* agreed that their principal “provides me with assistance in exchange for my efforts”. Zero (0%) participants perceived their principal as *not at all*.

Table 81 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Superior” Level 5 Schools, Item 1

Item	#1 provides me with assistance in exchange for my efforts				
	Response	Not at all	Once in a while	Sometimes	Fairly often
Total	0	1	6	20	30
Percent	0	1.8	10.5	35.1	52.6

Table 82 below, for questionnaire item 11, showed fifty-three (93%) participants *fairly often or frequently* agreed that their principal “discusses in specific terms who is responsible for achieving performance targets”. Zero (0%) participants perceived their principal as *not at all*. The same number of participants, two (3.5%) participants perceived their principal as *once in a while or sometimes*.

Table 82 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Superior” Level 5 Schools, Item 11

Item	#11 discusses in specific terms who is responsible for achieving performance targets				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	2	2	15	38
Percent	0	3.5	3.5	26.3	66.7

Table 83 below, for questionnaire item 16, showed fifty-three (93%) participants *fairly often* or *frequently* agreed that their principal “makes clear what one can expect to receive when performance goals are achieved”. Zero (0%) participants perceived their principal as *not at all*.

Table 83 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Superior” Level 5 Schools, Item 16

Item	#16 makes clear what one can expect to receive when performance goals are achieved				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	0	1	3	22	31
Percent	0	1.8	5.3	38.6	54.4

Table 84 below, for questionnaire item 35, showed forty-eight (84.2%) participants *fairly often* or *frequently* agreed that their principal “expresses satisfaction when I meet expectations”. The same number of participants, one (1.8%) perceived their principal as *not at all* or *once in a while*.

Table 84 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Contingent Reward in “Superior” Level 5 Schools, Item 35

Item	#35 expresses satisfaction when I meet expectations				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	1	1	7	14	34
Percent	1.8	1.8	12.3	24.6	59.6

As shown in Table 85 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Management-by-Exception Active in “Superior” Level 5 Schools for questionnaire items 4, 22, 24 and 27. Overall, teachers perceived their principal as *sometimes* exhibited the traits associated with Management-by-exception Active with a mean of 2.24 and a SD of .97. The lowest mean perceived by teachers was 2.07 and a SD of 1.33 regarding questionnaire item #22: *sometimes* “concentrates his/her full attention on dealing with mistakes, complaints and failures”. The highest mean perceived by teachers was 2.56 and a SD of 1.28 regarding questionnaire item #27: *fairly often* “directs my attention toward failures to meet standards”.

Table 85 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Management-by-Exception Active in “Superior” Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#4 focuses attention on irregularities, mistakes, exceptions, and deviations from standards	2.21	1.35
#22 concentrates his/her full attention on dealing with mistakes, complaints and failures	2.07	1.33
#24 keeps track of all mistakes	2.12	1.24
#27 directs my attention toward failures to meet standards	2.56	1.28
Overall Mean and Standard Deviation	2.24	.97

Table 86 below, for questionnaire item 4, showed twenty-six (45.6%) participants *fairly often or frequently* agreed that their principal “focuses attention on irregularities, mistakes, exceptions, and deviation from standards”. The same number of participants, thirteen (22.8%) perceived their principal with a response of *fairly often or frequently*.

Table 86 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Superior” Level 5 Schools, Item 4

Item	#4 focuses attention on irregularities, mistakes, exceptions, and deviations from standards				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	6	15	10	13	13
Percent	10.5	26.3	17.5	22.8	22.8

As shown in Table 87 below, for questionnaire item 22, showed twenty-six (45.5%) participants *fairly often or frequently* agreed that their principal “concentrates his/her full attention on dealing with mistakes, complaints and failures”.

Table 87 Crosstabs of Teachers Perceptions for the Transformational Leadership Scale of Management-by-Exception Active in “Superior” Level 5 Schools, Item 22

Item	#22 concentrates his/her full attention on dealing with mistakes, complaints and failures				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	12	5	14	19	7
Percent	21.1	8.8	24.6	33.2	12.3

Table 88 below, for questionnaire item 24, showed twenty-six (55.6%) participants *fairly often* or *frequently* agreed that their principal “keeps track of all mistakes”.

Table 88 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Superior” Level 5 Schools, Item 24

Item	#24 keeps track of all mistakes				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	9	7	15	20	6
Percent	15.8	12.3	26.3	45.1	10.5

Table 89 below, for questionnaire item 27, showed thirty-four (59.7%) participants *fairly often* or *frequently* agreed that their principal “directs my attention toward failures to meet standards”.

Table 89 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Active in “Superior” Level 5 Schools, Item 27

Item	#27 directs my attention toward failures to meet standards				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	5	8	10	18	16
Percent	8.8	14	17.5	31.7	28

As shown in Table 90 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Manage-by-Exception Passive in “Superior” Level 5 Schools for questionnaire items 3, 12, 17 and 20. Overall, teachers perceived their principal as *once in a while* exhibited the

traits associated with Management-by-Exception Passive with a mean of 1.50 and a SD of .82. The lowest mean perceived by teachers was .72 and a SD of 1.15 regarding questionnaire item #12: *once in a while* “waits for things to go wrong before taking action”. The highest mean perceived by teachers was 2.37 and a SD of 1.23 regarding questionnaire item #17: *sometimes* “shows that he/she is a firm believer in ‘If it ain’t broke, don’t fix it’”.

Table 90 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Management-by-Exception Passive in “Superior” Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#3 fails to interfere until problems become serious	1.98	1.43
#12 waits for things to go wrong before taking action	.72	1.15
#17 shows that he/she is a firm believer in “If it ain’t broke, don’t fix it”	2.37	1.23
#20 demonstrates that problems must become chronic before taking action	.91	1.23
Overall Mean and Standard Deviation	1.50	.82

Table 91 below, for questionnaire item 3, showed twenty-two (38.6%) participants *fairly often* or *frequently* agreed that their principal “fails to interfere until problems become serious”. The same number of participants, eleven (19.3%) participants perceived their principal as *not at all* or *sometimes*.

Table 91 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Superior” Level 5 Schools, Item 3

Item	#3 fails to interfere until problems become serious				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	11	13	11	10	12
Percent	19.3	22.8	19.3	17.5	21.1

Table 92 below, for questionnaire item 12, showed six (10.6%) participants *fairly often* or *frequently* agreed that their principal “waits for things to go wrong before taking action”. The same number of participants, three (5.3%) participants perceived their principal as *fairly often* or *frequently*.

Table 92 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Superior” Level 5 Schools, Item 12

Item	#12 waits for things to go wrong before taking action				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	35	12	4	3	3
Percent	61.4	21.1	7	5.3	5.3

Table 93 below, for questionnaire item 17, showed 32 (56.5%) participants *fairly often* or *frequently* agreed that their principal “shows that he/she is a firm believer in ‘If it ain’t broke, don’t fix it’”.

Table 93 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Superior” Level 5 Schools, Item 17

Item	#17 shows that he/she is a firm believer in “If it ain’t broke, don’t fix it”				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	7	6	12	23	9
Percent	12.3	10.5	21.1	40.4	15.8

Table 94 below, for questionnaire item 20, showed eight (14.1%) participants *fairly often* or *frequently* agreed that their principal “demonstrates that problems must become chronic before taking action”.

Table 94 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Management-by-Exception Passive in “Superior” Level 5 Schools, Item 20

Item	#20 demonstrates that problems must become chronic before taking action				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	31	11	7	5	3
Percent	54.4	19.3	12.3	8.8	5.3

As shown in Table 95 below, mean and standard deviation were used to examine teachers’ perceptions of their principal’s Transactional Leadership Style in the scale of Laissez-Faire in “Superior” Level 5 Schools for questionnaire items 5, 7, 28 and 33. Overall, teachers perceived their principal as *once in a while* exhibited the traits associated with Laissez-Faire with a mean of .96 and a SD of .85. The lowest mean perceived by teachers was .61 and a SD of 1.03 regarding questionnaire item #28: *once in a while* “avoids making decisions”. The highest mean perceived by teachers was 1.63 and

a SD of 1.53 regarding questionnaire item #5: *sometimes* “avoids getting involved when important issues arise”.

Table 95 Perception Mean and Standard Deviation Scores for the Transactional Leadership Scale of Laissez-Faire in “Superior” Level 5 Schools

Multi Leadership Questionnaire Item	Mean	SD
#5 avoids getting involved when important issues arise	1.63	1.53
#7 is absent when needed	.65	.90
#28 avoids making decisions	.61	1.03
#33 delays responding to urgent questions	.96	1.18
Overall Mean and Standard Deviation	.96	.85

Table 96 below, for questionnaire item 5, showed twenty-three (40.3%) participants *fairly often* or *frequently* agreed that their principal “avoids getting involved when important issues arise”. The same number of participants, seven (12.3%) perceived their principal as *once in a while* or *frequently*.

Table 96 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Superior” Level 5 Schools, Item 5

Item	#5 avoids getting involved when important issues arise					
	Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total		22	7	5	16	7
Percent		38.6	12.3	8.8	28	12.3

Table 97 below, for questionnaire item 7, showed four (7.1%) participants *fairly often* or *frequently* agreed that their principal “is absent when needed”. The same number of participants, one (1.8%) perceived their principal as *sometimes* or *frequently*.

Table 97 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Superior” Level 5 Schools, Item 7

Item	#7 is absent when needed				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	30	22	1	3	1
Percent	52.6	38.6	1.8	5.3	1.8

Table 98 below, for questionnaire item 28, showed four (7.1%) participants *fairly often* or *frequently* agreed that their principal “avoids making mistakes”.

Table 98 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Superior” Level 5 Schools, Item 28

Item	#28 avoids making decisions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	39	6	8	3	1
Percent	68.4	10.5	14	5.3	1.8

Table 99 below, for questionnaire item 33, showed seven (12.3%) participants *fairly often* or *frequently* agreed that their principal “delays responding to urgent questions”.

Table 99 Crosstabs of Teachers Perceptions for the Transactional Leadership Scale of Laissez-Faire in “Superior” Level 5 Schools, Item 33

Item	#33 delays responding to urgent questions				
Response	Not at all	Once in a while	Sometimes	Fairly often	Frequently
Total	29	10	11	5	2
Percent	50.9	17.5	19.3	8.8	3.5

Research Question Three

Did differences exist between teachers from “Under-performing” Level 2 Schools and “Superior” Level 5 Schools in their perceptions of the leadership style of their principal as measured by the MLQ 5x-Short?

In Tables 100-104, chi-square tests were computed to determine if differences existed between teachers’ perceptions of their principal in “Under-performing Level 2 Schools and “Superior” Level 5 Schools in the five Transformational Leadership Style Scales of Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individual Consideration. If there was no difference detected between the observed and expected counts, then the frequency of the participant’s response was similar. If there was a difference between the observed and expected counts of frequencies, then the chi-square value was larger in comparison to the critical value of 9.488 for (4) degrees of freedom, the p-values were less than .05 level of significance and the observed counts were not the same as the expected counts. The larger the chi-square value, the bigger the discrepancy between the observe counts and the expected counts which indicated a statistically significant difference in teachers’ perceptions.

Table 100 below showed results for the questionnaire items in the scale of Idealized Influence Attributed. There was a statistically significant difference among teachers’ perceptions in all four items regarding the ability of the principal to provide a vision and to inspire others to follow by gaining respect and trust. For item 10, “instills pride in me for being associated with him/her”, a chi-square value of 33.57 and a p-value of .000. For item 18, “goes beyond self-interest for the good of the group”, a chi-square

value of 15.67 and a p-value of .004. For item 21, “acts in ways that builds my respect”, a chi-square value of 13.37 and a p-value of .010. For item 25, “displays a sense of power and confidence”, a chi-square value of 10.11 and a p-value of .039.

Table 100 Chi-square for the Transformational Leadership Scale of Idealized Influence Attributes for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 10, 18, 21 and 25

Item	Chi-square Value	df	Sig.
10	33.57	4	.000
18	15.62	4	.004
21	13.37	4	.010
25	10.11	4	.039

Table 101 below showed results for the questionnaire items in the scale of Idealized Influence Behaviors. There was a statistically significant difference among teachers’ perceptions in only one questionnaire item regarding the ability of the principal to provide a vision and to inspire others to follow by gaining respect and trust. For item 34, “emphasis the importance of having a collective sense of mission”, a chi-square value of 23.30 and a p-value of .000.

Table 101 Chi-square for the Transformational Leadership Scale of Idealized Influence Behavior for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 6, 14, 23 and 24

Item	Chi-square Value	df	Sig.
6	9.19	4	.056
14	3.40	4	.334
23	13.98	4	.334
34	23.30	4	.000

Table 102 below showed results for the questionnaire items in the scale of Idealized Inspirational Motivation. There was a statistically significant difference among teachers' perceptions in all four questionnaire items regarding the ability of the principal to influence followers to put forth extra effort and to become self-led leaders. For item 9, "talks optimistically about the future", a chi-square value of 13.49 and a p-value of .009. For item 13, "talks enthusiastically about what needs to be accomplished", a chi-square value of 12.13 and a p-value of .016. For item 26, "articulates a compelling vision for the future, a chi-square value of 9.79 and a p-value of .044. For item 31, "helps me to develop my strengths", a chi-square value of 24.37 and a p-value of .000.

Table 102 Chi-square for the Transformational Leadership Scale of Inspirational Motivation for "Under-performing" Level 2 Schools and "Superior" Level 5 Schools for Items 9, 13, 26 and 31

Item	Chi-square Value	df	Sig.
9	13.49	4	.009
13	12.13	4	.016
26	9.79	4	.044
31	24.37	4	.000

Table 103 below showed results for the questionnaire items in the scale of Idealized Intellectual Stimulation. There was a statistically significant difference among teachers' perceptions in all four questionnaire items regarding the ability of the principal to provide opportunities for intellectual growth, rationality and careful problem solving. For item 2, "re-examines critical assumptions to question whether they are appropriate", a chi-square value of 15.04 and a p-value of .005. For item 8, "seeks differing perspectives when solving problems", a chi-square value of 10.63 and a p-value of .031. For item 30, "gets me to look at problems from many different angles", a chi-square value of 11.07

and a p-value of .026. For item 32, “suggests new ways of looking at completing assignments”, a chi-square value of 18.58 and a p-value of .001.

Table 103 Chi-square for the Transformational Leadership Scale of Intellectual Stimulation for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 2, 8, 30 and 32

Item	Chi-square Value	df	Sig
2	15.04	4	.005
8	10.63	4	.031
30	11.07	4	.026
32	18.58	4	.001

Table 104 below showed results for the questionnaire items in the scale of Individual Consideration. There was a statistically significant difference among teachers’ perceptions in all four questionnaire items regarding the ability of the principal to recognize and satisfy the needs of the followers in an attempt to maximize and develop their full potential. For item 15, “spends time teaching and coaching”, a chi-square value of 23.83 and a p-value of .000. For item 19, “treats me as an individual rather than just as a member of the group”, a chi-square value of 15.04 and a p-value of .005. For item 29, “considers me as having different needs, abilities and aspirations from others”, a chi-square value of 22.05 and a p-value of .000. For item 36, “expresses confidence that goals will be achieved”, a chi-square value of 15.06 and a p-value of .005.

Table 104 Chi-square for the Transformational Leadership Scale of Individual Consideration for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 15, 19, 29 and 36

Item	Chi-square Value	df	Sig.
15	23.83	4	.000
19	15.04	4	.005
29	22.05	4	.000
36	15.06	4	.005

In Tables 105-107, chi-square tests were computed to determine if differences existed between teachers’ perceptions of their principal in “Under-performing Level 2 Schools and “Superior” Level 5 Schools in the four Transactional Leadership Style Scales of Contingent Reward, Management-by-Exception Active and Laissez-Faire. If there was no difference detected between the observed and expected counts, then the frequency of the participant’s response was similar. If there was a difference between the observed and expected counts of frequencies, then the chi-square value was larger in comparison to the critical value of 9.488 for (4) degrees of freedom, the p-values were less than .05 level of significance and the observed counts were not the same as the expected counts. The larger the chi-square value, the bigger the discrepancy between the observe counts and the expected counts which indicated a statistically significant difference in teachers’ perceptions.

Table 105 below showed results for the questionnaire items in the scale of Contingent Reward. There was a statistically significant difference among teachers’ perceptions in all four questionnaire items regarding the ability of the principal to compensate followers for their performance. For item 1, “provides me with assistance in exchange for my efforts”, a chi-square value of 11.50 and a p-value of .021. For item 11,

“discusses in specific terms who is responsible for achieving performance targets”, a chi-square value of 14.73 and a p-value of .005. For item 16, “makes clear what one can expect to receive when performance goals are achieved”, a chi-square value of 12.83 and a p-value of .012. For item 35, “expresses satisfaction when I meet expectations expresses satisfaction when I meet expectations”, a chi-square value of 14.06 and a p-value of .007.

Table 105 Chi-square for the Transactional Leadership Scale of Contingent Reward for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 1, 11, 16 and 35

Item	Chi-square Value	df	Sig.
1	11.50	4	.021
11	14.73	4	.005
16	12.83	4	.012
35	14.06	4	.007

Table 106 below showed results for the questionnaire items in the scale of Management-by-exception active. There was a statistically significant difference among teachers’ perceptions in two questionnaire items regarding the ability of the principal to maintain rules and take corrective actions if one deviates from them. For item 4, “focuses attention on irregularities, mistakes, expectations, and deviations from standards”, a chi-square value of 11.04 and a p-value of .027. For item 22, “concentrates his/her full attention on dealing with mistakes, complaints and failures”, a chi-square value of 10.10 and a p-value of .039.

Table 106 Chi-square for the Transactional Leadership Scale of Management-by-exception Active for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 4, 22, 24 and 27

Item	Chi-square Value	df	Sig.
4	11.04	4	.027
22	10.10	4	.039
24	3.52	4	.475
27	1.45	4	.836

Table 107 below showed results for the questionnaire items in the scale of Laissez-faire. There were statistically significant differences among teachers’ perceptions in two questionnaire items regarding the attitudes displayed by the principal such as abandoning responsibilities and avoiding making decisions. For item 5, “avoids getting involved when important issues arise”, a chi-square value of 16.51 and a p-value of .002. For item 7, “is absent when needed”, a chi-square value of 9.89 and a p-value of .042.

Table 107 Chi-square for the Transactional Leadership Scale of Laissez-faire for “Under-performing” Level 2 Schools and “Superior” Level 5 Schools for Items 5, 7, 28 and 33

Item	Chi-square Value	Df	Sig.
5	16.51	4	.002
7	9.89	4	.042
28	8.25	4	.083
33	.356	4	.986

Research Question Four

Did differences exist among teacher perceptions of their principals’ leadership style based on age, gender, experience, ethnicity and educational attainment as measured by the MLQ 5x-Short?

Age for Transformational Leadership

Table 108 below showed the mean scores for participants' perceptions of their principal's leadership style based on age for Transformational Leadership (Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individual Consideration). The overall mean score for age was 2.98 *fairly often* with a SD of .82. The lowest mean score was 2.58 *fairly often* with a SD of .82 from participants ages 25-29 (n = 21). The highest mean score was 3.31 *fairly often* with a SD of .66 from participants ages 30-34 (n = 21). The results indicated that participants *fairly often* perceived their principal as transformational, innovative and proactive in seeking to optimize individual group and organizational development to strive for higher levels of potential. The participants did not perceive their principal as *not at all, once in a while, sometimes or frequently*.

Table 108 Mean and SD for Transformational Leadership Based on Age

Leadership Style	Age	Frequency	Mean	SD
Transformational	20-24	14	3.07	.91
	25-29	21	2.58	.82
	30-34	21	3.31	.66
	35-39	12	2.90	.87
	40-44	14	3.03	.93
	45-49	13	3.03	.58
	50-54	12	2.82	.84
	55- above	6	3.14	1.05
Overall mean		113	2.98	.82

Age for Transactional Leadership

Table 109 below showed mean scores based on age for Transactional Leadership (Contingent Reward, Management-by-Exception Active, Management-by-Exception

Passive and Laissez-Faire). The overall mean score for age was 2.02 *sometimes* with a SD of .43. The lowest mean score was 1.94 *sometimes* with a SD of .42 from participants ages 25-29 (n = 21). The highest mean score was 2.09 *sometimes* with a SD of .43 from participants ages 20-24 (n = 14). The results indicated that participants *sometimes* perceived their principal as transactional, a leader who defined expectations and promoted performance to achieve constructive and corrective transactions. The participants did not perceive their principal as *not at all, once in a while, fairly often or frequently*.

Table 109 Mean and SD for Transactional Leadership Based on Age

Leadership Style	Age	Frequency	Mean	SD
Transactional	20-24	14	2.09	.43
	25-29	21	1.94	.42
	30-34	21	1.95	.40
	35-39	12	2.03	.37
	40-44	14	2.04	.34
	45-49	13	2.21	.62
	50-54	12	2.07	.44
	55-above	6	1.95	.12
Overall		113	2.02	.43

Gender for Transformational Leadership

Table 110 below showed mean scores based on gender for Transformational Leadership (Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individual Consideration). The overall mean score for males was 3.16 *fairly often* with a SD of .77. The overall mean score for females was 2.96 *fairly often* and a SD of .82. The results indicated that both male and female participants *fairly often* perceived their principal as transformational, innovative

and proactive in seeking to optimize individual group and organizational development to strive for higher levels of potential. The participants did not perceive their principal as *not at all, once in a while, sometimes* or *frequently*.

Table 110 Mean and SD for Transformational Leadership Based on Gender

Leadership Style	Gender	Frequency	Mean	SD
Transformational	Male	13	3.16	.77
	Female	100	2.96	.82

Gender for Transactional Leadership

Table 111 below showed mean scores based on gender for Transactional Leadership (Contingent Reward, Management-by-Exception Active, Management-by-Exception Passive and Laissez-Faire). The overall mean score for males was 2.13 with a SD of .45. The overall mean score for females was 2.01 with a SD of .43. The results indicated that both male and female participants perceived their principal as *sometimes* transactional, a leader who defined expectations and promoted performance to achieve constructive and corrective transactions. The participants did not perceive their principal as *not at all, once in a while, fairly often* or *frequently*.

Table 111 Mean and SD for Transactional Leadership Based on Gender

Leadership Style	Gender	Frequency	Mean	SD
Transactional	Male	13	2.13	.45
	Female	100	2.01	.43

Years of Experience for Transformational Leadership

Table 112 below showed the mean scores for participants' perceptions of their principal's leadership style based on years of experience for Transformational Leadership. The overall mean score was 2.98 *fairly often* with a SD of .82. The lowest mean score was 2.69 *fairly often* with a SD of .90 from participants with 1-5 (n = 39) years of experience. The highest mean score was 3.51 *frequently* with a SD of .56 from participants with 21-25 (n = 8) years of experience, indicating that participants *fairly often or frequently* perceived their principal as transformational, proactive and innovative in seeking to optimize individual, group and organizational development to strive for higher levels of potential. The participants did not perceive their principal as *sometimes, not at all or once in a while*.

Table 112 Mean and SD for Transformational Leadership Based on Years of Experience

Leadership Style	Years of Experience	Frequency	Mean	SD
Transformational	1-5	39	2.69	.90
	6-10	32	3.24	.72
	11-15	15	2.87	.75
	16-20	6	2.93	.95
	21-25	8	3.51	.56
	26-30	9	3.35	.49
	31-35	4	2.89	.70
Overall mean		113	2.98	.82

As shown in ANOVA Table 113 below, statistically significant differences were found ($F = 3.026, p < .05$) in Transformational Leadership based on years of experience. Differences were found in the leadership scale of Idealized Influence Behaviors in years of experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30; 6-10 and 31-35;

11-15 and 21-25; 21-25 and 31-35; 26-30 and 31-35. Differences were found in the leadership scale of Inspirational Motivation in years of experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30; 26-30 and 31-35. Differences were found in the leadership scale of Individual Consideration in years of experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30; 6-10 and 31-35; 11-15 and 31-35; 21-25 and 31-35; 26-30 and 31-35.

Table 113 ANOVA Differences in Teachers' Perceptions of Transformational Leadership Based on Years of Experience

Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Between Groups	11.077	6	1.846	3.026	*.009
Within Groups	64.671	106	.610		
Total	75.749	112			

* The mean difference is at the .05 level

Years of Experience for Transformational Leadership: Idealized Influence Behaviors

Table 114 below showed the mean scores for participants' perceptions of their principal's leadership style based on years of experience for the Transformational Leadership Style Scales of Idealized Influence Behaviors. The overall mean score was 3.08 *fairly often* with a SD of .81. The lowest mean score, 2.44 *sometimes* with a SD of .74, was perceived by participants with 31-35 (n = 4) years of experience. The highest mean score, 3.59 *frequently* with a SD of .44, was perceived by participants with 21-25 (n = 8) years of experience. The results indicated that participants *sometimes, frequently* or *fairly often* perceived that their principal displayed the transformational leadership traits associated with Idealized Influence Behaviors, an influential leader who provided a

vision and inspired them by instilling pride, gaining respect and developing a trustful relationship. Followers identified with and wanted to emulate them. The participants did not perceive their principal as *not at all* or *once in a while*.

Table 114 Mean and SD for Transformational Idealized Influence Behaviors Based on Years of Experience

Leadership Style	Years of Experience	Frequency	Mean	SD
Transformational	1-5	39	2.83	.86
	6-10	32	3.34	.72
	11-15	15	2.90	.72
	16-20	6	3.00	.84
	21-25	8	3.59	.44
	26-30	9	3.44	.79
	31-35	4	2.44	.74
Overall		113	3.08	.81

As shown in ANOVA Table 115 below, statistically significant differences were found ($F = 2.822, p < .05$) in the Transformational Leadership Style of Idealized Influence Behaviors based on years of experience.

Table 115 ANOVA Differences in Teachers' Perceptions of Transformational Idealized Influence Behaviors Based on Years of Experience

Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Between Groups	10.076	6	1.679	2.822	*.014
Within Groups	63.082	106	.595		
Total	73.158	112			

* The mean difference is at the .05 level

Tables 116 through 120 revealed the Post Hoc Analysis results that was computed to determine where the differences occurred based on years of experience in the

Transformational Leadership Scale of Idealized Influence Behaviors. As shown in Post Hoc Table 116 below, statistically significant differences were found based on years of experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30 ($p < .05$).

Participants with 1-5, 6 -10 and 26-30 years of experience perceived their principal as *fairly often* an influential leader who provided a vision and inspired them by instilling pride, gaining respect and developing a trustful relationship whereas, participants with 21-25 years of experience perceived *frequently*.

Table 116 Post-Hoc Analysis for Idealized Influence Behaviors Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
1-5	2.83	.86	.51	.007*
6-10	3.34	.72		
1-5	2.83	.86	-.76	.012*
21-25	3.59	.44		
1-5	2.83	.86	-.62	.033*
26-30	3.44	.79		

*The significant is at the .05 level

As shown in Post Hoc Analysis Table 117 below, statistically significant differences occurred among teachers who had 6-10 and 31-35 years of experience in the Transformation Leadership Scale of Idealized Influence Behaviors ($p < .05$). Participants with 6-10 years of experience perceived their principal as *fairly often* an influential leader who provided a vision and inspired them by instilling pride, gaining respect and developing a trustful relationship whereas, participants with 31-35 years perceived *sometimes*.

Table 117 Post-Hoc Analysis for Idealized Influence Behaviors Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
6-10	3.34	.72	.90	.030*
31-35	2.44	.74		

*The significant is at the .05 level

As shown below in Post Hoc Table 118 below, statistically significant differences occurred among teachers who had 11-15 and 21-25 years of experience in the Transformational Leadership Scale of Idealized Influence Behaviors ($p < .05$). Participants with 11-15 years of experience perceived their principal as *fairly often* an influential leader who provided a vision and inspired them by instilling pride, gaining respect and developing a trustful relationship whereas, participants with 21-25 years perceived *frequently*.

Table 118 Post-Hoc Analysis for Idealized Influence Behaviors Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
11-15	2.90	.72	-.69	.042*
21-25	3.59	.44		

*The significant is at the .05 level

As shown below in Post Hoc Table 119 below, statistically significant differences occurred among teachers who had 21-25 and 31-35 years of experience in the Transformational Leadership Scale of Idealized Influence Behaviors ($p < .05$). Participants with 21-25 years of experience perceived their principal as *frequently* an influential leader who provided a vision and inspired them by instilling pride, gaining

respect and developing a trustful relationship whereas, participants with 31-35 years perceived *sometimes*.

Table 119 Post-Hoc Analysis for Idealized Influence Behaviors Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
21-25	3.59	.44	1.16	.016*
31-35	2.44	.74		

*The significant is at the .05 level

As shown below in Post Hoc Table 120 below, statistically significant differences occurred among teachers who had 26-30 and 31-35 years of experience in the Transformational Leadership Scale of Idealized Influence Behaviors ($p < .05$).

Participants with 26-30 years of experience perceived their principal as *fairly often* an influential leader who provided a vision and inspired them by instilling pride, gaining respect and developing a trustful relationship whereas, participants with 31-35 years perceived *sometimes*.

Table 120 Post-Hoc Analysis for Idealized Influence Behaviors Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
26-30	3.44	.80	1.00	.032*
31-35	2.44	.75		

*The significant is at the .05 level

**Years of Experience for Transformational Leadership:
Inspirational Motivation**

Table 121 below showed the mean scores for participants' perceptions of their principal's leadership style based on years of experience for the Transformational Leadership Style Scales of Inspirational Motivation. The overall mean score was 3.30 *fairly often* with a SD of .78. The lowest mean score, 2.75 *fairly often* with a SD of .79, was perceived by participants with 31-35 (n = 4) years of experience. The highest mean score, 3.67 *frequently* with a SD of .38, was perceived by participants with 26-30 (n = 9) years of experience. The results indicated that participants *fairly often* or *frequently* perceived that their principal displayed the traits associated with Inspiration Motivation. Their principal inspired and motivated them to become self-lead leaders and increased their commitment to the shared purpose of the group. The participants did not perceive their principal as *not at all*, *once in a while* or *sometimes*.

Table 121 Mean and SD for Transformational Inspirational Motivation
Based on Years of Experience

Leadership Style	Years of Experience	Frequency	Mean	SD
Transformational	1-5	39	3.07	.90
	6-10	32	3.54	.69
	11-15	15	3.13	.72
	16-20	6	3.29	.75
	21-25	8	3.66	.44
	26-30	9	3.67	.38
	31-35	4	2.75	.79
Overall mean		113	3.30	.78

As shown below in ANOVA Table 122, statistically significant differences were found based on years of experience in the Transformational Leadership Scale of Inspirational Motivation ($F = 2.267, p < .05$).

Table 122 ANOVA Differences in Teachers' Perceptions of the Transformational Leadership Scale of Inspirational Motivation Based on Years of Experience

Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Between Groups	7.735	6	1.289	2.267	*.043
Within Groups	63.082	106	.595		
Total	73.158	112			

* The mean difference is at the .05 level

Tables 123 and 124 revealed the Post Hoc Analysis results that was computed to determine where the differences occurred based on years of experience in the Transformational Leadership Scale of Inspirational Motivation. As shown in Post Hoc Analysis Table 123 below, statistically significant differences were found in years of experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30 ($p < .05$). Participants with 1-5 years of experience perceived their principal as *fairly often* an inspiring and motivating leader who influenced them to become self-lead leaders and increased their commitment to the shared purpose of the group whereas, participants with 6-10; 21-25 and 26-30 years of experience perceived *frequently*.

Table 123 Post-Hoc Analysis for Inspirational Motivation Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
1-5	3.07	.90	-.47	.011*
6-10	3.54	.69		
1-5	3.07	.90	-.59	.048*
21-25	3.66	.44		
1-5	3.07	.90	-.60	.035*
26-30	3.67	.38		

*The significant is at the .05 level

As shown in Post Hoc Analysis Table 124 below, statistically significant differences occurred among teachers who had 26-30 and 31-35 years of experience in the Transformation Leadership Scale of Inspirational Motivation ($p < .05$). Participants with 26-30 years of experience perceived their principal as *frequently* an inspiring and motivating leader who influenced them to become self-lead leaders and increased their commitment to the shared purpose of the group whereas, participants with 31-35 years of experience perceived *fairly often*.

Table 124 Post-Hoc Analysis for Inspirational Motivation Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
26-30	3.67	.38	.92	.046*
31-35	2.75	.79		

*The significant is at the .05 level

**Years of Experience for Transformational Leadership:
Individual Consideration**

Table 125 below showed the mean scores for participants' perceptions of their principal's leadership style based on years of experience for the Transformational Leadership Style Scales of Individual Consideration. The overall mean score was 2.67 *fairly often* with a SD of 1.04. The lowest mean score, 1.63 *sometimes* with a SD of .78, was perceived by participants with 31-35 (n = 4) years of experience. The highest mean score, 3.25 *fairly often* with a SD of .83, was perceived by participants with 21-25 (n = 8) years of experience. The results indicated that participants *sometimes* or *fairly often* perceived that their principal displayed the traits associated with Individual Consideration. The leader recognized and satisfied their needs in an attempt to maximize and develop their potential. The participants did not perceive their principal as *not at all*, *once in a while* or *frequently*.

Table 125 Mean and SD for Transformational Individual Consideration
Based on Years of Experience

Leadership Style	Years of Experience	Frequency	Mean	SD
Transformational	1-5	39	2.27	1.11
	6-10	32	3.03	.89
	11-15	15	2.77	.94
	16-20	6	2.58	1.16
	21-25	8	3.25	.83
	26-30	9	3.03	.61
	31-35	4	1.63	.78
Overall		113	2.67	1.04

As shown in ANOVA Table 126 below, statistically significant differences were found in the Transformational Leadership Scale of Individual Consideration ($F = 3.285$, $p < .05$) based on years of experience.

Table 126 ANOVA Differences in Teachers' Perceptions of the Transformational Leadership Scale of Individual Consideration Based on Years of Experience

Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Between Groups	18.843	6	3.139	3.285	*.005
Within Groups	101.277	106	.955		
Total	120.111	112			

* The mean difference is at the .05 level

Tables 127 through 131 revealed the Post Hoc Analysis results that was computed to determine where the differences occurred based on years of experience in the Transformational Leadership Scale of Individual Consideration. As shown in Table 127 below, statistically significant differences were found based on experience ranging from 1-5 and 6-10; 1-5 and 21-25; 1-5 and 26-30 ($p < .05$). Participants with 1-5 years of experience perceived their principal as *sometimes* recognized and satisfied their needs in an attempt to maximize and develop their potential whereas, those with 6-10, 21-25 and 26-30 years perceived *fairly often*.

Table 127 Post-Hoc Analysis for Individual Consideration Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
1-5	2.27	1.11	-.76	.001*
6-10	3.03	.90		
1-5	2.27	1.11	-.98	.011*
21-25	3.25	.79		
1-5	2.27	1.11	-.76	.011*
26-30	3.03	.61		

*The significant is at the .05 level

As shown in Post Hoc Table 128 below, statistically significant differences occurred among teachers who had 6-10 and 31-35 years of experience in the Transformation Leadership Scale of Individual Consideration ($p < .05$). Participants with 6-10 years perceived their principal as *fairly often* a leader who recognized and satisfied their needs in an attempt to maximize and develop their potential whereas, those with 31-35 years of experience perceived *sometimes*.

Table 128 Post-Hoc Analysis for Individual Consideration Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
6-10	3.03	.90	1.41	.008*
31-35	1.63	.78		

*The significant is at the .05 level

As shown in Post Hoc Table 129 below, statistically significant differences occurred among teachers who had 11-15 and 31-35 years of experience in the Transformation Leadership Scale of Individual Consideration ($p < .05$). Participants with 11-15 years of experience perceived their principal as *fairly often* a leader who

recognized and satisfied their needs in an attempt to maximize and develop their potential whereas, those with 31-35 years of experience perceived *sometimes*.

Table 129 Post-Hoc Analysis for Individual Consideration Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
11-15	2.77	.94	1.14	.040*
31-35	1.63	.78		

*The significant is at the .05 level

As shown in Post Hoc Table 130 below, statistically significant differences occurred among teachers who had 21-25 and 31-35 years of experience in the Transformation Leadership Scale of Individual Consideration ($p < .05$). Participants with 21-25 years of experience perceived their principal as *fairly often* a leader who recognized and satisfied their needs in an attempt to maximize and develop their potential whereas, those with 31-35 years of experience perceived *sometimes*.

Table 130 Post-Hoc Analysis for Individual Consideration Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
21-25	3.25	.83	1.62	.008*
31-35	1.63	.78		

*The significant is at the .05 level

As shown in Post Hoc Table 131 below, statistically significant differences occurred among teachers who had 26-30 and 31-35 years of experience in the Transformation Leadership Scale of Individual Consideration ($p < .05$). Participants with 26-30 years of experience perceived their principal as *fairly often* a leader who

recognized and satisfied their needs in an attempt to maximize and develop their potential whereas, those with 31-35 years of experience perceived *sometimes*.

Table 131 Post-Hoc Analysis of Individual Consideration Based on Years of Experience

Years of Experience	Mean	SD	Mean Difference	Sig.
26-30	3.03	.61	1.40	.019*
31-35	1.63	.78		

*The significant is at the .05 level

Years of Experience for Transactional Leadership

Table 132 below showed the mean scores for participants' perceptions of their principal's leadership style based on experience for Transactional Leadership. The overall mean score was 2.02 *sometimes* with a SD of .43. The lowest mean score, 1.92 *sometimes* with a SD of .44 was perceived by participants with 26-30 (n = 9) years of experience. The highest mean score, 2.10 *sometimes* with a SD of .36 was perceived by participants with 11-15 (n = 15) years of experience. The results indicated that participants *sometimes* perceived that their principal displayed the traits associated with transactional leadership, a leader who defined expectations and promoted performance to achieve constructive and corrective transactions. The participants did not perceive their principal as *not at all, once in a while, fairly often or frequently*.

Table 132 Mean and SD for Transactional Leadership Based on Years of Experience

Leadership Style	Years of Experience	Frequency	Mean	SD
Transactional	1-5	39	2.06	.39
	6-10	32	1.97	.45
	11-15	15	2.10	.36
	16-20	6	1.93	.47
	21-25	8	2.06	.54
	26-30	9	1.92	.44
	31-35	4	2.08	.59
Overall		113	2.02	.43

Ethnicity for Transformational Leadership

Table 133 below showed mean scores based on ethnicity for the five Transformational Leadership scales of Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individual Consideration. The overall mean scores for African Americans were 2.86 *fairly often* with a SD of .80 and Caucasians perceived an overall mean of 3.17 *fairly often* and a SD of .83. The results indicated that both African American and Caucasian participants *fairly often* perceived their principal as transformational, innovative and proactive in seeking to optimize individual group and organizational development to strive for higher levels of potential. The participants did not perceive their principal as *not at all*, *once in a while*, *sometimes* or *frequently*.

Table 133 Mean and SD for Transformational Leadership Based on Ethnicity

Leadership Style	Ethnicity	Frequency	Mean	SD
Transformational	African Americans	70	2.86	.80
	Caucasians	43	3.17	.83

Ethnicity for Transactional Leadership

Table 134 below showed mean scores based on ethnicity for the four Transactional Leadership scales of Contingent Reward, Management-by-Exception Active, Management-by-Exception Passive and Laissez-Faire. The overall transactional mean scores for African Americans were 2.04 *sometimes* with a SD of .46. The overall mean scores for Caucasian were 2.00 *sometimes* with a SD of .37. The results indicated that both African American and Caucasian participants perceived their principal as *sometimes* transactional, a leader who defined expectations and promoted performance to achieve constructive and corrective transactions. The participants did not perceive their principal as *not at all, once in a while, fairly often* or *frequently*.

Table 134 Mean and SD for Transactional Leadership Based on Ethnicity

Leadership Style	Ethnicity	Frequency	Mean	SD
Transactional	African American	70	2.04	.46
	Caucasian	43	2.00	.37

Educational Attainment for Transformation Leadership

Table 135 below showed mean scores based on education for the five Transformational Leadership scales of Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individual Consideration. The overall mean score for participants who earned a Bachelor's in Education was 2.99 *fairly often* with a SD of .85. The overall mean for those who earned a Master's in Education was 2.78 *fairly often* with a SD of .61. The results indicated that participants with a Bachelor's and Master's in Education *fairly often* perceived their principal as transformational, innovative and proactive in seeking to optimize individual

group and organizational development to strive for higher levels of potential. The participants did not perceive their principal as *not at all, once in a while, sometimes* or *frequently*.

Table 135 Mean and SD for Transformational Leadership Based on Educational Attainment

Leadership Style	Education	Frequency	Mean	SD
Transformational	Master's	60	2.99	.85
	Bachelor's	53	2.78	.61

Educational Attainment for Transactional Leadership

Table 136 below showed mean scores based on education for the four Transactional Leadership scales of Contingent Reward, Management-by-Exception Active, Management-by-Exception Passive and Laissez-Faire. The overall mean score for participants with a Bachelor's was 2.00 *sometimes* with a SD of .41. The overall mean score for those with a Master's in education was 2.19 *sometimes* with a SD of .45. The results indicated that participants with a Bachelor's and Master's in education perceived their principal as *sometimes* transactional, a leader who defined expectations and promoted performance to achieve constructive and corrective transactions. The participants did not perceive their principal as *not at all, once in a while, fairly often* or *frequently*.

Table 136 Mean and SD for Transactional Leadership Based on Educational Attainment

Leadership Style	Education	Frequency	Mean	SD
Transactional	Bachelor's	60	2.00	.41
	Master's	53	2.19	.45

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine teachers' perceptions of their principal's transformational and transactional leadership style in "Under-performing" Level 2 Schools and "Superior" Level 5 Schools. A transformational leader exhibited behaviors that inspired and motivated teachers with the personal desire and commitment to achieve a high performance level. Whereas, a transactional leader exhibited controlled behaviors in an attempt to inspire and motivate teachers to commit to high achievement goals by providing recognition and rewards in exchange for achieved goals and by taking corrective action for poor performance. A secondary problem was to determine if differences existed based on the demographic characteristics of gender, age, experience, educational attainment and ethnicity.

Summary of Findings and Discussion

The five demographic variables selected for this study were gender, age, experience, ethnicity and education attainment. The sample consisted of teachers from three "Under-performing" Level 2 Schools and three "Superior" Level 5 Schools.

Based on gender, the findings indicated that the greatest percentage of participants in this study were females 88.5% (n=100). Only 11.5% (n=13) were males. However, males perceived their principal with a higher mean score of 3.16, *fairly often*,

transformational and a higher mean score of 2.13, *sometimes*, transactional. This implied that the male participants felt that their principal fairly often exhibited the traits of a transformational leader than female participants. This could be due to gender bias or it may be due to the small sample size of males that participated in this study.

Based on age, the findings indicated that the greatest percentage (18.6%) of participants' ages ranged from 25-29 (n=21) and 30-34 (n = 21). The lowest percentage (5.6%) of participants' ages ranged from 55 and above (n = 6). Participants of from all age ranges perceived their principals as *fairly often* a transformational leader. However, the older participants perceived a higher mean score of 3.31 than younger participants, with a mean score of 2.58. In addition, participants of all age ranges perceived their principal as *sometimes* a transactional leadership. The older participants, ages 30-34 and 55 and above, perceived a slightly higher mean score of 1.95 than younger participants, ages 25-29, with a mean of 1.94. This implied that older participants perceived their principal as a transformational leader than the younger participants. This may be due to the fact that older participants had more opportunities to work closely with their principal to establish a bond and a collaborative, working relationship filled with respect, loyalty and trust. In working closely with their principal, the older participants may have been able to closely monitor their principal's behavior in a variety of situations. Therefore, teachers were able to identify and distinguish the various transformational and transactional behaviors that were displayed by their principal. On the other hand, younger participants may have experienced limited opportunities to work closely with their principal and were unable to identify and distinguish the various leadership behaviors displayed by their principal.

The findings showed that the highest transformational mean score of 3.51, *frequently*, was perceived by participants with 21-25 (n = 8) years of experience. The lowest mean score of 2.69, *fairly often*, was perceived by participants with 1-5 (n = 4) years of experience. The highest transactional mean score of 2.10, *sometimes*, was perceived by participants with 11-15 (n = 15) years of experience. The lowest mean score of 1.92, *sometimes*, was perceived by participants with 26-30 (n = 9) years of experience. This implied that participants with more experience perceived their principal as a transformational leader more frequently than those with less experience. In addition, the participants' perceptions were similar for transactional leadership. Participants with less years of experience may have faced unexpected challenges within the first few years of teaching and felt that they were not provided adequate support from their principal. Also, these participants may have lacked the background knowledge necessary to identify and distinguish the various leadership behaviors displayed by their principal.

The findings showed that African American represented the greatest percentage of participants, 61.9% (n=70). Whereas, Caucasian represented the least percentage of participants, 38.1% (n = 43). Both ethnic groups perceived their principal as *fairly often* a transformational leader. Caucasians perceived a higher mean score of 3.17 than African Americans with a mean score of 2.86. Ironically, both ethnic groups perceived their principal as *sometimes* a transactional leader. African Americans perceived a slightly higher mean score of 2.04 than Caucasians with a means score of 2.00. The mean scores for both ethnic groups were similar. This indicated that ethnicity did not influence teachers' perceptions of their principal's leadership style.

The findings showed that participants who earned a Bachelor's or a Master's in Education, perceived their principal as *fairly often* a transformational leader. The highest mean score of 2.99 was from participants who earned a Bachelor's. The lowest mean score of 2.78 was from those who earned a Master's. Additionally, participants who earned a Bachelor's or Master's in Education, perceived their principal as *sometimes* a transactional leader. The highest mean score of 2.19 was from participants who earned a Master's. The lowest mean score of 2.00 was from those who earned a Bachelor's. The mean scores for educational attainment were similar. This implied that education attainment did not influence teachers' perceptions of their principal's leadership style.

Conclusions

The conclusions were drawn based on the findings related to how the participants perceived their principal's leadership style in "Under-performing" Level 2 Schools and "Superior" Level 5 Schools. As a result of the information collected from this study, teachers in both "Under-performing" Level 2 Schools and "Superior" Level 5 Schools perceived their principal as *fairly often* a transformational leader and *sometimes* a transactional leader. Ironically, teachers at both school levels did not perceive their principal as *not at all* exhibiting traits associated with transformational and transactional leadership. This implied that at some point in time, the principals exhibited behaviors of both leadership styles interchangeably. Teachers felt that their principal was a transformational leader who fairly often identified with their basic needs and promoted motivation and change by way of autonomy and shared-decision making. Teachers also felt that their principal was a transactional leader who sometimes exercised control over

meeting their basic needs and promoted motivation and change by way of contingent rewards and punishments. Teachers perceived that principals recognized and rewarded them when the goals were met and showed displeasure when the goals were not met. Leadership styles may have strongly impacted the various organizational decisions made by the principals. Stordeur et. al. (2000) asserted that effective leadership required a balance between transactional and transformational. This supported Stodgill (1974), which emphasized that the situation did dictate, to some degree, who emerged as a leader and who was effective in that role. Agreeably, Bass (1990) states, “Above and beyond personal attributes of consequence, the situation can make a difference”. (p. 563).

The findings also supported a study conducted by Chan and Chan, (2003) which indicated that transformational and transactional leadership were exhibited in the same individual building professionals, but to different degrees and intensities. Building professionals used transformational leadership more frequently than transactional leadership in their work. Building professionals seldom used laissez-faire leadership. Chan and Chan (2003) also revealed that transformational and transactional leadership were complementary of each other. Transformational leadership augmented transactional leadership to produce greater effects on outcomes than either transformational or transactional in isolation. In addition, the findings in this study supported Bass and Avolio (1999), “Full Range of Leadership” by demonstrating that subordinates perceived their supervisor as exhibiting both transformational and transactional leadership traits.

In this study, teachers in “Under-performing” Level 2 Schools perceived an overall lower transformational and transactional mean score than those in “Superior” Level 5 Schools. This implied that teachers in “Under-performing” Level 2 Schools felt

that their principal failed to support their desire for change and innovation. Therefore, their principal displayed unwarranted control through implementing systems of contingent rewards and punishments, which may have decreased teacher moral and student achievement. However, teachers in “Superior” Level 5 Schools perceived their principal as a change agent who embraced innovation, while at the same time, displayed high expectations for achievement through implementing systems of contingent rewards and punishments. Implementing both styles interchangeably, with balance, may have increased teacher motivation and student achievement. This finding supported a study conducted by Korkmaz (2007) which found that transformational leadership had a positive effect on organizational health as perceived by 635 teachers in Turkish schools because they considered the principal as supportive in improving education and trusted the principal as a sensitive leader in meeting their social and emotional needs. As a result, the job satisfaction of the staff increased, which indirectly enhanced achievement. However, findings revealed that there was a negative relationship between transactional and organizational health. Teachers who worked in schools where transactional leadership was applied were possibly committed to bureaucracy. This caused the relationship among the staff to become weakened and the commitment to the school’s vision declines.

The findings from this study indicated that teachers in “Under-performing” Level 2 Schools perceived their principal with a lower overall mean score in the transformational leadership scales of idealized influence attributed and idealized influence behaviors than those in Level 5 Schools. This implied that teachers in “Under-performing” Level 2 Schools perceived their principal as a leader who was not influential

in motivating them to achieve higher standards. However, teachers at “Superior” Level 5 Schools perceived their principal as charismatic and influential leader who motivated them to put forth their greatest efforts to achieve higher standards. This could justify that the various traits displayed by principals could have a positive or negative impact on achievement. Lowe, Kroeck and Sivasubramania (1996) findings were consistent with this study. They found that idealized influence attribute and idealized influence behaviors (Charisma) were consistently the variable most strongly associated with leader effectiveness. They found that Contingent Reward was often more highly related to the transformational variables than the transactional variables. House and Howell (1992) revealed that certain behaviors associated with charismatic, visionary, and transformational theories of leadership aroused followers motivation.

Although teachers at “Superior” Level 5 Schools rated their principal with a higher transformational leadership mean score than those in “Under-performing” Level 2 Schools, findings from this study suggested that there was no single style of leadership that contributed to a school’s academic success. Teachers from both school levels perceived their principal as exhibiting characteristics of transformational and transactional leadership. These finding may have suggested that a principal’s leadership style is flexible and subject to change when appropriate. Sergiovanni (1990) found that in the process of school improvement, principals first used a more transactional style of leadership and then gradually begin to use a more transformational style of leadership when teachers were further along in the change process and needed less direct supervision. Thus, the results of this study could reflect the organizational changes in schools rather than academic success.

The findings also supported Heck's (1992) results, which indicated that the relationship of school leadership to achieve at higher levels is highly complex. Many factors such as well-defined school goals, staff training, control by staff of instructional and training decisions, a sense of order a system of monitoring progress, social economic status and good discipline also contributed to a school's academic success (Purkey, et. al., 1982).

Recommendations

The researcher recommends that further study be implemented to determine other impacts that leadership styles may have on student achievement and why participants at both school levels perceived their principal's leadership style as similar for both transformational and transactional leadership. Therefore, the following additional recommendations are suggested for educators, policy makers and other researchers who are interested in a further investigation of teachers' perceptions of their principal's transformational and transactional leadership style and their impact on school level.

1. More research should be conducted to determine the impact that principals' leadership style have on student performance from a national perspective.
2. Further research should be conducted to determine the impact of school demographic characteristics on school accreditation levels.
3. A Longitudinal Research study to determine the impact that leadership styles have on student performance.
4. Similar studies should be conducted with superintendents and central office personnel to determine leadership effectiveness.

5. School improvement plans should include a leadership component that focuses on exhibiting the characteristics of transformational leader practices.
6. Colleges and university should recruit and fully train pre-service administrators to become effective leaders with at least a 1-year interim under a leader in an “Under- performing” Level 2 school and a “Superior” Level 5 school.
7. Colleges and university should develop and implement a more rigorous and relevant research and field-based Educational Leadership Graduate Program that places strong emphasis on effective leadership styles necessary to create a climate and culture that will yield academic success.
8. Superintendents should provide administrators a professional development climate that is conducive to sharing and modeling behaviors of effective leadership.
9. Superintendents should implement an effective evaluation instrument to measure leadership style effectiveness and compare styles to school performance to be used as a predictor school success. In addition, a progress monitoring system should be implemented where principals are provided regular performance feedback from the superintendent or other professional development presenters.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD
APPROVAL LETTER



May 1, 2006

Rhonda Powe
963 Bradford Pointe
Madison, MS 39110

RE: IRB Study #06-074: Teachers' perception of elementary school principals' leadership styles in under-performing schools and superior schools in Mississippi

Dear Ms. Powe:

The above referenced project was reviewed and approved via administrative review on 4/28/2006 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#06-074) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at jmiller@research.msstate.edu or 325-5220.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan E. Miller".

Jonathan E. Miller
IRB Administrator

cc: Mabel Okojie

Office of Regulatory Compliance

P. O. Box 6223 • 8A Morgan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

APPENDIX B

PERMISSION LETTER TO RESEARCH DIRECTOR

Mississippi State University
9730 Instructional Systems, Leadership and Workforce
Mississippi State, MS 39762

September 20, 2005

Dear Director of Research:

I am a graduate student pursuing a Doctoral Degree in the area of Educational Leadership Department at Mississippi State University. I am conducting a research study regarding Teachers' perception of elementary school principal's leadership styles in "under-performing" level 2 and superior level 5 schools in Mississippi.

I am requesting permission to administer the 36-item Multifactor Leadership Questionnaire Form 5X-Short (MLQ 5X-Short) developed by Bass & Avolio (1995) at four elementary schools in your district. The MLQ 5X-Short measures a full range of leadership behaviors as perceived by both leaders and subordinates. On an average, it takes approximately 15 minutes to complete the questionnaire.

This research is designed to identify leadership behaviors that may be associated with the elements of effective school performance. This research is not an evaluative measure of principals' leadership abilities or performance. Participation is strictly confidential and voluntary. Participants may withdraw at any time and may refuse to answer any specific question. Please do not record your name or any other identification information on your survey. The superintendent, school district, schools and participants will remain anonymous.

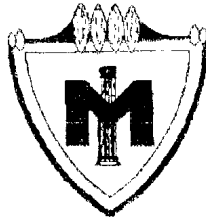
There are no potential risks or discomfort to you or the participants of this study. Data will be collected for statistical analysis purposes only. The responses will not be traced back to the participants. The data will be destroyed upon completion of this study.

If you have any questions concerning this research, contact the researcher at 601.942.0902. For additional information regarding the procedures of this study contact my major professor, Dr. Mabel Okojie, at 662.325.5220. For information regarding your rights as a research subject, contact the Mississippi State University Compliance Office at 662.325.5220.

Thank you,

Rhonda Powe

APPENDIX C
RESEARCH DIRECTOR APPROVAL LETTER



Meridian Public School District

Office of the Superintendent

1919 25th Avenue
Meridian, MS 39301
(601) 483-6271
FAX: 485-4818

Sylvia Autry
Superintendent of Education

September 20, 2005

Rhonda Powe
964 Bradford Point
Madison, MS 39110

Dear Rhonda:

I have received your request to conduct research in the Meridian Public School District in support of your doctoral dissertation. Data regarding teachers' perceptions of leadership styles of elementary principals should yield interesting results that can possibly be used to determine professional development opportunities for administrators.

You have my permission to conduct the research. I wish you the best of luck in your endeavor.

Sincerely,

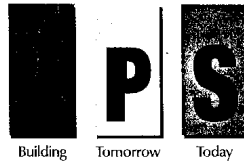
Sylvia Autry
Superintendent, MPSD



MERIDIAN PUBLIC SCHOOL DISTRICT • P.O. BOX 91 • MERIDIAN, MS 39302 • (601) 483-6271

Charting the course for student success!

Willie C. Johnson, Ph.D.
Executive Director III
Accountability & Research



Phone 601-960-8850
Facsimile 601-960-8849
Email wjohnson@jackson.k12.ms.us
www.jackson.k12.ms.us

September 19, 2005

Ms. Rhonda D. Powe
964 Bradford Point
Madison, MS 39110

Dear Ms. Powe:

The Jackson Public School District's Research Review Committee has approved your request to conduct your study: "Teachers' Perceptions of the leadership styles of Elementary Principals in Under-Performing Schools and Superior Schools in Mississippi". The schools that will be used in your study are: Casey, George, Poindexter and Raines Elementary. Please ensure that information pertaining to individuals identity used in this research remain anonymous.

If you should need further assistance, please do not hesitate to contact our office. Best wishes with your research.

Sincerely,

A handwritten signature in black ink, appearing to read 'Willie C. Johnson', written over a horizontal line.

Willie C. Johnson
Executive Director

WCJ/el

662 South President Street

JACKSON PUBLIC SCHOOL DISTRICT
Post Office Box 2338

Jackson, Mississippi 39225-2338

APPENDIX D
PARTICIPANT'S LETTER OF CONSENT

Mississippi State University
9730 Instructional Systems, Leadership and Workforce
Mississippi State, MS 39762

September 20, 2005

Dear Participant:

I am a graduate student pursuing a Doctoral Degree in the area of Educational Leadership Department at Mississippi State University. I am conducting a research study regarding Teachers' perception of elementary school principal's leadership styles in "under-performing" level 2 and superior level 5 schools in Mississippi.

I am requesting that you anonymously complete the attached 36-item Multifactor Leadership Questionnaire Form 5X-Short (MLQ 5X-Short) developed by Bass & Avolio (1995). The MLQ 5X-Short measures a full range of leadership behaviors as perceived by both leaders and subordinates. On an average, it takes approximately 15 minutes to complete the questionnaire.

This research is designed to identify leadership behaviors that may be associated with the elements of effective school performance. This research is not an evaluative measure of your principal's leadership abilities or performance. Participation is strictly confidential and voluntary. You may withdraw at any time and may refuse to answer any specific question. Please do not record your name or any other identification information on your survey. The superintendent, school district, schools and participants will remain anonymous. Upon completion of this survey, place it in the attached envelope, seal it and give it to the researcher.

There are no potential risks or discomfort to you for participating in this study. Data will be collected for statistical analysis purposes only. The responses will not be traced back to you. The data will be destroyed upon completion of this study.

If you have any questions concerning this research, please contact the researcher at 601.942.0902. For additional information regarding the procedures of this study contact my major professor, Dr. Mabel Okojie, at 662.325.5220. For information regarding your rights as a research subject, contact the Mississippi State University Compliance Office at 662.325.5220.

Thank you,

Rhonda Powe

Teacher's Signature: _____ Date: _____

APPENDIX E
MULTIFACTOR LEADERSHIP QUESTIONNAIRE 5-X SHORT PERMISSION
TO ADMINISTER LETTER

**MLQ Multifactor Leadership
Questionnaire**

Duplication Set

(Leader and Rater Forms, and scoring
for MLQ 5x-Short)

Permission to reproduce either leader or rater forms for
up to 150 copies in one year from date of purchase:

February 3, 2006

by **Bernard Bass and Bruce Avolio**

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APPENDIX F

MULTIFACTOR LEADERSHIP QUESTIONNAIRE 5-X SHORT

MULTIFACTOR LEADERSHIP QUESTIONNAIRE 5X SHORT

Section A: Demographic Data

Instructions: Please provide one response for each of the demographic items below.

Age (circle one)

- a. 20-24
- b. 25-29
- c. 30-34
- d. 35-39
- e. 40-44
- f. 45-49
- g. 50-54
- h. 55-59

Gender (circle one)

- a. Male
- b. Female

Teaching Experience

Record the number of years you have been a teacher.

- a. I have _____ years as a certified teacher.

Education Attainment (circle one)

- a. Bachelor's
- b. Master's
- c. Education Specialist
- d. Education Doctorate (Ed. D.)
- e. Philosophy of Education (Ph. D.)

Ethnicity (circle one)

- a. African American
- b. Caucasian
- c. Hispanic
- d. Native American
- e. Asian
- f. Latino
- g. Other (specify) _____

Section B: Multifactor Leadership Questionnaire

mind garden

MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

I am at a higher organizational level than the person I am rating.
 The person I am rating is at my organizational level.
 I am at a lower organizational level than the person I am rating.
 I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

THE PERSON I AM RATING . . .

- | | | | | | |
|--|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts | 0 | 1 | 2 | 3 | 4 |
| 2. Re-examines critical assumptions to question whether they are appropriate..... | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise | 0 | 1 | 2 | 3 | 4 |
| 6. Talks about their most important values and beliefs | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed | 0 | 1 | 2 | 3 | 4 |
| 8. Seeks differing perspectives when solving problems | 0 | 1 | 2 | 3 | 4 |
| 9. Talks optimistically about the future | 0 | 1 | 2 | 3 | 4 |
| 10. Instills pride in me for being associated with him/her | 0 | 1 | 2 | 3 | 4 |
| 11. Discusses in specific terms who is responsible for achieving performance targets | 0 | 1 | 2 | 3 | 4 |
| 12. Waits for things to go wrong before taking action | 0 | 1 | 2 | 3 | 4 |
| 13. Talks enthusiastically about what needs to be accomplished | 0 | 1 | 2 | 3 | 4 |
| 14. Specifies the importance of having a strong sense of purpose..... | 0 | 1 | 2 | 3 | 4 |
| 15. Spends time teaching and coaching..... | 0 | 1 | 2 | 3 | 4 |

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Continued =>

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. Makes clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it.".....	0	1	2	3	4
18. Goes beyond self-interest for the good of the group.....	0	1	2	3	4
19. Treats me as an individual rather than just as a member of a group.....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
21. Acts in ways that builds my respect.....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. Considers the moral and ethical consequences of decisions.....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. Displays a sense of power and confidence.....	0	1	2	3	4
26. Articulates a compelling vision of the future.....	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions.....	0	1	2	3	4
29. Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. Gets me to look at problems from many different angles.....	0	1	2	3	4
31. Helps me to develop my strengths.....	0	1	2	3	4
32. Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions.....	0	1	2	3	4
34. Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations.....	0	1	2	3	4
36. Expresses confidence that goals will be achieved.....	0	1	2	3	4
37. Is effective in meeting my job-related needs.....	0	1	2	3	4
38. Uses methods of leadership that are satisfying.....	0	1	2	3	4
39. Gets me to do more than I expected to do.....	0	1	2	3	4
40. Is effective in representing me to higher authority.....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder.....	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4