

2012

Effective Leadership: Perceptions of Principals and the Teachers They Lead

Pamela Murphy Helms
Gardner-Webb University

Follow this and additional works at: https://digitalcommons.gardner-webb.edu/education_etd



Part of the [Educational Leadership Commons](#)

Recommended Citation

Helms, Pamela Murphy, "Effective Leadership: Perceptions of Principals and the Teachers They Lead" (2012). *Education Dissertations and Projects*. 56.

https://digitalcommons.gardner-webb.edu/education_etd/56

This Dissertation is brought to you for free and open access by the School of Education at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Education Dissertations and Projects by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

Effective Leadership: Perceptions of Principals and the Teachers They Lead

By
Pamela Murphy Helms

A Dissertation Submitted to the
Gardner-Webb School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
2012

Approval Page

This dissertation was submitted by Pamela Murphy Helms under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

David Shellman, Ed.D.
Committee Chair

Date

Ken Jenkins, Ed.D.
Committee Member

Date

Ray Dockery, Ed.D.
Committee Member

Date

Jeffrey Rogers, Ph.D.
Dean of the Gayle Bolt Price School
of Graduate Studies

Date

Acknowledgements

As an educator, I have been not only fortunate, but blessed to have been led by the following teachers who have displayed the Five Practices of Exemplary Leadership. They challenged, encouraged, enabled, modeled, and inspired me.

Dr. David Shellman, my Committee Chair, **challenged** me to seek out and find the answer to questions that were hard for me while still providing guidance. He challenged me to learn on my own. Committee member Dr. Ray Dockery has **encouraged** my heart by expressing his confidence in my abilities, encouraging me to have confidence in my abilities. Committee member Dr. Ken Jenkins has **enabled** me to act by teaching me more about the importance of relationships and actively listening to what others had to say. Former Appalachian State University School of Music Professor Dr. J. Lynn White has **modeled** the way for me since my undergraduate days through her examples of leadership, strength, and compassion beyond compare; not only has she been a mentor but also an advisor and supporter. She is a star in my sky. Former Gardner-Webb Professor Dr. Ben Carson **inspired** me to speak about education with passion and conviction. He taught me that the even though a principal's job may be frustrating and at times overwhelming, the benefits far outweigh the concessions.

To my daughter, Molly Anne Wright: I look up to and admire her for her dedication to education and pursuit of excellence in all of her endeavors. She has been and will always be my rock and my rock star. I thank her for inspiring me. The love I have for her cannot be expressed through words.

To my mother, Joan Barron Geouge: I thank her for encouraging me in all of my pursuits and reminding me that an education is something that can never be lost or taken

away. I am blessed to have someone with her drive and ambition to love and support me; her love never waivers. I also appreciate the love I have received from her husband, Bill Geouge.

To my daddy, Bob Murphy: I know he still has his hand on my shoulder. I miss him.

Most importantly, I dedicate this work to my husband, soul mate, and best friend, David. He has been by my side to support, love, and encourage me through this dissertation process. I will never be able to give him what he has given me, and I thank him for sharing his strength and wisdom with me.

Abstract

Effective Leadership: Perceptions of Principals and the Teachers They Lead. Helms, Pamela Murphy, 2012: Dissertation, Gardner-Webb University, Effective Leadership/Teacher Perceptions/Principal Self-Perception/The Five Exemplary Practices/Principal Leadership/Leadership Practices Inventory

A small public school system in the piedmont of North Carolina was the setting for this study. Individual school data, as well as aggregated data from studied schools were analyzed in order to form overall conclusions of perceptions of leadership within the district. Schools were grouped according to the age of the student (elementary K-5, secondary 6-12) in an effort to provide the opportunity for further data analyses.

The purpose of this study was to investigate the relationship between the principals' self-reported leadership behaviors and the teachers' perceptions of the principals' leadership behaviors using Kouzes and Posner's Leadership Practices Inventory based on the Five Practices of Exemplary Leadership. The researcher disaggregated data to determine the area(s) in which principals perceive themselves strong or weak, and compared those perceptions to the views teachers hold. The researcher also disaggregated data to determine the relationship of perceptions of leadership at elementary and secondary levels. There was also a focus on leadership perceptions based on gender and teacher experience level to determine if either of those affect teachers' perceptions of principal leadership.

Through collecting questionnaire research and surveys of principals and teachers, these quantitative data were analyzed to determine if there was a gap between teacher perception of leadership behaviors and leaders' self-perceived behaviors.

Table of Contents

	Page
Chapter 1: Introduction	1
Statement of the Problem	1
The Research Problem	2
Purpose of the Study	3
Background and Significance of the Problem	5
Definition of Terms	6
Research Question	9
Summary	9
Chapter 2: Literature Review	10
Overview	10
Effective Leadership	17
Communication	21
Model the Way	24
Inspire a Shared Vision	28
Challenge the Process	31
Enable Others to Act	34
Encourage the Heart	46
Teacher's Perceptions versus Principals' Perceptions	49
Summary	57
Chapter 3: Methodology	59
Introduction	59
Participants	60
Data Collection Procedures	60
Instrument	62
Data Analysis	64
Limitations and Delimitations	66
Summary	67
Chapter 4: Results	68
Introduction	68
Demographic and Experiential Analysis of Teacher (Observer) Respondents	69
Demographic and Experiential Analysis of Principal (Self) Respondents	75
Comparative Data Analysis	79
Analysis of Results of Teacher Respondents to the LPI by School	80
Teacher Perceptions of Principal Leadership among Experiential Groups	87
Chapter 5: Discussion	119
Introduction of Dissertation	119
Discussion and Implications of Findings	120
Implications of Findings	128
Limitations of the Study	129
Recommendations	130
References	132
Appendices	
A Superintendent Permission and Consent	142
B Principal's Invitation and Consent Form	145

C	Letter of Invitation to Participate in the Study	148
D	Letter of Permission from Jossey-Bass to Conduct Research Using Kouzes and Posner's Leadership Practices Inventory	150
E	Leadership Practices Inventory Self Instrument and Demographic Questions	152
F	Principal Demographic and Experiential Questionnaire	156
G	Leadership Practices Inventory Observer Instrument and Teacher Demographic Questionnaire	159
H	Leadership Practices Inventory Summary Reports	164
Tables		
1	Survey and Demographic Experiential Return Rate by School	70
2	Years with Current Principal	72
3	Number of Teachers Hired by Current Principal	73
4	Significant Difference in Principal Perception by Teacher Respondents by Hiring	74
5	Principal Demographic Data–Descriptive Statistics	74
6	Principal's Self-Perceived Leadership Behaviors by Age Group	76
7	Principal's Self-Perceived Leadership Based on Gender	78
8	Comparative Principal and Teacher Experiential Data	80
9	Elementary LPI Results by School by Respondent Group	81
10	Secondary LPI Results by School by Respondent Group	83
11	Relationship of Principal's Self-Perception to Teacher's Perception–Ordered	86
12	Teacher Mean Scores by Experience Level	89
13	Model the Way Behaviors–Differences in Perception by Teacher Experience Level	90
14	Post Hoc Bonferroni Comparisons by Teacher Experience Level–Model the Way	91
15	Analysis of Variance between Teacher and Principal Respondents–Model the Way	92
16	Principal Strengths and Weaknesses–Teacher Perception by Gender	94
17	Teacher Mean Scores by Experience Level	95
18	Inspire a Shared Vision–Differences in Perception by Teacher Experience Level	96
19	Post Hoc Bonferroni Comparisons by Teacher Experience Level–Inspire a Shared Vision	97
20	Analysis of Variance for Principal and Teacher Respondents–Inspire a Shared Vision	98
21	Principal Strengths and Weaknesses–Teacher Perception by Gender	99
22	Teacher Mean Scores by Experience Level	101
23	Challenge the Process–Differences in Perception by Teacher Experience Level	102
24	Post Hoc Bonferroni Comparisons by Teacher Experience Level–Challenge the Process	103
25	Analysis of Variance for Principal and Teacher Respondents–Challenge the Process	104
26	Principal Strengths and Weaknesses–Teacher Perception by Gender	105
27	Teacher Mean Score by Experience Level	107

28	Enable Others to Act- Differences in Perception by Teacher Experience Level	108
29	Post Hoc Bonferroni Comparisons by Teacher Experience Level–Enable Others to Act	109
30	Analysis of Variance for Principal and Teacher Respondents–Enable Others to Act	110
31	Principal Strengths and Weaknesses–Teacher Perception by Gender	111
32	Teacher Mean Scores by Experience Level	113
33	Encourage the Heart–Differences in Perceptions by Teacher Experience Level	114
34	Post Hoc Bonferroni Comparisons by Teacher Experience Level–Encourage the Heart.....	115
35	Analysis of Variance for Principal and Teacher Respondents–Encourage the Heart.....	116
36	Principal Strengths and Weaknesses–Teacher Perception by Gender	117
Figures		
1	Johari Window.....	50
2	Years of Teaching Experience.....	71
3	Principals’ Responses in Relation to Years as a Principal at Current School	75
4	Teacher Responses Based on Principals’ Years at Current School.....	77
5	Principal Responses Correlated with Number of Years in Education.....	77
6	Principal and Teacher Correlations–Model the Way	93
7	Principal and Teacher Correlations–Inspire a Shared Vision.....	99
8	Principal and Teacher Correlations–Challenge the Process	105
9	Principal and Teacher Correlations–Enable Others to Act.....	109
10	Principal and Teacher Correlations–Encourage the Heart	117

Chapter 1: Introduction

Statement of the Problem

For hundreds of years, people have perceived leadership as critical to the success of any organization or endeavor in general; but more recently leadership has been determined to be important to the effective functioning of schools in particular. Some researchers and theorists have declared that the best research on school leadership is questionable, while others claimed that research proves that leadership has no effect on student achievement (Marzano, Waters, & McNulty, 2005). For example, Samuels (2011) believed that “highly effective principals and good teachers are mentioned in the same breath as essential ingredients for improving schools” (p. 14), whereas Sergiovanni (2001) argued that merely because there is a principal in the building, leadership is not guaranteed.

Bellamy, Fulmer, Murphy, and Muth (2007) stated, “principals are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of schools” (p. 3). “Principals may have the most complex job in education” (Bellamy et al., 2007, p. 1).

Regarding the requirements of the principalship, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) shared the following view:

More than ever in today’s climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. They

are expected to serve the often-conflicting needs and interests of parents, teachers, students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. (p. 5)

Davis et al. (2005) reiterated the extraordinary requirements of the principalship, concluding that practitioners and scholars agreed that the job requirements are unreasonable for any one person.

Though principals may view themselves as effective leaders, Gimbel (2003) believed “principals cannot survive if teachers and staff do not believe in their leadership” (p. viii). According to Rooney (2008), principals were often unaware of teachers’ perceptions of their behaviors, and their behaviors sometimes had unintended effects on staff members. Rooney (2008), who at the time her article was published was Co-Director of the Midwest Principals’ Center, offered the following advice to principals:

Reflect often and deeply about your effectiveness as a principal. View your work through the eyes of those you serve. If those you work with see no congruity between their core values and yours, they will simply wait out your tenure in the building. Teachers stay, but principals move on. . . . Teachers have different perspectives on our effectiveness. (p. 83)

Kouzes and Posner (2006) stated that leaders could gain valuable insight into others’ perceptions through soliciting feedback, but they do not ask for it. They believed the lack of feedback from the follower to the leader was one of the most apparent leadership shortcomings, and one that desperately needs to be overcome.

The Research Problem

As noted in the North Carolina Teacher Working Conditions Executive Summary (2012), research from the North Carolina Teacher Working Conditions (NCTWC) survey

over the past decade demonstrated that schools with positive working conditions had a significant effect on school-wide student achievement. Additional research conducted by the New Teacher Center has also concluded that teachers were twice as likely to remain at a school that has supportive school leadership and an atmosphere of trust; school leadership was one of the strongest predictors of teacher retention.

The June 2010 *Research Brief* on results of the NCTWC survey indicated that sizable gains were made in the area of leadership, with a 15.53% increase statewide from 2008-2010 in teacher perception of supportive leadership; however, there was a 12% difference between principal perception (99.3%) and teacher perception (87.3%) statewide when asked about “sustained effort to address concerns about instructional practices and support” (NCTWC Research Brief, 2010, p. 7). Additional examples of discrepancies in perceptions will be discussed in the literature review.

Clearly, teacher working conditions are important; however, principals are not always aware of the ways in which their leadership is perceived by their teachers, and that is a problem. According to the NCTWC Research Brief (2010), there was a great disparity between perceptions of the 2,100 principal respondents and the 92,000 teachers who responded to the 2010 North Carolina Teacher/Principal Working Conditions survey. “On every survey item the 2,100 principals responded significantly more positively about teacher working conditions than the approximately 92,000 participating teachers” (NCTWC Research Brief, 2010, p. 7).

Purpose of the Study

The purpose of this study was to examine principals’ perceptions of their leadership behaviors compared to how their leadership behaviors are perceived by their teachers. Grissom and Loeb (2009) declared that a principal’s self-assessment could be

validated by comparing it against the rating of another observer. The results of the studied schools' responses to specific leadership items in the 2010 NCTWC survey, combined with the results of the Leadership Practices Inventory (LPI) survey that was administered in this research study, were correlated to allow principals to recognize the divergent views of teachers, individually and generally. The LPI survey results did not only allow for principals to learn the teachers' views, but also allowed both the views of the principal and teacher to be directly correlated, which provided even more information to aid in meaningful school improvement. This study was important because it compared the leader's perception of his/her leadership while providing feedback from his/her teachers based on their perceptions. According to Whitaker (2003), "educators who want to promote good leadership find value in examining what effective principals do that other school leaders do not" (p. 4).

This study was designed to provide information to principals that will help them be more aware of their own leadership attributes. They will also be informed if the teachers view their leadership in the same light. Research by Gimbel (2003) stated that teachers feel the actual day-to-day management of the school is not as important as how the principal relates to them professionally, which is supported by Goleman's (2006) belief that principals need to develop a school culture of warmth and trust. Survey results of the LPI elements of *Enabling Others to Act* and *Encouraging the Heart* indicated whether that culture existed in the schools in the studied district.

This study looked at leadership of schools located in a small urban school system in the foothills of North Carolina. It determined whether the five principals at elementary level and the three secondary school level principals viewed their leadership behaviors in the same light as the teachers at their respective schools using the LPI Self and Observer

surveys. The principals and teachers responded to the similar statements, allowing for direct comparison of the responses.

The study also sought to determine if there was a difference between the leadership perceptions of teachers at the elementary level and secondary level. The results of this study helped determine the areas in which principals need more focus based on their self-perceptions as well as the teachers' perceptions. This study also determined the areas which were important to teachers, areas in which principals should be aware need more focus.

Background and Significance of the Problem

The federal government's school reform goals made it clear that the principal's role is important and valued. "In the Race to the Top grant competition this year, the U.S. Department of Education awarded points for proposals to improve principals as a notable part of the way to win hundreds of millions of dollars" (Sears, 2010, p. 4). The North Carolina State Board of Education developed a mission that focused on the need for students to graduate from high school globally competitive for work, postsecondary education, and life in the 21st century. The school principal could no longer be only an administrator, but an executive who was to create a culture that focuses on distribution of leadership, open communication, use of data, teamwork, and the creation of a trusting and transparent environment. These foci are but a few of the requirements set forth in the North Carolina School Executive Principal Evaluation Process, a process that begins with a self-evaluation. As part of this evaluation instrument, principals are required to incorporate data from the NCTWC survey as a framework in developing their School Improvement Plan (North Carolina Department of Public Instruction, 2010). When speaking about a 2010 nationwide leadership initiative launched via the George W. Bush

Institute, Alliance to Reform Education Leadership, Laura W. Bush stated, “Strong leaders create a cascading effect of success. . . . To succeed, we need exceptional leaders in every school district as the rule, not the exception” (Aarons, 2010, p. 1).

The results of this study can have a significant impact on the relationship of the principal to his/her teachers, possibly resulting in conversations and interactions that will improve behaviors of the leader and teacher perceptions of the leader. This study provides valuable information to school leaders regarding teachers’ perceptions of their leadership. The results also allowed the researcher to make general statements regarding teachers’ perceptions of principal leadership.

Through the process of completing the LPI survey, the principals received 360-degree feedback on his/her own leadership, which indicated areas in which he/she needed to focus. Conversely, if leaders perceive themselves as their teachers perceive them, the leader will have confirmation that his/her skills are strong in a specific area, or even confirmation that both parties agree specific areas need focus. In either instance, the feedback resulted in valuable information that could result in improved relationships, which are vital to school success.

As reported in the literature review in Chapter 2, the requirements of the principalship are complex. Since teachers must reflect on principal leadership practices to complete the survey, this study served a significant purpose by reminding or even informing teachers of the complexity of the principalship. By comparing responses to similar questions from the 2010 NCTWC survey to those on the Kouzes and Posner (2003) survey, the researcher was able to further substantiate discrepancies in perception.

Definition of Terms

For the purpose of this study, the term *effective* can be interchanged with

successful, outstanding, and excellent. The following are key terms used in the study related to the research on principal leadership.

Effective leadership. Effective leadership makes one feel that even the most difficult problems can be tackled productively; effective leaders are optimistic and hopeful, with contagious enthusiasm (Fullan, 2001). No single model exists that defines leadership effectiveness (Davis, 1998b). “Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader, but by *what leadership you produce in others*” (Fullan, 2001, p. 137).

Leadership Practices Inventory (LPI). The LPI is a self-rating 360-degree survey, or observer (teacher) survey which measures what Kouzes and Posner (2002) referred to as the *Five Practices of Exemplary Leadership*, consisting of five subgroups: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart. This tool was distributed to principals and teachers participating in the study. Descriptors of The Five Practices of Exemplary Leadership as found in *A Leadership Challenge* resource (Kouzes & Posner, 2003) are:

Model the Way. Model the Way, the first of The Five Practices of Exemplary Leadership, is the ability to clarify personal values; set examples by aligning actions with shared values; do what you would expect others to do. Corresponding survey statements: 1, 6, 11, 16, 21, 26.

Inspire a Shared Vision. Inspire a Shared Vision, the second of the Five Practices of Exemplary Leadership, is that ability to envision the future by imagining the exciting and ennobling possibilities; enlist others in a common vision by appealing to shared aspirations. Corresponding survey statements: 2, 7, 12, 17, 22, 27.

Challenge the Process. Challenge the Process, the third of the Five Practices of

Exemplary Leadership, is the ability to search for opportunities by seeking innovative ways to change, grow, and improve; take risks, experiment, and generate small wins; learn from mistakes. Corresponding Survey statements: 3, 8, 13, 18, 23, 28.

Enable Others to Act. Enable Others to Act, the fourth of the Five Practices of Exemplary Leadership, is the ability to foster collaboration by building trust and promoting cooperation, realizing accomplishments are not the result of a single person; strengthen others through sharing power and discretion. Corresponding survey statements: 4, 9, 14, 19, 24, 29.

Encourage the Heart. Encourage the Heart, the fifth of the Five Practices of Exemplary Leadership, is the ability to recognize contributions of others by showing appreciation; create and foster a spirit of community thorough celebrating small victories. Corresponding survey statements: 5, 10, 15, 20, 25, 30.

Meta-analysis. A meta-analysis a series of quantitative techniques for synthesizing research regarding a specific topic (Marzano et al., 2005).

Perception. Perception is an awareness, interpretation, or view; perceptions of one's work environment can control their performance (Davis et al., 2005).

North Carolina Teacher Working Conditions survey. The NCTWC survey is an online, anonymous survey of all public school educators in North Carolina of their perception of their school environment in an effort to support sound educational policies and practices based on the views of teachers, principals, and other certificated educators in North Carolina's public schools: "The results of this survey will provide local school and district educators and state policymakers with guidance on what is working well, and what could be working better, in North Carolina schools" (North Carolina Teacher Working Conditions Initiative, 2012, p. 1).

Self-assessment. Self-assessment is “personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others” (North Carolina Department of Public Instruction, 2010, p. 3).

Transformational leadership. Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978).

Research Question

What is the relationship between the principals’ perceptions of their leadership behaviors and the teachers’ perceptions of the principals’ leadership behaviors?

Summary

An educational institution functions in a complex and dynamic environment. As a result, the leader must be able to maneuver skillfully (Razik & Swanson, 2010). The literature review discussed exemplary leadership practices which teachers value and principals should possess. Study in this area was needed to aid principals in better understanding the requirements of effective leadership in addition to their own leadership strengths and weaknesses. Perhaps more importantly, this study informed principals of the value of teacher perception regarding their leadership and the possible disparity of perceptions, all of which could propel the principals to higher performance. Principal knowledge and subsequent understanding of how others perceive them may not only improve their personal performance but also the performance of all those in their building.

Chapter 2: Literature Review

Overview

The purpose of this study was to compare principals' perceptions of effective leadership with teacher perceptions of effective leadership as measured by the Kouzes and Posner (2002) LPI. Weller, Buttery, and Bland (1994) believed that in order to create an evaluation plan that can provide principals with useful information regarding job performance, personnel familiar with the characteristics needed to lead successfully in the school should be the ones assessing the principal.

The literature review was focused on the theoretical aspects of leadership from both the leaders and those who follow. This perspective was important because the relationship between the leaders and those they lead is paramount to effectiveness of both parties: "[E]mployees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace" (Morgan, 2006, p. 34). Sergiovanni (2005) believed leadership helps people understand, manage, and even live with problems. According to Pugh and Hickman (2007), "leaders must always adapt their behavior to take account of the persons they lead" (p. 137). Principals must know their followers have confidence in them in order to continue to lead them (Davis, 1998b).

The purpose of this literature review was to present various theories and qualities of effective leadership, requirements of the principalship, and teachers' perspectives on principal leadership behaviors. "Education is extremely complex, and so is school leadership" (Whitaker, 2003, p. 1).

This literature review also emphasized the subgroups Kouzes and Posner (2002) identified as the Five Practices of Exemplary Leadership (p. 13): (a) Model the Way, (b)

Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act (e)

Encourage the Heart, which serve as the framework for the LPI survey. “Education leadership is possibly the most important single determinant of an effective learning environment” (Kelly, Thornton, & Daugherty, 2005, p. 17).

Marzano et al. (2005) believed that school leadership is no different than leadership in other institutions. Talented leaders, ones who demonstrate effective leadership, were widely considered as the key factors in determining student learning (Leithwood, Seashore-Lewis, Anderson, & Whalstrom, 2004). Similarly, Zwaagstra, Clifton, and Long (2010) stated that the school leadership affects every teacher factor, which in turn affects every student factor. Fleck (2007) believed the key to successful principals depends on a healthy balance of theory and practical knowledge. Conversely, Sergiovanni (1981) believed too much emphasis is placed on leadership activities and leadership theories, and not enough emphasis is placed on the “symbolic and cultural aspects of leadership” (p. 4). Kouzes and Posner (2002) referred to multiple aspects of culture in the Five Practices of Exemplary Leadership. Furthermore, Sergiovanni (1994) asserted that what the leader stands for is more important than leadership style and personality of the leader, yet leadership style and personality are the two most discussed topics in leadership literature, in addition to being the most sought after characteristics in principal applicants.

Zwaagstra et al. (2010) agreed that “an effective school has an effective leader” (p. 78). However, Brubaker and Coble (2005) believed “leadership is a process, not a person” (p. 9). Marzano et al. (2005), in their meta-analysis on school leadership published in *School Leadership that Works*, determined that while leadership at the school level can appear strong on the surface, it does not always equate to high student

achievement. The school-level leader must focus on practices that are likely to improve student achievement (Marzano et al., 2005). Student achievement, however, is not all on which a leader must focus.

“Given the centrality of leadership for school success, leader morale and effectiveness in tough times can’t be overemphasized” (Ginsberg & Multon, 2011, p. 43). According to Ginsberg and Multon (2011), in their article “Leading Through a Fiscal Nightmare,” in difficult times such as the one public education is facing today, effective leadership is paramount. The United States Secretary of Education Arne Duncan stated the following regarding the importance of an effective principal:

And at the end of the day, if our 95,000 schools each had a great principal, this thing [school improvement] would take care of itself. Great principals attract great talent. They nurture that great talent and they develop that great talent. Bad principals are the reverse: bad principals don’t attract good talent, they run off good talent. They don’t find ways to improve those that are trying to get better. They don’t engage the community.

Our principals today, I think, are absolutely CEOs. They have to manage people. They have to be first and foremost instructional leaders. They have to manage multi-million dollar budgets. They have to manage facilities. They have to work with the community. The demands and stresses on principals have never been greater. (Duncan, 2009, para. 15-16)

Marzano et al. (2005) offered insight into the role of the principal to school success: “Leadership is considered to be vital to the successful functioning of many aspects of a school” (p. 5), reinforcing the need for effective principals. In a 1977 United States Senate Committee Report on Equal Education Opportunity (U.S. Congress, 1970,

as cited in Marzano et al., 2005), the following was stated:

In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. . . . If the school is a vibrant, innovative child-centered place, if it has the reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. (p. 56)

Fleck (2007) agreed, declaring that student success was dependent upon teacher success, teacher success was dependent upon principal success, and principal success was dependent on their ability to display a balance of theory and practical knowledge. Results of an international study conducted by Dinham and Scott (1998) involving elementary and secondary teachers determined that conditions in the school, such as leadership, communication, decision making, and school climate, had the potential to either enhance or diminish teacher job satisfaction.

“Policymakers have discovered that teachers, tests, and textbooks can't produce results *without* highly effective principals to facilitate, model *and* lead” (McEwan, 2003, p. xxi), though Sergiovanni (1982) asserted that behavior a leader models is not as important as what he/she believes. Research conducted by the Mid-continent Research for Education and Learning gave credence to Sergiovanni's (1982) statement, concluding that principals can also have a *negative* impact on achievement by focusing on the wrong practices or misinterpreting the impact of a change in practice (National Association of

Elementary School Principals [NAESP], 2008).

Educational reform movements from the past 2 decades have overlooked the crucial role of school leaders, according to Davis et al. (2005). Many educators believe the principal holds the most demanding of all administrative positions in public schools (Davis, 1998b). According to McEwan (2003), though the principalship has been out of view for a period of time, it is now returning to the forefront of educational reform. Goodlad (1984) believed that the best hope for school improvement can be found in the principal's office. Evidence suggests, contended Davis et al. (2005), that the principal's impact on a school is second only to the influence of classroom instruction. Public demands are now placing more attention on the role leadership plays in developing effective schools (Davis et al., 2005).

Supporting the comments of Davis et al. (2005), the introductory section of the North Carolina School Executive: Principal Evaluation Process (2008) stated, "The mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century" (p. 2). This section continued by declaring that the mission required a "new vision of school leadership and dictates the need for a new type of school leader" (North Carolina School Executive: Principal Evaluation Process, 2008, p. 2). The standards for the "new vision of school leadership" (North Carolina School Executive: Principal Evaluation Process, 2008, p. 2) as dictated by the North Carolina State Board of Education included in the principal evaluation instrument are as follows:

1. Strategic Leadership
 - a. School Vision, Mission and Strategic Goals

- b. Leading Change
 - c. School Improvement Plan
 - d. Distributive Leadership
- 2. Instructional Leadership
 - a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment
 - b. Focus on Instructional Time
- 3. Cultural Leadership
 - a. Focus on Collaborative Work Environment
 - b. School Culture and Identity
 - c. Acknowledges Failures; Celebrates Accomplishments and Rewards
 - d. Efficacy and Empowerment
- 4. Human Resource Leadership
 - a. Professional Development/Learning Communities
 - b. Recruiting, Hiring, Placing and Mentoring of staff
 - c. Teacher and Staff Evaluation
- 5. Managerial Leadership
 - a. School Resources and Budget
 - b. Conflict Management and Resolution
 - c. Systematic Communication
 - d. School Expectations for Students and Staff
- 6. External Development Leadership
 - a. Parent and Community Involvement and Outreach
 - b. Federal, State and District Mandates
- 7. Micro-political Leadership

a. School Executive Micro-political Leadership

When the NAESP (2008) contacted over 100 elementary school principals who had been recognized by education circles as outstanding leaders and inquired as to what they perceived as best practices, leadership was considered a best practice. The surveyed principals stressed the importance of shared leadership and leadership with a purpose, along with forming and sustaining meaningful relationships. Principals who were surveyed for this study also noted that their leadership practices were focused on the whole group, not on themselves; people, not programs; and students, not their school. Principal-teacher relationships are important since those relationships were mirrored among all stakeholders in the school community. The principal-teacher relationships have far-reaching effects (Barth, 2006). “Principals can make or break schools through the policies, practices, and behaviors they develop around their teaching staffs” (Gimbel, 2003, p. 64). Therefore, “it is no wonder that an effective principal is thought to be a necessary precondition for an effective school” (Marzano et al., 2005, p. 5), though Barth (2006) asserted that the leadership of the principal was a *nondiscussable*—an issue that cannot be discussed in an open forum.

Buckingham and Coffman (1999) reported findings from a Gallup Poll that indicated the quality of the relationship, connectedness between staff and their direct supervisors, not perks, pay, or benefits, was the single most important variable in staff productivity and loyalty. Flannery (2011) found teachers who valued their principal saw that person as the one who could help them “get what they need” (p. 44). Too often though, these partnerships that could result in benefits for all stakeholders were nonexistent (Flannery, 2011).

Principals must be leaders and managers. Hersey, Blanchard, and Johnson (1996)

compared management and leadership, and declared leadership to be a “broader concept than management” (p. 7). Hersey et al. (1996) and Maxwell (1993b) determined that leadership occurs whenever one person influences the behavior of an individual or group. Hersey et al. (1996) believed the ability of leaders was determined by how effectively human organizations could be developed and maintained, pointing out that the success of an organization was directly dependent on using human resources effectively.

Effective Leadership

“By all counts, leadership ranks among the most researched and debated topics in organizational sciences” (George, 2000, p. 1028). Though thousands of articles have been written attempting to pinpoint the most effective principal behaviors, there is a lack of consensus. The relationship between principals and their schools is too complex to provide anything other than basic guidance on how an effective principal should behave (Davis, 1998b). Leaders who are effective represent and exemplify what makes their specific group distinct (Leithwood & Riehl, 2003; Reicher, 2007).

Though principals are leaders, and decades of research on effective leadership have been completed and documented, there exists a myriad of perceptions of the variables that determine principal effectiveness. Major obstacles remain in identifying skills that determine principal effectiveness, such as the complexity of the work, data availability, and the fact that much of the research is based on the principal’s own feeling of effectiveness, coupled with his/her dispositions (Grissiom & Loeb, 2009). Leithwood et al. (2004) believed leadership labels, such as strategic, democratic, and transformational, do not necessarily define leadership. In fact, such labels often mask leadership. Sousa (2003) believed that schools are rarely ideal places for one to develop leadership skills due to discretionary power-limiting policies and governmental

regulations present in schools.

Since Kouzes and Posner (2010) first began researching and writing about leadership over 3 decades ago, they found “the fundamental behaviors, actions and practices of leaders have remained essentially the same. Much has changed, but there’s a whole lot more that’s stayed the same” (p. xv). Kouzes and Posner (2010) reported that success as a leader depends on whether people consider you an effective leader: “If people don’t believe in you, they won’t willingly follow you” (p. xxii). “No fixed set of personality traits can assure good leadership because the most desirable traits depend on the nature of the group being led” (Reicher, 2007, p. 23). Similarly, Davis (1998b) agreed that there was no single model for successful leadership.

The effective school leader puts people above the bureaucracy and paperwork of the principalship, understanding that personal interaction between teachers, parents, and students takes precedence (Bonnici, 2011). In addition to understanding the importance of personal interaction, the effective principal realizes the importance of not doing the job alone, but ensuring that essential things get done. The effective principal is the closer (Fullan, 2007) and “the ultimate problem solver” (Whitaker, 2003, p. 15).

The notion that leadership requires a certain personality type must be set aside, according to Kouzes and Posner (2006). They believed that the more people pointed to a specific set of character traits, or a certain personality required for successful leadership, the more they were able to relinquish their responsibility to become better leaders; however, Kouzes and Posner (2006) stated, “leadership is an observable set of skills and abilities that are useful whether one is in the executive suite or on the front line. . .” (p. 118). It is not easy to define leadership, “yet most of us know it when we see it” (Sergiovanni, 1994, p. 6). All principals have high expectations for their teachers, but the

difference between the average and the great principals is found in what they expect of themselves (Whitaker, 2003).

In describing effective principal leadership, Donaldson, Marnik, Mackenzie, and Ackerman (2009) stated, “the most effective principals operate from a value system that places a high priority on people and relationships” (p. 13). Cotton (2003) viewed the highly effective principals’ roles differently, stating highly effective principals spend their time on curricular and instructional issues, not on organizational maintenance and student discipline.

As diversity continues to expand and standards escalate, the nature of the groups being led are increasingly complex, placing new demands on educational leaders (Reynolds & Warfield, 2009). “The good news is that the characteristics of effective leaders are accessible to most of us, they do not involve heroics, charisma, or saint-like virtues” (Fullan, 2002, p. 17). Leadership is “accessible to anyone who has passion and purpose to change the way things are” (Kouzes & Posner, 2010, p. 5). The value of leadership was reflected in Kouzes and Posner’s (2010) report which analyzed data from over a million people worldwide and determined that the leader’s behavior has more of an impact on people’s level of engagement and positivity than any other specific characteristic of the organization.

Through a *Newsweek* article, Hartley-Leonard (1987) reiterated the importance of leadership behavior of the effective leader by quoting the president of Hyatt Hotels: “If there is anything I have learned in my 27 years in the service industry, it is this: 99 percent of all employees want to do a good job. How they perform is simply a reflection of the one for whom they work” (Maxwell, 1993b, p. viii). Contrastingly, March (1980) reported that most administrators see administrative life as one “filled with minor things,

short-term horizons, and seemingly pointless (and endless) commitments” (p. 13).

Previous leadership theories that were prevalent in the early 20th century determined that leaders were born, not made, and leadership skills were natural gifts (Davis, 1998b). Because most people want to be leaders, Maxwell (1993b) believed they became emotionally involved when attempting to actually define leadership, confusing it with personality. Maxwell (1993b) defined leadership simply as influence; “He who thinketh he leadeth and hath no one following him is only talking a walk” (p. 1).

Though leadership begins with the leader’s belief in him or herself, it will only continue if others also believe in the leader (Kouzes & Posner, 2010). According to George and Bettenhausen (1990), leadership abilities of any person could be challenged by emotions experienced in the work environment. Moore (2009) determined that leaders with high emotional intelligence were skilled in dealing with the intense, motivating and demotivating, positive and negative, emotional situations that are present in most work environments. The leader of any group becomes the emotional guide, setting the emotional standard (Goleman, Boyatzis & McKee, 2009). To be effective, the leader must not only be aware of others’ emotional situations, but the leader must also be aware of and manage his/her own emotions (George, 2000). Through their study, George and Bettenhausen (1990) contended that one of the key reasons some leaders excel and others fail, when all skills and abilities are the same, is due to the leader’s emotional state.

In the most recent research completed by Kouzes and Posner (2010), survey respondents were asked to select seven characteristics out of 20 that they admired most in leaders. Over 60% of the votes were continuously cast for the same four qualities.

“Before anyone is going to willingly follow you—or any other leader—he or she wants to

know that you are *honest, forward-looking, inspiring, and competent*” (Kouzes & Posner, 2010, p. xxii). Similarly, Leech and Fulton (2002) completed a study involving 646 teacher participants from 26 secondary schools in a large urban school district who completed the Kouzes and Posner LPI, and identified their perceptions of their principals’ leadership practices in the dimensions of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Analysis of the data determined the two most commonly displayed leadership traits among the five were Enabling Others to Act and Encouraging the Heart. The LPI is highly regarded in both the academic and practitioner world, according to Kouzes and Posner (2003). According to information published on the *leadershipchallenge* website (www.leadershipchallenge.com), the LPI survey has been used in amateur sports, acute care nursing, project management, online distance learning, school leadership, the U.S. Navy, community health systems, and more.

Though leadership traits help define a leader, Kouzes and Posner (2010) believed “before you can lead, you have to believe that you can have a positive impact on others” (p. xxii). Effective leaders were optimistic and hopeful, and made people feel that even the most difficult problems can be tackled productively. “Leadership is needed for problems that do not have easy answers” (Fullan, 2001, p. 2). Many of those answers, Fullan (2001) believed, originated from leaders who were creative. Moreover, Sousa (2003) believed creativity to be one of the most important attributes of a leader. The ability to think outside of the box aided leaders to formulate answers to hard problems as well as cultivate creativity in others.

Communication

Elaine McEwan (2003) compiled a list of 10 traits of highly effective principals

through researching literature regarding traits, characteristics, and behaviors of effective principals. After compiling a list of 37 items, McEwan (2003) received ranked responses from 108 respondents, including (a) 39 teachers, (b) 25 principals, (c) 14 central office administrators, (d) seven college and university educators, (e) nine state and county offices of education staff, (f) six parent activists, (g) five school board members, (h) four state principal organization staff, (i) one state School Board Association staff, and (j) one school secretary. The respondents were very clear on the trait they believed most important in a leader: the ability to communicate. Stephen Covey (1989) referred to communication as “the most important skill in life” (p. 237), stating that most of one’s waking hours are spent communicating, even though years are spent learning reading and math skills, with no time formally delegated to learning communication skills.

Bennis and Nanus (2003) remarked, “Leaders are only as powerful as the ideas they can communicate” (p. 99). McEwan (2003) further elaborated on the principal’s role in communication:

The number one priority of a principal’s job description is to communicate in appropriate, productive, meaningful, helpful, and healing ways with teachers, students, parents, colleagues, as well as a vast array of others, whether individually, in small groups, or en masse. The message is unmistakable: If a principal can’t communicate—with people of all ages, socioeconomic and educational levels, and every color, race, and creed—going to work every day will be both painful and unproductive. (p. 2)

Communication, added Robbins and Alvy (2004), is a two-way process.

Effective principals know that listening requires focus and is an essential skill in effective communication (McEwan, 2003). Covey (1989) believed that listening usually

occurs at one of four levels: ignoring, pretending, selective listening, or attentive listening. Attentive and focused listening, the highest form of listening, is referred to by Covey (1989) as empathic listening, listening with the intent to actually understand, requiring the listener to see the world through the other's eyes, to really understand how they feel. Covey (1989) continued by stating that after physical survival, the greatest need of a human being is psychological survival, which includes the need to be understood and validated. "Empathic listening takes time, but it doesn't take anywhere near as much time as it takes to back up and correct misunderstandings when you're already miles down the road" (Covey, 1989, p. 253).

An additional key to listening, Blanchard (2007) stated, is to not become defensive, not to "fire back" (Whitaker, Whitaker, & Lumpa, 2009, p. 71) to prove the other person is wrong. The effective communicator understands that an angry person needs to vent before a quality two-way conversation can take place, and the time the person is allowed to talk it out may provide valuable information about the situation at hand. When listening, the effective communicator realizes the importance of making one feel like they are being heard (Whitaker et al., 2009). As effective principals are listening, they do not multi-task, and will even remove themselves from distracting situations in an effort to focus on the "real person" (McEwan, 2003, p. 7).

Listening can be a very powerful tool when conflicts arise (Whitaker et al., 2009). School leaders who actively listen and help others address their concerns succeed better than those who dominate conversation (Bonnici, 2011). Blanchard (2007), McEwan (2003), and Whitaker et al. (2009) agreed that the goal in communicating is to understand what others are not only saying but also thinking and feeling, which is summarized by Covey's (1989) fifth habit: "Seek first to understand, then to be understood" (p. 237),

which he considered to be the principle of “effective interpersonal communication” (p. 237).

What people perceive your words to be is their truth; understanding their perceptions is one of the difficult areas of communication (Whitaker et al., 2009). Goleman et al. (2009) and Gentry and Kuhnert (2007) believed the difference between an ineffective and effective leader is determined by the mood and tone used to deliver their message. “Leaders underestimate the power of personalized communication and overestimate the effectiveness of hierarchical communication” (Reeves, 2006, p. 58).

Nonverbal communication is also a significant aspect of quality communication. These nonverbal cues often express what words cannot (Gentry & Kuhnert, 2007). Body language, posture, location in relation to the other party, eye contact, and management of interruptions are all components of nonverbal communication (Whitaker et al., 2009). Gentry and Kuhnert (2007) discussed the importance of communication:

Of the many business challenges leaders face, communicating effectively with their employees is one of the most important, and effective communication is the foundation for a number of other leadership competencies. Leaders need to understand that they are never not communicating. As a result, their awareness and use of nonverbal communication may be a key factor in improving their leadership abilities. (p. 1)

Model the Way

“You either lead by example or you don’t lead at all” is the eighth of 10 fundamental truths about leadership as stated by Kouzes and Posner (2010) in their book *The Truth About Leadership* (p. xxiii). Kouzes and Posner (2010) stated that those who follow expect their leader to be a role model for how they should behave, model what

they expect of others, and admit when they are wrong. In addition, Kouzes and Posner (2010) remarked that one of the most important ways one leads by example is through keeping promises. Keeping promises and admitting mistakes builds others' confidence in the integrity of the leader, giving them an additional reason to trust the leader.

Reeves (2002), Leithwood et al. (2004), and Buhler (2004) determined modeling as the area of the leader's greatest influence. Through showing respect and support for their staff, the effective school leaders set examples (Leithwood & Riehl, 2003). Consequently, the symbolic positional power of the principal magnifies behaviors that may otherwise seem insignificant and unimportant (Davis, 1998b).

In addition to the influence on practices and foci, both Reeves (2002) and Leithwood et al. (2004) stated that the leader also has unmistakable influence on the behavior of the adults in the building. "This process of leading is an attempt to influence the behavior of others to motivate them to do things differently" (Gimbel, 2003, p. 4). Reeves (2006) declared that "leaders are the architects of improving individual and organizational performance" (p. 12). Cotton (2003) and Leithwood et al. (2004) both concluded that the principal alone does not affect student performance, but he/she can have a positive, even profound effect on student learning if others in the school are empowered to make significant decisions.

Extending and expressing what they value, their core values (Fullan, 2007; McCall, 1994), requires the leaders to be clear about what they believe (Bennis & Nanus, 2003; Schlechty, 2002). The leader must also know what truly matters to them and what they stand for (Kouzes & Posner, 2010; Schlechty, 2002), that deeds are far more important than words, behavior is what wins respect, and honesty is determined by the consistency between word and deed (Kouzes & Posner, 2002). Fullan (2002) declared

this consistency to be a “strong sense of moral purpose” and determined it to be one of the five “action-and-mind sets” (p. 15) that effective leaders need. “Successful leaders know themselves. They know their strengths, their values and how they best perform” (Sousa, 2003, p. 15). Self-awareness is believed by Kouzes and Posner (2006) to be one of the predictors of successful leadership.

Whitaker et al. (2009) believed modeling the vision is the most important thing a leader can do every day. In a study conducted by Picucci, Brownson, Kahlert and Sobel (2002) of seven high-poverty, high-performing middle schools, it was determined through teacher interviews that principals modeled the values of a strong work ethic as well as high standards they expected staff members to embody. The teachers at those schools remarked that their principal led by example and did not expect more of them than they did of themselves. Sergiovanni (1981), however, believed what the leader communicates and stands for is far more important than what the leader does or how he/she behaves.

Kouzes and Posner (2010) reported credibility to be the foundation of leadership, with trustworthiness being an essential element of credibility. “Trust is the emotional glue which binds followers and leaders together” (Bennis & Nanus, 2003, p. 142). Bennis and Nanus (2003) also referred to trust as “the lubrication that makes it possible for organizations to work” (p. 41). Organizations with high amounts of trust were shown to outperform low-trust organizations by 286% in total return to shareholders, as reported by Kouzes and Posner (2010). According to Reicher (2007), to some, being down-to-earth or trustworthy was more important than being intelligent or clever.

Researchers determined that the amount of influence followers willingly accept from their leader is directly correlated to the level of trust followers have in their leader

(Kouzes & Posner, 2010). Once the leader is viewed as a trustworthy person, one with admirable qualities, followers will desire for the leader to be an influence in their lives (Maxwell & Dornan, 1997). Though Leithwood and Riehl (2003) determined it was hard to pinpoint exact leadership traits, they stated that exercising influence was one of the functions of leadership.

Maxwell and Dornan (1997) felt influence was so important that they devoted an entire book to influence and its power: *Becoming a Person of Influence*. Maxwell and Dornan (1997) believed any person who has connections with others can be an influence, and job status does not play a role in determining the amount of influence one can have over another. Learning what is required to become a person of influence can enable one to accomplish more, achieve goals faster, and leave a lasting contribution. “Without influence, there is no success” (Maxwell & Dornan, 1997, p. 3).

Influence, either positive or negative, is present whenever there is a connection with people (Maxwell & Dornan, 2007). Reicher (2007) believed that credibility and the ability of the leader to influence others can be negatively affected if the leader acts in an arrogant and disrespectful manner. Once one begins paying close attention to responses, there will be a realization that “people respond to one another according to their level of influence” (Maxwell & Dornan, 1997, p. 4).

Many factors determine the leader’s ability to influence, although exemplary leaders are ones who realize what they do is more important than what they say (Bonnici, 2011; Kouzes & Posner, 2002; Whitaker, 2003). Modeling will evoke trust, making it even more important for the actions of a leader to match their words. When a leader earns trust, people will follow (Reynolds & Warfield, 2009).

“New findings on the social nature of the brain reveal the need for principals to

fashion a school culture of warmth and trust,” according to Goleman (2006, p. 77). Since the brain mirrors the emotional state of others, the one in power sets the tone of the school’s climate, further reinforcing the need for the leader to be skilled in personal interaction and model those skills to the staff (Goleman, 2006). However, James March (1980), well-known organizational theorist, claimed that effective administrators “have two distinct types of behavior: talking and acting; and that the ways in which administrators act do not necessarily need to follow from what they say” (p. 6). March (1980) believed the way administrators talked may be less sensible than the way they acted, that often symbolic public statements were made, but actions were not modeled to reinforce such statements.

Reeves (2002) stated that school leaders have enormous influence by modeling in areas of time management, interpersonal relationships, and professional development. Bonnici (2011) referred to the importance of interpersonal relationships, remarking that principals’ model strategies to handle disputes between teachers and students, parents and students, and even teachers with teachers. By modeling strategies to arrive at consensus, the principal demonstrates ways for staff members to defuse classroom situations that could become volatile.

Inspire a Shared Vision

The power of vision is underestimated. Vision is necessary to align, as well as inspire actions of members of the group. Without vision, the organization has no direction; and individuals are left to do what they feel is right, requiring them to constantly check with supervisors for reassurance of their decisions (Kotter, 1996). However important, Kouzes and Posner (2002) found inspiring a vision to be the least used of their Five Practices of Exemplary Leadership, as well as the one in which most

leaders feel uncomfortable. When asked if they consider themselves one who inspires the vision, Kouzes and Posner (2002) reported that only one in 10 leaders answered yes.

Phillip Schlechty (2005), in his book entitled *Creating Great Schools*, reminded leaders that setting a direction, having a vision, was not just about having a goal or even stating a goal, but *goal clarity*. The goals must be consistently set by the values, purposes, and beliefs of the school, and the teachers must be clear on what they are expected to do to achieve the state goal. Schlechty (2005) reported that school leaders must be able to clearly articulate answers to questions such as:

1. Who are we?
2. What accomplishments will make us most proud?
3. What do we want to be like five years from now?
4. If we present ourselves as who we say we are and accomplish what we propose to accomplish, is there reason to believe that those whose support we need will value our accomplishments as much as we do? (p. 152)

“Without leaders who ask such questions, goal setting is nothing more than a crapshoot in an environment where various factions each have an interest in loading the dice” (Schlechty, 2005, p. 152).

Roland Barth (1990) stated that “a school without vision is a vacuum inviting intrusion” (p. 152). McCall (1994) asserted that in order to create a vision, the principal must set the direction, provide the bridge from the present to the future, and create a realistic and attainable mental picture of the future of the school. The vision of the leader cannot become stagnant; the vision must change as circumstances change (Brubaker & Coble, 2005); visions are never complete and “are always in the process of becoming” (Schlechty, 2002, p. 74). Becoming a visionary leader is a process, requiring time,

reflection, and connection with others (Sousa, 2003).

Setting direction requires the effective educational leader to work to develop and endorse a school vision that encompasses the best theories and ideas on teaching and learning (Leithwood & Riehl, 2003). In addition, the effective school leader makes it clear to all stakeholders that learning is the school's most important mission (Stronge, Richard, & Catano, 2008). "Quality teacher leadership aligns with professional learning to help achieve the school's shared vision for student learning" (Moller & Pankake, 2006, p. 127).

The leader helps to create shared meanings and understandings that clearly and convincingly support the vision (Leithwood & Riehl, 2003; Stronge et al., 2008). "Principals of professional learning communities lead through shared vision and values rather than through rules and procedures" (DuFour & Eaker, 1998). A compelling mission and vision should have a personal meaning to the followers, those affected by the idea (Alvy & Robbins, 2010). McCall (1994) discussed the importance of vision and mission:

A great leader—a great principal—has this capacity to be a social architect, one who can change the shape and form of an organization of people in the same way that a landscape architect changes the outside and a building architect changes the inside shape and form of a piece of land and a building. (p. 16)

Though social architecture is an intangible, it governs the norms and the values that result in building and binding the school community (Bennis & Nanus, 2003). Those who follow the leader need to know they are included in that vision for the future (Kouzes & Posner, 2010), and that their feelings will be analyzed (George, 2000). "Leaders are most effective when they can induce followers to see the group's interest as their own interest"

(Reicher, 2007, p. 28).

As a way of setting direction and communicating the vision, the effective leader clearly conveys expectations for high quality and performance and stresses the importance of the professional learning community and the need to work and perform as one (Leithwood & Riehl, 2003). Through these actions, the principal builds legacies which aid in strengthening the values that are in place in the school, values that may separate one school from another (Sergiovanni, 2001). The principal also intentionally focuses his/her actions on ensuring that the culture of the school provides positive experiences for teachers and students (Zwaagstra et al., 2010), and places a high value on people (Sergiovanni, 2001). “All schools have cultures, but successful schools seem to have strong and functional cultures aligned with a vision of quality schooling” (Sergiovanni, 2001, p. 108).

Challenge the Process

Highly effective principals challenge teachers’ long-held beliefs about schooling, and ask probing questions which may foster serious discussions about policies and programs (McEwan, 2003). Kouzes and Posner (2002) discovered that when people are asked about their “personal best they automatically think about some kind of challenge” (p. 176). Since certainty and routine business-as-usual result in complacency, people search for opportunities that will lead them to improve, innovate, change, and grow. “The fact is that when times are stable and secure, we’re not severely tested” (Kouzes & Posner, 2002, p. 176). Kouzes and Posner (2010) believed challenges help leaders know who they really are as well as who they can become. In a school that takes risks, the staff is challenged to rethink their assumptions and gain understanding and mastery over complexities of needed changes one step at a time (Kouzes & Posner, 2002; Leithwood &

Riehl, 2003). Reicher (2007) agreed, stating, “for leadership to function well, leaders and followers must be bound by a shared identity and by the quest to use that identity as a blueprint for action” (p. 28).

Exemplary leaders are those who are associated with changing the status quo; however, Schlechty (2002) asserted that “great leaders are those who are best at figuring out when to push and when to comply” (p. xx). Effective principals are a key element for sustained, successful change efforts in schools (Robbins & Alvy, 2004). Though the principal may be a key element, Robert Marzano (2003), in his meta-analysis *What Works in Schools: Translating Action Into Research*, research completed by Conley and Bacharach (1990), Glickman (1998), Maeroff, (1988), and Schlechty (1990), does not support the notion that an individual can make change happen by his/her will or personality.

It is essential, Kouzes and Posner (2002) stated, to take risks; however, those risks often mean failure. Leaders do not learn very much from their achievements but from past mistakes and failures that are often made when taking risks (Brubaker & Coble, 2005). Donaldson et al. (2009) stated that teachers value principals who learn together with them and support them in taking on new endeavors. Through their studies and research of principals, Kouzes and Posner (2002) were told over and over again how important mistakes and failures have been to success. They were also told the only way that people can learn is by doing things they have never done before. Those who do only what they already know how to do never learn anything new.

Principals are responsible for assuming the responsibility of reshaping their schools to adapt to psychosocial changes (McCall, 1994). “Individual resistance to change is inevitable” (Schlechty, 2002, p. 35), and often becomes even more so when the

affected person feels the change is being imposed arbitrarily (Bennis & Nanus, 2003). Resistance to change occurs if the purpose of change is not understood, if it causes too much disruption, or if others believe it will affect them or the organization in a negative way (Bennis & Nanus, 2003). “[A] substantive change initiative must be supported by the administrators and by teachers” (Schlechty, 1990, p. 174); therefore, the leader should identify change champions and nurture them in addition to helping them find their own network of supporters (Reeves, 2002). Reeves (2002) stated that the effective leader deals with the resistance to change, accepts that not all will agree, and moves on, concluding that not every decision a principal makes will be popular; but the effective leader will always explain the rationale, making decisions that are focused on the children served.

“Promoting learning requires building in a tolerance for error and a framework for forgiveness” (Kouzes & Posner, 2002, p. 210). When the school leader does make a mistake, not only can he/she learn from that mistake, but respect can also be gained when the leader is able to apologize (Bonnici, 2011). Nevertheless, Reeves (2002) believed that many leaders fail to learn from their mistakes, consequently not improving from those mistakes. Additionally, he believed public education is at fault from not counseling these leaders out of the profession since “these leaders contribute to public antipathy toward every school” (Reeves, 2002, p. 54).

The leader’s job is to inspire others to go in directions they would not otherwise go (Schlechty, 2002), in addition to creating a climate in which others feel comfortable questioning the status quo and speaking up (Kouzes & Posner, 2002), even though it takes courage to encourage others to take risks (Buhler, 2004). Bennis and Nanus (2003) believed leaders have to act as “cheerleaders for change” (p. 215) and possess the ability

to lead followers to destinations they desire, even amid the turbulence. Kouzes and Posner (2002) stated, “above all, *leaders just do it*” (p. 213). Bennis and Nanus (2003) believed the ability of the leader to be a visionary who can point to a destination “amid the technologically driven turbulence of the next few decades is likely to become the indispensable litmus test of twenty-first century leadership” (p. 215).

Enable Others to Act

Kouzes and Pozner (2002) were convinced that successful leadership is determined by the leaders’ abilities to sustain human relationships that enable, as well as allow, people to get extraordinary things done on a regular basis. “The key to successful performance is the heart and spirit infused into relationships among people, their efforts to serve all students, and a shared sense of responsibility for learning (Peterson & Deal, 2002, p. 7). In the past, many in a successful enterprise would attribute their success to “the people,” when in actuality, it was the relationships (Fullan, 2001, p. 51). Robbins and Alvy (2004) believed human relations to be a combination of using the heart and head when working with colleagues and students. “In the context of educational leadership, the human equation has profound implications” (Reeves, 2002, p. 27).

If the school is running efficiently, teachers can focus on the education of the students (Grissom & Loeb, 2009). Steve Denning (2011) discussed the shift required to alter the mindset of “running the system for the sake of the system” (p. 1), to simply focusing on the ultimate goal, which is learning. In this paradigm shift, the administrator becomes an enabler rather than a controller, the person who liberates the teacher, and the person who removes road blocks along the way. “Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader, but by *what leadership you produce in others*” (Fullan, 2001, p. 137).

Reeves (2006) related the leader's role to that of an architect of an organization, similarly to McCall's (1994) analogy of a principal as a social architect. No single person can complete all required tasks and demands, necessitating distributed leadership among those in the organization (Reeves, 2006). When the tasks are distributed, the leader has the responsibility to make the connections among all the participants. To do this effectively, the leader must show respect and interest in members of the school staff for those people to respond when assistance is needed (Sousa, 2003). Many schools that are less effective tend to be overmanaged or overcontrolled and underled (McCall, 1994).

According to Moller and Pankake (2006), it is time for principals to intentionally move from serving as the director of the school, the one in charge of every action, to being the coach of teachers who are leaders. Providing teachers with leadership responsibility will support continuous improvement. Sharing authority and decision making are essential for an effective learning community (NAESP, 2008). "Leaders make it possible for others to do good work" (Kouzes & Posner, 2002, p.18), and leaders value staff participation in decision making in addition to sharing credit for successes (Weiss, 2007).

Data compiled by John Goodlad (1984) supported Kouzes and Posner's (2002) statement. Goodlad's research determined that teachers at the three high schools that ranked in the top quartile for satisfaction viewed their workplace positively in areas including the principal's leadership, the quality of the problem-solving process, staff cohesiveness, their power and influence over school-wide decisions, and control over their planning and teaching decisions. "They [leaders] find their success in the success of those with whom they work and continue to believe in them no matter how rough the journey" (O'Hanlon & Clifton, 2004, p. 74).

The importance of the team is illustrated by the following quote: “The driving engine of the collaborative culture of a Professional Learning Community is the team” (Eaker, DuFour, & DuFour, 2002, p. 5). These teams work together to discover best practices and to expand their own professional knowledge (Eaker et al., 2002).

Sergiovanni (1994) also believed schools need leaders who understand how students and adults learn, and how to build those groups into communities of learners. “The provident principal is the one who sits down with his or her teachers and learns with them” (McCall, 1994, p. 108). Effective principals not only embrace learning, but also model learning (NAESP, 2008).

Instructional leadership, however, oftentimes has to take a backseat due to the managerial role in which principals so often become consumed (Sergiovanni, 2001); but according to a study conducted by Grissom and Loeb (2009), principals are not prepared to manage complex organizations. In the study, a list of common principal tasks was developed through literature research, principal discussions, and observations. Principals were asked to rate their own effectiveness on 42 items that were grouped into five distinct dimensions: instructional management, internal relations, organizational management, administration, and external relations. The study revealed that the dimension ranked lowest, and most often missing for the principal, was the area of Organizational Management. Though almost all principals have experience in the classroom prior to taking the principalship, Grissom and Loeb (2009) determined they do not have experience managing complex organizations. “As a result, it may be these skills, on average, that principals lack” (Grissom & Loeb, 2009, p. 24). They suggested that in order to raise achievement in the lowest-achieving schools, principals must possess strong management skills.

Glickman, Gordon, and Ross-Gordon (2001) determined successful schools have no delineation between supervision (management) and instructional leadership.

Leithwood and Riehl (2003) was not in support of even using the term instructional leadership, going as far as to suggest “displacing the sloganistic use of the term with the more precise leadership practices specified through well-developed leadership models” (p. 7); the term instructional leader is often just a phrase with no true meaning (Leithwood, 2006).

Leaders can be the sole decision makers since they have the authority to do so, but those decisions can only be implemented through collaboration (Reeves, 2006).

Sergiovanni (1994) referred to this type of school setting as a moral community, one with shared values and beliefs among stakeholders. The leadership in this community is not based on rules, but rather on stewardship and service. However, in a survey conducted by Reeves (2006), 2,000 teachers and administrators from more than 60 diverse school systems *perceived* Level III decisions were made by administrators (unilateral administrative decisions). Over 74% of those surveyed perceived their leaders displayed an “it’s their way or the highway” mentality (Reeves, 2006, p. 53). In actuality, the findings of the study indicated that Level III decision making was the least used. Most schools in the Reeves study were collaborative, with teachers often having the opportunity to make discretionary decisions.

Research indicated that leaders who possessed emotional intelligence were successful in creating this type of collaborative and positive school culture. These leaders were well-versed in handling their own emotions and the emotions of others (Moore, 2009). When leaders are intelligent about emotions (Goleman et al., 2009) and self-aware (Weisinger, 1998), their leadership will be more effective (George, 2000).

Leadership is an emotion-laden process, both from the perspective of the leaders and the followers (George, 2000; Goleman et al., 2009). “Great leadership works through the emotions” (Goleman et al., 2009, p. 9).

Moore’s (2009) research determined that school administrators with a high emotional intelligence level had stronger relationships with their colleagues, teachers, parents and students, and were more effective in leading change and initiating school reform. Gimbel (2003) and George (2000) supported Moore’s (2009) research, adding that trusting interpersonal relationships that are constructed and supported by the principal helped determine their success as a school leader. From the perspective of 200 California superintendents surveyed by Davis (1998a), it was determined that a principal will not do other important requirements of the position well if positive relationships cannot be sustained. In addition, Goleman et al. (2009) believed emotional intelligence mattered for leadership success since a leader with high emotional intelligence would prime good feelings. The leader who was knowledgeable of emotions would be better able to understand why followers felt as they did, and was, therefore, able to influence those feelings (George, 2000). Through McEwan’s (2003) study of effective principals, it was revealed that effective principals demonstrated concern, personally and professionally, for all staff, creating collegiality: “This collegiality helps build trust and professional respect, and helps me [principal] to raise the bar for high expectations of personal performance in a nonthreatening way” (p. 15). Reeves (2006) also believed vision could be used as a tool to build trust.

Davis (1998a) concluded through his study of those superintendents that most principals lose their jobs due to their lack of people skills. Since very few principal tasks are completed in isolation, “grouchy, mean-spirited, distant, arrogant and insincere

principals simply won't cut it in the leadership role regardless of how skilled they may be in the management of instruction, budget, curriculum or facilities" (Davis, 1998a, p. 6). No other factor even came close to explaining why principals fail as did the lack of interpersonal skills (Davis, 1998a). Knuth and Banks (2006) disagreed with that statement, determining principal failure is largely attributed to "the increasing complexity and demands of the principal position . . ." (p. 16).

Sergiovanni (2001) termed the personnel piece of principal leadership as "human engineer" (p. 101). Since most of the work done in schools is accomplished by people, the development of human resources is valued by the effective educational leader (Leithwood & Riehl, 2003). Through his studies of schools and principals, Whitaker (2003) stated, "one of the hallmarks of effective principals is how they treat people. Like effective teachers, effective principals treat people with respect" (p. 21). In contrast, Reeves (2002) stated that effective leaders understand all their colleagues do not require identical treatment. Effective leaders recognize equity is not equality, in addition to an understanding of the importance of fair treatment of their colleagues, which does not equate to identical treatment.

Whitaker (2003) remarked that it is easy to treat all people with respect most of the time, but that great principals treat everyone with respect every day. Maxwell and Dornan (1997) shared a study by Telemetrics International which appeared in the *Wall Street Journal*. The study focused on a group of 16,000 high-achieving executives who shared common traits. They all valued their subordinates by listening to their concerns, seeking their advice, and treating them with respect. Information reported from the Stanford Research Institute stated, "the money you make in any endeavor is determined only 12.5 percent by knowledge and 87.5 percent by your ability to deal with people"

(Maxwell, 1993a, p. 30). Buckingham and Coffman (1999) reported findings that support Maxwell's (1993a) statement, reporting results from a Gallup Poll that indicated the quality of the relationship with their direct supervisor and the connectedness of staff to their direct supervisor, not pay, perks, or benefits, is the single most important variable in the productivity and loyalty of the staff.

The old school of leadership viewed leaders as those being served by their subordinates. In today's work environment, for the leader to be effective, the roles are reversed, requiring leaders to serve their followers (Buhler, 2008). Being a leader, and not just a manager, is a position granted by subordinates (Weiss, 2007). Effective leaders focus on their subordinates and are not self-centered, nor are they motivated by self-interest. Organizations that are led by "servant leaders" (Blanchard, 2007, p. 274) are less likely to experience poor leadership. Those who practice the art of servant leadership help others achieve their goals, and realize leadership is not all about them, but also about their customers (Blanchard, 2007).

Leithwood (2006) suggested that principals who desire to improve their leadership focus on the "robust empirical evidence" genre (p. 88). Through their qualitative and quantitative empirical research on effective leadership involving tens of thousands of people at all different levels of organizations, Kouzes and Posner (2002) determined that "leadership is a relationship between those who aspire to lead and those who choose to follow" (p. 21). In addition, Kouzes and Posner determined that leadership success is currently, and will continue to be, based on how well people can work together and how well human relationships can be sustained. As Sergiovanni (2001) revealed, this is the humanistic and personal role of the principal. The principal has to be the encourager, communicator, and the supporter of all staff as well as students.

Empowerment, according to Blanchard (2007) requires a major shift in attitude, and the “most crucial place that this shift must occur is in the heart of every leader” (p. 68). Blanchard (2007) went on to state that through empowerment, knowledge is shared and the trust level of the organization is raised, both of which promote ownership. A Rand Corporation study of 1,000 schools concluded that decision making and leadership are significantly more democratic in this type of high-performing school (Moller & Pankake, 2006). To be an effective leader, Weiss (2007) stated, “You must know how to foster trust with your subordinates” (p. 19).

According to research conducted by Leithwood et al. (2004), principals at the elementary and secondary levels tend to engage in different, site-specific leadership. Elementary principals of smaller schools have a greater opportunity to directly influence their teachers and even model instruction. At the secondary level, principals have a more indirect impact on their teachers, often through planned professional development. Leithwood et al. (2004) stated that successful leadership is more apparent in schools that have more challenges, more difficult circumstances.

Cotton (2003), Fullan (2002), and Leithwood et al. (2004) concluded that the principal alone does not affect student performance. However, the principal who works effectively with others can have a positive, even profound influence on student learning. What the teachers want to know, Flannery (2011) stated, is that principals are helping students succeed. When the teachers feel the principal is working to provide the best staff development, technology, and resources available, “it creates a relationship of mutual trust and support” (Flannery, 2011, p. 45).

The effective principals provide many opportunities for their teachers to learn new skills because they know that a school of skilled teachers correlates with a school of

students who are learning (Rooney, 2008). Teachers at schools led by more effective principals reported that they were encouraged and supported to participate in individual staff development (Whitaker, 1997) because successful school leaders know the importance of supporting the staff and acknowledging their contribution to the school (Bonnici, 2011). When their principals attend and participate in staff development, teachers attach meaning to those staff-development sessions (Schlechty, 2002). Successful leaders develop and empower others so they are able to count on their contributions (Leithwood et al., 2004). The successful principal empowers others to make significant decisions, thereby indirectly affecting student learning (Leithwood et al., 2004).

Principals are teachers of teachers, or as Sergiovanni (2001) stated, “the principal assumes the role of ‘principal teacher’” (p. 103). And though the principal takes on the role of instructional leader, the goal of the effective principal is to empower teachers to assume instructional leadership roles, creating a community of teacher leaders. And though the successful leaders can improve student performance in the short term, they must leave successful leaders in their organization when their tenure has ended (Fullan, 2002).

Successful leaders understand their work is about building teams and establishing a climate of trust through sharing information and power, thereby developing those leaders (Abbate, 2010). However, this is a difficult task since principals may perceive behaviors differently than the teachers, such as trust-building and barriers to trust-building. Research collected by Gimbel (2003), through her visits to three middle schools, supported the fact that all school leaders do not place the same meaning in the word *trust*. One principal referred to trust as “sustaining relationships with teachers by

being available to them” (Gimbel, 2003, p. 15); another described trust as “walking the talk” (p. 11); and another felt trust was synonymous with reliability. “They pretty much know where I’m comin’ from and they know how I’m gonna deal with things” (Gimbel, 2003, p. 20). “The substance of interpersonal trust in schools is rooted in the behavior of principals” (Gimbel, 2003, p. 8).

“A relationship of trust is the foundation for such collaboration” (Gimbel, 2003, p. 63). Shared leadership practiced in many schools requires principals and teachers to work together according to Gimbel (2003). “When there is trust, it represents a positive bond between principal and teacher” (Gimbel, 2003, p. 65), however, the hierarchical nature of the principal-teacher relationship combined with the focus on accountability “make it more difficult to promote trust than can be imagined” (p. 63). Nevertheless, in the age of accountability and school reform, the principal would be wise to reach out to teachers and forge trusting relationships (Gimbel, 2003). “Trust is the single most important factor in personal and professional relationships” (Maxwell & Dornan, 1997, p. 27).

At one time, one could assume others viewed them as trustworthy until they proved they weren’t. In today’s world, trustworthiness must be proven first (Maxwell & Dornan, 1997). In a study conducted by Moye, Henkin, and Egley (2004), it was determined that teachers who perceived their work as meaningful and who were given substantial autonomy felt they were impactful, and they also had higher levels of interpersonal trust in the principal. Ironically, this study also determined that teachers who never had administrative responsibilities and those less involved in committee work had higher levels of interpersonal trust in their principal.

In research conducted by Berry, Wade, and Trantham (2008/2009), a number of

consistent findings were discovered:

Teachers who intend to leave their schools and teaching are more likely than those who intend to stay to have concerns about their lack of empowerment, poor school leadership, and the low levels of trust and respect inside their buildings. (p. 80)

In attempt to determine the level of trust in a building, Gimbel (2003) stated that the teacher's lounge is "where the real culture of faculty trust is found" (p. 55).

Kouzes and Posner (2010) determined trust to be "the social glue that holds individuals and groups together" (p. xxiii). Maxwell and Dornan (1997) further declared that "the supreme quality for a leader is unquestionably integrity" (p. 30). A study conducted by the Center for Creative Research determined that errors and challenges can be overcome by a person trying to move up in an organization, but that person will never reach the top of the organization "if he compromises his integrity by betraying a trust" (Maxwell & Dornan, 1997, p. 20).

Collaboration requires trust. Collaboration will not happen, and a leader cannot lead, if he/she does not trust and is not trusting (Kouzes & Posner, 2002).

PricewaterhouseCoopers conducted a study on corporate innovation in companies ranked in the Financial Times 100 and determined trust to be the "number one differentiator" between those in the top 20% and those in the bottom 20% (Kouzes & Posner, 2002, p. 246). Those at the top trusted those who were empowered to turn strategic ideas into reality (Kouzes & Posner, 2002). Leadership goes to a higher level when relationships are developed and people are empowered. At that time, "permission is granted to lead beyond the limits of your job description" (Maxwell & Dornan, 1997, p. 5).

Through his own experience and research, Vodicka (2006) believed trust to be the

most crucial element required to build a community of learners. Research conducted by Brewster and Railsback (2003) claimed that the teachers' trust of the principal may be mirrored in the level of trust teachers have with their co-workers, students, as well as the parents of those students. Vodicka (2006) believed that trust can be defined through the elements of consistency, compassion, communication, and competency. Developing trust is the main obligation of school leaders who desire to positively influence their learning community. In addition, the level of trust the teachers have in their principal will determine the other relationships in the school setting, which will ultimately be reflected in student achievement (Vodicka, 2006).

Gimbel (2003) conducted a study of three middle schools in effort to determine their meaning of trust. Of the teachers surveyed, they "concurred on one dimension of the meaning of trust: maintaining confidentiality" (Gimbel, 2003, p. 24). The meaning of interpersonal trust from the principal's perspective was not as easy to determine. Gimbel (2003) discovered that the principal behavior that fostered trust was contingent on the school setting.

Through her study, however, Gimbel (2003) found that teachers and principals at all three schools agreed that the principal needed to "support teachers and communicate with them to build trusting relationships" (p. 47). The communication behavior most agreed upon to promote trust was the principal's ability to confront conflict and work to resolve it (Gimbel, 2003). Kouzes and Posner (2006) stated that one of the tough truths about leadership is that sometimes the leader hurts others and sometimes the leader is hurt. Chances are high that not everyone will like the leader, but "being motivated to want others to like us will make us more concerned about them than we are about ourselves" (Kouzes & Posner, 2006, p. 60). Kouzes and Posner (2006) elaborated

further, stating that if the leader has someone working for them in a leadership role who claims they do not care if others like them, they should be fired.

Encourage the Heart

Lezotte (2004) referred to the second generation of principals as ones who will need to develop their skills in cheerleading and coaching. Reeves (2006) agreed with Lezotte (2004) that personal contact, recognition, and appreciation are extremely important and strategic uses of time; however, time is often not allocated to these activities because leaders are busy spending their time in ways that are expected, not ways that are effective. “Recognizing, developing and celebrating the distinctive skills of each individual will become critically important to organizational survival” (Bennis & Nanus, 2003, p. 214). Kouzes and Posner (2006) added that tangible rewards will not earn increased commitment, but demonstrating genuine concern and respect will.

According to Whitaker (2003), there are two ways to improve a school significantly: get better teachers and improve the teachers that are already in place. When accomplishments are recognized and efforts are valued as part of the school culture, staff and students will all be more motivated to work hard and support change (Peterson & Deal, 2002). Kotter (1996) enforced the importance of celebration, but warned that change initiatives are at risk to lose momentum without short-term goals to reach and celebrate.

The learning leader celebrates small victories and does not postpone celebrations waiting for annual test results (Reeves, 2002). Though rewards are important, Daniel Pink (2009), in his book *Drive*, discussed motivation and shared a warning regarding rewards: “rewards can often produce less of the very things they’re trying to encourage” (p. 49), and extrinsic motivators can even promote bad behavior and “encourage short-

term thinking at the expense of the long view” (p. 49).

Brubaker and Coble (2005) warned against creating arbitrarily designed reward systems, reminding leaders that employees should be involved in designing a reward system. Similarly, Reeves (2006) stated, “relational leadership does not depend on false affirmations provided in vain” (p. 39) since trust and integrity are the underlying elements that form enduring relationships. However, school leaders have the ability to provide interpersonal things that most affect morale, and have the greatest positive impact and influence (Whitaker et al., 2009). The most meaningful rewards are spontaneous and unexpected; personal gestures are often the most powerful (Kouzes & Posner, 2002).

An employee’s performance and motivation will be increased if the leader has the ability to pay personal attention to the employee (McColl-Kennedy & Anderson, 2002), though motivation is deeply personal (Pink, 2009). Kouzes and Posner (2002) contended that “most people rate ‘having a caring boss’ even higher than they value money or fringe benefits” (p. 317). Attention reduces the employee’s frustration, increases his/her enthusiasm and optimism, and indirectly increases the employee’s performance (McColl-Kennedy & Anderson, 2002).

Sergiovanni (2001) believed that “high student motivation to learn and high teacher motivation to teach are prerequisites for quality schooling and must be effectively addressed by principals” (p. 101). “Unless teachers are themselves inspired, they are unlikely to inspire their students” (Denning, 2011, p. 1). In the 2003 MetLife Survey of The American Teacher, attitudes and opinions of teachers, principals, parents, and students were all examined, determining that the most important role of the principal is motivating the teachers and the students.

Good leaders praise, push, and prod, and let teachers know when their performances are not satisfactory. When performance is not satisfactory and it becomes necessary to share negative feedback with a teacher, Hoerr (2009) believed it is necessary to offer six positive comments if the leader's focus is on building a supportive relationship, which is even more important if a difficult message has to be delivered. "People will listen to negative feedback from good leaders even when it's painful to do so, if the relationship is strong and they trust that leader" (Hoerr, 2009, p. 84). Donaldson et al. (2009) agreed, stating, "the most effective principals operate from a system that places a high priority on people and relationships" (p. 13), and they mobilize their faculty to do their best work by growing and maintaining supportive and honest relationships. Whitaker (2003) emphasized the importance of growing relationships, and stated, "the difference between more effective principals and their less effective colleagues is not what they know. It is what they do" (p. 1).

In a study conducted by George and Bettenhausen (1990) which investigated prosocial behavior and its effect on employee performance and turnover, it was discovered that positive leaders who are optimistic and confident have a "considerable impact on their work groups, manifested in overall positive orientation and outlook; the leaders' enthusiasm and high levels of activation are likely to pervade the groups" (p. 701). A leader may desire for his/her colleagues to feel good, but the effective leader also desires his/her colleagues to feel that their work matters (Reeves, 2002). Effective principals are not the star at their school, but rather they create a school in which their teachers are the stars (O'Hanlon & Clifton, 2004). However, Chenoweth (2010), in her article *Leaving Nothing to Chance*, reminded principals that "school leaders must be guardians of their students' future, not their staff members' happiness" (p. 19).

The importance of positivity was also cited by Sweeney (2010) as a key aspect of effective leadership. O'Hanlon and Clifton (2004) added, "certainly anyone who is involved in the number of interactions and situations that the principal is cannot be positive in every case, but it is the positive character of the effective principal that stands out" (p. 68). Leaders who have a positive affect indirectly and directly influence their group (Sweeney, 2010). Indirectly, the positive leaders' moods may cause the group to be positive and capable; directly, the leaders are more likely to notice and reward positive behaviors, in addition to offering encouragement to the group (George & Bettenhausen, 1990). "When leaders offer encouragement and others follow their example, organizations develop a reputation for being great places to work" (Kouzes & Posner, 2002, p. 369). Leaders influence positive behaviors when they encourage the heart (Kouzes & Posner, 2002). Whitaker et al. (2009) believed it is important to "remind ourselves of all the wonderful things that we accomplish in education" (p. 64).

Teacher's Perceptions versus Principals' Perceptions

The Johari Window. In 1969, the communication model known as the Johari Window was developed by two men, Joseph (Jo) Luft and Harrington (Hari) Ingham in effort to enable people to examine and improve their interpersonal communication and awareness through assessing the ways in which information is given and received (Halpern, 2009). "We cannot become more effective as supervisors unless we know what we are doing" (Glickman et al., 2001, p. 130). The four-region grid represents various types of information exchanged during communication. A different kind of information is represented in each Region (see Figure 1). (Galpin, 1995; Glickman et al., 2001).

	known to self	unknown to self
known to others	Region 1 Open Arena; Public self	Region 2 Blindspot; Blind self
unknown to others	Region 3 Hidden or Private Arena; Private self	Region 4 Unknown; Unknown self

Figure 1. Johari Window. Adapted from Group Processes: An Introduction to Group Dynamics by Joseph Lutz. Copyright 1970 by National Press Books.

The regions of the Johari Window are described as follows. Region 1, the Open Arena, is the area of shared information (Galpin, 1995), the public self (Glickman et al., 2001). Through shared information in the public self area, both the supervisor (principal) and the supervisees (teachers) know the behaviors used by the supervisor (principal) (Glickman et al., 2001). Interpersonal relationships tend to be better and more beneficial the larger the arena since sharing results in better understanding (Galpin, 1995) and collaboration (Coombs-Richardson, 1998). The Open Arena also helps both parties discover common ground and begin building a sense of trust (Halpern, 2009).

Region 2, the Blindspot, involves information known by others (teachers), but not known by oneself (principal). Instead of building relationships, this area can damage interpersonal relationships since it is hard to understand behaviors without knowing the reasons behind them (Galpin, 2005). If one feels they are displaying a certain behavior, but behaviors are not perceived the same way, communication is in Region 2; once one

becomes aware of perceptions of others, the blind self then becomes the public self (Glickman et al., 2001). Glickman et al. (2001) believed that the leader cannot afford to be blind to his/her behaviors and the effect they have on others, going further by stating, “We can improve only what we know; to believe only our own self-perceptions is to court disaster” (p. 130).

Region 3, the Hidden Self or Private Self, does not aid in building interpersonal relationships (Galpin, 2005). Information in this arena is only known to oneself (principal), and often protects people (principal) from others (teachers) knowing negative things about them (Halpern, 2009). Halpern (2009) noted that people might not want to share information because they “desire power and control” (p. 30).

Region 4, the Unknown, involves behaviors the supervisor (principal) displays which both the supervisor (principal) and others (teachers) are unaware (Glickman et al., 2001), and could have even been buried in the subconscious (Coombs-Richardson, 1998). This area of Unknown also is the area where some of the most exciting and creative work can take place (Halpern, 2009).

The unknown self is oblivious to all (Glickman et al., 2001). Rooney (2008) stated that principals are often unaware of teachers’ perceptions of their behavior, which sometimes has unintended effects on staff members. Principals often get too caught up in the day-to-day running of a school to notice how their behaviors are being perceived by teachers, parents, students, and district personnel. Rooney (2008) stressed the importance of the teachers’ perspectives, stating that “teachers have a different perspective on our effectiveness” (pp. 82-83). Principals are often unaware of teachers’ perceptions of their behavior, which sometimes has unintended effects on staff members (Rooney, 2008). Davis (1998b) believed that it is critically important for principals to understand how

they are perceived by others.

The ways that leaders perceive workers and interpret their actions affects the leader's behavior toward the workers. Establishing relationships with subordinates is a critical factor in their work as leaders. *People react to what they think they see in others.* The degree of accuracy of perception determines the appropriateness of those actions taken. This is a mutual leader-follower behavior. (Razik & Swanson, 2010, p. 85)

In a study conducted by Williams (2009) that examined 7,500 fourth-grade students in 82 urban Georgia schools, it was determined that the principal's leadership behaviors were not aligned with student achievement. Though the teachers had a positive perception of the principal's instructional leadership skills as well as the school climate, these perceptions were not reflected in student achievement. In addition to determining leadership was not aligned with student achievement, Williams' (2009) study also determined that teachers and school demographics have more of an impact on student achievement than principal leadership behaviors as perceived by teachers.

Research conducted by Bulach, Lunenburg, and McCallon (1995) presented similar findings: leadership style did not make a difference in school achievement or climate (BulachBoothe, & Pickett, 2006). Ironically, 1,017 teachers of students in Grades K-12 who participated in the MetLife Survey of The American Teacher: An Examination of School Leadership (2003) believed that test scores mattered more to principals than motivating students and teachers; however, the 800 principals surveyed reported motivation of students and teachers was their top priority.

Goodlad's (1984) research involving teachers at 13 high schools, 12 middle schools, and 13 elementary schools supported that statement. Teachers at the three high

schools that ranked in the top quartile for overall stakeholder satisfaction presented a positive view of their workplace, which included autonomy over teaching decisions and power and influence over school-wide decisions. Those schools also were perceived by the teachers to have a quality of the problem-solving process and a positive view of the principal's leadership (Goodlad, 1984). Due to the need of the leader to set direction and empower others to embrace their vision, principals must be able to understand the impact of teachers' perceptions of their leadership styles (Kelly et al., 2005).

Another important revelation in Goodlad's (1984) study also confirmed the importance of the teacher's perception of principal behavior. The teachers' views of their principals varied significantly at the more and less satisfying sets of schools.

"Repeatedly, teachers at the more satisfying schools commented that their principals supported teachers to the fullest, went to bat for teachers, or gave excellent back up" (Goodlad, 1984, p. 255). From the vantage point of the teachers in the study, a good principal is a relatively self-governing, independent person who treats all staff members professionally and collegially. The principals in the "more satisfying schools" (Goodlad, 1984, p. 255) were viewed by his/her teachers as leaders who exhibit consistency in dealing with teachers and students. They also were less inclined to see "poor teaching, poor teachers, and staff relations as problems" (Goodlad, 1984, p. 255). Conversely, principals at schools that were ranked as less satisfying, had the tendency to respond in the opposite manner, consistently viewing poor teachers teaching poorly and staff members interacting poorly.

In summary, Goodlad (1984) found a correlation between teacher satisfaction and strong principal leadership, further supporting Leithwood's (2006) theory that principal-created conditions matter. The challenge lies, Protheroe (2011) stated, in determining the

ways school leaders can affect teacher job satisfaction, making it clear that:

The challenge for school leaders is two-fold. First, find out what matters, both in a positive and negative way- to your teachers. Then work to shift practices to strengthen the school environment so that teachers view the school as supportive of teaching and learning. (p. 6)

Findings from a 2010 study of more than 40,000 teachers conducted by Scholastic and the Bill & Melinda Gates Foundation (Mayer & Phillips, 2010), supported Leithwood's (2006) view that principal-created conditions do in fact matter. The teachers surveyed reported on factors which impacted their decisions to remain in the profession. "When asked about the things that are most important in retaining good teachers, supportive leadership, time for collaboration and a high-quality curriculum top the list, with supportive leadership by far the most important factor in teacher retention" (Mayer & Phillips, 2010, p. 39). In fact, 75% of North Carolina teachers surveyed ranked supportive leadership as "absolutely essential" (Mayer & Phillips, 2010, p. 97). However, organizational theorist James March (1980) argued that one leader makes no more significant impact on an organization than another.

Through his research that focused on teacher workplace conditions, the importance of school leadership, and its impact on teachers, Leithwood (2006) stated:

Conditions that are created by the leadership of the principal matter. How does the principal set direction for the school? Is the principal considerate, consultative, and supportive in developing people, instituting change, managing the instructional program, and in day-to-day interactions? (p. 47)

Rooney (2008) indicated the leaders' visions and values are highly important to teachers, stating, "if those you work with see no congruity between their core values and yours,

they will simply wait out your tenure in the building. Teachers stay, but principals move on” (p. 83).

Because teacher working conditions, many of which are created by the principal, do matter, between the years 2004 and 2007, more than 200,000 teachers in seven states completed a web-based survey developed by the Center for Teaching Quality with support from the National Education Association. The goal was to determine what working conditions matter most to teachers and how those conditions could be improved to support both teacher and student success. Berry et al. (2008/2009) discovered a number of consistent findings when compiling the data from those surveys, one of which stated:

Teachers who intend to leave their schools and teaching are more likely than those who intend to stay to have concerns about their lack of empowerment, poor school leadership, and the low levels of trust and respect inside their buildings (p. 80).

Though the survey results from 200,000 teachers revealed the need for strong school leadership, according to Leithwood et al. (2004), effective leadership skills have not been identified.

In a study conducted by Kelly et al. (2005) of 31 elementary schools and principals and 155 teachers, it was determined that if a principal’s leadership style varies, the teachers feel that others are treated differently. Teachers indicated a desire to be treated consistently, which indicates teachers are unaware that differential treatment is needed due to the task or developmental stage of the teacher.

Principals’ self-perceptions discovered in the study by Kelly et al. (2005) revealed a discrepancy between how principals actually “behave” (p. 23) compared to self-

reported behaviors. The misalignment of perception by the principal and teachers is of paramount importance since all parties (teachers and principals) behave in accordance with their own perceptions and not how things really are. If the principal's staff perceives his/her leadership differently than the principal does, it is almost guaranteed that the leader will have problems since the staff will behave towards the principal in the way they perceive the principal. All principals need to understand the teachers' perceptions of their behavior (Kelly et al., 2005). "Teachers' perceptions of principal effectiveness are authentic" (Pashiardis, 1998, p. 23).

Whitaker (2003) believed that principals do consider views from teachers, "but they *always* consider what their best teachers will think" (p. 68). Berry et al. (2008/2009) determined through working-conditions survey results that elementary school teachers are decidedly more positive about their working conditions than their middle school colleagues. The MetLife Survey of The American Teacher (2003) concluded that secondary school teachers are less likely to feel like they have a collaborative or friendly relationship with their principal.

Weiss (2007) contended that the way teachers perceive their leaders' behaviors matter, specifically stating, "people's perceptions of their work environment affect and control their performance" (p. 20). In addition, research conducted through the MetLife Survey of The American Teacher (2003) concluded that teachers and principals perceive their relationships with one another in very different ways. More principals than teachers are satisfied with how things are: 97% of the principals are satisfied with their relationships with teachers, compared to 71% of their teachers. Consequently, since principals perceive their relationships with teachers as satisfactory, "they may be less motivated to improve a situation where they do not perceive a problem to exist" (MetLife

Survey of the American Teacher, 2003, p. 6). The study also determined that the relationship varied depending on the grade level, concluding that elementary teachers interpret their situations more positively.

Summary

One of the themes identified for success as a principal, according to the National Association of Secondary School Principals (2010), as published in the most recent addition to the *Breaking Ranks* series, *10 Skills for Successful School Leaders*, is Developing Self and Others—skills and behaviors involved in developing others and understanding one’s own strengths and weaknesses. In their study, NASSP (2010) stated that prior to the leader being able to propel the school to the next level, he/she must be able to understand his/her own strengths and weaknesses. Without knowledge, their behavior could either enhance or hinder school progress.

A 1998 research study conducted by Petros Pashiardis concluded that knowing how others perceive the leaders’ behaviors compared to self-perception is critical for the survival of educational leaders. Results of the study indicated that there was almost a perfect 50/50 split when comparing principals’ perceptions of their behaviors to teacher perception. Pashiardis (1998) stated that principal effectiveness is largely determined by self-perception, stating, “they [principals] also act and perform their duties based on these ideas about themselves and the way they lead their schools” (p. 3). Another supporting example of the discrepancy between principals’ self-evaluations and teachers’ perceptions was determined through the MetLife Survey of The American Teacher (2003): Only one-third of the teachers report that their principal excels in encouraging students to achieve, yet over half (59%) of the principals give themselves the highest ranking of all in the area of encouraging students. These two studies demonstrated the

need for principals to know their own strengths and weaknesses and understand how they are perceived by the teachers at their school.

Chapter 3: Methodology

Introduction

The purpose of this study was to learn more about the relationship of principals' perceptions of their leadership behaviors as compared to their teachers' perceptions. This quantitative study not only allowed principals to evaluate their own leadership behaviors, but to also determine the relationship between their perceptions and their teachers' perceptions based on the Five Practices of Exemplary Leadership. Since "principals may assess themselves as more or less effective on a given dimension of job tasks not only because of their own skills, but also because of the difficulty of the contexts in which they work" (Grissom & Loeb, 2009, p. 13), this study determined the extent of differences in leadership perceptions at the elementary and secondary levels. In addition, this study also generalized the results among all schools in the district. The researcher also sought to determine the difference, if any, in perception of principal leadership between male and female teachers.

This study answered the following question which was the focus of the study: What is the relationship between the principals' perceptions of their leadership behaviors and the teachers' perceptions of the principals' leadership behaviors?

Multiple demographic and experiential parameters were used to delineate the participant responses. Teacher (Observer) and Principal (Self) data gathered through the LPI surveys and demographic experiential questionnaires were disaggregated for both responding groups by (a) gender, (b) years of experience in education, and (c) years employed at researched school (in current role). Additional teacher (Observer) questions included (a) years working for current principal, in addition to (b) whether they were

hired by their current principal. Principals were asked to reveal post-secondary studies and degrees.

Participants

Participants in this study were teachers and principals from elementary and secondary schools located within a small, urban school district in the piedmont area of North Carolina. Formal permission to conduct this research study was granted by the superintendent of the school system (Appendix A). Principals granted their approval to participate through signing a consent form (Appendix B). Research was conducted using 259 teachers and eight principals. Of the certified teachers requested to participate in the researched district, 84 taught at the secondary level (6-12), with the remaining 175 employed at the elementary level. The system employed two itinerant elementary teachers who were requested to report their results based upon the behaviors of the principal at their base school. Of the eight schools included in this study, only one was not considered a Title 1 school, meaning seven of the schools in the district had a poverty rate of at least 50%.

Though Kouzes and Posner (2003) stated that only five to 10 people are needed to complete the LPI Observer form, the researcher offered all certified teachers at each participating school the opportunity to complete the survey. According to Tuckman (1999), “if the samples drawn for a study are not representative of the larger population, a researcher may encounter difficulty generalizing findings from their results” (p. 139).

Data Collection Procedures

Kouzes and Posner’s (2003) LPI for Self was distributed to principals by the researcher. Principals were requested to complete the 30-question survey within a week, and notify the researcher when the survey was completed. When collecting the surveys,

the researcher again reminded principals of the use of their self-evaluation and assured them that no information from self-reporting would be shared with the district administration as they had signed a consent form (see Appendix B) which ensured the confidentiality of the findings.

After the initial visit to each school to discuss the planned research and survey distribution process and IRB approval, invitation letters and surveys with attached demographic and experiential questions were prepared for all teachers in the system, requesting their participation in the study (Appendix C).

Each of the schools in the researched district received a specific number of surveys corresponding with the number of certified teachers at the school. The letters and surveys were delivered to each school by the researcher. A school representative who was not involved in the study was recruited by the researcher beforehand to place a numbered survey in each certified teacher's mailbox. School one received 31 surveys, school two received 18 surveys, and so on. Individual teachers were not identified. The surveys were only be labeled upon return order to correlate the data with the specific school. Individual survey responses remained anonymous.

Teachers at each school were requested to return the completed surveys to the school representative within 5 school days. Two days prior to that date, the researcher sent an electronic reminder to the teachers at each studied school, requesting that they return the completed survey to their school representative. Completed surveys were retrieved from the school by the researcher on a specific predetermined date, no more than 5 school days after the initial distribution. The researcher had a goal of at least a 70% return rate. If there was less than a 70% return rate, the researcher returned to the school with another survey in attempt to reach the goal return rate of 70%.

Instrument

It is reported that over 250,000 leaders and over one million observers have completed the LPI surveys. “The research database for the LPI includes over 100,000 respondents” (Kouzes & Posner, 2003, p. 16). Validation studies have been completed by Kouzes and Posner (2003) in addition to other researchers over a 15-year period, confirming the strong reliability and validity of the LPI. Although Kouzes and Posner (2003) suggested that each respondent indicate their relationship to the leader, that was not necessary in this case since all respondents using the LPI Observer survey were certified teachers in each specific school which, for LPI reporting purposes, were known as *direct reports*.

Including both Self and Observer, 1,152,716 respondent results were used to determine internal reliability. Cronbach alpha coefficients for the Five Practices of Exemplary Leadership were as follows:

Model the Way - .85

Inspire a Shared Vision - .92

Challenge the Process - .86

Enable Others to Act - .86

Encourage the Heart - .92

A reliability coefficient of .70 or higher is considered acceptable in most social science research settings (Posner, 2010).

Permission was granted by Ellen Peterson, Permissions Editor (Peterson, personal communication, December 11, 2011) of the Jossey-Bass Company, to use the Kouzes and Posner’s (2003) LPI survey (Appendix D). Additionally, permission was granted to reproduce the instrument in written form at no charge in exchange for a copy of the

research study upon its completion. The agreement to use the LPI Self and Observer survey also stated the possible use of the dissertation abstract on various LPI websites.

The third edition of Kouzes and Posner's (2003) LPI Self was a 360-degree questionnaire using a 10-point ordinal scale. The LPI Self survey was the leader version of the 30-item leadership behavior questionnaire for self-assessment of frequency of use of the Five Practices: (1) Model the Way, (2) Inspire a Shared Vision, (3) Challenge the Process, (4) Enable Others to Act, and (5) Encourage the Heart (Kouzes & Posner, 2003, p. 10). Using the Kouzes and Posner (2003) 30-question survey, principals indicated the frequency in which they displayed a specific leadership skill using the following options:

1 = Almost Never

2 = Rarely

3 = Seldom

4 = Once in a While

5 = Occasionally

6 = Sometimes

7 = Fairly Often

8 = Usually

9 = Very Frequently

10 = Almost Always

The LPI Observer survey used the exact same format and asked the teacher to report the frequency in which he/she observed the principal engaging in the specifically described behavior. Copies of each survey can be found in Appendices E and F.

In each of the Five Practices, scores can range from six to 60 for both Self and Observer (principal and teacher). A score of 60 in any one of the Five Practices

translates to an “almost always” behavior in that specific practice, either self-reported by the principal, or perceived by the teacher. Scores were tabulated for a sum in each of the Five Practices from both the principal and the teacher.

Questions derived from behaviors represented by the Five Practice areas were not grouped together on the survey. Behaviors that aligned with specific practices were randomly placed throughout the survey; for example, Model the Way exemplary behaviors were represented in questions 1, 6, 11, 16, 21, and 26.

Data Analysis

After gathering survey and demographic data from principals and teachers at each school, a variety of analyses were conducted using LPI Self and Observer results as evidenced by examples illustrated in Appendix G. Each of the studied schools had data that generated each one of the reports discussed.

In addition to those reports, mean scores were tabulated for male and female teachers and principals using the survey results to determine differences in perceptions. A t-test for independent means was conducted. There was an overall t-test completed using data from all tenets in addition to one for each of the five tenets that were the basis for the LPI survey.

An overall Data Summary report of all aggregated data from the system was compiled. In the report for individual schools, teachers were individually labeled as direct reports: D1, D2, D3, and so on. There were multiple D columns and only one Self column in the Data Summary report, which provided an overview of the Self and Observer responses for each of the Five Practices. The Self and Observer reports can range from a high of 60 to a low of six. Summary reports from the instrument results were also compiled via Tables and Figures, which provided a graphic representation of

the data. Reports generated only displayed results for the Direct Reports (teachers). Managers and Co-Workers are not included in this study.

The survey results for Self (principal) were also compiled into percentile ranking against others who completed the LPI. Kouzes and Posner (2003) maintain a database that is periodically updated and refreshed to include current scores from up to the latest 5,000 respondents. The percentile rankings on the charts are benchmarking numbers which were “determined by the percentage of those people who have scored at or below a given number” (Kouzes & Posner, 2003, p. 113). A “high” score was determined to be in the 70th percentile or above, whereas a “low” score was one at the 30th percentile or below. Any score between 31 and 69% was considered “moderate” (Kouzes & Posner, 2003). Self and Observer scores were included in the Percentile Ranking reports.

Many tables displayed in this study reported leadership behavior rankings, identifying all 30 leadership behavioral statements. Information shown in these tables, produced using Predictive Analytics Software (PASW), directly compared principal responses to teacher responses via one-way ANOVA tests and 2-tailed *t* tests. In addition to the reports mentioned previously, the researcher also compared teacher perception of principal leadership behaviors by teacher experience level, gender, and whether the teacher was hired by the current principal. Those tables provided a visual, which easily and clearly determined which areas the principal and teacher did or did not translate behaviors similarly regarding perceptions of the Five Practices of Exemplary Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

According to Kouzes and Posner (2003), answering the questions on the LPI Self survey required a high degree of self-awareness, and it was specifically designed to

provide feedback on relationships. Kouzes and Posner (2003) believed that “leadership is a relationship” (p. 5), further stating that the number one reason leaders succeed or fail is due to the quality of relationships with those who follow them. Though the principals did not receive feedback directly from the researcher, their self-assessments allowed for substantial self-reflection.

Limitations and Delimitations

This study had several limitations. First, by using principals and teachers of only eight schools, the sample size may have been too small to suggest the results would be the same in larger districts. Second, the teachers may have been hesitant to honestly communicate their thoughts on the survey since the survey was based on perceptions of their direct supervisor. In addition, the researcher was an employee in the studied school system which may have led to additional apprehension, anxiety, and guarded responses from both the teachers and principals. Third, all the elementary principals involved in the research had been leading the same school for at least 6 years, and two of the three secondary principals were in their first year at their school.

Teacher responses to the survey were inevitably affected by various conditions, such as their amount of contact with the principal, the number of years the teacher had worked with the principal, and if the teacher was hired by the principal, all of which were limitations. Limitations also included the teachers’ understandings of the statement to which they responded. The ordinal scale used in the LPI instrument was also left to individual interpretation.

The researcher chose not to include her own school in this research due to what could be viewed as a conflict of interest and was, therefore, a delimitation. The researcher chose a singular instrument by which to measure exemplary principal

leadership.

Summary

In summary, this chapter established the research methodology required to complete this study by presenting a brief explanation of the timeline for explaining the study to participants and gathering data from participants. In addition, the chapter substantiated the use of the chosen instrument upon which the research was based by stating the Cronbach alpha coefficients which determine the internal reliability of Kouzes and Posner's (2003) LPI. The chapter also explained how the data were tabulated, with examples of various reports in Appendix G. Limitations and delimitations of the study were also identified in the final section of the chapter.

Chapter 4: Results

Introduction

The purpose of this study was to examine the relationship between the principals' perceptions of their leadership behaviors and the teachers' perceptions of the principals' leadership behaviors as measured by the Kouzes and Posner (2003) LPI. This research could assist current and future principals in developing their leadership skills, in addition to clarifying areas that were generally viewed by teachers as principal weaknesses. Donaldson et al. (2009) described the job intricacies and human resource responsibilities of a principal, stating, "principals must learn to navigate through a difficult dilemma—the tension between caring for others and getting things done" (p. 8).

Quantitative, demographic, and experiential data were gathered through survey and questionnaire research of teachers and their principals to aid in determining areas that may affect perception. The researcher sought to determine if perceptual differences existed at each researched school through disaggregating collected data.

The tenets measured in this survey, identified as the Five Practices of Exemplary Leadership (Kouzes & Posner, 2002, p. 13), were (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart, and served as the framework of the LPI survey. Participants were asked to rank the frequency of the leadership for each of the 30 statements using a 10-point Likert scale. The Likert rating scale that was used for each statement ranged from a score of 1 = Almost Never to a score of 10 = Almost Always. The higher ranking indicated more frequent use of the specific leadership behavior from the perspective of the leader (principal) and observer (teacher). Scores in each of the five tenets could rank from six

to 60. Principals completed the LPI Self survey, reporting their self-perceived frequency of engagement in specific leadership behaviors. Teachers completed the LPI Observer survey, indicating the frequency of engagement in specific leadership behaviors of their principal.

Attached to each teacher survey (LPI Observer survey) and principal survey (LPI Self survey) were key demographic and experiential questions which were used to delineate the participant responses in the study. The questionnaire requested the following information which was disaggregated for both responding groups by (a) gender, (b) years of experience in education, and (c) years employed at researched school (in current role). Additional teacher (Observer) questions included (a) years working for current principal, and (b) whether they were hired by their current principal. Additional principal (Self) included (a) age, (b) education level, (c) number of school systems employed as a principal, and (d) years in the principalship, including ones outside current system. These questions were posed to determine factors that may possibly effect teachers' perceptions of their principals' leadership behaviors and principals' perceptions of their own leadership behaviors.

Demographic and Experiential Analysis of Teacher (Observer) Respondents

In a 2-day period, surveys and demographic questionnaires were distributed to 259 teachers at eight schools. The return rate in addition to the demographic information from teacher respondents from each of the surveyed schools is displayed in Table 1.

The results displayed in Table 1 indicate the number and percent of completed surveys and demographic experiential questionnaires returned per school. Data were returned by 169 teachers, which provided the researcher with an overall participation rate from the teachers from the researched district of 65.25%.

Table 1

Survey and Demographic Experiential Return Rate by School

School	Teacher N	Respondents N	Male n	%	Female n	%	Return Rate %
Red	31	31			31	100.00	100
Orange	40	25	1	4.00	24	96.00	62.50
Yellow	26	19	3	15.79	16	84.21	73.07
Green	23	17			17	100.00	73.91
Blue	24	19	3	15.79	16	84.21	79.16
*Indigo	31	17	6	35.29	11	64.71	54.83
*Violet	66	28	6	21.43	22	78.57	42.42
*Aqua	18	13	5	38.46	8	61.54	72.22
Totals			24	14.20	145	85.80	

Note. * = secondary schools.

One school boasted a 100% return rate (Red). Of the respondents from two elementary schools (Red school and Green school), 100% of the respondents were female; the majority of the total respondents (85.20%) from both levels were female. Of the 24 male respondents, 79.17% teach at the secondary level.

Nearly half (45.56%) of all the respondents to the demographic experiential surveys report had been teaching less than 10 years. Of the secondary school respondents, 46.56% had been teaching less than 10 years. Of all the 169 respondents, only 9.47% had been teaching over 25 years; however, the smallest respondent group was those who have been teaching 21-25 years (7.10%).

Figure 2 supplies a visual representation of the percentages of years of teaching divided by elementary and secondary levels, displaying a global view of the teacher respondents in the researched school system.

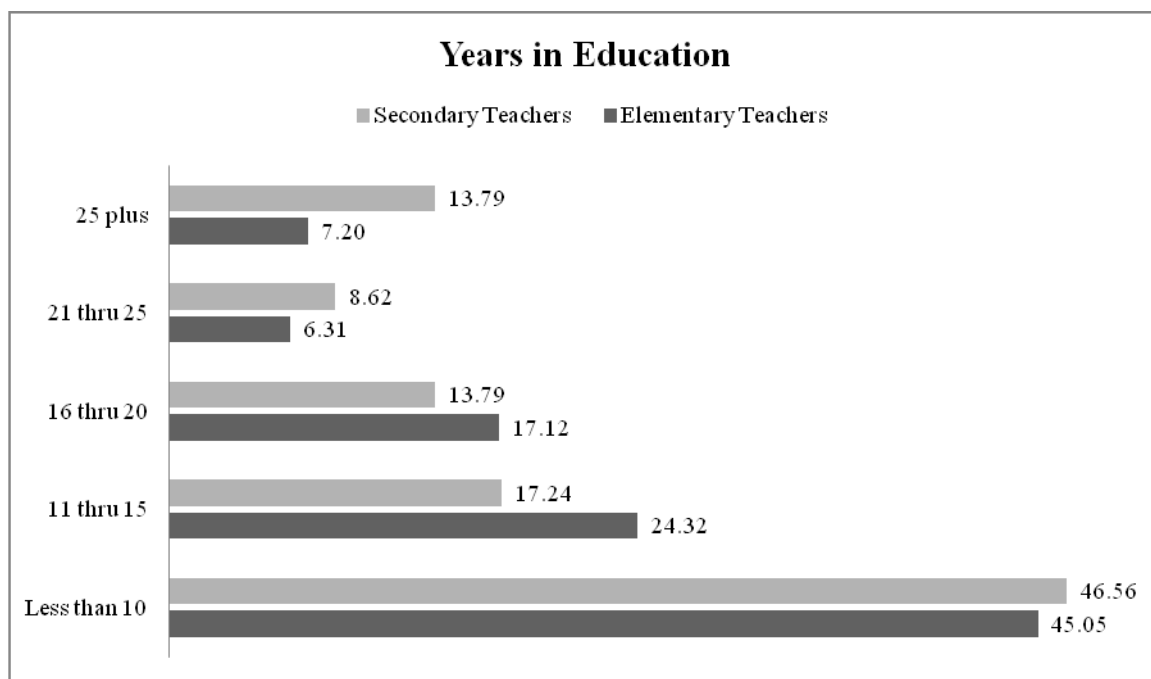


Figure 2. Years of Teaching Experience.

Figure 2 visually illustrates that at both the elementary and secondary levels, the highest number of teacher respondents had been teaching less than 10 years. This figure also illustrates the small number of teachers who had been teaching 21 to more than 25 years, especially at the elementary level.

Table 2 is a representation of the number of years teacher respondents had been with their current principal at their current school. These data suggested that the majority of respondents at combined levels had been with their current principal from 1 to 4 years, which correlates with the number of years employed at their current school.

Table 2

Years with Current Principal

School	1-4 n	%	5-8 n	%	9-12 n	%	13-16 n	%
Red	8	25.81	22	70.97	1	3.22		
Orange	7	28.00	12	48.00	6	24.00		
Yellow	7	36.84	5	26.32	4	21.05	3	15.79
Green	9	52.95	2	11.76	5	29.41	1	5.88
Blue	7	36.84	3	15.79	9	47.37		
*Indigo	4	23.53	6	35.30	5	29.41	2	11.76
*Violet	28	100						
*Aqua	13	100						
Total	83	49.11	50	29.59	30	17.75	6	3.55

Note. Of the two secondary schools included in the research, the principals have only been in place at their current school for one year; * = secondary schools.

Furthermore, Table 2 also reveals the relatively high number of elementary teacher respondents who had worked with the same principal between 5 and 8 years (30.55%). In fact, more of the elementary teacher respondents had been with the same principal from 5 to 8 years than from 1 to 4 years (26.38%). Consequently, because of two new secondary principals, only 5.21% of the secondary teacher respondents had been with their current principal from 5 to 8 years, although the secondary school in which the principal had been in place more than 1 year reported 76.47% of teacher respondents had been in place with that principal more than 5 years.

The information displayed in Table 3 indicates the number and percentage of

teachers at each school that were hired by their current principal.

Table 3

Number of Teachers Hired by Current Principal

School	Yes n	Percent	No n	Percent
Red	12	38.71	19	61.29
Orange	15	60.00	10	40.00
Yellow	19	100.00		
Green	17	100.00		
Blue	13	68.42	6	31.58
*Indigo	16	94.12	1	5.88
*Violet	7	25.00	21	75.00
*Aqua	4	30.77	9	69.23
Total	103	60.95	66	39.05

Note. Schools denoted with an asterisk (*) are secondary schools.

The researcher sought to determine if there was a difference in leadership perception by teacher respondents based on whether they were or were not hired by the current principal at their school. All 30 statements were analyzed. Table 3 disclosed the statements in which the t tests determined the p value $\leq .05$, which indicated a significant correlation in response between those two groups of teachers. Leadership behaviors of the LPI not displayed in Table 4 computed to a p value $\geq .05$; therefore, they did not demonstrate a statistically significant correlation in perception between those teacher respondents who were and were not hired by their current principal. Only three of 30 statements indicated a significant correlation by respondent. Two of those were found in

tenet (c) Challenge the Process.

Table 4

Significant Difference in Principal Perception by Teacher Respondents by Hiring

Leadership Statement	Hired by current principal	N	Mean	SD	T	df	p
ISV- Appeals to others to share dream of the future	Yes	103	6.97	2.40	-2.85	167	.005
	No	66	7.97	1.91			
CTP- Asks what can we learn?	Yes	103	7.03	2.44	-2.71	167	.007
	No	66	7.97	1.75			
CTP-Makes sure that goals, plans, and milestones are set	Yes	103	7.93	2.03	-2.19	167	.030
	No	66	8.56	1.43			

Note. Yes = teacher respondents hired by their current principal; No = teacher respondents not hired by their current principal; *n* = number of respondents in each of the two categories; Sig (*p* score) $\leq .05$ = statistically significant correlation.

Table 5

Principal Demographic Data–Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Years in Education	8	15	37	24.00	7.635
Years as a Principal at same school	8	1	22	10.00	7.407
Principal's degree	8	0	2	.63	.916
Years as Principal total	8	2	22	10.88	6.424

Note. Principal's degree 0 = Master's; 2 = Doctorate.

Demographic and Experiential Analysis of Principal (Self) Respondents

As determined by a frequency table calculated through the PASW, the principal's experiential data in the researched system appears in Table 5. As shown, the principals had been in education an average of 24 years, with the outliers being 15 years and 37 years. Principals had led the same school, on average, 10 years, with the outliers being 1 year and 22 years.

To determine the differences of self-perception based on the age, the principals in the researched district were divided into two age groups: 40-49 and 50-59 (Table 6).

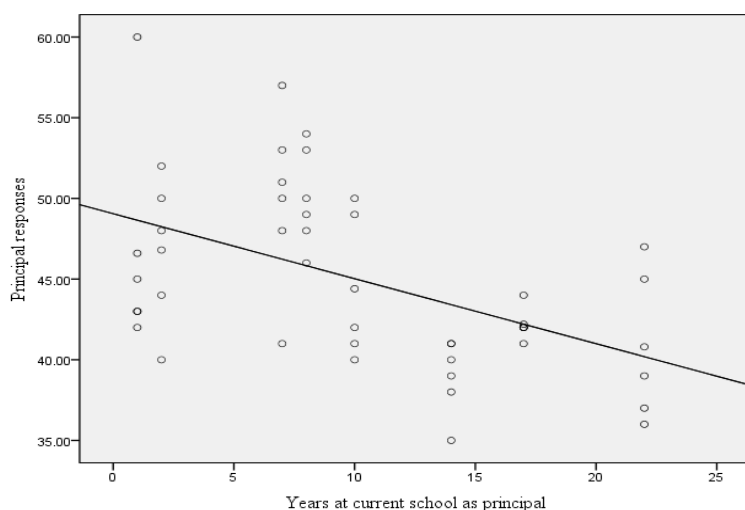


Figure 3. Principals' Responses in Relation to Years as Principal at Current School.

In the scatterplot displayed in Figure 3, the average principal responses were correlated with the number of years they served as principal at their current school. The line of best fit indicated a negative correlation in principal self-reported leadership behaviors based on the number of years they served as principal in their current school, consequently indicating the longer a principal had served as the leader of a school in the researched district, the less confident he/she was in his/her leadership abilities as

measured by the LPI survey.

Table 6

Principals' Self-Perceived Leadership Behaviors by Age Group

		Sum of Squares	df	Mean Square	F	<i>p</i>
Model the Way	Between groups	84.500	1	84.500	4.547	.077
	Within groups	111.500	6	18.583		
	Total	196.000	7			
Inspire a Shared Vision	Between groups	.500	1	.500	.014	.910
	Within groups	217.500	6	36.250		
	Total	218.000	7			
Challenge the Process	Between groups	15.125	1	15.125	.535	.492
	Within groups	169.750	6	28.292		
	Total	184.875	7			
Enable Others to Act	Between groups	24.500	1	24.500	2.315	.179
	Within groups	63.500	6	10.583		
	Total	88.000	7			
Encourage the Heart	Between groups	84.500	1	84.500	4.467	.079
	Within groups	113.500	6	18.917		
	Total	198.000	7			

As shown in Table 6, the results of the ANOVA test determined no significant differences between the age groups in any of the five tenets. In all of the Five Practices of Exemplary Leadership, Table 6 data revealed no statistical difference between principals based on age.

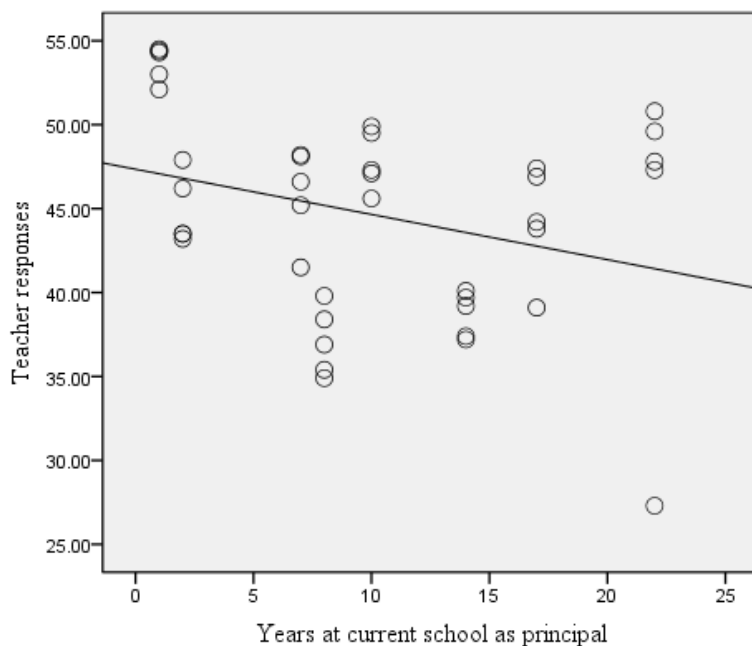


Figure 4. Teacher Responses Based on Principals' Years at Current School.

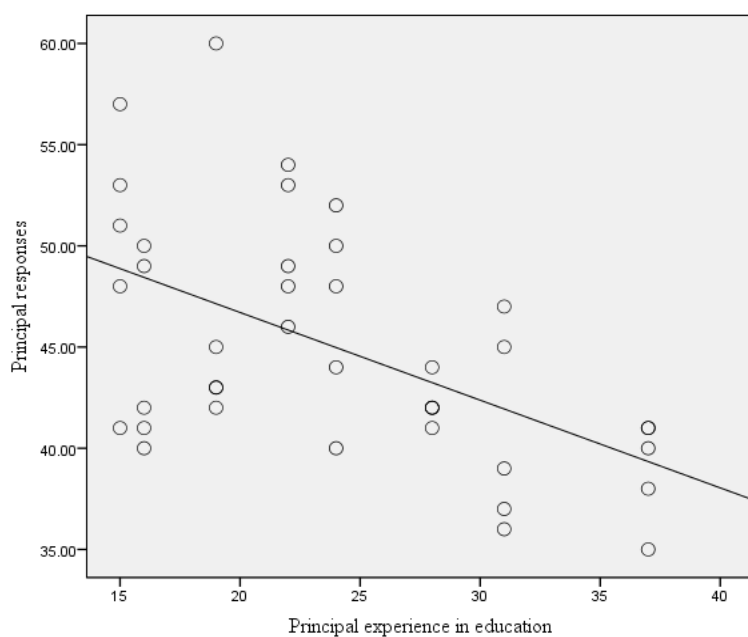


Figure 5. Principal Responses Correlated with Number of Years in Education.

Teacher responses based on the number of years the principal had been at the

current school are seen in the scatterplot in Figure 4, which revealed similar findings to those seen in Figure 3. Figure 5 scatterplot revealed the principals' self-perceived leadership behaviors also indicated a decline the longer the principals were in the field of education.

Table 7

Principals' Self-Perceived Leadership Based on Gender

		Sum of Squares	df	Mean Square	F	<i>p</i>
Model the Way	Between groups	.000	1	.000	.000	1.000
	Within groups	196.000	6	32.667		
	Total	196.000	7			
Inspire a Shared Vision	Between groups	.133	1	.133	.004	.954
	Within groups	217.867	6	36.311		
	Total	218.000	7			
Challenge the Process	Between groups	49.408	1	49.408	2.188	.190
	Within groups	135.467	6	22.578		
	Total	184.875	7			
Enable Others to Act	Between groups	10.800	1	10.800	.839	.395
	Within groups	77.200	6	12.867		
	Total	88.000	7			
Encourage the Heart	Between groups	.533	1	.533	.016	.903
	Within groups	197.467	6	32.911		
	Total	198.000	7			

The ANOVA table shown in Table 7 revealed no difference in principal perception of their own leadership in any of the Five Practices of Exemplary Leadership based on their gender. The only tenet that even came close to indicating a difference in perception was Challenge the Process with a *p* value of .190.

Comparative Data Analysis

The researcher compared data from teacher respondents at each school to principal experiential data to determine relationships. Table 8 reveals that one of the youngest principals, who was also one of the principals with the least amount of experience, had the highest teacher response rate (100%); conversely, another principal with the same years of principal experience had the lowest percentage of teacher respondents (Table 8).

It is noteworthy to mention that the principal with the smallest number of teacher respondents had only been in place at their school for 1 year. The school with the second lowest amount of teacher respondents (54.83%) was also a secondary school; however, that principal had been in place for the second highest number of years. Consequently, two of the principals with the least principal experience (Red and Orange) had both the highest and lowest teacher response rates respectively; therefore, it was concluded that teacher response rate had nothing to do with how long the principal had been in place.

Table 8 reported there was no correlation among respondents at the schools where principals were older; however, the elementary principal who had been in place only 1 year longer than the least experienced principals had the lowest percentage of teacher respondents (62.50%) among the elementary schools. That principal also was one of the older principals in the researched district.

The school representing the 9-12 year teacher respondent group (Table 10) was also the one with the least amount (42.42%) of teacher respondents (Violet). The highest participation among teacher experiential groups was those who had been teaching from 1-4 years.

Table 8

Comparative Principal and Teacher Experiential Data

School	T Return Rate %	T Years at Current School Mode	P Years in Education	P Experience	P Gender	P years at Current School	P Age
Red	100.00	5-8	11-15	7	F	7	40-49
Orange	62.50	5-8	21-25	8	F	8	50-59
Yellow	73.07	1-4	>25	22	M	22	50-59
Green	73.91	1-4	>25	14	F	14	50-59
Blue	79.16	1-4	16-20	10	M	10	40-49
*Indigo	54.83	5-8	>25	17	F	17	50-59
*Violet	42.42	1-4/9-12	16-20	7	F	1	40-49
*Aqua	72.22	1-4	21-25	2	M	1	40-49

Note. P = principal; T = teacher; schools denoted with an asterisk (*) are secondary schools.

Analysis of Results of Teacher Respondents to the LPI by School

The results of the LPI Observer and Self surveys administered to teachers and principals were entered into the statistics package supplied through the LPI Facilitator's Guide (Kouzes & Posner, 2003). The average scores reported in Table 9 were self-perceived leadership behaviors scores of the individual principals (P) at the elementary schools in the researched district along with the reported average scores of the teachers (T) at each school.

The scores reported in Table 9 varied from a lowest teacher respondent score of 34.9 out of a possible 60 in the tenet of Encourage the Heart at the Orange school, to the highest teacher respondent score of 49.6 out of a possible 60 in the tenet of Model the Way at the Yellow school. The average teacher respondent scores from all elementary schools ranged from 37.1 to 48.6.

Table 9

Elementary LPI Results by School by Respondent Group

LPI tenets	Elementary Schools									
	Red		Orange		Yellow		Green		Blue	
	P	T	P	T	P	T	P	T	P	T
Model the Way	57.0	48.1	53.0	35.4	45.0	49.6	41.0	39.7	50.0	49.5
Inspire a Shared Vision	41.0	48.2	54.0	39.8	39.0	47.3	38.0	39.2	41.0	47.1
Challenge the Process	53.0	46.6	48.0	38.4	37.0	47.8	40.0	37.2	42.0	47.3
Enable Others to Act	51.0	45.2	49.0	36.9	47.0	50.8	41.0	40.1	49.0	49.9
Encourage the Heart	48.0	41.5	46.0	34.9	36.0	47.3	35.0	37.4	40.0	45.6
Total Average Score	50.0	45.9	49.0	37.1	40.8	48.6	39.0	38.7	44.4	47.9

Note. P = Principal respondent; T = Teacher respondent; mean scores are compiled using a 10-point Likert scale; 60 = highest possible score, 6 = lowest; each tenet is comprised of six questions.

The average score in all tenets from the elementary teacher respondents was 43.64. The average score in all tenets from the elementary principal respondents was 44.64, indicating the overall principal average score was exactly 1.0 point higher than the teacher respondent scores (Table 9), indicating little discrepancy between the perception of teachers and principals regarding the principal leadership behaviors.

The highest self-perceived principal average score was in Model the Way at the

Red school (57.0). That principal also self-ranked higher than any of the other elementary principals overall. The lowest self-perceived leadership average single score was 35.0 in the tenet Encourage the Heart, reported by the principal at the Green school. Similar to the principal's self-perception at the Red school scoring highest overall, the Green school principal ranked lowest overall in self-perceived leadership behaviors.

According to the new norms established for the LPI survey by Kouzes and Posner (2011), elementary principals in the researched district self-rated in the 56th percentile in Model the Way, with an average score of 48.6. The self-perceived weakest tenet by the elementary principals was Encourage the Heart, with a mean score of 41.0, placing them in the 27th percentile when comparing their score to other Kouzes and Posner LPI new norms.

The secondary scores ranged from the lowest teacher respondent score of 39.1 out of a possible 60 in the tenet of Enable Others to Act at the Indigo school, to the highest teacher respondent score of 54.5 out of a possible 60 in the tenet Model the Way at the Violet school; however, the average teacher respondent scores from all secondary schools varied from 44.3 to 53.7 out of a possible 60. The responses in all five of the tenets at individual secondary schools as determined by the LPI scoring program were reported in Table 10.

The overall average score in all tenets from the secondary principal respondents was 44.53. The overall average score from secondary teacher respondents rated the principals at 47.61, a 3.08 difference, with teachers rating their behaviors as more frequently observed. In independent tenets, just as reported by the elementary principals, the secondary principals also rated themselves highest in the category Model the Way, with a mean score of 48.6. According to gathered research by respondents to Kouzes and

Posner's (2011) LPI survey, the surveyed secondary principals self-rated in the 53rd percentile in that category.

Table 10

Secondary LPI Results by School by Respondent Group

LPI tenets	Secondary Schools					
	Indigo		Violet		Aqua	
	Respondent	P	T	P	T	P
Model The Way	44.0	46.9	50.0	54.5	52.0	43.2
Inspire a Shared Vision	42.0	47.4	43.0	54.3	50.0	43.5
Challenge the Process	41.0	44.2	42.0	52.1	40.0	43.5
Enable Others to Act	42.0	39.1	45.0	54.4	48.0	47.9
Encourage the Heart	42.0	43.8	43.0	53.0	44.0	46.2
Total Average Score	42.2	44.3	44.6	53.7	46.8	44.9

Note. P = Principal respondent; T = Teacher respondent; average scores are compiled using a 10-point Likert scale; 60 = highest possible score, 6 = lowest; each tenet is comprised of six questions.

The weakest self-perceived area for the secondary principals was Challenge the Process, with an average of 46.6, placing their self-perceived weakness in the 50th percentile of Kouzes and Posner's (2011) new norms. The elementary principals rated themselves at 44.0 in the same tenet.

Teacher respondents at the secondary level determined the strongest leadership behavior displayed by their secondary principals was in the tenet Inspire a Shared Vision, with a mean score of 48.4. As seen in Table 9, the elementary teachers gave principals the highest rating in the tenet Enable Others to Act. Teacher respondents at the

secondary level as well as principals at the secondary level perceived the tenet Challenge the Process as the tenet with the least frequently displayed behaviors. At the elementary level, teacher respondents and principal respondents both rated Encourage the Heart as the tenet with the least frequently displayed behaviors.

Globally, when referring to Tables 9 and 10, the school with the highest mean teacher respondent scores was the Violet secondary school, with a mean score of 53.7; the principal self-rated at 44.6, and perhaps could be considered to be in Region 3, the Hidden Self, of the Johari Window. It appeared this principal may have a hidden self of which she does not want others to have knowledge. Halpern (2009) noted that people in this region may not be interested in sharing information because they “desire power and control” (p. 30). Ironically, however, as mentioned previously, that school had the lowest teacher respondent rate of 42.42% (Table 1).

The school with the lowest mean teacher response rating was the Orange elementary school, with a mean score of 37.1 out of a possible 60, and as shown in Table 9, a teacher response rate of 62.50%. The principal at the Orange school had the second highest overall self-perceived leadership behavior score at 49.0 out of 60.

The principal of the Orange school was an example of those who are in Region 2 of the Johari Window, the Blindspot. The Orange principal, who displayed an 11.9 point discrepancy between her self-perceived leadership and the teachers’ perceptions, appeared to be blind to what others are thinking. Glickman et al. (2001) believed that a leader could not afford to be blind to his/her behaviors and the effect they have on others.

The Green elementary school displayed the smallest discrepancy in principal and teacher perceptions at only 1.7. This principal could be considered to be in Region 1 of the Johari Window, the region that is known to self, open and public. In this Region,

both the principal and teacher know the behaviors used by the supervisor (Glickman et al., 2001). Though Halpern (2009) felt that the Open Area (Region 1) helps both parties discover common ground which begins building trust, that doesn't necessarily seem to be the case in this example since responses from this school represented both the lowest principals' self-perceived leadership behaviors, as well as the teachers' lowest perception of all eight schools in the study.

The principal who had the highest self-perceived leadership behaviors was the Red elementary school principal, with a mean score of 50.0. Ironically, the Red elementary school was also the only surveyed school with 100% of the teachers responding, possibly indicating the principal had high self-expectations in addition to high expectations of the teachers at the school.

When combining the principal self-reported leadership behaviors, results of Tables 10 and 11, the range of self-perceived leadership behaviors among the eight principals was 11 points (39.0 to 50.0). The overall average score for the district principals' self-perceived leadership behaviors was 44.6, with the average score for principal respondents at the secondary level being 44.53 and 44.64 at the elementary level. The elementary principals' self-perceived leadership scores were only 0.11 higher than the self-reported scores of the secondary principals. Both groups of principal respondents viewed their overall leadership behaviors similarly.

Table 11

Relationship of Principal's Self-Perception to Teacher's Perception—Ordered

Principal's Self-Rank	Teacher's Rank
Red (50.0)	*Violet (53.7)
Orange (49.0)	Yellow (48.6)
*Aqua (46.8)	Blue (47.9)
*Violet (44.6)	Red (45.9)
Blue (44.4)	*Aqua (44.9)
*Indigo (42.2)	*Indigo (44.3)
Yellow (40.8)	Green (39.0)
Green (39.0)	Orange (37.0)

Note. * = secondary schools.

The principal who self-rated the highest of any principal in the district was actually rated fourth out of eight according to teacher survey responses. The principal who self-rated at the second highest rating in the district was rated the lowest by the surveyed teachers at the school. The Indigo principal's self-perception rank matched the teacher's self-perception rank.

Teacher perception of principal leadership varied between the elementary and secondary levels more than principal self-perception varied. At the elementary level, the teachers' average score overall was 43.64, and at the secondary level, teachers gave principals an overall average score of 47.63, indicating a difference of 3.99 between the two levels. The secondary teachers rated their principals as showing the Five Practices of Exemplary Leadership at a more frequent rate than did the elementary teachers.

Teacher Perceptions of Principal Leadership among Experiential Groups

Continuing with teacher perception, the researcher also sought to determine if the years of experience as a teacher had any significant effect on their perception of principal leadership behaviors in each domain of the LPI survey. Using the PASW program, frequency tables were created to determine the mean score of each behavior and the standard deviation of those scores by each of the experiential groups of teachers: 0-10 years in education, 11-15 years in education, 16-20 years in education, 21-25 years in education, and more than 25 years in education. Each of the six questions in that domain was analyzed to determine differences in perceptions among the five experiential groups. Additionally, 2-tailed *t* tests for equality of means to determine correlation were completed and are reported in the table following each domain.

Model the Way. The researcher entered scores of all 30 behavioral statements of teacher respondents into the PASW and analyzed specific variables to determine the difference in principal leadership perception by teachers at five different experience levels.

Tables 12 thru 16 revealed the results of responses in the tenet of Model the Way, with leadership responses based on teacher experience level, statistically significant differences in perception in each of the experiential teacher groups, multiple comparisons by experience level in Model the Way by gender, in addition to variances of teacher responses by gender were reported. In addition, a scatterplot was prepared to indicate correlations between principal and teacher perceptions. These behaviors will be reported for each of the five tenets.

Of the five experience-level groups, the results of Table 12 indicate that in the

area of Model the Way, the teachers with more than 25 years of experience perceived their principal to demonstrate the strongest leadership behaviors. Of the five experiential groups, those who had been teaching 0-10 years, their principals' lowest ranking was in Model the Way, with a mean score of 7.63.

Table 12 reported the behavior statements receiving the highest mean score overall was "Sets a personal example of what is expected" (9.47). The statement receiving the lowest mean score overall was "Asks for feedback on how his/her actions affect people's performance," with a score of 5.41 out of 10 from the 11-15 year teachers. Of all leadership behaviors included in Model the Way, "Asks for feedback of how his/her actions affect people's performance" received the lowest score from teachers at all experience levels, with an average of 6.23.

Table 13 illustrates through the ANOVA test that there were differences in perceptions among the teacher groups based on the number of years one had been teaching. By performing a Post Hoc Bonferroni analysis of variance test (ANOVA), the actual groups who demonstrated differences in perception were identified. Those groups which indicated a significant difference in perception of principal behaviors for Model the Way are reported in Table 14.

Table 12

Teacher Mean Scores by Experience Level

Leadership Behavior Statements	Model the Way					Total
	0-10	11-15	16-20	21-25	>25	
	M	M	M	M	M	
	N	N	N	N	N	
	SD	SD	SD	SD	SD	SD
Sets a personal example of what is expected	8.17 75 1.92	7.78 37 2.12	8.77 26 1.61	9.00 14 1.62	9.47** 17 1.23	8.38 169 1.90
Makes certain that people adhere to agreed-on standards	8.17 75 1.65	7.81 37 2.295	8.65 26 1.719	9.07 14 1.269	9.35 17 .70	8.36 169 1.78
Follows through on promises and commitments	7.69 75 2.12	7.27 37 2.535	8.65 26 1.648	8.07 14 1.86	9.12 17 .93	792 169 2.11
Asks for feedback on how his/her actions affect people's performance	6.35 75 2.56	5.41* 37 3.23	6.42 26 2.82	6.29 14 2.95	7.18 17 2.48	6.23 169 2.80
Builds consensus around organization's values	7.57 75 2.12	6.32 37 3.02	7.73 26 2.09	8.00 14 2.35	8.76 17 1.09	7.48 169 2.37
Is clear about his/her philosophy of leadership	7.81 75 2.01	7.35 37 2.81	8.15 26 2.40	7.86 14 2.96	8.82 17 1.55	7.87 169 2.32

Note. M = mean; N = number; SD = standard deviation; Leadership strengths = boldface **, Leadership weakness = boldface*.

Table 13

Model the Way Behaviors–Differences in Perception by Teacher Experience Level

Leadership Behavior Statements		Sum of Squares	df	Mean Square	F	p
MTW- Sets a personal Example of what is expected	Between groups	45.896	4	11.474	3.373	.011
	Within groups	557.868	164	3.402		
	Total	603.763	168			
MTW-Makes certain that people adhere to agreed-on standards	Between groups	39.864	4	9.966	3.314	.012
	Within groups	493.118	164	3.007		
	Total	532.982	168			
MTW-Follows through on promises and commitments	Between groups	58.178	4	14.545	3.448	.010
	Within groups	691.822	164	4.218		
	Total	750.000	168			
MTW-Asks for feedback on how his/her actions affect people's performance	Between groups	42.421	4	10.605	1.370	.247
	Within groups	1269.579	164	7.741		
	Total	1312.000	168			
MTW- Builds consensus around organization's values	Between groups	83.549	4	20.887	3.980	.004
	Within groups	860.629	164	5.248		
	Total	944.178	168			
MTW-Is clear about his/her philosophy of leadership	Between groups	27.748	4	6.937	1.297	.274
	Within groups	877.389	164	5.350		
	Total	905.136	168			

Note. p is significant at <.05.

Through disaggregated data from Model the Way from all schools using a Post Hoc Bonferroni ANOVA test shown in Table 14, it was revealed that the teachers with 11-15 years of experience compared to those with more than 25 years of experience responded significantly differently to four out of six statements. The only statement that showed no significant difference among the groups was “Asks for feedback on how

his/her actions affect people's performance."

Table 14

Post Hoc Bonferroni Comparisons by Teacher Experience Level–Model the Way

Dependent Variable	Years Experience in Education	Compared to Years of Experience Mode	Mean Difference	Std. Error	<i>p</i>
Sets a personal example of what is expected	11-15	>25	-1.687*	.540	.021
Makes certain that people adhere to agreed-on standards	11-15	>25	-1.542*	.508	.028
Follows through on promises and commitments	11-15	>25	-1.847*	.602	.025
Builds consensus around organizations' values	11-15	>25	-2.440*	.671	.004

Note. Mean difference is significant at 0.05 level.

Table 15 reveals the results from the Model the Way one-way ANOVA test between principal and teacher responses. These responses did not reveal any statistically significant differences in responses by teacher gender.

With only eight principal respondents and 169 teacher respondents, the researcher prepared a scatterplot using the PASW program, graphs, then legacy dialog. Figure 6 illustrates the correlation of perceptions of teachers and principals in the Model the Way tenet. According to Creswell (2008), scatterplots are often used to illustrate the comparison of two different scores in an effort to identify the direction of the association.

Table 15

Analysis of Variance between Teacher and Principal Respondents–Model the Way

Leadership Behaviors		Sum of Squares	df	Mean Square	F	p
MTW- Sets a Personal Example of what is expected	Between groups	1.881	1	1.881	.539	.464
	Within groups	610.638	175	3.489		
	Total	612.520	176			
MTW-Makes certain that people adhere to agreed-on standards	Between groups	.094	1	.094	.030	.862
	Within groups	546.482	175	3.123		
	Total	546.576	176			
MTW-Follows through on promises and commitments	Between groups	11.035	1	11.035	2.558	.112
	Within groups	754.875	175	4.314		
	Total	765.910	176			
MTW-Asks for feedback on how his/her actions affect people's performance	Between groups	.085	1	.085	.011	.916
	Within Ggroups	1354.875	175	7.742		
	Total	1354.960	176			
MTW- Builds consensus around organization's values	Between groups	6.128	1	6.128	1.124	.290
	Within groups	954.053	175	5.452		
	Total	960.181	176			
MTW-Is clear about his/her philosophy of leadership	Between groups	.129	1	.129	.025	.875
	Within groups	913.136	175	5.218		
	Total	913.266	176			

Note. p is significant at <.05.

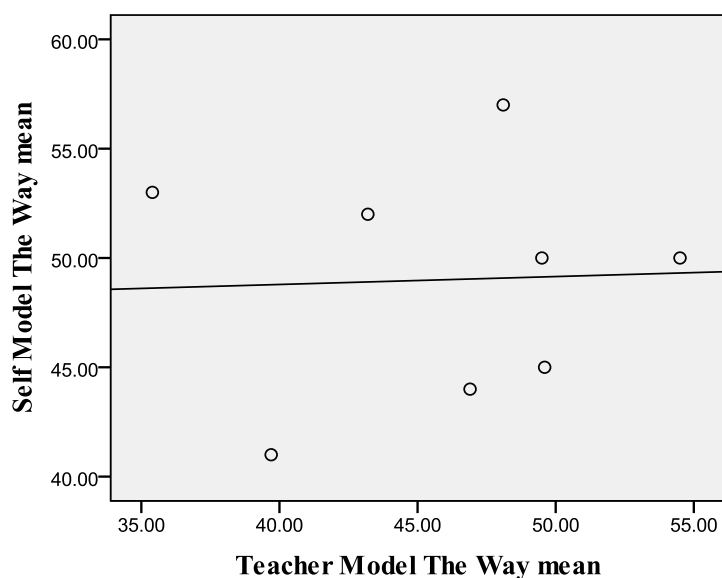


Figure 6. Principal and Teacher Correlations—Model the Way.

In using the line of best fit as shown in Figure 6, no significant correlation between principal responses and teacher responses were revealed in the scatterplot of the Practice Model the Way.

Table 16 reports the principal leadership behaviors that were perceived most and least frequently as observed by male and female teachers at all schools. The genders did not agree, in this tenet, on the strengths of their principals; however, male and female teachers agreed on the same leadership behavior weakness in the Model the Way tenet. Both genders perceived that principals do not ask for feedback on their performance very frequently, making that behavior a weakness for them.

Table 16

Principal Strengths and Weaknesses—Teacher Perception by Gender

Model the Way leadership behavior	Gender	N	M	SD
Makes certain that people adhere to agreed-on standards	Male	24	8.21*	1.615
Sets a personal example of what is expected	Female	145	8.44*	1.896
Asks for feedback on how his/her actions affect people's performance	Male	24	6.63	2.651
Asks for feedback on how his/her actions affect people's performance	Female	145	6.17	2.821

Note. * = gender- perceived principal strengths.

Inspire a Shared Vision. Tables 17 thru 21 reveal the results of responses in the tenet Inspire a Shared Vision. Leadership responses based on teacher experience level, statistically significant differences in perception in each of the experiential teacher groups, multiple comparisons by experience level in Inspire a Shared Vision by gender, and variances of teacher responses by gender are reported. A scatterplot is also included to indicate the correlations between principal and teacher perceptions in Inspire a Shared Vision.

The results revealed in Table 17 indicate that in the area of Inspire a Shared Vision, the teachers with more than 25 years of experience felt their principal showed the strongest leadership behaviors. The overall principal strength as perceived by teachers in the tenet Inspire a Shared Vision was “Talks about future trends influencing our work.” The overall weakness was reported in the behavior “Shows others how their interest can

be realized.”

Table 17

Teacher Mean Scores by Experience Level

Inspire a Shared Vision						
	0-10	11-15	16-20	21-25	>25	Total
Leadership	M	M	M	M	M	M
Behavior	N	N	N	N	N	N
Statements	SD	SD	SD	SD	SD	SD
Talks about future trends influencing our work	7.96 75 1.72	7.84 37 1.88	8.73 26 1.25	8.93 14 1.44	9.12 17 0.93	8.25 169 1.661
Describes a compelling vision of the future	7.41 75 1.95	6.81 37 2.58	7.92 26 2.02	8.43 14 1.40	8.94 17 0.90	7.60 169 2.09
Appeals to others to share a dream of the future	6.93 75 2.21	7.11 37 2.61	8.00 26 2.04	7.57 14 2.38	8.65 17 1.22	7.36 169 2.27
Shows others how their interest can be realized	6.97 75 2.25	6.41* 37 2.63	7.23 26 2.49	7.71 14 1.82	7.71 17 1.49	7.02 169 2.30
Paints “big picture” of group aspirations	7.97 75 1.76	7.54 37 2.47	7.77 26 2.34	8.43 14 1.79	9.18** 17 1.02	8.01 169 2.01
Speaks with conviction about meaning of work	8.13 75 1.84	7.57 37 2.71	8.35 26 2.33	8.36 14 1.99	9.00 17 1.17	8.15 169 2.12

Note. M = mean; N = number; SD = standard deviation; Leadership strengths = boldface **; Leadership weakness = boldface*.

Table 18 illustrates, with the results of the one-way ANOVA test, that there were differences in perception among the teacher groups based on the number of years one had been teaching.

Table 18

Inspire a Shared Vision–Differences in Perception by Teacher Experience Level

Leadership Behaviors		Sum of Squares	df	Mean Square	F	p
ISV- Talks about future trends influencing our work	Between groups	37.846	4	9.462	3.645	.007
	Within groups	425.716	164	2.596		
	Total	463.562	168			
ISV-Describes a compelling image of the future	Between groups	68.561	4	17.140	4.246	.003
	Within groups	662.078	164	4.037		
	Total	730.639	168			
ISV- Appeals to others to share dream of the future	Between groups	55.437	4	13.859	2.815	.027
	Within groups	807.545	164	4.924		
	Total	862.982	168			
ISV-Shows others how their interests can be realized	Between groups	30.038	4	7.509	1.439	.223
	Within groups	855.868	164	5.219		
	Total	885.905	168			
ISV- Paints "big picture" of group aspirations	Between groups	35.344	4	8.836	2.258	.065
	Within groups	641.650	164	3.913		
	Total	676.994	168			
ISV-Speaks with conviction about meaning of work	Between groups	26.455	4	6.614	1.496	.206
	Within groups	724.847	164	4.420		
	Total	751.302	168			

Note. *p* is significant at <.05.

Specifically shown in Table 18, those in the more than 25-year teacher group felt “Paints ‘big picture’ of group aspirations” with a mean score of 9.18 out of a possible 10.00, was a very strong leadership behavior among their principals. Of the five experiential groups, those who had been teaching 11-15 years ranked their principals lowest in this area, with a mean score of 7.21. The behavior statement receiving the highest mean score overall was “Talks about future trends influencing our work.” The statement receiving the lowest mean score overall, “shows others how their interests can

be realized,” was reported by teacher respondents with 11 to 15 years of experience.

Though three of the behavioral statements in Inspire a Shared Vision indicated a statistically significant difference in perception by teacher experience level ($p < .05$), through performing a Post Hoc Bonferroni analysis of variance test (ANOVA), only two statements indicated a statistically significant difference. Those groups indicating a significant difference in perception of principal behaviors for Inspire a Shared Vision are reported in Table 19.

Table 19

Post Hoc Bonferroni Comparisons by Teacher Experience Level–Inspire a Shared Vision

Dependent Variable	Years Experience in Education	Compared to Years of Experience Mode	Mean Difference	Std. Error	<i>p</i>
Describes a compelling vision of the future	11-15	>25	-2.130*	.589	.004
Appeals to others to share dreams of the future	Less than 10	>25	-1.714*	.596	.046

Note. *p* is significant at $< .05$.

Only two of the six statements demonstrated a statistically significant difference between teachers at differing experience levels (Table 19). Unlike the previous tenet Model the Way, Inspire a Shared Vision determined differences with the perceptions of the teachers who had been teaching less than 10 years. The statements “Talks about future trends influencing our work,” “Shows others how their interests can be realized,” “Paints a ‘big picture’ of group aspirations,” and “Speaks with conviction about meaning of work” did not reveal any significant mean differences among the teacher experience

groups. Similarly, as in the Model the Way tenet, the lowest teacher-rated principal behavior, “Shows others how their interests can be realized,” did not show a significant difference in perception among the experiential groups.

Table 20

Analysis of Variance for Principal and Teacher Respondents–Inspire a Shared Vision

Leadership Behaviors		Sum of Squares	df	Mean Square	F	p
ISV- Talks about future trends influencing our work	Between groups	14.410	1	14.410	5.227	.023
	Within groups	482.437	175	2.757		
	Total	496.847	176			
ISV-Describes a compelling image of the future	Between groups	2.728	1	2.728	.645	.423
	Within groups	740.639	175	4.232		
	Total	743.367	176			
ISV- Appeals to others to share dream of the future	Between groups	.094	1	.094	.019	.891
	Within groups	880.482	175	5.031		
	Total	880.576	176			
ISV-Shows others how their interests can be realized	Between groups	8.004	1	8.004	1.557	.214
	Within groups	899.905	175	5.142		
	Total	907.910	176			
ISV- Paints "big picture" of group aspirations	Between groups	.000	1	.000	.000	.993
	Within groups	682.994	175	3.903		
	Total	682.994	176			
ISV-Speaks with conviction about meaning of work	Between groups	.947	1	.947	.219	.641
	Within groups	757.302	175	4.327		
	Total	758.249	176			

Note. *p* is significant at <.05.

Results from the one-way ANOVA test of the behaviors in the Inspire a Shared Vision shown in Table 20 indicated a significant difference ($p < .05$) in perception between the principal and teacher respondent groups “Talks about future trends

influencing our work.”

In using the line of best fit for the Practice Inspire a Shared Vision (Figure 7), a negative correlation was revealed between the variables; therefore, when there is an increase in one variable, there is a decrease in the other.

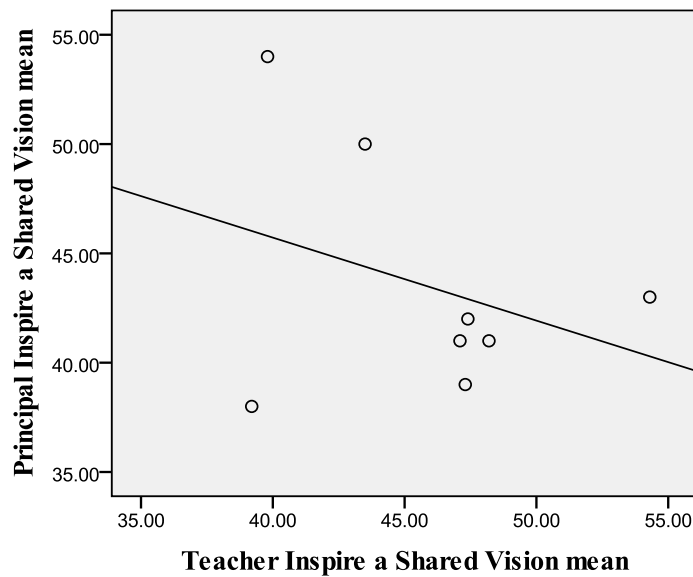


Figure 7. Principal and Teacher Correlations–Inspire a Shared Vision.

Table 21

Principal Strengths and Weaknesses–Teacher Perception by Gender

Inspire a Shared Vision Leadership Behavior	Gender	N	M	SD
Speaks with conviction about meaning of work	Male	24	8.33*	1.926
Talks about future trends influencing our work	Female	145	8.28*	1.618
Describes a compelling image the future	Male	24	7.42	2.263
Shows others how their interests can be realized	Female	145	6.94	2.330

Through determining the mean score for principals and teachers, and the standard deviation score for each group, Inspire a Shared Vision correlates between the genders were revealed in Table 21, with gender-specific strengths indicated with an asterisk (*).

Challenge the Process. Tables 22 thru 26 revealed the results of responses in the tenet of Challenge the Process, reporting leadership responses based on teacher experience level, statistically significant differences in perception in each of the experiential teacher groups, and multiple comparisons by experience level in Challenge the Process by gender, in addition to reporting variances of teacher responses by gender. A scatterplot was also used to illustrate correlations between teacher and principal responses in Challenge the Process.

Table 22 documents the difference of perception in Challenge the Way based on teacher experience level. Of the five experiential groups, those who had been teaching 11-15 years again felt their principals displayed these behaviors more infrequently than the other age groups, with a mean score of 6.90. The specific leadership behavior receiving the lowest rating, with a score of 5.92 out of 10, was “Experiments and takes risks.” The behavior in the Challenge the Process tenet receiving the highest mean rating by teachers was “Makes certain that goals, plans, and milestones are set.” “Seeks challenging opportunities to test skills” was the highest rated statement by those who had been teaching more than 25 years.

Table 23 reported the results of the *t*-test of the behaviors in Challenge the Process, indicating there were statistically significant differences in perception between the experiential teacher groups in two of the behavioral statements.

Table 22

Teacher Mean Scores by Experience Level

Leadership Behavior Statements	Challenge the Process					Total
	0-10	11-15	16-20	21-25	>25	
	M	M	M	M	M	
	N	N	N	N	N	
	SD	SD	SD	SD	SD	SD
Seeks challenging opportunities to test skills	7.63 75 1.74	7.08 37 2.48	7.38 26 2.30	8.36 14 1.34	9.18** 17 .88	7.69 169 2.01
Challenges people to try new approaches	7.53 75 2.04	6.97 37 2.29	7.73 26 2.18	7.43 14 1.74	8.82 17 .951	7.56 169 2.06
Searches outside the organization for innovative ways to improve	7.48 75 2.24	7.03 37 2.50	7.73 26 2.05	7.21 14 2.16	8.71 17 1.36	7.53 169 2.22
Asks “What can we learn”	7.56 75 2.02	6.70 37 2.80	7.19 26 2.32	7.93 14 2.02	8.06 17 1.60	7.40 169 2.24
Makes sure that goals, plan and milestones are set	8.01 75 1.73	7.70 37 2.12	8.38 26 1.86	9.00 14 1.24	8.94 17 1.75	8.18 169 1.84
Experiments and takes risks	6.80 75 2.59	5.92* 37 2.91	7.00 26 2.70	7.00 14 1.57	7.76 17 2.25	6.75 169 2.61

Note. M = mean; N = number; SD = standard deviation; Leadership strengths = boldface **; Leadership weakness = boldface*.

The behavior statement recognized as being the most frequently displayed behavior, as shown in Table 23, was “Makes sure that goals, plans, and milestones are

set.” Just as in Inspire a Shared Vision, teachers with more than 25 years of experience felt their principal showed the strongest leadership behaviors.

Table 23

Challenge the Process–Differences in Perception by Teacher Experience Level

Leadership Behaviors		Sum of Squares	df	Mean Square	F	<i>p</i>
CTP-Seeks challenging opportunities to test skills	Between groups	60.237	4	15.059	4.035	.004
	Within groups	612.142	164	3.733		
	Total	672.379	168			
CTP-Challenges people to try new approaches	Between groups	40.943	4	10.236	2.511	.044
	Within groups	668.654	164	4.077		
	Total	709.598	168			
CTP-Searches outside organization for innovative ways to improve	Between groups	35.483	4	8.871	1.835	.124
	Within groups	792.695	164	4.834		
	Total	828.178	168			
CTP-Asks "What can we learn?"	Between groups	32.320	4	8.080	1.636	.168
	Within groups	810.118	164	4.940		
	Total	842.438	168			
CTP-Makes sure that goals, plans, and milestones are set	Between groups	30.863	4	7.716	2.353	.056
	Within groups	537.811	164	3.279		
	Total	568.675	168			
CTP-Experiments and takes risks	Between groups	45.747	4	11.437	1.708	.151
	Within groups	1097.816	164	6.694		
	Total	1143.562	168			

Note. *p* is significant at < .05.

Table 23 illustrates through the ANOVA test that there are differences in perception among the teacher groups based on the number of years one has been teaching in two factors, “Seeks challenging opportunities to test skills” and “Challenges people to

try new approaches.” By performing a Post Hoc Bonferroni analysis of variance test (ANOVA), the actual groups who demonstrated differences in perception regarding those specific behaviors were identified. Those experiential groups indicating statistically significant difference in perception are identified in Table 24.

Table 24

Post Hoc Bonferroni Comparisons by Teacher Experience Level–Challenge the Process

Dependent Variable	Years of Experience in Education	Compared to Years of Experience Mode	Mean Difference	Std. Error	<i>p</i>
Seeks challenging opportunities to test skills	< 10	>25	-1.550*	.519	.033
Seeks challenging opportunities to test skills	16-20	>25	-1.792*	.603	.034
Challenges people to try new approaches	11-15	>25	-1.851*	.592	.021

Note. Mean difference is significant at 0.05.

As in previous tenets, the experience mode with the most significant difference of perception was among those who had been teaching more than 25 years (Table 25).

Leadership behaviors communicated through the tenet Challenge the Process included seeking challenging opportunities to test skills; making certain that goals, plans, and milestones are set; challenging people to try new things; and experimenting and taking risks.

Results from the one-way ANOVA test of the behaviors in the Challenge the Process shown in Table 25 indicate a statistically significant difference in perception

between the principal and teacher respondent groups. The specific leadership statement “Seeks challenging opportunities to test skills” reported a p value of $< .05$.

Table 25

Analysis of Variance for Principal and Teacher Respondents–Challenge the Process

Leadership Behaviors		Sum of Squares	df	Mean Square	F	p
CTP- Seeks challenging opportunities to test skills	Between groups	15.760	1	15.760	4.021	.046
	Within groups	685.879	175	3.919		
	Total	701.638	176			
CTP-Challenges people to try new approaches	Between groups	.029	1	.029	.007	.933
	Within groups	719.598	175	4.112		
	Total	719.627	176			
CTP- Searches outside organization for innovative ways to improve	Between groups	3.185	1	3.185	.667	.415
	Within groups	835.053	175	4.772		
	Total	838.237	176			
CTP-Asks "What can we learn?"	Between groups	.004	1	.004	.001	.979
	Within groups	854.313	175	4.882		
	Total	854.316	176			
CTP- Makes sure that goals, plans, and milestones are set	Between groups	.241	1	.241	.073	.787
	Within groups	576.675	175	3.295		
	Total	576.915	176			
CTP-Experiments and takes risks	Between groups	.117	1	.117	.018	.895
	Within groups	1158.437	175	6.620		
	Total	1158.554	176			

Note. p is significant at $< .05$.

The scatterplot displayed for Challenge the Process in Figure 8 also indicates somewhat of a negative correlation. Increases in the perception of one variable group will equal decreases in the other groups' perceptions.

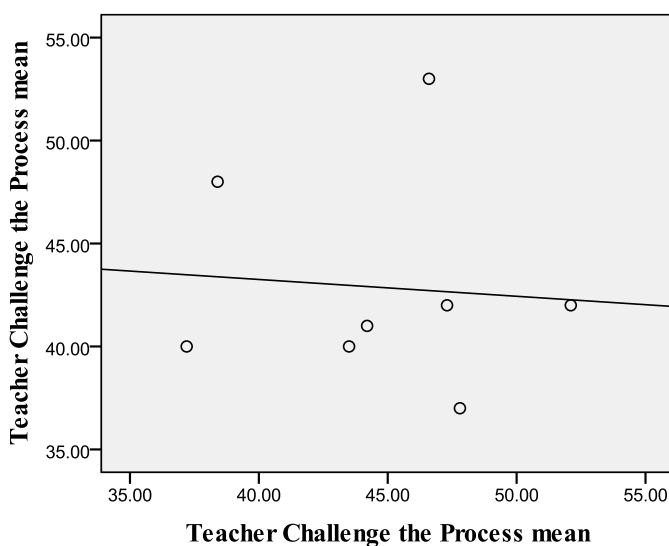


Figure 8. Principal and Teacher Correlations–Challenge the Process.

Results from gender mean analysis uncovered gender agreement on both the most frequently and least frequently displayed principal leadership behaviors in Challenge the Process (Table 26).

Table 26

Principal Strengths and Weaknesses–Teacher Perception by Gender

Challenge the Process Leadership Behaviors	Gender	N	M	SD
Makes sure that goals, plans, and milestones are set	Male	24	8.17*	1.949
Makes sure that goals, plans, and milestones are set	Female	145	8.18*	1.828
Experiments and takes risks	Male	24	6.67	3.102
Experiments and takes risks	Female	145	6.77	2.530

Note. * = Teacher-perceived principal strengths.

Gender perceptions differed by only 0.01 regarding their strengths, and differed by only 0.10 regarding principal weakness.

Enable Others to Act. Tables 27 thru 31 reveal the results of responses in the tenet of Enable Others to Act, reporting leadership responses based on teacher experience level, statistically significant differences in perception in each of the experiential teacher groups, and multiple comparisons by experience level in Enable Others to Act by gender in addition to reporting variances of teacher responses by gender.

Through determining the mean score for principal behaviors as perceived by teachers, Table 27 reveals the strengths and weaknesses of principals in the area of Enable Others to Act by experience level. The results indicated that teachers with more than 25 years of experience, the same as Inspire a Shared Vision results, felt their principal showed the strongest leadership behaviors, and again, those who had been teaching for 11-15 years reported the principal behaviors the weakest in Enable Others to Act.

Those with more than 25 years of experience specifically felt that “Treats others with dignity and respect,” with a mean score of 9.24 out of a possible 10.00, was a very frequently displayed principal leadership behavior, as shown in Table 27. Of the five experiential groups, those who had been teaching 11-15 years again ranked their principals lowest in Enable Others to Act, specifically the leadership behavior “Supports the decisions other people make” (Table 27).

Table 28 illustrates through use of the one-way ANOVA test that there were differences in perception in two statements among the teacher groups based on the number of years one had been teaching.

Table 27

Teacher Mean Scores by Experience Level

Enable Others to Act						
Leadership Behavior Statements	0-10	11-15	16-20	21-25	>25	Total
	M	M	M	M	M	M
	N	N	N	N	N	N
	SD	SD	SD	SD	SD	SD
Develops cooperative relationships	8.00 75 2.187	7.14 37 2.879	8.12 26 2.104	8.21 14 1.528	9.18 17 .809	7.96 169 2.257
Actively listens to diverse points of view	7.51 75 2.321	6.57 37 3.096	7.73 26 2.426	7.36 14 2.405	8.41 17 1.372	7.41 169 2.492
Treats others with dignity and respect	8.48 75 2.056	7.24 37 2.862	8.81 26 2.020	8.50 14 2.279	9.24** 17 1.147	8.34 169 2.267
Supports decisions other people make	7.23 75 2.191	6.24* 37 3.131	7.31 26 2.346	7.86 14 1.562	7.29 17 2.054	7.08 169 2.419
Gives people choice about how to do their work	8.05 75 7.200	6.65 37 2.889	8.15 26 2.292	7.07 14 2.615	7.29 17 2.974	7.60 169 5.210
Ensures that people grow in their jobs	7.71 75 1.909	7.16 37 2.641	7.28 26 2.515	7.79 14 1.578	8.71 17 1.263	7.64 169 2.136

Note. M = mean; N = Number of respondents; SD = standard deviation; Leadership strengths = boldface**;
Leadership weaknesses = boldface*.

Table 28

Enable Others to Act–Differences in Perception by Teacher Experience Level

Leadership Behaviors		Sum of Squares	df	Mean Square	F	p
EOTA-Develops cooperative relationships	Between groups	51.981	4	12.995	2.651	.035
	Within groups	803.806	164	4.901		
	Total	855.787	168			
EOTA-Actively listens to diverse points of view	Between groups	46.731	4	11.683	1.923	.109
	Within groups	996.275	164	6.075		
	Total	1043.006	168			
EOTA-Treats others with dignity and respect	Between groups	65.647	4	16.412	3.372	.011
	Within groups	798.128	164	4.867		
	Total	863.775	168			
EOTA-Supports decisions other people make	Between groups	38.101	4	9.525	1.653	.163
	Within groups	944.740	164	5.761		
	Total	982.840	168			
EOTA-Gives people choice about how to do their work	Between groups	62.376	4	15.594	.569	.686
	Within groups	4498.062	164	27.427		
	Total	4560.438	168			
EOTA-Ensures that people grow in their jobs	Between groups	30.084	4	7.521	1.674	.158
	Within groups	736.614	164	4.492		
	Total	766.698	168			

Note. *p* is significant at < 0.05 .

Four statements in the Enable Others to Act tenet did not reveal significant differences in mean score between principals and teachers: “Actively listens to diverse points of view,” “Supports decisions other people make,” “Gives people a choice about how to do their work,” and “Ensures that people grow in their job,” though “Supports decisions other people make” received the lowest overall score as shown in Table 27.

Table 29 reports between what two experience-level teacher groups the perceptual

differences existed.

Table 29

Post Hoc Bonferroni Comparisons by Teacher Experience Level–Enable Others to Act

Dependent Variable	Years Experience in Education	Compared to Years of Experience Mode	Mean Difference	Std. Error	<i>p</i>
Develops cooperative relationships	11-15	>25	-2.041*	.649	.020
Treats others with dignity and respect	11-15	>25	1.992*	.646	.024

Note. Mean difference is significant at 0.05.

Figure 9 (Enable Others to Act) and Figure 10 (Encourage the Heart) were the only two tenets that revealed a positive correlation. When the one group of variables increases in value, the other will also increase.

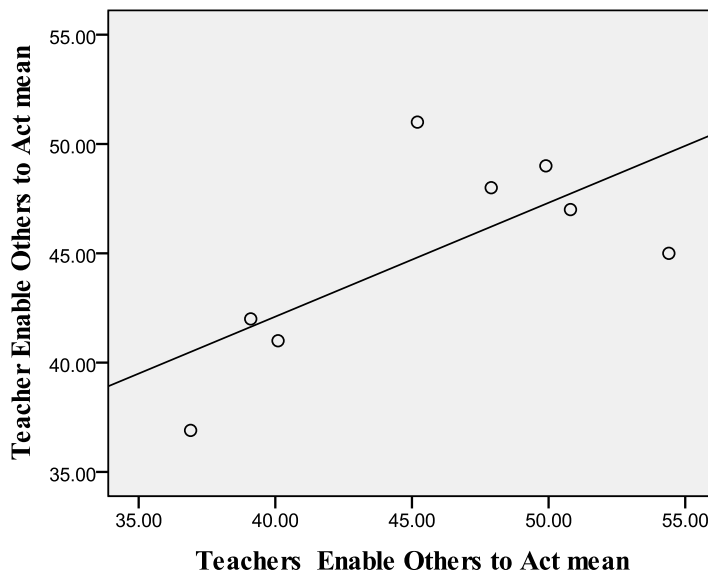


Figure 9. Principal and Teacher Correlations–Enable Others to Act.

Overall, the scatterplots presented revealed two somewhat neutral correlations in Model the Way (Figure 6) and Challenge the Process (Figure 8), and a negative correlation between the two respondent groups in Inspire a Shared Vision (Figure 7).

Table 30 reports the differences in perception among the principals and teachers in the tenet Enable Others to Act.

Table 30

Analysis of Variance for Principal and Teacher Respondents–Enable Others to Act

Leadership Behaviors		Sum of Squares	df	Mean Square	F	<i>p</i>
EOTA-Develops cooperative relationships	Between groups	1.287	1	1.287	.261	.610
	Within groups	861.662	175	4.924		
	Total	862.949	176			
EOTA-Actively listens to diverse points of view	Between groups	.056	1	.056	.009	.923
	Within groups	1053.006	175	6.017		
	Total	1053.062	176			
EOTA-Treats others with dignity and respect	Between groups	8.226	1	8.226	1.659	.199
	Within groups	867.650	175	4.958		
	Total	875.876	176			
EOTA-Supports decisions other people make	Between groups	.213	1	.213	.038	.846
	Within groups	992.340	175	5.671		
	Total	992.554	176			
EOTA-Gives people choice about how to do their work	Between groups	1.749	1	1.749	.067	.796
	Within groups	4571.313	175	26.122		
	Total	4573.062	176			
EOTA-Ensures that people grow in their jobs	Between groups	4.528	1	4.528	1.019	.314
	Within groups	777.573	175	4.443		
	Total	782.102	176			

Note. *p* is significant at <.05.

With no *p* values < .05, differences among perception of principals and teachers

did not exist in this tenet which includes behaviors involving praise, rewards, appreciation, and support.

Table 31

Principal Strengths and Weaknesses—Teacher Perception by Gender

Enable Others to Act Leadership Behaviors	Gender	N	M	SD
Treats others with respect and dignity	Male	24	8.17*	2.200
Treats others with respect and dignity	Female	145	8.37*	2.285
Gives people choice about how to do their work	Male	24	6.92	3.189
Supports decisions other people make	Female	145	7.06	2.383

Note . * = gender-perceived principal strengths.

As seen in Table 31, genders agreed on the most frequently displayed principal leadership behavior in Enable Others to Act: “Treats others with respect and dignity,” which disclosed a difference in perception of .20. Males and females did not agree on the behavior which they perceived as weakest among the principals. The males perceived weakness in the statement “Gives people choice about how to do their work,” and females perceived the principal weakness is this tenet was found in the statement “Supports decisions other people make.”

Encourage the Heart. Tables 32 thru 36 reveal the results of responses in the tenet of Encourage the Heart, reporting leadership responses based on teacher experience level, statistically significant differences in perception in each of the experiential teacher

groups, and multiple comparisons by experience level in Encourage the Heart by gender, in addition to reporting the variances of teacher responses by gender.

As determined by 2-tailed *t*-tests, the statistically significant behavioral statements in each experiential group are communicated in Table 32. The results indicated that in the area of Encourage the Heart, the teachers with more than 25 years of experience, the same as results from the previous four tenets, felt their principal showed the strongest leadership behaviors; moreover, they specifically felt “Expresses confidence in people’s abilities,” with a mean score of 8.76 out of a possible 10.00, was a very strong leadership behavior among their principals.

Data from the five experiential groups reported in Table 32 revealed those who had been teaching 11-15 years, as with all other tenets, ranked their principals lowest, with a mean score of 6.35. The specific leadership behavior in the 11-15 year experiential group receiving the lowest rating, with a score of 5.95 out of 10 was “Gives team members appreciation and support.” The statement receiving the lowest mean score overall was “Creatively rewards people for their contributions.”

Table 32

Teacher Mean Scores by Experience Level

Encourage the Heart						
Leadership Behavior Statements	0-10	11-15	16-20	21-25	>25	Total
	M	M	M	M	M	M
	N	N	N	N	N	N
	SD	SD	SD	SD	SD	SD
Praises people for a job well done	7.81 75 2.306	6.81 37 2.686	7.27 26 2.539	7.57 14 2.821	8.53 17 1.505	7.56 169 2.437
Expresses confidence in people's abilities	7.57 75 2.207	6.38 37 3.157	7.81 26 2.059	7.43 14 2.593	8.76** 17 1.200	7.46 169 2.454
Creatively rewards people for their contributions	6.83 75 2.344	6.00 37 2.656	6.62 26 2.699	6.29 14 2.431	8.41 17 1.543	6.73 169 2.475
Recognizes people for commitment to shared values	7.73 75 1.982	6.43 37 2.958	7.50 26 2.404	6.71 14 2.730	8.47 17 1.663	7.40 169 2.391
Finds ways to celebrate accomplishments	7.47 75 2.158	6.54 75 2.158	7.58 26 2.230	7.00 14 2.320	7.88 17 2.395	7.28 169 2.406
Gives team members appreciation and support	7.59 75 2.169	5.95* 37 2.169	7.23 26 2.732	7.36 14 2.205	8.35 17 1.498	7.23 169 2.540

Note. M = mean; N = number; SD = standard deviation; Leadership strengths = boldface**; Leadership weakness = boldface*.

Through the ANOVA test for mean variance, Table 33 documents differences in perception among the teacher groups based on the number of years of teaching experience. The experiential groups which displayed the most significant differences in

perception were those that had been teaching 11-15 years compared to those who had been teaching more than 25 years.

Table 33

Encourage the Heart—Differences in Perceptions by Teacher Experience Level

Leadership Behaviors		Sum of Squares	df	Mean Square	F	<i>p</i>
ETH- Praises people for a job well done	Between groups	43.756	4	10.939	1.881	.116
	Within groups	953.842	164	5.816		
	Total	997.598	168			
ETH- Expresses confidence in people's abilities	Between groups	76.342	4	19.085	3.346	.012
	Within groups	935.575	164	5.705		
	Total	1011.917	168			
ETH- Creatively rewards people for their contributions	Between groups	71.604	4	17.901	3.065	.018
	Within groups	957.875	164	5.841		
	Total	1029.479	168			
ETH- Recognizes people for commitment to shared values	Between groups	69.299	4	17.325	3.188	.015
	Within groups	891.340	164	5.435		
	Total	960.639	168			
ETH- Finds ways to celebrate accomplishments	Between groups	32.400	4	8.100	1.413	.232
	Within groups	939.967	164	5.732		
	Total	972.367	168			
ETH- Gives team members appreciation and support	Between groups	92.209	4	23.052	3.812	.005
	Within groups	991.791	164	6.048		
	Total	1084.000	168			

Note. *p* is significant at < 0.05.

Table 33 uncovered that four out of six of the behavior statements in Encourage the Heart proved to have significant differences between the teacher experiential groups.

It was noteworthy that the overall group who rated principals as weakest or least

frequently displaying exemplary leadership behaviors in this tenet was once again those who had taught between 11 and 15 years.

Table 34 reveals, through ANOVA Post Hoc Bonferroni tests, the groups with the greatest detectable differences in perception.

Table 34

Post Hoc Bonferroni Comparisons by Teacher Experience Level–Encourage the Heart

Dependent Variable	Years of Experience in Education	Compared to Years of Experience Mode	Mean Difference	Std. Error	<i>p</i>
Expresses confidence in people's abilities	11-15	>25	-2.386*	.700	.008
Creatively rewards people for their contributions	11-15	>25	-2.412*	.708	.008
Recognizes people for commitment to shared values	11-15	>25	-2.038*	.683	.033
Gives team members appreciation and support	11-15	>25	-2.407*	.721	.010

Note. Mean difference is significant at 0.05.

Once again, the teachers with 11-15 years of experience, compared to those with more than 25 years of experience, revealed a difference in perception of their principals' behaviors in four of six behaviors of the tenet Encourage the Way. The behavior statements in this tenet that did not demonstrate statistically significant differences between the experiential teacher groups were "Praises people for a job well done" and "Finds ways to celebrate accomplishments."

The results reported in Table 35 point out no statistically significant difference of perception of leadership behaviors between the two respondent groups, principals and teachers, in Encourage the Heart.

Table 35

Analysis of Variance for Principal and Teacher Respondents–Encourage the Heart

Leadership Behaviors		Sum of Squares	df	Mean Square	F	<i>p</i>
ETH- Praises people for a job well done	Between groups	6.708	1	6.708	1.165	.282
	Within groups	1007.473	175	5.757		
	Total	1014.181	176			
ETH- Expresses confidence in people's abilities	Between groups	.015	1	.015	.003	.960
	Within groups	1021.917	175	5.840		
	Total	1021.932	176			
ETH- Creatively rewards people for their contributions	Between groups	.165	1	.165	.028	.868
	Within groups	1044.354	175	5.968		
	Total	1044.520	176			
ETH- Recognizes people for commitment to shared values	Between groups	.588	1	.588	.106	.746
	Within groups	973.514	175	5.563		
	Total	974.102	176			
ETH- Finds ways to celebrate accomplishments	Between groups	3.317	1	3.317	.592	.443
	Within groups	980.242	175	5.601		
	Total	983.559	176			
ETH- Gives team members appreciation and support	Between groups	.407	1	.407	.065	.799
	Within groups	1094.000	175	6.251		
	Total	1094.407	176			

Note. *p* is significant at <.05.

As shown in Figure 10 for the tenet Encourage the Heart, results of the scatterplot suggest a positive correlation by using the line of best fit.

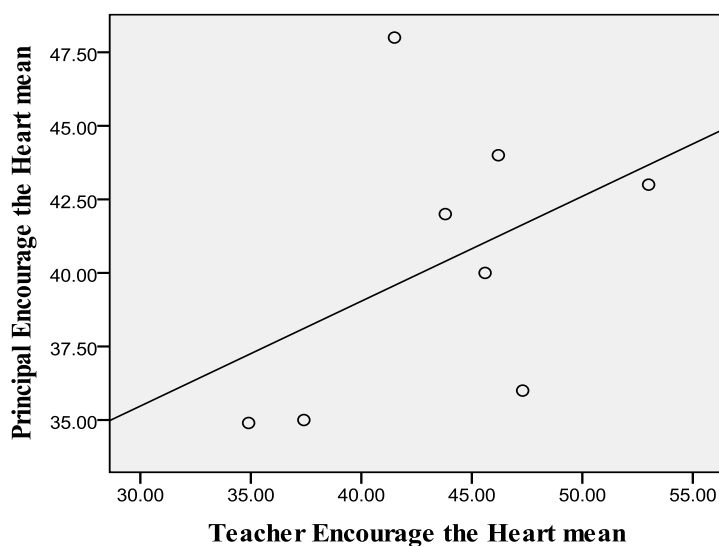


Figure 10. Principal and Teacher Correlations–Encourage the Heart.

Table 36 indicates the gender perceptions of teachers in the tenet Encourage the Heart.

Table 36

Principal Strengths and Weaknesses–Teacher Perception by Gender

Encourage the Heart Leadership Behaviors	Gender	N	M	SD
Recognizes people for commitment to shared values	Male	24	7.79*	2.245
Expresses confidence in people's abilities	Female	145	7.52*	2.378
Creatively rewards people for their contributions	Male	24	7.04	2.26
Creatively rewards people for their contributions	Female	145	6.68	2.51

Note. * = gender-perceived strengths.

Though only 0.79 separate the perceived principal strength from the weakness

with male teachers, and 0.84 separates the principal strength and weakness with female teacher respondents, both did agree on the same principal weakness in this tenet:

“Creatively rewards people for their contributions.”

Chapter 5: Discussion

Introduction of Dissertation

This chapter provides reviews, and summarizes the research findings from analyzed data that were presented in Chapter 4. Those summaries were discussed from both the principals' self-perceived leadership perspectives as well as the teachers' perceptions of the principals' leadership. This chapter also includes implications of findings, recommendations for future studies, and limitations.

Restatement of the problem. Research based on the results of the NCTWC survey conducted over the past decade has demonstrated that schools with positive working conditions have a significant effect on student achievement. Clearly, teacher working conditions are important, and there is a problem between perceptions of the two groups. Principals are often unaware of teachers' perceptions of their behavior (Rooney, 2008). Furthermore, Gimbel (2003) believed that principals would not be able to survive if teachers did not believe in their leadership.

Purpose. The purpose of this study was to determine the relationship between principals' self-perceptions of their leadership behaviors compared to their teachers' perceptions of their leadership behaviors. The researcher also sought to determine if there were differences of teachers' perceptions of principals' leadership behaviors based on the following factors: (a) if the teacher was hired by the current principal, (b) whether the teacher works at the elementary or secondary level, (c) teacher gender, (d) teacher experience level, and (e) principal age. The researcher also wanted to know if age, years at their current school, and years in education would appear to have an impact on the principals' perceptions of their own leadership behaviors. Finally, the researcher sought

to determine whether there would be a perceived difference of leadership at the elementary or secondary levels.

This descriptive study was conducted in a public school district located in the Piedmont of North Carolina using questionnaire research data collected from both principals and teachers at the elementary and secondary levels (Appendix B).

Additionally, data from both principals and teachers responding to the Kouzes and Posner (2003) LPI Self (Principal) and Observer (Teacher) survey instrument (Appendix E and F) were collected. The research design was quantitative, with results being reported through use of Independent and Paired Samples *t*-tests, ANOVA tests, ANOVA Post Hoc tests, as well as descriptive statistics and scatterplots, all prepared using the PASW. A portion of the results were prepared through the data software program that is included in the LPI Facilitators Guide (Kouzes & Posner, 2003).

Discussion and Implications of Findings

The sample teacher respondent population consisted of 169 teachers of which 85.20% were female and 14.80% were male (Table 1). The principal of the school with the highest teacher participation rate at the elementary level was one of the youngest and least experienced principals in the system, whereas the school with the lowest teacher participation rate at the elementary level was led by a principal with only 1 additional year of experience. Principal experience did not have an impact on the teacher response rate.

At the secondary level, the school which reported the highest teacher response rating (Violet school) had been led by the same principal for only 1 year (Table 10); however, of all researched schools, the Violet school also displayed the lowest teacher response rate (Table 1).

Globally, the principals of the schools with the lowest teacher participation rates reported the same number of years of experience, though one had only been serving as principal in the current school for 1 year. These data indicated that the number of years of experience of a principal or number of years leading one school seemingly had no bearing on the participation rate of the teachers at a specific school.

Through data collection and various statistical tests, it was determined that teachers did not respond more favorably to their principal's leadership based on whether they were hired by their current principal. It was determined that whether the current principal hired the responding teacher had no impact on how the principal's leadership behaviors were perceived. For example, 60% of the teacher respondents at the Orange school were hired by the current principal (Table 3); and as shown in Table 9, the lowest average teacher response score at the elementary level was at the Orange school (37.1). Furthermore, the Green school had the second lowest teacher perception at 38.7, and that principal hired 100% of the teachers (Table 3).

In addition, statistically, out of the 30 exemplary leadership behaviors in the LPI survey, only three (10%) indicated a statistically significant correlation between those who were and were not hired by their current principal, with two of those behaviors in the tenet Challenge the Process (Table 9). In summary, the data reported teacher responses were not shown to be affected based upon whether or not they were hired by their current principal.

Not only did the researcher want to determine if the hiring status made a difference in teacher responses, it was compelling for the researcher to determine if age had an effect on principals' responses to their own leadership. The researcher determined through scatterplot results provided (Figures 8 and 10) that the principals in the

researched district generally perceived themselves to more frequently display exemplary leadership behaviors the fewer number of years they had been leading one specific school; and furthermore, they rated themselves stronger the fewer years they have been in the education field. This research supported the statement made by Leithwood et al. (2004), “Organizational conditions sometimes blunt or wear down educators’ good intentions and actually prevent the use of effective practices” (p. 9).

Through compiled research data, it was revealed that the districts’ teachers also perceived those principals with more years in education to display the surveyed leadership behaviors less often than those with fewer years in the field of education (Figure 9). According to teacher respondent data from the Orange and Green elementary schools, the Five Practices of Exemplary Leadership were perceived to be displayed less frequently than those schools with principals who have been in place 10 or less years. The Orange and Green schools are both led by principals who have been in education more than 25 years. In addition, the secondary school receiving the lowest teacher response rating had also been in education for more than 25 years (Table 8). However, the principal at the Yellow school had been in place at the same school as principal over 20 years, was in the oldest age group of researched principals, had also been in education more than 25 years, and received the highest ranking from his teachers.

With only a 0.96 difference between the overall averages of principal self-perceived leadership between the genders, the data revealed the two lowest scoring schools, the Orange and Green schools, were led by female principals who were in the oldest principal age group. The Yellow school, however, was led by a male principal who rated himself 8.2 points lower than his teachers. In summary, the female principals in the researched district reported an average leadership score of 44.96; male principals,

44.0. Gender did not have a significant effect on teacher perception of principal leadership.

The researcher sought to determine the teachers' perceptions of leadership strengths and weaknesses among the principals. With an average teacher respondent score of 41.34 out of a possible 60, the results from the LPI survey at the elementary level (Table 5) indicated the behaviors incorporated in the Encourage the Heart tenet were perceived to be exhibited less frequently, and therefore were considered the weakest teacher-perceived principal leadership behaviors of all leadership behaviors encompassed in the LPI survey. Similarly, Leech and Fulton (2002) produced a study of LPI results involving almost 650 teachers from over 25 secondary schools in which it was determined the two most commonly displayed principal traits were found in the tenet of Enabling Others to Act and Modeling the Way. Just as in Leech and Fulton's study, in the researched district, the tenet Encourage the Heart was the least often demonstrated leadership behavior at the elementary level. In the researched district, Challenge the Process was the least frequently displayed behavior at the secondary level.

The leadership traits most commonly exhibited by elementary principals were found in the tenet Model the Way (44.6), though Enable Others to Act was ranked only 0.02 lower. These results coincided with the strengths and weaknesses determined through the study conducted by Leech and Fulton (2002), though this study reported those results at the elementary level.

At the elementary level, the principal who received the lowest overall average score in all five tenets combined also received the lowest response in Encourage the Heart as well. This may be an indication that teachers' perceptions of behaviors incorporated in the Encourage the Heart tenet affected how behaviors are perceived in all

leadership factors included in the LPI survey. According to findings of a 1999 Gallup Poll reported by Buckingham and Coffman (1999), the quality of relationship and connectedness between staff and their direct supervisors is the single most important variable in staff productivity, though according to Davis (1998b), the relationship between principals and teachers is too complex to provide anything other than basic guidance on how effective principals should behave. Reicher (2007) remarked that a leader's credibility to influence others can be negatively affected if he/she acts superior or treats others disrespectfully.

It should not be inferred that the Orange school principal does not want to be an exemplary leader. The 2003 MetLife survey reported that teachers and principals see their relationships in "strikingly different ways" (p. 6). This document went on to say that principals may not be motivated to improve if they do not perceive that a problem exists. The principal at the Orange school may not even feel a problem exists. It would be beneficial for that principal to ask for feedback from the teachers.

When comparing responses of all elementary principals and teachers (Table 5), the responses from both groups only differ by 1.0, which disclosed both groups have very similar perceptions regarding principal leadership behaviors. Though the LPI survey does not mirror all facets of the NCTWC survey, the LPI survey does mirror many of the behavioral statements found in the NCTWC survey, especially in the Teacher Leadership and School Leadership standards.

The results of the district researched in this study (using the LPI survey) did not reflect the state results from 2010, when approximately 92,000 teachers and 2,100 principals responded to the North Carolina Teacher/Principal Working Condition survey, and "On every survey item the 2,100 principals responded significantly more positively

about teacher working conditions than the approximately 92,000 participating teachers” (NCTWC Research Brief, 2010, p. 7). The elementary principals, however, rated themselves higher, but again by an average of only 1.0, indicating that though they may not agree on each tenet regarding perceived strengths and weaknesses, and some schools may score drastically differently than others, as a group of education professionals, principals’ perceptions of their leadership did not differ greatly from the teachers’ perceptions, especially at the elementary level.

At the secondary level, the average teacher response score of 46.6 out of a possible 60 in the tenet Challenge the Process revealed that behaviors incorporated in that tenet were perceived by teachers to be the least frequently displayed of the five leadership categories (Table 8), although the difference between highest secondary teacher response and lowest was only 1.8. Kouzes and Posner’s (2011) new norms rank the secondary principals in the 50th percentile in Challenge the Process. According to McEwan (2003), however, the principal needs to challenge long-held beliefs about schooling in order to be effective. Like their elementary teacher peers, the secondary teachers also ranked their principal highest in the tenet Model the Way, again supporting the results of the study conducted by Leech and Fulton (2002).

As a group, the secondary principals were rated 3.1 points higher by their teachers than they rated themselves, which indicated the leadership perceptions at the secondary level differed from those at the elementary level. The secondary teachers actually perceived their principals to display exemplary principal behaviors more frequently than the secondary principals perceived them to occur. These results contradict research conducted by Berry et al. (2008/2009) in which they concluded that elementary teachers are decidedly more positive about their working conditions than the secondary teachers.

The researcher also sought to determine if teacher experience had an impact on how their principal was perceived in any or all of the Five Practices of Exemplary Leadership. In analyzing the data by one-way ANOVA tests, differences proved significant in perception of principal leadership in all five tenets: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

In analyzing results of all 30 behavioral statements encompassed in the LPI survey, the researcher was able to conclude that the tenets of Model the Way and Encourage the Heart revealed the biggest discrepancies in perception based on the experience level of the responding teachers. The differences of perception in those tenets were all between those who had been teaching 11-15 years and those who had been teaching more than 25 years.

The Model the Way analysis (Table 13) revealed four of six behavioral statements as significantly different based on teacher experience level though there was no statistical difference in principal and teacher perception (Table 15). The Encourage the Heart analysis (Table 33) also revealed a discrepancy on four of six behavioral statements between the experiential levels. Again, no statistically significant difference was shown between the principal and teacher respondents.

Many factors could come into play when determining the reason for those differences of perception based on teacher experience level. In the researched district, there have been many administrative changes at the central level over the past 6 years. With those changes came changes in programs, changes in expectations of the principals, and expectations of the teachers from the principals. Also, at the time of this survey, there had been no pay raise for educators for 4 years. The state of North Carolina has also put many new initiatives in place, which could affect the teacher stress level,

therefore making them feel more negative about the profession.

Those who had been teaching more than 25 years could possibly see that there are benefits to longevity. They were also likely aware of the retirement system the state provides while seeing many private employers reneging on previous retirement promises. Additionally, those senior educators realized they are near retirement.

Gender was another area in which the researcher sought to gather data from teacher respondents. In four of the five tenets, the male and female respondents did not agree on principal strengths and weaknesses; both the leadership behavior strengths and weaknesses were the same for male and female teachers in Challenge the Process, which is the tenet that encompasses behaviors that involve taking risks and learning from making mistakes.

The researcher felt it interesting that both male and female teachers agreed on the same specific weaknesses among principals in three of the five tenets: Model the Way, Challenge the Process, and Encourage the Heart. They also agreed on the same specific leadership strengths in two tenets: Challenge the Process and Encourage Others to Act. Only one tenet reported total disagreement among teacher genders—Inspire a Shared Vision, the tenet that speaks to a common vision as well as a vision for the future.

In summary, male and female teacher respondents were in agreement with one another regarding principal strengths 40% of the time, however, their perceptions of principal weaknesses were alike in three of the five tenets, or 60% of the time. One could conclude that there may be differences in perception among genders. Nevertheless, it is important to note that all teachers perceived the same principal leadership weakness in three out of five tenets.

The researcher's overarching focus was the relationship between the principals'

self-perceived leadership behaviors and the teachers' perceptions. In summary, the teachers at the elementary level perceived their principals' leadership behaviors in almost exactly the same way their principals perceived their own behavior. The secondary teachers perceived their principals in a more positive light, actually rating them higher than did the principals themselves.

Implications of Findings

These data indicated that the number of years a principal had served the same school, the number of years the principal had in the field of education, and the age of the principal all impacted the teacher responses with the exception of one school in the researched district. The older principals were perceived as displaying exemplary leadership behaviors less often than their younger counterparts. Perhaps a reason for this was actually due to principal age and knowledge of leadership requirements in the 21st century. As Buhler (2004) put it, the old school of leadership viewed leaders as those being served by their subordinates. In today's environment, for a leader to be effective, those roles must be reversed. The effective leader must now serve his/her followers.

The teacher group with the most negative perception of their principal's behavior was the group who has been teaching from 11-15 years. It is important for the principals to know that a group of teachers can have an impact on other teachers' perceptions of their principal. Kelly et al. (2005) believed that if principals are blind to the critical information in their school, they can make bad decisions. All principals need to understand effective leadership behaviors and the teachers' perceptions of those behaviors. Brubaker and Coble (2005) stated that leadership is a process, not a person.

This study made it clear that self-awareness is imperative for successful principals. Kouzes and Posner (2006) believed self-awareness to be one of the predictors

of successful leadership. There were certain principals in this study that appeared to have no self-awareness as evidenced by the enormous discrepancy in perception between the principal and the teacher. To be a successful leader, Sousa (2003) believed one must know his/her strengths, values, and how he/she best performs, reiterating the importance of self-awareness.

With the tenet Model the Way being found to be a strength perceived by principals as well as teachers, Bonnici (2011), Kouzes and Posner (2002), and Whitaker (2003) are once again supported by the results in this study: Model the Way is a fundamental behavior of successful principal leadership. An additional implication for principals determined through this study is the importance of self-confidence—one's belief in his/her ability to lead. Specifically, the principal in this study who had a low self-perception of her leadership ability was also perceived by the teachers to have weaknesses. Kouzes and Posner (2010) asserted that before one can lead, one has to believe he/she can have a positive impact on others.

There were implications in this study for superintendents. When hiring principals, superintendents should seek out those individuals who exemplify strong leadership attributes as determined by the Kouzes and Posner (2003) Leadership Practices Inventory. Reeves (2006) described leaders as “the architects of improving individual organizational performance” (p. 12).

Limitations of the Study

This descriptive quantitative study was limited to one school district encompassing eight schools, five elementary and three secondary schools. Two of the three secondary principals had only been in place for 1 year when the study took place, which may have skewed the secondary school results somewhat.

Surveys were distributed to 259 teachers; 169 teachers responded. Even though the dissertation topic was presented in person and assistance was requested from teachers at each school prior to distributing surveys in anticipation of provoking a high response rate, the researcher determined that one of the reasons for the rather low response rate from teachers (65.25%) was the timing of the study. Questionnaires and surveys were given to teachers during the final student week of the school year due to Internal Review Board approval timing.

The researcher was also dependent upon the contact person at each school to distribute the surveys in a timely manner. Though the researcher followed up several times via emails and phone calls, there was still no guarantee that the surveys were distributed. Due to the anonymity of the surveys, the researcher could not contact non-responders. The researcher did return to each school multiple times to collect surveys that were returned on a daily basis.

An additional limitation of the study was the individual principal and teacher interpretation of the behavior statements in the LPI survey instrument. The researcher did not provide definitions of terminology. The respondent determined the meaning of each behavioral statement. Moreover, the 10-point Likert scale of the LPI survey could have presented interpretation challenges to both the teacher and principal respondents.

The researcher also had limited teacher experience data because the youngest teacher respondents were grouped into a 10-year group. The researcher suggests grouping all experience levels in a similar fashion, such as 0-4, 5-9, and so on, instead of 0-10.

Recommendations

The purpose of this section is to make recommendations for additional research

that will add to the knowledge of principal leadership as well as teacher perception of principal leadership. The following suggestions are made for future research:

1. Studies similar to this one should be completed in larger school districts in order to prove whether results from both principals and teachers in a small district would be comparable to results in a bigger district. Were principals viewed in the same light at districts that included more schools? Was the perception of principal leadership similar within certain teacher experience groups?
2. Research comparing principal leadership at schools who have achieved high academic status to those schools who have not should be completed as it would further narrow down successful leadership practices, especially successful instructional leadership practices. Are principals of high achieving schools of a specific age? Have they taught for shorter periods of time prior to taking on the principalship?
3. Another study could involve principal leadership experience in multiple school systems. Are principal leadership skills stronger as perceived by teachers if the principal has worked in more than one school district?
4. A study could be completed comparing teacher perception of principal leadership to overall school success. Does teacher perception of principal leadership equate to school success? Do teachers at schools termed *successful* view exemplary principal leadership behaviors more frequently? The challenge in that study would be identifying the factors of school success.

References

- Aarons, D. (2010). Initiative aims to refashion training path for principals. *Education Week*, 30(6), 1, 16.
- Abbate, F. J. (2010). Education leadership in a culture of compliance. *Phi Delta Kappan*, 91(6), 35. Retrieved from EBSCOhost.
- Alvy, H., & Robbins, P. (2010). *Learning from Lincoln: Leadership practice for school success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barth, R. S. (1990). *Improving schools from within*. San Francisco, CA: Jossey-Bass.
- Barth, R. S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 9-13.
- Bellamy, G., Fulmer, C., Murphy, M., & Muth, R. (2007). *Principal accomplishments: How school leaders succeed*. New York: Teachers College Press.
- Bennis, W., & Nanus, B. (2003). *Leaders-strategies for taking charge* (2d ed.). New York, NY: HarperCollins Publishers, Inc.
- Berry, B., Wade, C., & Trantham, P. (2008/2009). Using data, changing teaching. *Educational Leadership*, 66(4), 80-84.
- Blanchard, K. (2007). *Leading at a higher level*. Upper Saddle River, NJ: Prentice Hall.
- Bonnici, C. (2011). Creating a leadership style. *Principals Leadership*, 11(5), 54-55.
- Brewster, C., & Railsback, B. (2003). *Building trusting relationships for school improvement: Implications for principals and teachers*. Portland, OR: Northwest Regional Educational Laboratory.
- Brubaker, D., & Coble, L. (2005). *The hidden leader—leadership lessons on the potential within*. Thousand Oaks, CA: Corwin Press.
- Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York, NY: Simon and Schuster.
- Buhler, P. M. (2008, March). Managing in the new millennium. *SuperVision*, 69(3), 19-22. Retrieved from EBSCOhost.
- Buhler, P. M. (2008). Leading others effectively by first leading oneself. *SuperVision*, 69(5), 20. Retrieved from EBSCOhost.

- Bulach, C., Boothe, D., & Pickett, W. (2006, August 21). *Analyzing the leadership behavior of school principals*. Retrieved from the Connexions website: <http://cnx.org/content/m13813/1.1/>
- Bulach, C. R., Lunenburg, F. C., & McCallon, R. (1995). The influence of the principal's leadership style on school climate and student achievement. *People in Education*, 3(3), 333-350.
- Burns, J. (1978). *Leadership*. New York, NY: Harper and Row.
- Chenoweth, K. (2010). Leaving nothing to chance. *Educational Leadership*, 68(3), 16-21.
- Conley, S., & Bacharach, S. (1990). From site management to a participatory school site-management. *Phi Delta Kappan*, 17(7), 539-544.
- Coombs-Richardson, R. (1998). *Collaborating for change: Building partnerships among teachers*. Paper presented at the 53rd Annual Meeting of the Association for Supervision and Curriculum Development, San Antonio, TX. Retrieved from EBSCOhost.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Covey, S. (1989). *The seven habits of highly effective people*. New York, NY: Simon & Schuster.
- Creswell, J. W. (2008). Correlational designs. *Educational Research* (pp. 355-386). Upper Saddle River, NY: Pearson Education
- Davis, S. (1998a). Superintendents' perspectives on the involuntary departure of public school principals: The most frequent reasons why principals lose their jobs. *Educational Administration Quarterly*, 34(1), 58-90. doi: 0.1177/0013161X98034001005
- Davis, S. (1998b). Taking aim at effective leadership. *Thrust for Educational Leadership*, 28(2), 6. Retrieved from EBSCOhost.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). School leadership study: Developing successful principals. *Review of Research*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute. Commissioned by the Wallace Foundation. Retrieved from http://www.srnleads.org/data/pdfs/sls/sls_rr.pdf

- Denning, S. (2011). The single best idea for reforming K-12 education. *Forbes*. Retrieved from <http://www.forbes.com/sites/stevedenning/2011/09/01/the-single-best-idea-for-reforming-k-12-education/>
- Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive satisfaction. *Journal of Educational Research*, 36(4), 362-378.
- Donaldson, G., Marnik, G., Mackenzie, S., & Ackerman, R. (2009). What makes or breaks a principal. *Educational Leadership*, 67(2), 8-14.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.
- Duncan, A. (2009, Oct.). *If our 95,000 schools each had a great principal, this thing would take care of itself—education leadership: An agenda for school improvement*. Speech presented to the Wallace Foundation's National Conference on Education Leadership. Retrieved from <http://www.wallacefoundation.org/Pages/if-schools-had-a-great-principal-education-leadership-an-agenda-for-school-improvement.aspx>
- Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.
- Flannery, M. E. (2011). Your principal, your ally. *NEA Today*, 29(3), 44-45.
- Fleck, F. (2007, Sept./Oct.). The balanced principal: Joining theory and knowledge. *Principal*, 87(1), 25-31. Retrieved from EBSCOhost.
- Fullan, M. (2001) *Leading in a culture of change*. San Fransico, CA: Jossey-Bass.
- Fullan, M. (2002). Leadership and sustainability. *Principal Leadership*, 4(3), 14-17. Retrieved from <http://www.nassp.org/Portals/0/Content/46983.pdf>
- Fullan, M. (2007). *What's worth fighting for in the principalship*. New York, NY: Teacher's College Press.
- Galpin, T. (1995, April). Pruning the grapevine. *Training & Development*, 49(4), 28-33. Retrieved from EBSCOhost.
- Gentry, W., & Kuhnert, K. (2007, Nov./Dec.). Sending signals: Nonverbal communication can speak volumes. *Leadership in Action*, 27(5), 3-7. Retrieved from EBSCOhost.

- George, J. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(6), 1027-1055. doi: 10.177/0018726700538001
- George, J., & Bettenhausen, K. (1990). Understanding prosocial behavior, sales performance, and turnover: A group-level analysis in a service context. *Journal of Applied Psychology*, 75(6), 698-709. Retrieved from EBSCOhost.
- Gimbel, P. (2003). *Solutions for promoting principal-teacher trust*. Lanham, MD: The Scarecrow Press, Inc.
- Ginsberg, R., & Multon, K. (2011). Leading through a fiscal nightmare. *Kappan*, 92(8), 43-47.
- Glickman, C. D. (1998). *Renewing American schools: A guide for school-based action*. San Francisco, CA: Jossey-Bass.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *SuperVision and instructional leadership: A developmental approach*. Boston, MA: Allyn and Bacon.
- Goleman, D. (2006). The socially intelligent leader. *Educational Leadership*, 64(1), 76-81. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept06/vol64/num01/The-Socially-Intelligent-Leader.aspx>
- Goleman, D., Boyatzis, R., & McKee, A. (2009). Primal leadership. *Leadership Excellence*, 26(1), 9-10. Retrieved from EBSCOhost.
- Goodlad, J. (1984). *A place called school: Prospects for the future*. New York, NY: McGraw-Hill Book Company.
- Grissom, J. A., & Loeb, S. (2009). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *School Leadership Research Report* No. 09-1. Stanford, CA: Stanford University, Institutes for Research on Education Policy and Practice.
- Halpern, H. (2009). Supervision and the Johari Window: A framework for asking questions. *Education for Primary Care*, 20, 10-14. Retrieved from EBSCOhost.
- Hartley-Leonard, D. (1987). Perspectives. *Newsweek*, 24 August, 1987, 11.
- Hersey, P., Blanchard, K., & Johnson, D. (1996). *Management of organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Hoerr, T. (2009). The rule of six. *Educational Leadership*, 66(7), 80-84.

- Kelly, R., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education, 126*(1), 17-25. Retrieved from EBSCOhost.
- Knuth, R., & Banks, P. (2006). The essential leadership model. *NASSP Bulletin, 90*(4), 4-18. doi:10.177/0192636505283885
- Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kouzes, J., & Posner, B. (2002). *The leadership challenge* (3d ed.). San Francisco, CA: Jossey-Bass.
- Kouzes, J., & Posner, B. (2003). *Leadership practices inventory facilitator's guide* (3d ed.). San Francisco, CA: Pfeiffer.
- Kouzes, J., & Posner, B. (2006). *A leader's legacy*. San Francisco, CA: Jossey-Bass.
- Kouzes, J., & Posner, B. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Kouzes, J., & Posner, B. (2011). *Leadership practices inventory new norms*. San Francisco, CA: Pfeiffer. Retrieved from <http://media.wiley.com/assets/7008/99/LPINormsFINAL012012.pdf>
- Leech, D., & Fulton, C. (2002). *The leadership practices of middle and high school principals*. Paper presented at the 56th Annual Meeting of the National Council of Professors of Educational Administration, Burlington, VT. Retrieved from <http://www.eric.ed.gov/PDFS/ED472143.pdf>
- Leithwood, K. (2006). *Teacher working conditions that matter: Evidence for change*. Toronto: Elementary Teachers' Federation of Ontario. Retrieved from www.etfo.ca/Resources/ForTeachers/Documents/Teacher%20Working%20Conditions%20%20%20That%20Matter%20-%20Evidence%20for%20Change.pdf
- Leithwood, K., & Riehl, C. (2003, Jan.). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University. Retrieved from http://www.leadersdesktop.sa.edu.au/leadership/files/links/School_leadership.pdf
- Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership effects student learning*. University of Minnesota Center for Applied Research and Educational Improvement, University of Toronto Ontario Institute for Studies in Education, & The Wallace Foundation. Retrieved from <http://www.cehd.umn.edu/carei/publications/documents/ReviewofResearch.pdf>
- Lezotte, L. (2004). *Learning for all*. Okemos, MI: Effective Schools Products.

- Maeroff, G. I. (1988). Blueprint for empowering teachers. *Phi Delta Kappan*, 69(7), 473-477.
- March, J. (1980, Sept.). *How we talk and how we act: Administrative theory and administrative life*. Paper presented at the Seventh David D. Henry Lecture on Administration, University of Illinois at Urbana-Champaign. Retrieved from <http://www.eric.ed.gov:80/PDFS/ED207376.pdf>
- Marzano, R. (2003). *What works in school—Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maxwell, J. (1993a). *The winning attitude*. Nashville, TN: Thomas Nelson, Inc.
- Maxwell, J. (1993b). *Developing the leader within you*. Nashville, TN: Thomas Nelson, Inc.
- Maxwell, J., & Dornan, J. (1997). *Becoming a person of influence: How to positively impact the lives of others*. Nashville, TN: Thomas Nelson, Inc.
- Mayer, M., & Phillips, V. (2010). *Primary sources: America's teachers on America's schools*. Scholastic and the Bill & Melinda Gates Foundation. Project retrieved from http://www.scholastic.com/primarysources/pdfs/Scholastic_Gates_0310.pdf
- McCall, J. (1994). *The provident principal*. Chapel Hill, NC: Principal's Executive Program.
- McColl-Kennedy, J., & Anderson, R. (2002). Impact of leadership style and emotions on subordinate performance. *The Leadership Quarterly*, 13(5), 545-559. Retrieved from <http://dx.doi.org/10.1016/j.bbr.2011.03.031>
- McEwan, E. (2003). *Ten traits of highly effective principals*. Thousand Oaks, CA: Corwin Press.
- MetLife Survey of the American Teacher: An Examination of School Leadership. (2003). Retrieved from <http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/metlife-survey-american-teacher-2003-school-leadership.pdf>
- Moller, G., & Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, NY: Eye on Education.
- Moore, B. (2009). Emotional intelligence for school administrators: A priority for school reform? *American Secondary Education*, 37(3), 20-28. Retrieved from EBSCOhost.

- Morgan, G. (2006). *Images of organization*. Thousand Oaks, CA: Sage Publications.
- Moye, M. J., Henkin, A. B., & Egley, R. J. (2005). Teacher-principal relationships: Exploring linkages between empowerment and interpersonal trust. *Journal of Educational Administration*, 43(3), 260-277. Retrieved from <http://www.emeraldinsight.com/0957-8234.htm>
- National Association of Elementary School Principals. (2008). *Leading learning communities: Standards for what principals should know and be able to do* (2nd ed.). Alexandria, VA: National Association of Elementary Principals.
- National Association of Secondary School Principals. (2010). *10 skills for successful school leaders*. Reston, VA: National Association of Secondary School Principals.
- North Carolina Department of Public Instruction. (2010). *North Carolina school executive: Principal/assistant principals evaluation process*. Retrieved from <http://www.ncpublicschools.org/docs/profdev/training/principal/evaluationprocess.pdf>
- North Carolina School Executive: Principal Evaluation Process. (2008, May). Retrieved from <http://www.ncpapa.org/forms/Evaluation%20Instrument.pdf>
- North Carolina Teacher Working Conditions Executive Summary. (2012). Retrieved from http://www.ncteachingconditions.org/sites/default/files/attachments/2011_NCTW_Cstds_continuum.pdf
- North Carolina Teacher Working Conditions Initiative. (2012). Retrieved from <http://ncteachingconditions.org/faq>
- North Carolina Teacher Working Conditions Research Brief. (2010, June). *Principal working conditions*. Retrieved from http://ncteachingconditions.org/sites/default/files/attachments/NC10_brief_Principals.pdf
- O'Hanlon, J., & Clifton, D. (2004). *Effective principals: Positive principle at work*. Lanham, MD: ScarecrowEducation.
- Pashiardis, P. (1998, April). *Secondary principals in Cyprus: The views of the principal versus the views of the teachers*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA. Retrieved from EBSCOhost.
- Peterson, K., & Deal, T. (2002). *The shaping school culture fieldbook*. San Francisco, CA: Jossey-Bass.

- Picucci, A. C., Brownson, A., Kahlert, R., & Sobel, A. (2002). Shaping school culture. *Principal Leadership*, 3(4), 38-41. Retrieved from <http://www.nassp.org/Portals/0/Content/46991.pdf>
- Pink, D. (2009). *Drive*. New York, NY: Penguin Group.
- Posner, B. (2010). Leadership practices inventory (LPI) data analysis. Retrieved from <http://media.wiley.com/assets/2260/07/LPIDataAnalysisSept2010.pdf>
- Protheroe, N. (2011). Workplace conditions that matter to teachers. *Principal's Research Review: Supporting the Principal's Data-Informed Decisions*, 6(1), 8. ISSN 1558-5948.
- Pugh, D., & Hickson, D. (2007). *Writers on organizations*. (6th ed.). Thousand Oaks, CA: Sage Publications.
- Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership & management*. Boston, MA: Allyn & Bacon.
- Reeves, D. (2002). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco, CA: Jossey-Bass.
- Reeves, D. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reicher, S. (2007). The new psychology of leadership. *Scientific American Mind*, 18(4), 22. Retrieved from EBSCOhost.
- Reynolds, J., & Warfield, W. (2009, Sept.). Discerning the differences between managers, leaders. *Illinois School Board Journal*, 3. Retrieved from http://www.iasb.com/journal/j091009_06.cfm
- Robbins, P., & Alvy, H. (2004). *The new principals' fieldbook: Strategies for success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rooney, J. (2008). Taking hold of learning. *Educational Leadership*, 66(3), 82-83.
- Samuels, C. A. (2011). Principals' performance reviews are getting a fresh look. *Education Week*, 30(37), 14.
- Schlechty, P. (1990). *Schools for the 21st century*. San Francisco: CA. Jossey-Bass.
- Schlechty, P. (2002). *Working on the work*. San Francisco, CA: Jossey-Bass.
- Schlechty, P. (2005). *Creating great schools*. San Francisco, CA: Jossey-Bass.

- Sears, M. (2010, Dec. 18). In schools, change starts at the top. *Milwaukee, Wisconsin Journal Sentinel*. Retrieved from <http://www.jsonline.com/news/education/112135269.html>
- Sergiovanni, T. J. (1981). *Symbolism in leadership (What great leaders know that ordinary ones do not)*. Paper prepared for the Institute of Educational Administration, Melbourne, Victoria (Australia). Retrieved from <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED228694>
- Sergiovanni, T. J. (1982). Ten principles of quality leadership. *Educational Leadership*, 39(5), 330.
- Sergiovanni, T. (1994). The roots of school leadership. *Principal*, 74(2), 6-9.
- Sergiovanni, T. J. (2001). *The principalship: A reflective practice perspective* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Sergiovanni, T. J. (2005). The virtues of leadership. *The Educational Forum*, 69(2), 112-123.
- Sousa, D. (2003). *The leadership brain: How to lead today's schools more effectively*. Thousand Oaks, CA: Corwin Press, Inc.
- Stronge, J., Richard, H., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sweeney, P. (2010). Effective leading. *Leadership Excellence*, 27(9), 11-12. Retrieved from EBSCOhost.
- Tuckman, B. (1999). *Conducting educational research*. (5th ed). Orlando, FL: Harcourt Brace & Company.
- Vodicka, D. (2006). The four elements of trust. *Principal Leadership*, November, 2006, 27-29.
- Weisinger, H. (1998). *Emotional intelligence at work*. San Francisco, CA: Jossey-Bass, Inc.
- Weiss, W. H. (2007). Effective Leadership: What are the Requisites? *Supervision* 68(2), 18-21. Retrieved from EBSCOhost.
- Weller, L., Buttery, T., & Bland, R. (1994). Teacher evaluation of principals: As viewed by teachers, principals and superintendents. *The Journal of Research and Development in Education*, 27(2), 112-117. Retrieved from ENSCOhost.

- Whitaker, M. E. (1997). *Principal leadership behaviors in school operations and change implementations in elementary schools in relation to climate* (Doctoral dissertation). Retrieved from Indiana State University, Terre Haute, IN.
- Whitaker, T. (2003). *What great principals do differently: Fifteen things that matter most*. Larchmont, NY: Eye on Education.
- Whitaker, T., Whitaker, B., & Lumpa, D. (2009). *Motivating and inspiring teachers: The educational leader's guide for building staff morale*. Larchmont, NY: Eye on Education.
- Williams, E. (2009). Evaluation of a school system's plan to utilize teachers' perceptions of principal leadership to improve student achievement. *Challenge (Atlanta): A Journal of Research on African American Men*, 15(1), 15-30. Retrieved from EBSCOhost.
- Zwaagstra, M., Clifton, R., & Long, C. (2010). *What's wrong with our schools and how we can fix them*. Lanham, MD: Rowan & Littlefield Education.

Appendix A

Superintendent's Permission and Consent Form

SUPERINTENDENTS' PERMISSION LETTER
AND CONSENT FORM

Dear Dr. _____:

My name is Pamela Helms, and I am a doctoral candidate in Educational Leadership at Gardner-Webb University. I am writing to request your permission to survey principals and teachers in your district using surveys, individual and focus group interviews. The research to be conducted is qualitative and will center on principal leadership behaviors. This study involves self-perceived principal leadership behaviors and teacher's perception of principal leadership behaviors.

With your permission, the validated survey will be distributed to the principal and teachers at _____. The secondary schools which will be included in my research will be _____. I will distribute the survey instrument to building principals and teachers. My research will also include individual and group interviews after regular school hours.

If you consent to allowing the aforementioned school personnel to participate in research, please sign and date the enclosed consent form and return it in the self-addressed, stamped envelope.

Thank you for your consideration. If you have any questions, you can contact me at _____.

Sincerely,

Pamela M. Helms
Doctoral Candidate
Gardner-Webb University

Consent to Participate in Educational Leadership Study

As superintendent of _____ District, I give
Pamela Helms permission to conduct educational research at the following schools:

_____.

The
research will be conducted on principal's self-perceived beliefs regarding their own
leadership behaviors as compared to the view of their leadership from the teacher's
perspective. Permission is granted to survey and interview teachers and building
principals. I understand participation in this survey is voluntary. All responses will be
kept confidential. No individuals or school will be identified in any of the reports.

Superintendent's signature

January 27, 2012

Date

Appendix B

Principal's Invitation and Consent Form

PRINCIPALS' INFORMATION AND CONSENT FORM

TO PARTICIPATE IN EDUCATIONAL RESEARCH

Study Title: Effective Leadership: Perceptions of Principals and Teachers They Lead

My name is Pamela Helms, and I am a Doctoral candidate in Educational Leadership at Gardner-Webb University. I am inviting you to take part in my study of principal leadership.

This research study will be conducted to investigate the relationship of principal's leadership as perceived by principals and teachers in a small urban school district in the piedmont area of North Carolina. The Kouzes and Posner Leadership Practices Inventory (LPI) will be the survey instrument used.

You are invited to take part in this survey since you are a currently practicing principal in the research school district.

If you agree to take part in this study, you and your teachers will be asked to complete a survey within the next few weeks. The survey will be paper and pencil and consists of thirty questions that cover The Five Practices of Exemplary Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

You will complete the "self" survey to rate your own leadership factors, and your teachers will complete the "observer" survey to rate your leadership from their perspective. Both surveys will include parallel items covering the The Five Practices and should take about 15 minutes to complete.

The data collected from your teachers will be totally anonymous, only used to enable aggregation of data from each of your schools, and will not be used for any other purpose. All aggregate data will be available only to the researcher and the dissertation committee.

No published results of this study will identify you or your school, and your name will not be linked to any of the findings. If for any reason, this study is presented, identities of teachers nor principals will be shared.

As part of the survey, you will also be asked to respond to some demographic questions that will aid in the research.

If you have any questions about your rights as a participant, or the survey(s), or you have any concerns, please contact me at:

or by phone _____.

By signing the enclosed form, you are attesting to the following:

- You understand the information presented above
- You have been presented the opportunity to ask any questions regarding the survey or data that will be collected
- You feel you understand the risks and potential benefits involved in the survey.

STATEMENT OF CONSENT TO PARTICIPATE IN STUDY

I have read and fully understand the information presented regarding the research study on Principal Leadership. I give my voluntary consent to participate in this study. I will be given a copy of the consent documents for my records.

Signature of Participant

Printed Name of Participant

Date

Appendix C

Teacher's Letter of Invitation to Participate in the Research Study

Letter to Prospective Participants

Dear Faculty member,

My name is Pam Helms. I am a doctoral candidate in the department of Educational Leadership at Gardner-Webb University. As you know from my recent time with you, I am conducting a research study as a part of the requirements of my degree in Educational Leadership, and I would like to invite you to participate in my research study of teacher perception of principal leadership.

I am requesting that you complete the enclosed survey. Directions for completing the Leadership Practices Inventory survey are found on the first page. After completing the survey by the date indicated, please return it to your school representative, whose name can be found beside the number on your survey. Surveys are numbered only so they can be aligned with specific schools. Faculty members at the school are not assigned specific numbers, therefore anonymity is guaranteed.

Participation in this study is voluntary; however I am hopeful to have at least a 70% return rate of completed surveys from your school.

I look forward to your participation in this research study. If I can answer any questions regarding the study, please feel free to contact me at _____.

With kind regards and appreciation,

Pamela M. Helms

Appendix D

Letter of Permission to Conduct Research Using Kouzes and Posner's Leadership
Practices Inventory

JOSSEY-BASS™
An Imprint of **WILEY**

News

December 16, 2011

Pamela Helms
113 Baymount Drive
Stateville, NC 28625

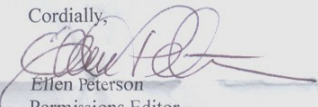
Dear Ms. Helms:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to **reproduce** the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Lisa Shannon (lshannon@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright 8 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission",
- (3) That one (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to me either via email or by post to: 1548 Camino Monde San Jose, CA 95125. Best wishes for every success with your research project.

Cordially,


Ellen Peterson
Permissions Editor
Epeteron4@gmail.com

I understand and agree to abide by these conditions:

(Signed) _____ Date: _____

Expected Date of Completion is: _____

 **WILEY**

989 Market Street, Fifth Floor • San Francisco, CA 94103-1741

Appendix E

Leadership Practices Inventory Self Instrument

BEST-SELLING AUTHORS OF *THE LEADERSHIP CHALLENGE*

K O U Z E S
P O S N E R

**LEADERSHIP
PRACTICES
INVENTORY**

LPI

T H I R D E D I T I O N

S E L F

LPI^{SELF}

Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

“How frequently do I engage in the behavior described?”

- Be realistic about the extent to which you *actually* engage in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave
- DO answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every* statement *must* have a rating.

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

- | | | |
|----|---|-----------------|
| 1 | = | Almost Never |
| 2 | = | Rarely |
| 3 | = | Seldom |
| 4 | = | Once in a While |
| 5 | = | Occasionally |
| 6 | = | Sometimes |
| 7 | = | Fairly Often |
| 8 | = | Usually |
| 9 | = | Very Frequently |
| 10 | = | Almost Always |

When you have completed the LPI-Self, please return it to:

Thank you.

Your Name: _____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

- | | |
|--|----------------------|
| 1. I set a personal example of what I expect of others. | <input type="text"/> |
| 2. I talk about future trends that will influence how our work gets done. | <input type="text"/> |
| 3. I seek out challenging opportunities that test my own skills and abilities. | <input type="text"/> |
| 4. I develop cooperative relationships among the people I work with. | <input type="text"/> |
| 5. I praise people for a job well done. | <input type="text"/> |
| 6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on. | <input type="text"/> |
| 7. I describe a compelling image of what our future could be like. | <input type="text"/> |
| 8. I challenge people to try out new and innovative ways to do their work. | <input type="text"/> |
| 9. I actively listen to diverse points of view. | <input type="text"/> |
| 10. I make it a point to let people know about my confidence in their abilities. | <input type="text"/> |
| 11. I follow through on the promises and commitments that I make. | <input type="text"/> |
| 12. I appeal to others to share an exciting dream of the future. | <input type="text"/> |
| 13. I search outside the formal boundaries of my organization for innovative ways to improve what we do. | <input type="text"/> |
| 14. I treat others with dignity and respect. | <input type="text"/> |
| 15. I make sure that people are creatively rewarded for their contributions to the success of our projects. | <input type="text"/> |
| 16. I ask for feedback on how my actions affect other people's performance. | <input type="text"/> |
| 17. I show others how their long-term interests can be realized by enlisting in a common vision. | <input type="text"/> |
| 18. I ask "What can we learn?" when things don't go as expected. | <input type="text"/> |
| 19. I support the decisions that people make on their own. | <input type="text"/> |
| 20. I publicly recognize people who exemplify commitment to shared values. | <input type="text"/> |
| 21. I build consensus around a common set of values for running our organization. | <input type="text"/> |
| 22. I paint the "big picture" of what we aspire to accomplish. | <input type="text"/> |
| 23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | <input type="text"/> |
| 24. I give people a great deal of freedom and choice in deciding how to do their work. | <input type="text"/> |
| 25. I find ways to celebrate accomplishments. | <input type="text"/> |
| 26. I am clear about my philosophy of leadership. | <input type="text"/> |
| 27. I speak with genuine conviction about the higher meaning and purpose of our work. | <input type="text"/> |
| 28. I experiment and take risks, even when there is a chance of failure. | <input type="text"/> |
| 29. I ensure that people grow in their jobs by learning new skills and developing themselves. | <input type="text"/> |
| 30. I give the members of the team lots of appreciation and support for their contributions. | <input type="text"/> |

Appendix F

Principal Demographic and Experiential Questionnaire

Principal Demographic Questionnaire

The following questions are being asked to aid in the research and will only be used when correlating data.

1. What is your gender?

Male

Female

2. Which most closely represents your highest educational level attained?

Graduate Degree (Masters)

Education Specialist Degree (EdS)

Doctorate Degree (EdD, PhD)

Other (please specify)

3. How long have you been in the field of education?

Less than 10 years

11-15 years

16-20 years

21-25 years

More than 25 years

4. Have you ever worked in a school system, in any capacity, other than the one being researched?

No Yes If yes, please explain_____

5. How long have you been a principal, including previous principalships?

1-4 years 5-8 years 9-12 years 13-16 years 17-20 years Other (please specify)_____

6. Please circle the level at which you are currently a principal.
- Elementary Secondary
7. In how many school systems have you worked as a principal?
- This is the only school system I have worked as a principal
- 2 3 Other (please specify)_____
8. How long have you been employed as a principal in your current system?
- 1-4 years 5-8 years 9-12 years 13-16 years 17-20 years Other (please specify)_____
9. How long have you been employed as principal at your current school?
- 1-4 years 5-8 years 9-12 years 13-16 years 17-20 years Other (please specify)_____

Appendix G

Leadership Practices Inventory Observer Instrument and Teacher Demographic Questionnaire

BEST-SELLING AUTHORS OF *THE LEADERSHIP CHALLENGE*

K O U Z E S
P O S N E R

LEADERSHIP
PRACTICES
INVENTORY



T H I R D E D I T I O N

O B S E R V E R

LPI[®] OBSERVER

Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

You are being asked by the person whose name appears at the top of the next page to assess his or her leadership behaviors. Below the person's name you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

"How frequently does this person engage in the behavior described?"

When selecting your response to each statement:

- Be realistic about the extent to which this person *actually* engages in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply, it's probably because you don't see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

- | | | |
|----|---|-----------------|
| 1 | = | Almost Never |
| 2 | = | Rarely |
| 3 | = | Seldom |
| 4 | = | Once in a While |
| 5 | = | Occasionally |
| 6 | = | Sometimes |
| 7 | = | Fairly Often |
| 8 | = | Usually |
| 9 | = | Very Frequently |
| 10 | = | Almost Always |

When you have completed the LPI-Observer, please return it to:

Thank you.

Leadership Practices Inventory

Name of Leader: _____

I (the Observer) am This Leader's (Check one): ☐ Manager ☐ Direct Report ☐ Co-Worker ☐ Other

To what extent does this leader typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

He or She:

- | | |
|---|----------------------|
| 1. Sets a personal example of what he/she expects of others. | <input type="text"/> |
| 2. Talks about future trends that will influence how our work gets done. | <input type="text"/> |
| 3. Seeks out challenging opportunities that test his/her own skills and abilities. | <input type="text"/> |
| 4. Develops cooperative relationships among the people he/she works with. | <input type="text"/> |
| 5. Praises people for a job well done. | <input type="text"/> |
| 6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on. | <input type="text"/> |
| 7. Describes a compelling image of what our future could be like. | <input type="text"/> |
| 8. Challenges people to try out new and innovative ways to do their work. | <input type="text"/> |
| 9. Actively listens to diverse points of view. | <input type="text"/> |
| 10. Makes it a point to let people know about his/her confidence in their abilities. | <input type="text"/> |
| 11. Follows through on promises and commitments he/she makes. | <input type="text"/> |
| 12. Appeals to others to share an exciting dream of the future. | <input type="text"/> |
| 13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do. | <input type="text"/> |
| 14. Treats others with dignity and respect. | <input type="text"/> |
| 15. Makes sure that people are creatively rewarded for their contributions to the success of projects. | <input type="text"/> |
| 16. Asks for feedback on how his/her actions affect other people's performance. | <input type="text"/> |
| 17. Shows others how their long-term interests can be realized by enlisting in a common vision. | <input type="text"/> |
| 18. Asks "What can we learn?" when things don't go as expected. | <input type="text"/> |
| 19. Supports the decisions that people make on their own. | <input type="text"/> |
| 20. Publicly recognizes people who exemplify commitment to shared values. | <input type="text"/> |
| 21. Builds consensus around a common set of values for running our organization. | <input type="text"/> |
| 22. Paints the "big picture" of what we aspire to accomplish. | <input type="text"/> |
| 23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | <input type="text"/> |
| 24. Gives people a great deal of freedom and choice in deciding how to do their work. | <input type="text"/> |
| 25. Finds ways to celebrate accomplishments. | <input type="text"/> |
| 26. Is clear about his/her philosophy of leadership. | <input type="text"/> |
| 27. Speaks with genuine conviction about the higher meaning and purpose of our work. | <input type="text"/> |
| 28. Experiments and take risks, even when there is a chance of failure. | <input type="text"/> |
| 29. Ensures that people grow in their jobs by learning new skills and developing themselves. | <input type="text"/> |
| 30. Gives the members of the team lots of appreciation and support for their contributions. | <input type="text"/> |

Teacher Demographic Questionnaire

The following questions are being asked to aid in the research and will only be used when correlating data.

1. What is your gender?

Male

Female

2. How long have you been in the field of education?

Less than 10 years 11-15 years 16-20 years 21-25 years More than 25 years

3. Please circle the level at which you are currently teach.

Elementary

Secondary

4. How long have you been employed as a teacher in your current school?

1-4 years 5-8 years 9-12 years 13-16 years 17-20 years Other (please specify)_____

5. How long have you worked as a teacher with your current principal?

1-4 years 5-8 years 9-12 years 13-16 years 17-20 years Other (please specify)_____

6. Were you hired by your current principal?

YES

NO

Appendix H

Leadership Practices Inventory Summary Report Examples








Profile for James Tao
Pfeiffer
April 19, 2003

The Five Practices Data Summary

This page summarizes your LPI scores for each Practice. The Self column shows the total of your own responses to the six statements about each Practice. The AVG column shows the averages of all your Observers' ratings. The Individual Observers columns show the total of each Observer's rating. Scores can range from 6 to 60.

Manager Direct Report Co-Worker Other
AVG Average of all LPI Observer Ratings

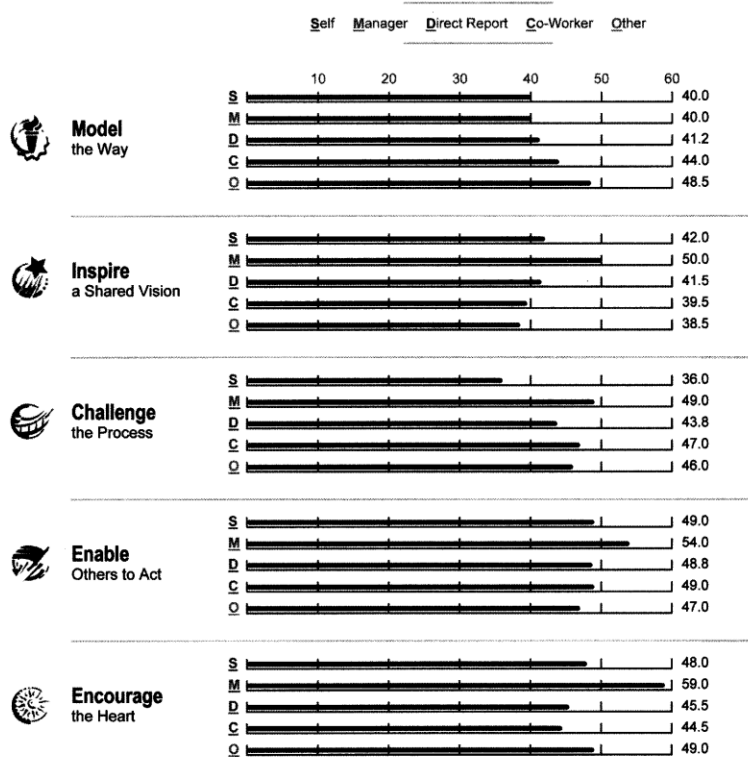
	<u>Self</u>	<u>AVG</u>	<u>Individual Observers</u>								
			<u>M</u>	<u>D1</u>	<u>D2</u>	<u>D3</u>	<u>D4</u>	<u>C1</u>	<u>C2</u>	<u>O1</u>	<u>O2</u>
 Model the Way	40	43.3	40	40	44	35	46	41	47	50	47
 Inspire a Shared Vision	42	41.3	50	44	42	35	45	39	40	44	33
 Challenge the Process	36	45.6	49	43	46	42	44	47	47	46	46
 Enable Others to Act	49	49.0	54	44	49	50	52	52	46	52	42
 Encourage the Heart	48	47.6	59	38	42	51	51	47	42	46	52



Profile for James Tao
Pfeiffer
April 19, 2003

The Five Practices Bar Graphs

These bar graphs, one set for each Practice, provide a graphic presentation of the numerical data recorded on The Five Practices Data Summary page. By Practice, it shows the total score for Self and the average total for each category of Observer. Scores can range from 6 to 60.





Profile for James Tao

Pfeiffer

April 19, 2003

The rating scale runs from 1 to 10

- | | |
|---------------------|---------------------|
| 1 - Almost Never | 6 - Sometimes |
| 2 - Rarely | 7 - Fairly Often |
| 3 - Seldom | 8 - Usually |
| 4 - Once in a While | 9 - Very Frequently |
| 5 - Occasionally | 10 - Almost Always |

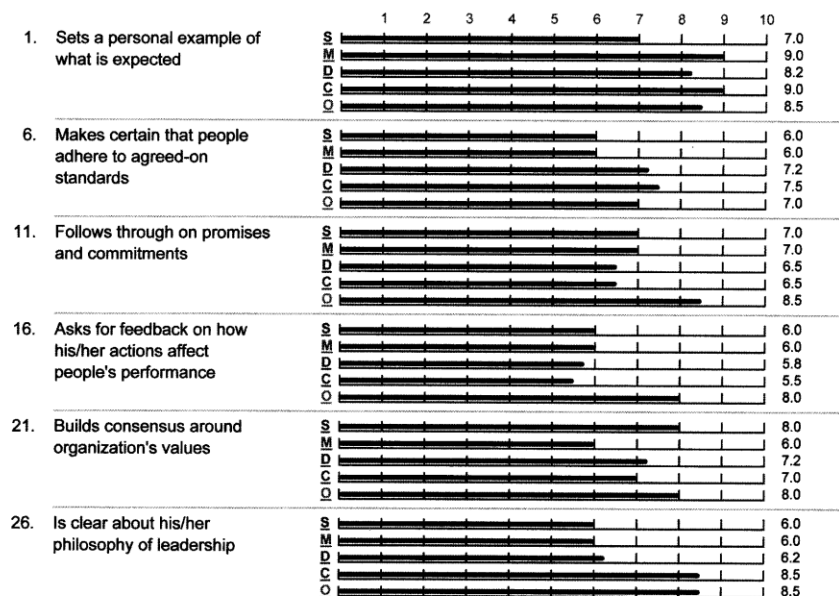


Model the Way Bar Graphs

- Find your voice by clarifying your personal values
- Set the example by aligning actions with shared values

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

Self Manager Direct Report Co-Worker Other





Profile for James Tao
Pfeiffer
April 19, 2003

The rating scale runs from 1 to 10

- | | |
|---------------------|---------------------|
| 1 - Almost Never | 6 - Sometimes |
| 2 - Rarely | 7 - Fairly Often |
| 3 - Seldom | 8 - Usually |
| 4 - Once in a While | 9 - Very Frequently |
| 5 - Occasionally | 10 - Almost Always |

Leadership Behaviors Ranking

This page shows the ranking, from most frequent ("high") to least frequent ("low") of all 30 leadership behaviors based upon the average Observers' score. A horizontal line separates the 10 least frequent behaviors from the others. An asterisk (*) next to the Observer score indicates that the Observer score and the Self score differ by more than plus or minus 1.5.

	<u>Practice</u>	<u>Self</u>	<u>Observer</u>
High			
14. Treats others with dignity and respect	Enable	9	9.4
4. Develops cooperative relationships	Enable	8	8.7
1. Sets a personal example of what is expected	Model	7	8.6 *
10. Expresses confidence in people's abilities	Encourage	7	8.6 *
3. Seeks challenging opportunities to test skills	Challenge	7	8.4
5. Praises people for a job well done	Encourage	9	8.4
24. Gives people choice about how to do their work	Enable	9	8.2
20. Recognizes people for commitment to shared values	Encourage	8	8.0
30. Gives team members appreciation and support	Encourage	8	8.0
9. Actively listens to diverse points of view	Enable	8	7.9
8. Challenges people to try new approaches	Challenge	6	7.8 *
27. Speaks with conviction about meaning of work	Inspire	6	7.8 *
15. Creatively rewards people for their contributions	Encourage	8	7.8
19. Supports decisions other people make	Enable	8	7.7
28. Experiments and takes risks	Challenge	6	7.4
13. Searches outside organization for innovative ways to improve	Challenge	5	7.3 *
22. Paints "big picture" of group aspirations	Inspire	8	7.3
18. Asks "What can we learn?"	Challenge	7	7.3
23. Makes certain that goals, plans, and milestones are set	Challenge	5	7.2 *
26. Is clear about his/her philosophy of leadership	Model	6	7.2
21. Builds consensus around organization's values	Model	8	7.2
2. Talks about future trends influencing our work	Inspire	8	7.1
29. Ensures that people grow in their jobs	Enable	7	7.1
6. Makes certain that people adhere to agreed-on standards	Model	6	7.1
11. Follows through on promises and commitments	Model	7	7.0
25. Finds ways to celebrate accomplishments	Encourage	8	6.8
17. Shows others how their interests can be realized	Inspire	8	6.4 *
12. Appeals to others to share dream of the future	Inspire	6	6.4
7. Describes a compelling image of the future	Inspire	6	6.2
16. Asks for feedback on how his/her actions affect people's performance	Model	6	6.2
Low			

* Difference between Observers' and Self rating was greater than 1.5