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An Exploration on Perceptions Influencing Teacher Retention in Urban School Settings as Gauged by Kouzes and Posner's Leadership Model on the Principal's Leadership Style and the School Climate

By
Tamika Singletary-Johnson

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

Gardner-Webb University
2017

Approval Page

This dissertation was submitted by Tamika Singletary-Johnson 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.

_____	_____
Jeff Peal, Ed.D. Committee Chair	Date
_____	_____
Stephen Laws, Ed.D. Committee Member	Date
_____	_____
Andrew K. Tobias, Ph.D. Committee Member	Date
_____	_____
Douglas Eury, Ed.D. Committee Member	Date
_____	_____
Jeffrey Rogers, Ph.D. Dean of the Gayle Bolt Price School of Graduate Studies	Date

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Abstract

An Exploration on Perceptions Influencing Teacher Retention in Urban School Settings based on Kouzes and Posner's Leadership Model on the Principal's Leadership Style and the School Climate. Singletary-Johnson, Tamika, 2017: Dissertation, Gardner-Webb University, Teacher Retention/Kouzes and Posner/Leadership

Throughout this study, the researcher sought to find the key strategies needed to have positive teacher attrition. These findings were measured by the Kouzes and Posner (2002) Leadership Practice Inventory data, as well as staff focus group dialogue with selected school. The participant groups consisted of six elementary schools in a Southwest Virginia school system.

Throughout the study, efforts have been made by division leaders to obtain and attract great teachers. Efforts were also made to keep great teachers. Neason (2014) estimated that "over 1 million teachers will move in and out of schools annually and between 40 and 50 percent quit within five years" (p. 1). As stated by Bernardo (2015), there were many factors that should be considered when investigating teacher retentions such as school climate, leadership practices, compensation, academic environment, teacher empowerment, and teacher turnover.

The researcher used a mixed method approach to review quantitative data from the Leadership Practice Inventory, as well as to collect qualitative perceptions, strategies, and best practices from school staffs in their educational settings.

The data from the Leadership Practice Inventory and the informal focus group dialogue with teachers were developed, analyzed, and summarized in order to obtain knowledge as to the skill sets and strategies these leaders used to create positive teacher attrition. The data from the study indicated that the teacher's perceptions of the leadership style of the principal affects teacher retention.

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Chapter 1: Introduction

Teachers and Principals in the United States have reported a decrease in job satisfaction over the past 5 years (Butrymowicz, 2013). A few years ago, numerous media sources, including The Virginian-Pilot, warned that an expected crisis was coming, noticing that teachers were leaving the profession at a very high rate (Easley, 2006). Jones (2015), a journalist for The Virginian-Pilot, recently reported, "A U.S. Education Department survey released late last year found that almost 260,000 teachers who worked in public schools in 2011-12 left the profession by the next year." In Virginia, teacher attrition was discussed in the Richmond Times Dispatch on June 28, 2015 and The Virginia-Pilot on June 29, 2015. Neason (2014) estimated that "over 1 million teachers will move in and out of schools annually and between 40 and 50 percent quit within five years" (p. 1). According to a 2009 annual report on the condition and needs of public schools in Virginia, the annual teacher turnover rate was a little more than 9% (Virginia Board of Education, 2009).

Retaining effective teachers was and still remains an important component to urban school improvements to closing the achievement gap which some scholars refer to as "the most critical problem in education that faces Black America" (Gordon, 2006, p. 26). Teacher turnover has a cost. The New Teacher Organization, a non-profit group that assists schools and policymakers, estimated the cost for states due to teachers leaving was $2 billion (Neason, 2014). Greenlee and Brown (2009) cited the estimated total for school districts nationwide to recruit, hire, and retrain replacement teachers was nearly $7.34 billion. Smith and Ingersoll (2004) estimated Texas's 15.5% annual turnover rate cost the state over $300 million. Furthermore, South Carolina's reported turnover rate at the end of the 2007-08 school year was 12.8% (Smith & Ingersoll, 2004).

The endless turnover of teachers has created an economic burden on urban districts (Allensworth, Ponisciak, Mazzeo, 2009) and forced their administrators to staff classrooms with unprepared teachers who are often teaching out of their content area (Quint, 2006). Urban school districts turnover rates has resulted in assigning substitute teachers and teachers who are not highly-qualified to teacher students who are already having hardships in life as it relates to resources available to them (Smith & Ingersoll, 2004).

Richard Ingersoll, a professor at the University of Pennsylvania, contributed the reason that teachers left the profession was due to dissatisfaction (Neason, 2014). Teacher satisfaction reached its lowest levels in 25 years (Butrymowicz, 2013). Oliver (2015) reported on the debate over the reason for the increase in teachers leaving the Chesterfield School District in Chesterfield, Virginia. He noted teachers stating morale issues as a bigger role than what the school board or the administration reported (Oliver, 2015). Oliver (2015) also cited similar issues in Richmond, Virginia. Turnovers in Richmond increased from 9.2% to 13.3% (Oliver, 2015). Charlotte Hayer, the president of the Richmond Education Association, said “salaries, benefits and working conditions all contributed to turnover” (Oliver, 2015, p. 1). Furthermore, the North Carolina Teacher Working Conditions survey (2014) reported more teachers stating their intentions to leave the field of education in 2014 compared to 2012 (p. 7). There were many factors that should be considered when investigating teacher retentions such as school climate, leadership practices, compensation, academic environment, teacher empowerment, and teacher turnover (Bernardo, 2015).

Statement of the Problem

The problem of this study was based on the fact that urban schools are losing

teachers at high rates due to a lack of teacher satisfaction (Butrymowicz, 2013). Bogues (2014) reported teacher turnover cost in Virginia was nearly $53 million annually; Meg Gruber, the 2014 president of the Virginia Educators Association, stated,

> The revolving door that exists in some school divisions is a clear barrier to the success of students who attend their schools. Moreover, the attrition rate of first-year teachers has increased by more than 40 percent over the past two decades, and up to half of new teachers have left the profession after five years. Virginia's teachers are highly skilled, but we do not offer competitive compensation and a supportive environment to new teachers, we will fail to attract and keep the best candidates for today's students. (p. 1)

In study after study concerning why teachers are leaving the profession or why teachers change schools/districts, one documented reason that an increasing amount of educators were citing was the "lack of support" (NCTAF, 2003). In order for students to receive a valuable education in the public school setting, teachers must feel motivated to educate students in a "non-threatening and supportive environment" (Johnson, 2009). One of the biggest and most desired components of teacher motivation and job satisfaction was and still is the support of the principal (Johnson, 2009). The style of the leader can be used as a great way to tell the leaders educational beliefs and this was illustrated in the culture of the school (Johnson, 2009). However, it was unknown to what extent a difference existed between a principals' perception of their own leadership practices and the teacher's perception of the leadership practices of their principal. This study addressed factors that affect the principals' leadership style according to Kouzes and Posner (2002) Leadership Practices Inventory Self (LPI Self) compared to teachers perceptions (LPI Observer). School leadership style may be a concern that should be

addressed by the superintendent as a way of improving the success of students and the learning community in the schools.

This analysis examined if there was a correlation between the principal's style of leadership and the school climate which was linked to teacher retention. The feedback gathered on leadership styles was also designed to identify skills and strategies that leaders can use to make their schools effective. The researcher identified key leadership traits and strategies in this study in order for leaders to apply them in the learning environment and to become effective instructional leaders. The importance of this study was to assist leaders with balancing their style of leadership while paying close attention to the school climate. The researcher identified ways in which these professional school learning communities can have a positive effect on teacher staying in the profession.

This study was conducted in a region known for its "majestic mountains, breathtaking scenery and glorious valley" (Howard, Burnham, & Burnham, 2005, p. 5). Incorporated in 1882, the city served as the largest city in western Virginia, with 95,000 people (Howard et al., 2005). This city was known as a booming railroad town and was a major vacation destination. The urban school district within the city consisted of twenty-eight schools, of which seventeen were elementary schools, five are middle schools, two are high schools and four are special program schools.

Purpose of the Study

The purpose of this study was to discover if there was a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by educators. Teachers have stated they leave the teaching profession due to inadequate support from the administration and isolated working conditions (Neason, 2014). Principals could benefit from this study by examining their leadership practices in

order to address the retention of great teachers, teacher empowerment, and other pertinent issues affecting teacher turnover rate in schools today.

This analysis will be guided by Kouzes and Posner's (2002) five practices of exemplary leadership. The five practices are Inspire the Vision, Enable Others to Act, Model the Way, Encourage the Heart, and Challenge the Process (Kouzes & Posner, 1997). This study used a mixed method approach of qualitative and quantitative research. It also explored how Kouzes and Posner's five practices of exemplary leadership affect the teacher turnover rate in a positive or negative manner. After reviewing several principals leadership behaviors, the researcher examined the findings to see if there was a correlation the principal's leadership style and the teachers' perception of the principal's leadership style using the Kouzes and Posner (2002) Leadership Practices Inventory Self (LPI Self) and Leadership Practices Inventory Observer (LPI Observer). This study outlines leadership practices used to assist with teacher retention.

School climate and leadership accountability was and still is an increasing issue that principals are expected to face with the passing of the No Child Left Behind Act (NCLB; 2002). The leadership style of principals could affect whether or not the students at their school are successful. Teacher retention affects the Virginia school systems due to the fact that several of their elementary and middle schools are not achieving according to state standards (Oliver, 2015). Effective leadership practices are more relevant than ever and the future of American schools depends on it. Kouzes and Posner (2002) acknowledged five leadership practices of exceptional leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. This study verified the framework needed for these leadership

practices to be applied in the schools.

Background of the Study

The National Association of Secondary School Principals (2002) discussed their position in the paper *Principal Shortage*,

> Principals are dealing with increased job related stress, heightened accountability, new curriculum standards, educating an increasingly diverse student population, addressing social issues that once belonged at home or in the community while facing possible termination if their schools don't show instant results. (p. 1)

The focus of education in the United States has changed and the nation has made education a priority which included many changes and acts in education such as the No Child Left Behind Act (2002), along with federal incentive programs like Race to the Top, the Teacher Incentive Fund and school improvement grants (Mann, 2014). Superintendents are no longer content with school administrators who hire teachers, provide textbooks and materials for students, and ensure students are at school on time and safely (Mann, 2014). More and more, school administrators are criticized on the level of instruction that occurs, student achievement scores, and achievement gaps (Mann, 2014).

President George W. Bush signed the No Child Left Behind Act on January 8, 2002 (NCLB, 2002). Robinson (2010) stated, the No Child Left Behind Act "requires that all students, including minority and economically disadvantage students, meet minimum requirements in reading, mathematics and science" (p. 1). One of the goals at the forefront of this act was to increase accountability (Robinson, 2010). A key component of the NCLB educational reform was leadership accountability (Lally, 2008). Not only are teachers and students held responsible, so are the school leaders (Robinson,

2010). Leaders are expected to inspire and influence students and teachers, which in turn, were linked to student performance (Lally, 2008). Since the passing of the NCLB Act, many school leaders and teachers have had a hard time meeting the standards (NCLB, 2002). Some of the requirements of the act were to ensure each student was afforded the opportunity to learn (closing the achievement gaps) and ensuring each school has highly qualified teachers (NCLB, 2002). A teacher was considered highly qualified if they have "earned a bachelor's degree, holds full certification, and has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach" (Johnson & Maloney, 2006, p. 1). Due to the implementation of the No Child Left Behind Act (2002), principals must find a way to inspire, engage and motivate teachers and students. In order to be successful and meet the responsibilities of the No Child Left Behind Act (2002), principals must discover ways to meet the Adequate Yearly Progress (AYP; Lally, 2008).

Several legislative acts have assisted with increasing accountability of schools. In 1981, the Secretary of Education, T. H. Bell developed the National Commission on Excellence (Gardner et al., 1983). The Secretary of Education created this commission due to his concern about "the widespread public perception that something was seriously remiss in our educational system" (Gardner et al., 1983, p. 5). The commission was asked to research and develop a report on the current state of education in the United States of America (Gardner et al., 1983). The National Commission on Educational Excellence developed *A Nation at Risk*, a recommendation for strong leadership in order to improve schools (Leech & Fulton, 2008). The following several specific recommendations which included

assessing the quality of teaching and learning in our nation's public and private

> schools, colleges, and universities; comparing American schools and colleges with those of other advanced nations; studying the relationship between college admissions requirements and student achievement in high school; identifying educational programs which result in notable student success in college; assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and defining problems which must be faced and overcome if we are successfully to pursue the course of excellence in education. (Gardner et al., 1983, pp. 1-2)

After the passing of the No Child Left Behind Act (2002), accountability became a reality for educational leaders. Since then, schools have a bigger responsibility for student achievement and ensuring the needs of each student are being addressed (Thomasson, 2006). A large body of research described "the importance of teaching and learning conditions that are linked to important outcomes, including teacher retention and student learning" (The New Teacher Center, 2014, p. 1). According to the New Teacher Center (2014), teacher and learning conditions matter because it impacts two major areas of the national interest: teacher retention and student learning.

Successful leadership style was important for the success of school leaders (Deluca, 2009). Mendel, Watson, and MacGregor (2002) stated a principal's leadership style may "affect morale and productivity of teachers, as well as the entire climate of the school" (p. 3). Goewey (2012) recognized that good principals are at the center of schools that are successful. Goewey also recognized that the schools would not be as successful without the principal's leadership (Goewey, 2012). Fullan and Hargreaves (1991) stated all major research on innovation and school effectiveness showed that the principal strongly influenced the likelihood of change.

The term leadership has been studied for decades and was defined in various ways. For example, leadership can be defined as: "being able to present a variety of personal qualifications that are admired," "the art of attracting people intellectually, emotionally and physically," and "creating the future with a team, by well-designed thoughts for the existence of an organization involving purpose, culture, fundamental identities, critical process" (Arslan & Uslu, 2014, p. 173).

Cohen (1990) described leadership as, "the art of influencing others to their maximum performance to accomplish any task, objective or project," (p. 2) whereas Stogdill (1974) defined leadership as, "the initiation and maintenance of structure in expectation and interaction" (p. 411). Burns (1978) defined leadership as, "inducing followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations - of both leaders and followers" (Burns, 1978, p. 19). Posner and Kouzes (1997) describe leadership as "the art of mobilizing others to want to struggle for shared aspirations" (p. 30).

Definition of Terms

Effective school leaders. "Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvements" (Interstate School Leaders Licensure Consortium [ISLLC], 1996, p. 5)

Five fundamental practices of exemplary leadership.

(1) challenging the process: searching out challenging opportunities to change, grow , innovate and improve; experimenting, taking risks, and learning from the accompanying mistakes, (2) inspiring a shared vision: envisioning an uplifting and ennobling future; enlisting others in a common vision by appealing to their values, interests, hopes and dreams, (3) enabling others to act: fostering

collaboration by promoting cooperative goals and building trust; strengthening people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support, (4) modeling the way: setting the example by behaving in ways that are consistent with shared values; achieve small w ins that promote consistent progress and build commitment, (5) encouraging the heart: recognizing individual contributions to the success of every project; celebrate team accomplishments regularly. (Belew-Nyquist, 1997, pp. 4-5)

Instructional leadership. Sheppard (1996) defined instructional leadership as "the degree to which teachers are concerned about their work, are keen to learn from one another, and committed to professional development" (p. 4).

Instructional leadership style. The instructional leadership style mainly focuses on the principals' involvement in curriculum and instructional practices at the school level (Hallinger, 2003).

Leadership–1974. Stogdill (1974) defined leadership as, "the initiation and maintenance of structure in expectation and interaction" (p. 411).

Leadership–1978. Burns (1978) defined leadership as, "inducing followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations - of both leaders and followers" (p. 371).

Leadership–1990. Cohen (1990) described leadership as, "the art of influencing others to their maximum performance to accomplish any task, objective or project" (p. 2).

Leadership–1997. Posner and Kouzes (1997) describe leadership as "the art of mobilizing others to want to struggle for shared aspirations" (p. 30).

Leadership–2014. "Being able to present a variety of personal qualifications that

are admired," "the art of attracting people intellectually, emotionally and physically," and "creating the future with a team, by well-designed thoughts for the existence of an organization involving purpose, culture, fundamental identities, critical process" (Arslan & Uslu, 2014).

Leadership Practices Inventory (LPI). Developed by Kouzes and Posner (2002) from over 18 years of research, the LPI Self and Observer is a thirty-item instrument that examine five practices of exemplary leadership in order for leaders in the public and private sector to assess their competences and improve their leadership styles.

No Child Left Behind Act (NCLB). As stated by Owens & Valesky (2007), NCLB "requires schools to demonstrate that all children are on the route to proficiency in the core subjects by 2014" (p. 1).

Standards of Learning. The Standards of Learning are the

> prescribed curriculum standards established by the Commonwealth of Virginia. According to the Virginia Department of Education, as a whole, the Standards represent the minimum knowledge and skills that students in Virginia are expected to acquire in the core subjects of English, mathematics, science, and history and social science as they progress from kindergarten through the 12th grade. (King, 2001, p. 5)

Assumptions

In this study, there was an assumption that each principal who participated fully understood the purpose of the study as explained by the researcher. Another assumption was that each participant answered each question with integrity and was honest about their leadership style to the best of their knowledge. An assumption was also made that all participants were qualified to provide accurate answers. The researcher also assumed

that each participant understood that the study was voluntary as discussed by the researcher. Another assumption made was that all educators would be candid in their responses, which would reflect their true perceptions. The researcher further assumed that the experiences of those that participated in the interview would align with other educators in the district.

Limitations

There were multiple limitations to this study. The findings were based on how individuals perceive their leadership style in the school they lead. The student achievement data was only analyzed using data from the Virginia Standards of Learning. The number of leadership experience also played a role in the study. The differences in the social-economic disadvantages of students are important to note as a limitation to the study. While all schools are considered urban in this school district, some school face far more difficult challenges than others. The sample was limited to a small portion of public education schools in the state of Virginia and did not represent all schools in the United States of America. This study was restricted by the precision of the information acquired from principals who agreed to participate. The teachers in the district who knew the principal personally may not have answered some of the questions honestly.

Delimitations

The researcher conducted this study in the fall of 2016 in an urban school district in Southwest Virginia. She invited twenty-eight school principals, along with teachers at the twenty eight schools, to participate in the survey. This study was limited to the Leadership Practice Inventory – Self by Kouzes and Posner (2002).

Organization of the Study

The study was organized into five chapters. Chapter 1 comprised the

introduction: the researcher provided an overview of the study by addressing the problem statement, purpose of the student, summary of the background for the study, and the importance of the study. Chapter 2 encloses a review of the literature pertinent to understanding factors associated with leadership in order to address teacher retention in the urban school districts. The researcher addressed literature from five areas presented by Kouzes and Posner: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart. The focus of Chapter 2 was to present ways leadership styles can positivity attributes to teacher retention. Chapter 3 included the selected research methodology, along with a review of the instrument used in this study. Chapter 4 exhibits the findings and analysis of the data from the study. Finally, Chapter 5 provides a summary of the study, along with recommendations for future research.

Chapter 2: Literature Review

Overview

The purpose of this study was to discover if there was a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by educators. The literature review in this chapter, organized in five parts, provides a framework for understanding key beliefs that emerged from Kouzes and Posner's (2002) Five Practices of Exemplary Leadership survey. This study explored factors that influenced teachers' decision to leave urban school districts.

The first part of the review focuses on research of the Kouzes and Posner Leadership Model and the definition of leadership. The second part focuses on the body of literature surrounding leadership styles. The third part of the review examines the literature on the Five Practices of Exemplary Leadership Inventory survey (LPI). This component of the review was important for validating the collection of reputable data and the five components of effective leadership styles that the researchers chose to guide informants in the selection of exemplary leadership practices. The subgroups in this component of the literature review related to the Five Practices of Exemplary Leadership from Kouzes and Posner's (2003): (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart. The Kouzes and Posner LPI survey served as the outline. The last part of the review focuses on similar studies on Kouzes and Posner's LPI survey. The literature examined in this portion of the review helped define the context of the research study and some well-noted challenges to the research.

Research Questions

In an effort to improve instructional leadership, principals selected school district

in Virginia was invited to participate. The LPI developed by Kouzes and Posner was the guide used to identify the participants.

This study was guided by the following questions:

1. What are the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?
2. What is the impact of the principal's leadership practice on teacher retention?

The Study of Leadership

Whitaker (2003) stated, "Education is extremely complex, and so is school leadership" (p. 1). "Policymakers have discovered that teachers, tests, and textbooks can't produce results without highly effective principals to facilitate, model and lead" (McEwan-Adkins, 2003, p. xxi). Zwaagstra, Clifton, and Long (2010) agreed that "an effective school has an effective leader" (p. 78).

Leadership was "accessible to anyone who has passion and purpose to change the way things are" (Kouzes & Posner, 2010, p. 5). Defining leadership was difficult, "yet most of us know it when we see it" (Sergiovanni, 1994, p. 6). Over time, several theorists have set out to define leadership. Although thousands of studies have been completed, many of the studies are opposing, non-consistent, and imprecise (Betts & Santoro, 2007). Many researchers have defined different types of leadership. One of the earliest studies in leadership occurred in the 1920s (Sashkin, 1995). The term leadership means different things to different people making the term multifaceted (Arslan &Uslu, 2014). Stogdill (1974) stated, "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 259).

Over the past few decades, researchers have studied human behavior. Most of the

studies on human behavior are a discussion on leadership (Daniels, 1981). Daniels (1981) further noted that early studies on exemplary leadership was seen as someone who has extreme powers beyond the normal distribution of abilities, such as an ability to read man's minds or to foretell the future. Bennis (1959) wrote, "Probably more has been written and less known about leadership than any other topic in the study of behavioral science" (p. 259). Furthermore, Bennis stated "the issues involved in studies of leadership have plagued man since the beginnings of intellectual discourse (p. 259).

Some researchers defined leadership according to the situation or setting (Hoy & Miskel, 1987). These situational theorists believed that leadership styles depend on the situation (Hoy & Miskel, 1987). The study of leadership brought up important issues that every organization, has to determine or at least scuffle with:

> Why do people subordinate themselves? What are the sources of power? How and why do leaders arise? Why do leaders lead? What is the function of the leaders? Can all the various kinds of leaders be accounted for under one frame of reference? (Bennis, 1959, p. 261)

Meyer & Slechta (2002) noted:

> Leadership is a timeless river flowing endlessly toward the great vast tomorrow. Equally timeless is the need to shape and mold the river's channels. The effort to continually remanufacture leadership continues as men and women seek new ways to guide, manage, and motivate others. All organizations build upon three key strengths: an intimate knowledge of where the group intends to go and how it will get there, the ability of both leaders and team members to focus on a productive contribution to themselves and others, and the common desire to do whatever is necessary to achieve a positive outcome. A leadership gap is created

whenever one or more of these elements are neglected or underdeveloped. (p. 13)

The Leadership Model

Kouzes and Posner began the study on the five practices of educational leadership in 1983 (Kouzes & Posner, 2002). This edition was published in 1987 and was based on a research of over 550 responses from managers in public and private organizations. In 1995, they continued their study by creating a second edition called *The Leadership Challenge*. This challenge was designed as a guide for educational leaders. This new study was shortened to a two page document and received responses from 780 managers. The second edition included interviews with 42 managers and employees from several occupations.

In 1995, Kouzes and Posner published the measurable instrument they called The Leadership Practices Inventory. The LPI was surveyed by over 3,000 leaders to determine the leadership practices (p. xxii). Later, Kouzes and Posner expanded their research to over 10,000 leaders and 50,000 constituents. The five practices of exemplary leadership are: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart (Kouzes and Posner, 1995).

Leadership Theories Connected to Leadership Styles

Throughout the years, research was completed on theories that are linked to leadership styles which included Great Man theory, Trait theory, Contingency theory, Situational theory, Behavioral theory, Participative theory, Relationship theory. Table 1 displays descriptions of the major leadership theories according to recent research conducted by Mann (2014). The table displays Mann's (2014) research on Lerwin et al.'s (1939) study on how each theory correlates to the extensively used leadership styles: situational leadership, instructional leadership, transformational leadership and

transactional leadership.

Table 1

Major Leadership Theories

Theory	Description	Related Leadership Style
Great Man	This theory focuses on the belief that a leader's characteristics are limited	
Trait	This theory focuses on the belief that characteristics are also inherited.	
Contingency	This theory is related to the leader's personality and behavior. That behavior depends on the style needed for a particular situation.	Situational Leadership Style
Behavioral	The behavioral theory focuses on the belief that a leader's characteristics can be learned.	
Participative	The participative theory includes the characteristics of sharing power during the decision-making process.	Instructional Leadership Style
Situational	This theory entails addressing a situation according to the needs of that situation.	Situational Leadership Style
Relational	Characteristics of this theory consist of the relationship of the follower and the leader. The leader wants to motivate their followers.	Transformational Leadership Style
Management	Characteristics of this particular theory include addressing the performance of individuals. Good performances led to rewards and negative performances lead to consequences.	Transactional Leadership Style

Note. The data from this table was constructed using information from Mann (2014, p. 33).

Researchers have used multiple models to measure leadership style including the four-quadrant Leadership Capacity Model developed by Lambert (Isoye, 2011), The Leadership Behavior Description Questionnaire, Form XII (Daniels, 1981), The Multifactor Leadership Questionnaire - 5x (MLQ-5x; Davis, 2010) and the Principal as Instructional Leaders instrument (Sauter, 1987). In this study, the researcher will explore Kouzes and Posner's five practices of exemplary leadership to see how it affects instruction and student achievement.

Model a Way. The first practice of excellent leaders, according to Kouzes and Posner was model a way. Kouzes and Posner (2010) stated in their book *The Truth About Leadership*, "You either lead by example or you don't lead at all" (p.xxiii). Also, Kouzes and Posner (1995) further commented that authentic leaders must follow their own voice. Furthermore Kouzes and Posner (2010) stated followers expect their leaders to behave and model the expectations. They also stated leaders must admit when they are wrong (Kouzes and Posner, 2010). According to Goleman, Boyatzis, and McKee (2002), "leaders are made, not born" (p. 100). They believe the difficulty of being a successful leader was a skill. Furthermore, the researchers stated, "anyone who has the will and motivation can get better at leading, once he understands the steps."(Goleman et al., 2002, p. 101). They declared,

> The crux of leadership development that works is self-directed learning: intentionally developing or strengthening an aspect of who you are or who you want to be, or both. This requires first getting a strong image of your ideal self, as well as an accurate picture of your real self - who you are now. (p. 109)

According to De Stercke, Goyette, and Robertson (2015) one of the themes that can make a positive improvement to teacher retention was emotional intelligence. Emotional intelligence means more than paying attention to the present but also gaining an understanding of who you are and who others are. Emotional Intelligence "reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management translates into success in the workplace" (Emmerling & Goleman, 2003, p. 16). Other researchers have defined it as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate

emotions so as to promote emotional and intellectual growth" (Salovey & Mayer, 1997, p. 5). Emotional Intelligence has two concepts which consist of a personal one or intrapersonal intelligence and a social one or interpersonal intelligence (Goleman, 1998). One must become willingly mindful of your own emotions through experience and increase knowledge of oneself (De Stercke, Goyette, and Robertson, 2015).

The leader must have a clear understanding of his/her own values and they must be able to express one's self (Kouzes & Posner, 1995). Sousa (2003) stated "successful leaders know themselves. They know their strengths, their values and how they best perform" (p. 15). Drucker (2001) noted people should not be managed but led. One specific requirement of leadership from Drucker (2001) was for a leader to "realize that leadership is a responsibility not a rank or privilege" (p. 271). Furthermore, Senge, Scharmer, Jaworski, and Flowers (2004) reinforced the statement by saying, "if you want to be a leader, you have to be a real human being. You must recognize the true meaning of life before you can become a great leader. You must understand yourself first" (p. 186).

Boyatzis (2006) developed the model of learning (see Figure 1). He developed this model after completing three decades of work in leadership development. This model suggested people can grow the characteristics to be an effective leader only if they truly would like to be leaders (Wechsler & Wechsler, 2013). They cannot be an effective leader if they are doing it to make others happy or if they are forced into leadership (Wechsler & Wechsler, 2013). Boyatzis (2006) model discussed the five discoveries of uncovering an ideal vision of yourself in order to feel motivated to develop your leadership abilities. He discussed the five discoveries of the model which are: Step 1–Identify the Ideal Self, Step 2–Identify the Real Self, Step 3–Articulate the Learning

Agenda, Step 4–Experiment With and Rehearse New Behaviors, and Step 5–Building Resonant Relationships (Sims, 2002).

Step 1: Identify the Ideal Self. The first step entails an individual seeing themselves as the person they would like to be (Boyatzis & Van Oosten, 2013, Wechsler & Wechsler, 2013, Sims, 2002). According to Wechsler and Wechsler (2013), this was the "motivator that fosters the development of leadership ability" (p. 3).

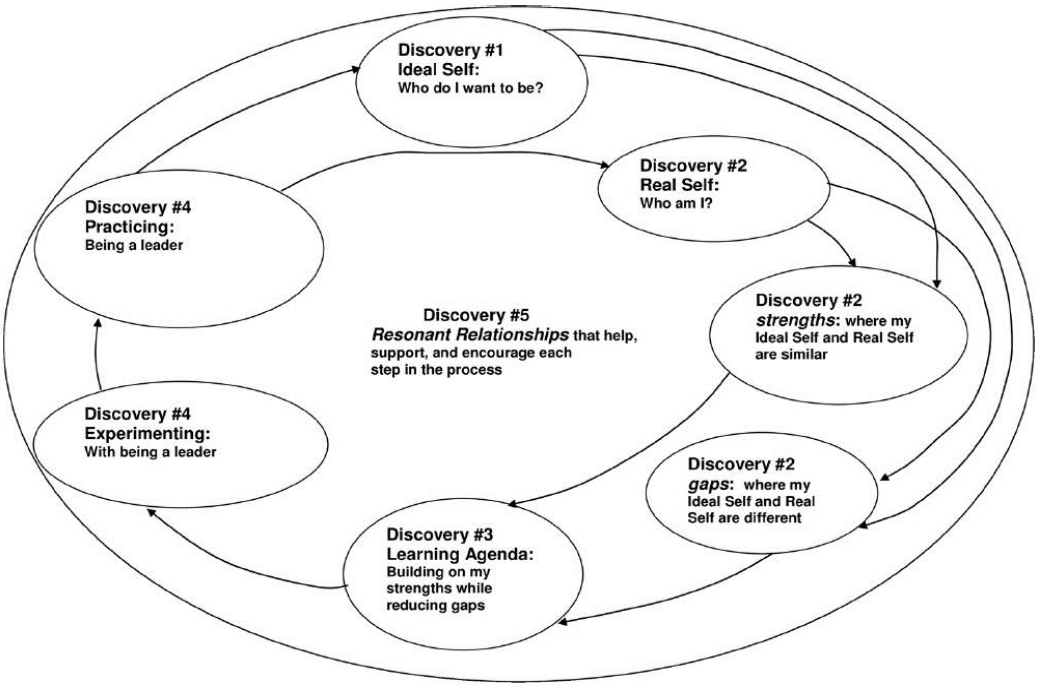

Figure 1. Boyatzis Model of Learning

Source: Boyatzis & Van Oosten, 2013

Step 2: Identify the Real Self. The second step in the Boyatzis' theory asked the question "How do I act?" Boyatzis and Van Oosten (2013) described this step as a discovery of who you believed you are as a leader. Wechsler and Wechsler (2013) believed it's hard to receive accurate feedback from others and even if you do, it may

have negative consequences.

Wechsler and Wechsler (2013) stated,

> Some of the observations you make of yourself may be consistent with your ideal self but unless how- you- think- you- act is compared with how others actually view your actions, it is impossible to accurately appraise the gaps that exist between how you want to be and how you are. Realizing the discrepancies between your ideal and real self establishes the basis for changing your leadership style and creating a development plan. (p. 4)

In this discovery, you must ask yourself the following questions: How do others see you?; What would your closest friend describe as your greatest strengths and weaknesses?; What are you really good at–where do you make the greatest impact?; Would you describe yourself as being equally successful in your personal and professional life?; How accurate is your self-image? What evidence do you have for your judgment?; Does your concept of self-include all the dimensions of an effective person–social, moral and spiritual?; How strong are your emotional and spiritual connections to yourself, nature and humanity?; Do you like yourself?; Do you have a clear sense of your personal growth and development?; How did you become the person you are? (West-Burnham & Ireson, 2006).

Researchers Reilly (2005) and Mann (2014) described ten detailed behaviors that will assist leaders who doing what you they say they are going to do better known as "walking the talk" by Kouzes and Posner:

1. Practice acting with intention.
2. Practice grounding yourself by stating your vision and in a second sentence, practice aligning that vision with personal beliefs and values.

3. Practice surfacing your own beliefs by listening to the belief statement of others.
4. Practice connecting with others by giving your full attention to the speaker.
5. Practice your listening skills by observing what is not being verbalized.
6. Practice speaking with authenticity, a perquisite for inspiring others, by taking time before important presentations or meetings to center yourself around your vision, values, and beliefs, as well as those of your audience. Remind yourself that a leader comes from the heart, not just the head.
7. Practice connecting to the needs of your key constituents by making a list of what you think they value and prioritizing what you think is most important to them.
8. Practice maintaining integrity in your vision, values, and beliefs by periodically doing a self-audit. Ask yourself what actions have I taken to support my vision?
9. Practice courage by asking that some requests be put in writing.
10. Practice courage by negotiating time frames and conditions of satisfaction for completion of tasks. (Mann, 2014, p. 50-51; Reilly, 2005, pp. 20-27)

Inspire a Shared Vision. Lohrenz (2014) elaborated, "if you don't have the courage to set the vision, the tenacity to keep after it, and the integrity to pursue it authentically, your team is going to be dead in the water" (p. 108). Brown and Wynn (2007) declared beginning teachers wanted an effective leader with a clear vision, and a person who included teachers in decision-making. They noted a teacher as stating:

> The captain [the principal] is the one that knows the course, has a goal, has a direction, has a way to get there, has a map and different routes, but also

> understands that they need to get there by using the mates' [teachers'] strengths, by working as a team. (p. 685)

Kouzes and Posner (2002) discovered inspiring a vision was not used as often as the other Five Practices of Exemplary Leadership. Drucker (2001) listed one of the requirements of leadership as having "set and develop goals, a vision, and a mission" (p. 271). Another requirement stated by Drucker was that "The leader understands that the ultimate task of leadership is to support human energies and human vision" (p. 271). Whitaker, Lumpa, and Whitaker (2000) agreed with Kouzes and Posner and stated that modeling the vision was important for a leader to do daily.

The vision an individual has of their self was a "powerful representation and recognition of the values and commitments that drive or guide behaviors" (Wechsler & Wechsler, 2013, p. 3) First leaders must build a vision. The creation of a vision was important for numerous reasons. Several researchers perceived vision as directions for the organization and the people in the organization which provided standards and commitment (Garcia-Morales, Llorens-Montes, & Verdu-Jover, 2006). Creating a vision was a process that normally begins with the leaders' educational philosophy (Katz, 1999). According to Katz (1999), the educational philosophy reflected the leader's thoughts and actions. He goes on to say, the leader was "trying to trace what it motivated him to influence, trying to identify what a reality he wishes to promote, and trying to learn from the people who influenced him and past experience" (Katz, 1999, p. 135). Yoeli and Berkovich (2009) stated that the leader's personal educational philosophy impacted the organization. Furthermore, Katz (1999) stated, "in formulating a personal ethos, the leader is: trying to trace what it motivates him to influence, trying to identify what a reality he wishes to promote, and trying to learn from the people who

influenced him and past experience" (p. 135).

Mack (2015) believed you must create your own vision by "gathering your main stakeholders in a room, brainstorm for an hour, take a break and then try to craft a short, memorable and meaningful vision" (p. 10). How the vision was developed will depend on the schools success (Yoeli & Berkovich, 2009). Katz (1999) proposed five-step model on how to create a vision. This model instructed toward:

1. the leader's formulation of a personal ethos;
2. the creation of an organizational vision by the leader in cooperation with other members of the organization;
3. formulating and focusing the organizational vision;
4. making the vision tangible by identifying opportunities for assimilating it; and
5. integrating the vision into organizational activity and making it real. (pp. 3-4)

Another model, described by Yoeli and Berkovich (2009), was developed by Chance (1992). This model was created to assist educational leaders in creating a vision. This model included three stages:

1. principal self-evaluation and development of a personal vision;
2. formulating a school vision; and
3. communicating and assimilating it. (Yoeli & Berkovich, 2009, p. 4)

These models described the importance of the leader in creating an organized vision.

Schlechty (2005) reminded principals to have a vision with clear goals. Schlechty also reported that principals must be able to answer the following questions clearly:

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)

Schlechty (2005) continued by saying, "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" (p. 152). Pigors (1935) stated, **"**It is nonsense to talk about leadership in the abstract since no one can lead without having a goal. Leadership is always in some sphere of interest, and toward some objective goal seen by leaders and follower" (p. 17).

Challenge the Process.

> According to the National Association of Secondary School Principals (2002), principals are dealing with increased job related stress, heightened accountability, new curriculum standards, educating an increasingly diverse student population, addressing social issues that once belonged at home or in the community while facing possible termination if their schools don't show instant results. (p. 1)

The next distinct practice that leaders exhibited was they challenged the process. In this process, the leader should look for opportunities to "change, grow, and improve in innovative ways" (Mann, 2014, p. 52). *A Nation at Risk*, called for changes in accountability on the school level and reform (Gardner et al., 1983). Since the concerns of A *Nation at Risk*, it was noted in the last decade that " the typical roles of administrators, including superintendents and principals, focused more on teaching and learning, professional development, data-driven decision making, and accountability (Isoye, 2011). Goldring and Greenfield (2002) stated,

> the imaging of the school leaders has changed from a position that was once

> ideologically grounded in philosophy and religion in the 1800s, to a highly prescriptive manager concerned with efficiency and focused on functional administrative tasks in the mid-1900s, to a behavioral science perspective in the mid to late twentieth century. (p. 2)

According to Horth and Buchner (2014), there are two components to innovational leadership. The first component was an innovative approach to leadership which means to "bring new thinking and different actions to how you lead, manage, and go about your work" (Horth & Buchner, 2014, p. 5). The second component was for leaders to "learn how to create an organizational climate where others apply innovative thinking to solve problems and develop new products and services" (p. 5). This process involves leaders creating meaningful challenges for others as the leader finds ways to create meaningful challenges for his/her self (Kouzes & Posner, 1995).

Bennis and Goldsmith (1997) stated,

> we learn best when we are committed to taking charge of our own learning. Taking charge of our own learning is part of taking charge of our lives, which is the sine qua non of becoming an integrated person. (p. 9)

Boyatzis' third step of the Model of Learning discusses Understanding Learning and Articulate the Learning Agenda (West-Burnham & Ireson, 2006). People learn in different ways. The model in Table 2 was taken from West-Burnham and Ireson (2006). In this model, different learning modes are presented.

Table 2

Modes of Learning

	Shallow (What?)	Deep (How?)	Profound (Why?)
Means	Memorization	Reflection	Intuition
Outcomes	Information	Knowledge	Wisdom
Evidence	Replication	Understanding	Meaning
Motivation	Extrinsic	Intrinsic	Authentic
Attitudes	Compliance	Interpretation	Creativity
Relationships	Dependence	Interdependence	Independence
	Single Loop	Double Loop	Triple Loop

Source: West-Burnham and Ireson (2006, p. 25)

West-Burnham and Ireson (2006) discussed the difference between shallow learning and profound learning. The current patterns of schooling directly related to shallow learning– it was based on the recall and replication of information (West-Burnham & Ireson, 2006). This type of learning has been acceptable in a world that relied on compliance and dependency in the workplace (West-Burnham & Ireson, 2006). However, shallow learning does not work in a world of complex choices and limited consensus (West-Burnham & Ireson, 2006). Deep learning was needed to create understanding of "what happens when generic information and personal knowledge, which can then be transferred between contexts and over time" (West-Burnham & Ireson, 2006, p. 26). In this discovery, a leader must ask themselves the following questions:

> How well do you understand yourself as a leader?; How well do you understand yourself as a learner?; What specific strategies do you use to ensure that your

> learning is more likely to be deep and profound?; What learning processes are most appropriate to your learning agenda?; How well do you understand your dreams?; How do you celebrate your strengths and successes?; How well aligned are your values, hopes and personal and professional practices?; How do you maintain hope in your life? (West-Burnham & Ireson, 2006, pp. 28-30)

Wechsler and Wechsler (2013) stated "when people know what steps to take they can actively follow them, evaluate how well they have done, utilize feedback from self and other reflection, and achieve their outcomes"(p. 4). This discovery also required leaders to move from "diagnosis of self as person and leader to developing strategies for development to action" (West-Burnham & Ireson, 2006, p. 33). This step required specific strategies. Leaders must build the confidence to support actions, be specific to the individual, enhance understanding, be intrinsically motivated, and contribute to the development of personal wisdom (West-Burnham & Ireson, 2006).

The United States Senate Committee Report on Equal Education Opportunity 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. (Marzano, 2005, p. 13)

Instructional leadership. Baldacci and Johnson (2006) expressed the concern of teachers for the "administrators to be present, positive, and actively engaged in the instructional life of the school" (p. 15). Zwaagstra et al. (2010) discussed how school leadership affects every aspect of teaching, which, in turns, affect the students. As the duties of the principal changed to instructional leader. Interstate School Leaders Licensure Consortium (ISLLC; 1996) created standards for school leaders. The ISLLC (1996) standards are directly related to beliefs, expectations, motivation, and learning:

- Standard 1–Leadership and Vision–Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Standard 2–Learning and Teaching: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth;
- Standard 3–Productivity and Professional Practice: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- Standard 4–Support, Management, and Operations: Collaborating with families and community members, and mobilizing community resources;
- Standard 5–Assessment and Evaluation: Acting with integrity, fairness, and in an ethical manner; and
- Standard 6–Social, Legal, and Ethical Issues: Understanding, reporting to, and influencing the larger political, social, economic, legal, and cultural context. (p. 2)

In order to be considered an effective instructional leader, you must have high expectations for not only the students but the teachers also, closely supervising instruction and the school's curriculum, along with monitoring student data (Hallinger & Murphy, 1985). Furthermore, research suggested effective instructional leaders inspired and supported the instructional staff and stressed the importance of valuable lessons then manages them (Valentine & Prater, 2011). Sheppard (1996) defined instructional leadership as "the degree to which teachers are concerned about their work, are keen to learn from one another, and committed to professional development" (p. 4). An important factor in school improvement was the leaders' instructional leadership competencies (Portin, 2004). DeBevoise (1984) described instructional leadership as "those actions that a principal takes, or delegates to others, to promote growth in student learning" (p. 14). Instructional leadership also "comprises the following tasks: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programmes; and creating collegial relationships with and among teachers" (Wildy & Dimmock, 1993, p. 44).

Angelle (2006) cited that principals' unofficial observations played an important role in supporting new teachers. Angelle (2006) further showed that numerous principal visits to teacher's classrooms and more informal feedback, whether positive or negative, decreased isolation and fears. Smith and Ingersoll (2004) examined teachers receiving no induction support, which assisted a 41% teacher turnover rate by the end of their first year. Furthermore, new teachers that only received basic support, which included mentor and supportive communication, had a 39% teacher turnover rate (Smith and Ingersoll, 2004). Smith and Ingersoll (2004) listed "common planning time, collaboration with

other teachers in their subject area, or participating in regularly scheduled collaboration with other teachers on issues of instruction decreased new teachers' likelihood of leaving by 43%" (p. 703).

Enable Others to Act. In the 2004 South Carolina Teacher Working Conditions Survey, a collegial atmosphere was rated 32% as "the most important working condition deciding whether to stay at a school" (Hirsch, 2005, p. 11). In this exemplary practice, the leader exhibited ways to enable others to act. There was a clear difference between a leader and a manager. Management was described as "organizing, maintaining, and examining the activities of an organization" (Davis, 2010, p. 14). Davis (2010) described leadership as a more "expansive conception than management," which included "working with and through people to accomplish goals but not always organizational goals" (p. 14). As best stated by Fullan (2001), "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" (p. 137). Kouzes & Posner (1995) affirmed, leaders should use the word "we" to bring about collaboration and trust. Drucker (2001) listed his fourth requirement of leadership as one who "earns the trust of others" (p. 271). Drucker further stated, "The leader sees others' successes for what they are and works to develop strong associations" (p. 271). Stogdill (1974) defined leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" (p. 3).

Drucker (2001) stated that the goal of leadership was to "make productive specific strengths and knowledge of each individual" (p. 81). Other researchers have defined leadership in the following ways: "the art of influencing others to their maximum performance to accomplish any task, objective or project" (Cohen, 1990, p. 9); "the

initiation and maintenance of structure in expectation and interaction" (Stogdill, 1974, p. 411); "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2004, p. 3); "a complex moral relationship between people, based on trust, obligation, commitment, emotion, and shared vision of the good" (Ciulla, 1998, p. xv); "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (House, Hanges, Javidan, Dorfman, & Gupta, 2004, p. 56); "individuals who establish direction for a working group of individuals who gain commitment from these group members to this direction and who then motivate these members to achieve the direction's outcomes" (Conger, 1992, p. 18).

Maxwell (2000) stated, "leadership is influence - nothing more, nothing less" (p. 17). Maxwell further described the power to influence others through the Bible. Maxwell (2000) referenced the book of Numbers 14: 7-8 in the Bible. He described the day Joshua and Caleb tried to empower the children of Israel to reach the Promised Land. He discussed the vision for God's children to enter the Promised Land. As described by Maxwell, Joshua and Caleb were obedient to God; the two men told the people, "The land we passed through to spy out is an exceedingly good land. If the Lord delights in us, then He will bring us into the land and give it to us, a land which flows with milk and honey" (Num. 14:7-8 NKJV).

Maxwell (2000) shared how Joshua and Caleb's obedience to God was not enough. In order to pass God's mission, they had to influence others (Maxwell, 2000). If they were unable to, they have failed God's mission (Maxwell, 2000). Joshua and Caleb story showed that position alone cannot help influence others (Maxwell, 2000). Maxwell described the double edged sword of influence by stating "Faithful leaders use their

influence to add value. Influencers who led because they desire to advance their own agendas manipulate the people for their own gain" (Maxwell, 2000, p. 20). The agenda of great leaders should be to "motivate the people to do what was right for the benefit of everyone" (Maxwell, 2000), p. 20). Furthermore, Maxwell (2000) stated, "many people who experience ineffectiveness as leaders give up and never try to lead again" (p. 20).

Kouzes and Posner (1997) affirmed enabling others to act fostered collaboration by promoting cooperative goals and building trust; strengthened people by giving power away, provided choice, developed competence, assigned critical tasks, and offered visible support.

Situational leadership. Sergiovanni (1994) explained "as followers reach above-average levels of maturity, it becomes appropriate for leaders to decrease not only task behavior, but relationship behavior as well" (p. 390). Table 3 described situational leadership from a supporting, coaching, empowering and directing standpoint.

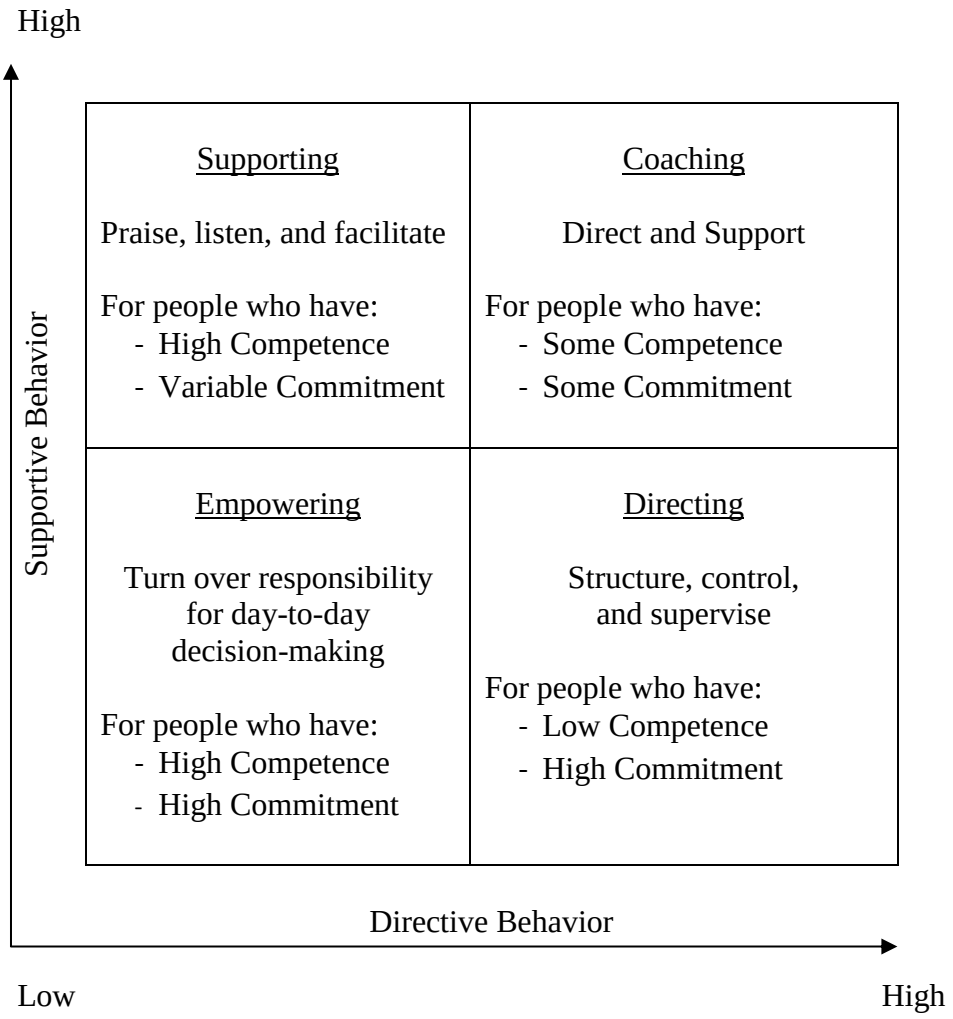

Figure 2. Situational Leadership: Managerial Leadership Styles

Source: Blanchard, Zigarmi, and Zigarmi (2013)

Situational Leadership was identified by Hersey and Blanchard and it identified followers differs and so do their style of leadership (Fernandez & Vecchio, 1997). Hersey commented that Situational Leadership was described as a model instead of a theory (Hersey, Blanchard & Johnson, 2008). Schermerhorn, Hunt and Osborn (1997), shared "the difference is that theory is something that you construct to analyze or understand a given event, whereas a model is something that you can take out and

replicate and use in a variety of settings" (p. 6). According to Hersey, Blanchard and Johnson (2008), situational leadership was grounded by

1. the amount of guidance and direction (task behavior) a leader gives;
2. the amount of socioemotional support (relationship behavior) a leader provides; and
3. the performance of readiness level that followers exhibit in performing a specific task, function, or objective. (p. 156)

Principals that are considered effective have shared leadership responsibilities with their teachers and other administrators (Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010).

Encourage the Heart. Brown and Wynn quoted "the pool keeps losing water because no one is paying attention to the leak…. We're misdiagnosing the problem as recruitment when it's really retention…. We train teachers poorly and then treat them badly – and so they leave in droves" (p. 666). Kouzes and Posner (1995) stated that the leader was a cheerleader and should seek out ways to celebrate and reward actions in the organization. In this process, the leader should create a spirit of community (Mann, 2014). In an article for the Virginian-Pilot, Ingersoll (2015) shared that many teachers discussed their lack of support from administrators, saying that a lot of teachers are leaving due to working conditions. Another article quoted a teacher as saying, "I don't have the energy to endure the daily and ongoing disrespect that is placed on teachers" (Connor, 2015).

Sergiovanni (2005) stated, "strengthening the heartbeat of the organization is key to building a culture of leadership and learning" (p. 2). Gimbel (2003) noted "Principals can make or break schools through the policies, practices, and behaviors they develop

around their teaching staffs" (p. 64). Donaldson, Marnik, Mackenzie, and Ackerman (2009) specified that, "the most effective principals operate from a value system that places a high priority on people and relationships" (p. 13). Buchanan and Huczynski (1997) refined leadership as "a social process in which one individual influences the behavior of others without the use of threat or violence" (p. 12). Drucker (2001) defined a leader as someone who had followers. Drucker believed "the real question becomes: leadership to what end? Leadership is a means, not an end, and by itself is neither good nor desirable" (p. 271). One type of leadership was called inspirational leadership which refers to "the process of influencing major changes in the attitudes of the organization's mission and objectives" (Betts & Santoro, 2007). Today, this notion was known as transformational leadership (Betts & Santoro, 2007).

Transformational leadership. Burns (1978) explained the difference between leaders who transform followers to go beyond expectations and leaders who lead my means of transaction, which includes money, praise or some other reward or punishment. Burns was cited as providing the initial ideas and understanding of transformational leadership. Burns paid close attention to individuals who was and still are considered great leaders such as Dr. Martin Luther King, Franklin Roosevelt, Winston Churchill and Mohandes Ghandi (Burns, 1978). Burns (1978) researched what made these individuals successful. Elaborating on Burns, Sashkin (1995) states, "the difference between leaders who create visions that transform both followers and societies, and leaders who get followers to do as the leaders wishes by means of transaction - money, praise, or some other type of reward (or punishment)" (p. 5).

Bennis and Nanus (1985) conducted interviews with 90 chief executives some of which included manufacturers of office furniture, General Electric, the Girl Scouts of

America, and symphony orchestra. Bennis and Nanus used The Leader Behavior Questionnaire (LBQ) for interviews due to its design to give leaders the opportunity to learn and develop information about the leadership process. This questionnaire was based off of behaviors identified Kouzes and Posner (1995). The LBQ measured five specific actions as common effective transformational leaders:

- Providing a clear focus on key issues and concerns, that is on the right things;
- Getting everyone to understand this focus through effective organizational communication practices;
- Acting consistently, over time, so as to develop trust;
- Demonstrating through actions that they care for and respect the organization's members; and
- Creating empowering opportunities that involve the organization’s members in making the right things their own priorities. (Sashkin, 1995, p. 7)

Owens and Valesky, (2007) defined a transformational leader as a leader whose main interest was with instructing the participation of followers by maintaining a level of gratification. Futhermore, Owens and Valesky denoted, “The transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower” (p. 281).

Waldman, Bass, and Yammarino (1990) discussed the fact that transformational leadership added value to transactional leadership but it did not replaced transactional leadership. Bass (1990) indicated “Transformational leadership contributes to effective leadership under stress” (p. 652).

Liontos (1992) stated that transformational leaders had the following qualities:

1. An idealized vision,

2. A shared perspective and vision making him/her likeable to lead,
3. A strong articulation of future vision and motivation to lead,
4. A personal power based on expertise, respect, and admiration of a unique 30 hero, and
5. The ability to transform people to share the radical changes advocated. (pp. 1- 5)

One great thing about transformational leadership as stated by researchers, Bass, Avlio, Jung, and Berson (2003), "They build personal and social identification among followers with the mission and goals of the leader and organization" (p. 209). Bass et al. stated, "The followers' feelings of involvement, cohesiveness, commitment, potency, and performance are enhanced" (p. 209). Leithwood and Jantzi (1999) identified six main characteristics of educational leaders who are transformational, which include a) building school vision and goals, b) providing intellectual stimulation, c) offering individualized support, d) symbolizing professional practices and values, e) demonstrating high-performance expectations, and f) developing structures to foster participation in school decisions.

Reports of Similar Studies

Wynn, Carboni, and Patall (2007), from Duke University, discussed how vital it was for principals to create a school climate whereby teachers felt supported. The researchers followed and surveyed 217 first and second year teachers in one school district over a specific amount of time, and examined reasons for beginner attrition among that group of educators, their findings reaffirmed that undeveloped unproven teachers' decisions to remain at their school sites and even in the one school district studied were most strongly associated with school climate and principal leadership

(Wynn, Carboni, & Patall, 2007).

Mann (2014) also completed a study to compare the differences of teachers' perceptions and principals' perceptions of principals' leadership practices in a small rural school district in western North Carolina. He had a total of 207 certified public school teachers and 11 certified public school principals to participate in this study. His study reported that the

> principals reported higher perception scores for the leadership practices of Model the Way, Inspire a Shared Vision, and Enable Others to Act than reported in the Kouzes-Posner norms and higher than their teachers' perceptions of their principals' leadership practices on Model the Way and Enable Others to Act. (pp. 105-106)

Furthermore he stated that the teachers "also reported higher than their principals' perceptions of their leadership practices for Inspire a Shared Vision, Challenge the Process, and Encourage the Heart" (p. 106).

Helms (2012) examined principals' perceptions of their leadership behaviors compared to how their leadership behaviors are perceived by their teachers in a small urban school system in the foothills of North Carolina. Her data concluded 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" (p. 128). She noted that the "older principals were perceived as displaying exemplary leadership behaviors less often than their younger counterparts" (p. 128). Helms (2012) showed that self-awareness was very important for principals to be successful. In her study, the component, Model the Way, was found to be a strength perceived by principals and

teachers. Her study showed that superintendents should hire principals who "seek out those individuals who exemplify strong leadership attributes as determined by the Kouzes and Posner (2003) Leadership Practices Inventory" (p. 129).

Summary

Reilly (2005) explained,

> Whether you are a superintendent, technology director, principal, or classroom teacher, developing your leadership skills is fundamental to your success. We need to shift the focus from systems to people and begin real leadership. When we begin to put people first, we finally realize the fruits of our investments. (p. 20)

As stated by Duncan (2009) 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. (pp. 15-16)

Marzano, Waters, and McNulty (2005) determined that school leadership does not always equate to high student achievement. There are several factors that impact a positive or negative influence on student achievement such as socioeconomic status,

education excellence, and the satisfaction of teachers and students (Brown & Wynn, 2004). This study examines the relationship between effective school leadership and teacher attrition.

Leithwood (1994) was adamant that school leaders had an effect on student learning. Leithwood, Louis, Anderson and Wahlstrom (2004) shared that principals do not have a direct effect on students in the way that teachers do through the instruction in the classroom, but the behaviors of the principals have a downward effect on teachers and students. Teacher or student dissatisfaction can negatively impact student achievement (Van Houtte, 2006). Some of the factors researchers have discovered effected teachers overall satisfaction include things that school leaders have no control over such as the age of the teacher, years of teaching experience, and issues outside the school's influence (Billingsley & Cross, 1992; Xin & MacMillian, 1999).

However, there are some factors that effected teacher satisfaction that school leaders can control, such as leadership styles (Bogler, 2001), communication, and support (Littrell, Billingsley & Cross, 1994; Perrachione, Rosser, & Peterson, 2008). The Virginia Board of Education supported the comments made by Davis in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals (2015) which stated, "because Principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness" and that "a meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership" (p. 1).

The education standards dictated by the Virginia Department of Education (2015)

effective July 1, 2013 (revised July 23, 2015) instrument are as follows:

1. Instructional Leadership–The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
2. School Climate–The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
3. Human Resources Management–The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
4. Organizational Management–The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5. Communication and Community Relations–The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.
6. Professionalism–The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
7. Student Academic Progress–The principal's leadership results in acceptable, measurable student academic progress based on established standards. (p. 6)

Through a review of the research, the researcher offers current literature on

leadership theories and leadership styles. This literature review establishes the change in leadership expectations for educators and the increased accountability on school leaders to have a positive school climate which may be linked to teacher retention.

Chapter 3: Methodology

Overview

The purpose of this study was to discover if there was a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by educators. This study investigated the teachers' perceptions between the principals' leadership practices and the principals' perceptions of their leadership practices in a small urban school district in southwest Virginia as measured by Kouzes and Posner's (2002) LPI. This study determined the principal's leadership style, the differences in leadership perceptions on in numerous schools, and how their leadership style affects teacher retention.

Chapter 3 describes the method the researcher used to inspect the principals' leadership practices as perceived by the principal and the teacher. This chapter also spotlights the research hypothesis, research methodology and the research design of this study, along with instruments used. The researcher analyzed the data and the method of the data. At the conclusion of this chapter, the researcher discusses the study's limitation and delimitations along with a short summary.

Statement of the Problem

The difference between principals' perceptions of their leadership style and teachers who observed the principals' leadership practices was unknown within this school community in Virginia. This study explored the principals' leadership practices as perceived by the principal and the teacher. This study also examined the effects that school leadership has on teacher retention. Furthermore, principals' leadership practices affect not only the overall perception of teachers but could also affect teacher attrition (Mann, 2012). Owens and Valesky (2007) determined that leaders and followers

correlate in ways that allow the leader to generate motivation, acquire individual commitment, form a purposeful working environment, and expedite the production needed in the workplace. The perceptions of principals and teachers must be addressed by principals to improve school climate and teacher retention (Mann, 2012).

Research Questions

The researcher focused on select public schools in the state of Virginia. The information acquired from this study will promote leadership development regarding school improvement efforts that will assist with increasing teacher retention in the state of Virginia.

The following research questions were used to guide the study:

1. What were the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?
2. What was the impact of the principal's leadership practice on teacher retention?

Research Methodology

A mixed method study was chosen to investigate teachers' and principals' perceptions of the principals' leadership practices. A mixed methods study is respected and needed in order to explain data, add additional knowledge, and/or solidify findings (Creswell, 2012). This study allowed a large sample population to be studied. The quantitative component of administering Kouzes and Posner LPI was for purposes of identifying the principals' perception of their own leadership practices (LPI-self) and the teachers' perception of their principals' leadership practice (LPI-observer). The qualitative research questions determined from variables given by the quantitative research and was used to explore the components the principals thoughts and behaviors.

Miles and Huberman (1994) said that the mixing both the quantitative and qualitative methods provides a "very powerful mix" (p. 42). Creswell (2012) stated that both measures provide a better view of the research rather than one or the either. Creswell also recommended the 44 combination of interviews (qualitative) and surveys (quantitative). In addition, it was emphasized that when one research method was not enough to address the problem or answer the research questions (Creswell, 2012)

A quantitative study was used to investigate teachers' and principals' perceptions of the principals' leadership practices. The quantitative research study was conducted based on Kouzes and Posner's LPI (Appendix A). The quantitative research methodology was selected as the most applicable study due to its descriptive nature, which will be needed in order to "capture effectively the phenomena, issues, and processes that needed to be explored, and the direct experiences of those who lived through them" (Creswell, 2002, p. 146). This study allowed a large sample population to be studied. The survey for this research was a descriptive survey using a quantitative approach. Teachers and Principals was surveyed (Appendix B and Appendix C); the survey questions were those designed by Kouzes and Posner (2003).

The interview questions (Appendix D) focused on teacher retention and skills needed for principal leadership and will use the qualitative approach.

Creswell (1998) defined the qualitative method:

> An inquiry process of understanding is based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

The interviews were conducted by the researcher at the participant's school site.

Each of the six interviews was audio taped by the researcher at the interviewee's school site and later transcribed. The researcher verified each transcript before the data were analyzed. The researcher will describe the results in a descriptive form. The summary consisted of results from each of the six schools survey, along with the materials that will be transcribed from each interview. This will assist any principal. The qualitative research questions was determined from variables given by the survey and will be used to explore additional components on the principals thoughts and behaviors. In this mix-method research study, the LPI, along with the interview, was the primary instrument that was used to lead the data.

Population and Sample

The goal of this study was to examine teachers' perceptions of their principals' leadership practices and the principals' leadership practices in a small urban school district in Southwest Virginia which was accomplished by the use of the LPI survey. The population chosen for this study included six of the seventeen schools at the elementary level in an urban school district in Southwest, Virginia. The populations that was studied are certified teachers and principals from the six randomly chosen public schools within the district. All teachers that are requested to participate in the study had at least 1 year of experience working for that particular principal. This study was conducted in a school district that consist of twenty-eight schools, of which seventeen are elementary schools, five are middle schools, two are high schools and four are special program schools.

Instrumentation, Validity, and Reliability

The survey instrument that was used for gathering the data for the research consisted of the following: a demographic survey for teachers and principals and the Kouzes and Posner's (2002) LPI–Self and LPI–Observer. Kouzes and Posner created a

self-assessment tool to measure leadership called Kouzes' and Posner's LPI–Self (Appendix B) and LPI–Observer (Appendix C). The LPI was completed after performing numerous psychometric processes, including multiple qualitative and quantitative research methods (Kouzes & Posner, 2002). The validity of the instrument was completed in 2003 by Kouzes and Posner. Other researchers also validated the survey over a 15-year period. "The research database for the LPI includes over 100,000 respondents" (Helms, 2012). Detailed interviews and transcribed case studies from leadership experiences generated from theoretical context which consist of: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes and Posner, 2002).

The LPI was created by developing a set of statements illustrating each of the numerous leadership deeds and behaviors (Kouzes and Posner, 2002). The LPI–Self contained 30 statements based on a 10-point Likert scale ranging from 1–*almost never* to 10–*almost always* participates in the behavior (Goewey, 2012). The 30 statements located in the LPI contain six statements for measuring each of the five key practices of exemplary leadership. An Observer form and a Self form was developed (Kouzes & Posner, 2002). Both forms was tested to the same psychometric examination as were applied originally in the LPI (Kouzes and Posner, 2002). Table 3, adapted from Goewey (2012), summarizes the rating scale used by participates. A higher value represents more frequent use of a leadership behavior (Kouzes and Posner, 2002).

Table 3

Leadership Practice Inventory Rating Scale

Rating Scale used by Participants	
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

Source: Gowey (2012)

Individuals who participated in the study first completed the LPI–Self and requested five to ten people familiar with their behaviors to complete the LPI–Observer (Kouzes and Posner, 2002). Self and Observer surveys were used to determine internal reliability (Kouzes and Posner, 2002). As stated by Simon and Francis (2001) "reliability provided an estimate of how well the measurements reflect true differences" (p. 58). Reliability refers to the level to which an instrument contains measurement errors that cause scores to differ for reasons unrelated to the individual respondent. The fewer errors contained, the more reliable the instrument; instrument reliabilities above .60 are considered good (Kouzes and Posner, 2002, p. 5). According to Posner (2010), the reliability was considered appropriate if the coefficient is of .70 or higher (Helms, 2012). As shown in Table 4, the reliabilities for the LPI are constantly exceeding the criteria.

The reliability from the LPI–Self was generally between .75 and .87 which was a little lower than the LPI Observer which ranges between .88 and .92. Table 4 illustrated the reliability scores for Model the Way, Inspires a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart, along with the five practices data summary.

Table 4

Reliability (Cronbach Alpha) Coefficients for the LPI

Leadership Practice	Leader (Self)	Observers (ALL)	Manger	Direct Report	Co-Worker or Peer	Others
Model	.77	.88	.86	.90	.87	.87
Inspire	.87	.92	.92	.92	.91	.91
Challenge	.80	.89	.89	.90	.88	.88
Enable	.75	.88	.86	.89	.87	.88
Encourage	.87	.92	.92	.93	.92	.93

Source: Kouzes and Posner (2002, p. 6)

Reliability (Appendix E) for the LPI individual statements are constantly exceeding the criteria listed. The LPI survey contained questions/statements that described specific ways a leader may behave.

Data Collection Procedures

Upon approval from Gardner-Webb University's Institutional Review Board and upon written consent from the local school district superintendent where this study occurred (Appendix F), a research site request letter was sent to each principal via email of in the participating schools: School Pink, School Blue, School White, School Green, School Purple and School Red. Each of the principals was asked in person to participate.

Through a face to face conversation, the researcher requested permission from each principal. During the conversation with principals, the researcher not only requested approval from the principals but also discussed with each principal the intent and purpose of this research. Once approvals were received back from the principals, the researcher sent an email via the schools' email address. The email sent to the principals included a cover letter which explained the purpose of the research and consent/confidentiality agreement online (Appendix G), and the LPI–Self survey online (Appendix B). The teachers received a participation consent/confidentiality agreement online (Appendix H) and LPI–Observer survey online (Appendix C). Data collection took place in the selected schools over a period of three weeks. The first week was dedicated to informing participants about the study via email, consent forms, and distributed surveys online. The second week was dedicated to collecting the surveys, online. The third week was dedicated to giving participants additional time to complete the surveys.

The researcher also used face to face focus groups to discuss answers to particular questions from the survey. All members of the school's leadership team and any staff selected by the principal was invited to a focus group session. There was only one focus group per school. The focus group occurred after all research had been analyzed and all research questions completed. The purpose of the focus group was to gain specific details on the principal's leadership styles and how it affected teacher retention and to add additional value to the survey. The focus group questions came from the results in the survey. The questions was drafted from the six leadership practices developed by Kouzes and Posner. The question contained results from the survey. The educators discussed the focus questions. Information obtained in the focus groups was recorded by audio tape and the results was written in Chapter 4. Throughout the data, the researcher

discussed the results of the survey and the focus group. The researcher reviewed the survey data and focus group answers given by teachers and any specific examples given by the teachers. This allowed the researcher to clearly observe the data from the survey versus what the teachers actually stated during the focus groups.

Focus Group Questions

The focus group questions was based off the guided questions below:

Model the Way. How do you feel your principal models the expectations of the school and how does that affect your decision to stay at that particular school?

Inspire a Shared Vision. How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?

Challenge the Process. How does your principal challenge you as a teacher and how does that affect your decision to stay at that particular school?

Enable Others to Act. How do you feel your principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?

Encourage the Heart. How do you feel your principal encourages you and how does that affect your decision to stay at that particular school?

Data Analysis

Data for this study was collected by analyzing the results of the LPI-Self survey and observer. The LPI instrument gives in-depth reports that allowed the researcher to gain insight into the group of leaders. The researcher received a group summary report, the five practices data summary, the five practices listed in the figures chart, leadership behaviors ranking, and summary sheets from each of the six leadership behaviors that

were measured. The five practices data summary summarized each LPI response for each leadership practice. On this summary page, the researcher was able to view how principals rated themselves (self-column) in each of the six behavioral statements about each practice. The researcher was able to view the teacher responses of the six behavioral practices (individual observers' column). Additionally, the researcher was able to view the average number of the observers' total responses (average column). The total number of each response ranged from 6 to 60. To get this number, the total number of responses was scored using the rating scales that ranged from 1 to 10 for each of the six behavioral statements related to each practice. The researcher also received the five practices figures. The figures represented a set of leadership practices and provide an illustrative description of the statistical data recorded on the five practices summary page. The leadership inventory practice instrument provided the researcher with the leadership behaviors ranking. On this page, the leaders behavior was ranked from most frequent to least frequent based on the average of the observers responses. The researcher was then able to view data summaries from each of the six behaviors. After analyzing the data, the research questions was answered.

The first question asked, "What are the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?" This question was analyzed by reviewing the five practices data summary. The researcher reviewed the self-column which showed the principals personal rating of responses to the six statements about each practice and compared it with the direct response column which showed the average of all direct reports. Scores ranged from 6 to 60, with 60 being the highest score. The researcher analyzed the data to see how close each score between the principal and the teacher were

correlated.

To answer the second research question, the researcher used focus groups to dissect the information using the summative approach to qualitative content analysis. As stated by Hsieh and Shannon (2005) using this approach started with "identifying and quantifying certain words or content in text with the purpose of understanding the contextual use of the words or content" (p. 7). They further described this approach by stating:

> this quantification is an attempt not to infer meaning but, rather, to explore usage. Data analysis begins with searchers for occurrences of the identified words by hand or computer. Word frequency counts for each identified term are calculated, with source or speaker also identified. It allows for interpretation of the context associated with the use of the word or phrase. Researchers try to explore word usage or discover the range of meanings that a word can have in normal use. (p. 7)

Morgan (1993) stated counting was used to classify and recognize patterns in the data. Babbie (1992) described this approach as unobtrusive and nonreactive. The researcher used this method to answer the second question by developing a focus group from each school and using key terms to analyze the data. The second question asked, "What is the impact of the principal's leadership practice on teacher retention?" The researcher used the leadership practice, survey and the interview, as a guide for the focus group questions. The researcher reviewed the survey results to see questions that correlate from the summary guide and which questions did not. During the focus group, the group was asked to discuss how the five leadership practices affected their decision to stay at the school and/or school district. The first question the researcher asked the focus group was, "How do you feel your principal models the expectations of the school and

how does that affect your decision to stay at that particular school?" The researcher looked for words such as: clarifying, example, actions, values, norms/standards, commitment, promises, follow through, consensus, feedback, clear, philosophy. All of these terms were used to describe the Model the Way leadership component as described by Kouzes and Posner. Using the summative content analysis of the qualitative method, the researcher did not only analyze the frequency of specific terms but the researcher focused on the interpretation of the content based on the conversation of the focus group.

The second question, "How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?" the researcher looked for words such as: future, trends, influence, dream, share, interest, aspirations, and meaningful work. All of these terms were used to describe the Shared Vision leadership component as described by Kouzes and Posner.

The next question, "How does your principal challenge you as a teacher and how does that affect your decision to stay at that particular school?" the researcher looked for words such as: challenging, skills, new approaches/ideas, innovative, improvement, learn/growth, goals, plans, milestones, experiments, and risk. All of these terms were used to describe the Challenge the Process leadership component as described by Kouzes and Posner. The fourth question, "How do you feel your principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?", the researcher looked for words such as: relationships, listens, dignity, respect, shared power, trust, goals, supportive, choice, growth, and collaboration. All of these terms were used to describe the Enable Others to Act leadership component as described by Kouzes and Posner.

The final question, "How do you feel your principal encourages you and how

does that affect your decision to stay at that particular school?" The researcher looked for words such as: praise, confidence, victory, values, contributions, recognition, appreciation, excellence, accomplishments, support, and celebration.

All of these terms were used to describe the Encourage the Heart leadership component as described by Kouzes and Posner. Once all questions were fully answered, the information was transcribed and the researcher was able to answer question two. The researcher ensured each focus group was recorded and transcribed. The researcher used tally marks to see how often the key terms for the behaviors were used. The terms used most often was considered an area of strength, while the terms used the least was considered an area for improvement. All information was gathered and displayed on tables and figures in chapter four. Focus group interviews was transcribed by the researcher looking for key words using the summative content analysis of qualitative analysis. The researcher correlated the information transcribed into a theme to measure the frequency of key words. The researcher developed a report of the focus group analysis. The researcher also collected information discussed in the focus group and the LPI–Self survey and compared it to the results of the LPI–Observer survey. Focus group answers was used along with survey data to describe the principals' leadership and its impact on retention.

Limitations

There were multiple limitations to this study. The findings were based on how individuals perceive their leadership style in the school they lead. Another limitation was the years of leadership experience, differences in the social-economic disadvantages of students, and the work that was occurring within the school to improve and grow. The sample was limited to public education schools in the state of Virginia and did not

represent all schools in the United States of America. This study was restricted by the precision of the information acquired from principals who agreed to participate.

Delimitations

This study was delimited to the LPI–Self by Kouzes and Posner. This study was also limited to Virginia licensed teachers working in the described district and to the fact that only six schools from this district participated. The study excluded the middle and high school levels. There are several factors impacting teacher retention, not mentioned in this study such as: salary, amount of resources, human and fiscal available, time away from family, student discipline and student achievement.

Summary

The purpose of this mixed-method study was to explore teachers' perceptions of their principals' leadership practices and the principals' perceptions of their leadership practices in an urban public school district in Southwest Virginia. This study sought six principals, along with teachers, perspectives on the principal's leadership practice and how those practices affected teachers at six public schools in an urban school district. This study used a subjective interpretation of data from the LPI–Self and LPI–Observer survey, along with focus group discussions and was added to the existing body of literature which investigates teacher retention.

Chapter 4: Results

Overview

The purpose of this study was to discover if there was a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by educators. The five leadership practices that this study focuses on has been called, "the most reliable leadership development instrument available today" (Kouzes and Posner, 2003a, p. 9).

The two research questions underlying and providing a research framework for the study are as follows:

1. What were the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?
2. What were the impact of the principal's leadership practice on teacher retention?

Quantitative data was gathered through a survey. Study participants were asked to rank the regularity of the governance for each statement listed on the LPI survey using a 10-point Likert scale. The scale rating that each participant was asked to follow ranged from score of 1 (almost never) to a score of 10 (almost always). The closer the rating was to a score of ten the more likely a leader using this specific skill/behavior. Scores rank as low as five or as high as 60. In a two week period, surveys were emailed to the study population which consisted of 176 teachers and 6 principals. From the pool, a total of 95 responses were received from public certified school teachers and 6 certified public school principals. The overall response rate for teachers was 54% and the principals' response rate was 100%. All of the participants in this study were from an elementary

school sector. A case study interview was conducted by the research of teachers to aid in determining areas that may affect teacher retention. The researcher sought to determine if the leadership of the principal affected teacher retention through disaggregating collected data. In this chapter, the researcher will present the data from the survey and address the interview questions. The five exemplary leadership practices of exemplary leadership according to Kouzes and Posner and the questions that this study focused on were: Model the Way (sets a personal example of what he/she expects of others, spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on, follows through on promises and commitments he/she makes, asks for feedback on how his/her actions affect other people's performance, builds consensus around a common set of values for running our organization and i)s clear about his/her philosophy of leadership), Inspires a Shared Vision (talks about future trends that will influence how our work gets done, describes a compelling image of what our future could be like, appeals to others to share an exciting dream of the future, shows others how their long-term interests can be realized by enlisting in a common vision, paints the "big picture" of what we aspire to accomplish, speaks with genuine conviction about the higher meaning and purpose of our work), Challenge the Process (seeks out challenging opportunities that test his/her own skills and abilities, challenges people to try out new and innovation ways to do their work, searches outside the formal boundaries of his/her organization for innovative ways to improve what we do, asks "what can we learn?" when things don't go as expected, makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on, experiments and takes risks, even when there is a chance of failure), Enable others to Act (develops cooperative relationships among

the people he/she works with, actively listens to diverse points of view, treats others with dignity and respect, supports the decisions that people make on their own, gives people a great deal of freedom and choice in deciding how to do their work, ensures that people grow in their jobs by learning new skills and developing themselves), and Encourage the Heart (praises people for a job well done, makes it a point to let people know about his/her confidence in their abilities, make sure that people are creatively rewarded for their contributions to the success of the projects, publicly recognizes people who exemplify commitment to shared values, finds ways to celebrate accomplishments, gives the members of the team lots of appreciation and support for their contributions).

After teachers were given enough opportunity to complete the survey, the researcher met with focus groups from each school which consisted of five to six teachers chosen by the Principal. The focus groups were guided by the following questions:

1. How do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school?
2. How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?
3. How does your Principal challenge you as a teacher and how does that affect your decision to stay at that particular school?
4. How do you feel your Principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?
5. How do you feel your Principal encourages you and how does that affect your decision to stay at that particular school?

All focus groups were recorded and transcribed by the researcher. A mix-method study was selected as the most valuable research methodology to examine a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by educators in an urban school district in Southwest Virginia. The next section presents results from the LPI survey from each school, a data analysis, followed by the interview responses.

Analysis of Each School's LPI Data of Teacher Respondents

The results of the LPI–Self and the LPI–Observer 360-degree online assessment administered to principals and teachers generated an individual feedback report and a group feedback report from each school using the LPI Facilitator's Guide (Kouzes and Posner, 2003). This statistical report provided information to the researcher on the direct report from principals, the observer responses and the average responses of observers at each school.

To answer the first research question which asked, "What are the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?" The researcher compared data from each principal's respondents at each school to determine a relationship. The principal also compared principals with each other and detailed the responses for each leadership area. Table 5 shows quantitative self-perceived leadership behaviors scores of each principal based on the five leadership practices along with the standard deviation from each score. The scores reported in Table 5 shows a variation of scores with the lowest score being a 29 (out of 60) from School Blue in the leadership area of Encourage the Heart to a high score of 55 from School Purple in the area of Inspire a Shared Vision.

Table 5

Statistics for School Level Principals Self-Reported Leadership Practices

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Pink	P	53	50	43	50	40
Blue	P	50	44	42	50	29
White	P	50	53	50	51	53
Green	P	47	42	42	46	47
Red	P	47	43	46	53	40
Purple	P	53	55	49	49	49

Note. P= principal response (LPI–Self)

The highest self-professed principal average score was in Model the Way. The Principal of School Pink and School Purple self-ranked higher than the other elementary school principals in this area. Principals of School Green and School Red self-ranked themselves lower than the other principals with a score of 47. Table 6 shows the quantitative statistics for certified school teachers' self-reported observed leadership practices for the five practices. The lowest observed leadership behavior was encouraging the heart from School Blue at a score of 37.1. The Principal of School Blue self-ranked the leadership behavior of encouraging the heart at a 29, the lowest ranking average of all principals in this study. The scores reported in Table 6 represent an average of the teacher's responses to the LPI- observer survey in each leadership category from the different schools. These average scores varied from a lowest teacher observed score of 37.1 (out of 60) in the leadership area of Encourage the Heart to the highest teacher observed score of 54.7 in the leadership area of Enable Others to Act.

Table 6

Statistics for School Level Teachers Observer-Reported Leadership Practices

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Pink	T	49.8	49.5	49.2	52.8	48.0
	SD	8.1	8.1	9.3	9.5	13.6
Blue	T	44.0	46.4	45.8	41.5	37.1
	SD	13.9	15.7	16.2	16.4	15.9
White	T	51.4	54.4	53.8	53.5	49.0
	SD	4.3	4.5	3.6	5.6	6.6
Green	T	49.7	47.9	43.9	54.7	53.1
	SD	10.1	14.1	12.9	4.8	9.7
Red	T	52.3	49.9	50.4	53.7	48.7
	SD	6.3	7.4	7.8	4.7	9.9
Purple	T	48.8	48.1	46.4	49.8	49.8
	SD	13.2	12.9	13.4	14.2	13.5

Note. T= teacher response (LPI–Observer); SD= standard deviation

The highest ranked observed leadership behavior in the leadership area of enable others to act was a response from teachers at School Green. School White was not far behind with a score of 54.4 for the leadership behavior inspires a shared vision. Four out of the six school observers rated their principal the lowest in the leadership behavior of Encourage the Heart. The Principal of School Blue scores were lower than the other schools in all areas but one as ranked by observers. The data shows the Principal of School White scores were consistently higher than the other schools when ranked by observers.

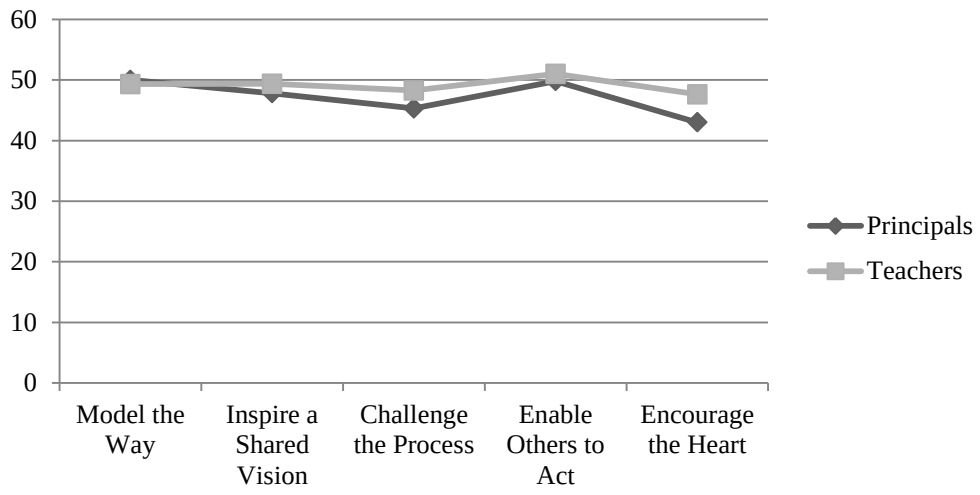

Figure 3. Average of Principal (self) Rating Compared to Teacher (observer) Rating

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Figure 3 represents the average principal rating compared to the average teacher rating from all six schools. According to figure two, on average, teachers rated principals higher in every leadership skill other than model the way. Principals rated themselves extremely low in the leadership area of Encourage the Heart and Challenge the Process.

Table 7 represents the quantitative statistics for the certified school principal at School Pink and the certified school teachers' self-reported observed leadership practices at School Pink. The principal of school Pink self-rated much lower than the observers ranking.

Table 7

Quantitative Statistical Data–School Pink

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	53	50	43	**50**	40*
Teacher	T	49.8	49.5	49.2	**52.8**	48.0*
	SD	8.1	8.1	9.3	9.5	13.6

Note. P= principal response (LPI–Self); SD= teacher standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

There was also a discrepancy in the leadership behavior of modeling the way. The principal self-ranked at a score of 53, while the teachers observations ranked Principal at a 49.8. The teachers and principals rating was fairly close in the behavior of inspire a shared vision. The largest discrepancy was seen in the leadership behavior of encourage the heart. The leader self-ranked at a score of 40 while the observers rated the Principal at a score of 48.

Table 8 represents the quantitative statistics for the certified school principal at School Blue and the certified school teachers' self-reported observed leadership practices at School Blue. The Principal and the teachers rated the leadership behavior of encourage the heart lower than the other behaviors. School Blue observer ratings were consistently lower than the other schools. There were numerous discrepancies with the Principals' self-rating and the teacher's observer's ratings. However, the ratings were fairly close in the area of inspiring a shared vision.

Table 8

Quantitative Statistical Data–School Blue

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	**50**	44	42	50	29*
Teacher	T	44.0	**46.4**	45.8	41.5	37.1*
	SD	13.9	15.7	16.2	16.4	15.9

Note. P= principal response (LPI–Self); SD= teacher- standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

The teachers of School Blue rated the principal at 44 out of 60 while the principal rated themselves as 50 out of 60. Also in the area of enable others to act, the teachers (observers) rated the principal at a 41.5 out of 60 while the principal rated themselves as a 50 out of 60. The lowest category was encourage the heart, which the teacher (observers) rated the principal at a low 37.1 out of 60. The principal self-rate was listed as a 29 out of 60.

Table 9 shows the quantitative statistics for the certified school principal at School White and the certified school teachers' self-reported observed leadership practices at School White. Principals and Teachers rated the principal's leadership practice very closely.

Table 9

Quantitative Statistical Data–School White

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	50	**53**	50	51	53
	SD	0.0	0.0	0.0	0.0	0.0
Teacher	T	51.4	**54.4**	53.8	53.5	49.0*
	SD	4.3	4.5	3.6	5.6	6.6

Note. P= principal response (LPI–Self); SD= standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

The average observer rating was between one and two points of the self-rating except for the leadership practice of Encourage the Heart. The principal self-ranked at a score of 53, while the teachers observations ranked Principal at a 49.0. In all areas except, Encourage the Heart, the average teacher observer rating was higher the Principals self-rating. There are no more than a four point difference between the two ratings.

Table 10 represents the quantitative statistics for the certified school principal at School Green and the certified school teachers' self-reported observed leadership practices at School Green. In all leadership areas, the average teacher observer rating was higher the Principals self-rating. The teachers – observer rating was much higher in the areas of enable others to act, inspire a shared vision and encourage the heart than the principals self-rating. The average Principals self-rating and the average teacher observer rating for School Green was much closer in the areas of model the way and challenge the process.

Table 10

Quantitative Statistical Data–School Green

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	47	42*	42*	46	47
Teacher	T	49.7	**47.9**	43.9	54.7	**53.1**
	SD	10.1	14.1	12.9	4.8	9.7

Note. P= principal response (LPI–Self); SD= teacher standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

There are similarities of the ratings in the areas of model the way and challenge the process. However, there are noticeable differences in the areas of Inspires a Shared Vision, Enables Others to Act and Encourages the Heart. In the leadership area of Enable Others to Act, the principal self-rating was a 46 out of 60 and the teachers self-rating was a 54.7 out of 60. The teacher also thought the principal Inspires a Shared Vision more than the principal believed they did according to the data.

Table 11 shows the quantitative statistics for the certified school principal at School Red and the certified school teachers' self-reported observed leadership practices at School Red. As represented in Table 11, the principal and the teachers rated was much closely aligned in the area of Encourage the Heart. In all other leadership areas, the

Table 11

Quantitative Statistical Data–School Red

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	47	42*	42*	46	47
Teacher	T	**52.3**	49.9	50.4	**53.7**	48.7
	SD	6.3	7.4	7.8	4.7	9.9

Note. P= principal response (self); SD= teacher - standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

There are noticeable differences in each leadership area for the principal of School Red. The biggest differences between the two ratings are seen in the leadership area of challenge the process. The principal self-rating results were 42 out of 60 while the teacher observer rating was 50.4 out of 60. The teachers rated the principal higher in each area than the principal rated themselves. Another noticeable difference between the two ratings was in the area of Enable Others to Act. The principal self-rating results was a 46 while the teacher observer rating was a 53.7, which was a seven point difference.

Table 12 shows the quantitative statistics for the certified school principal at School Purple and the certified school teachers' self-reported observed leadership practices at School Purple. As represented by the data, the teacher and the principals rating was closely aligned in the areas of Enable Others to Act and Encourage the Heart. The principal and the teachers showed a difference in the areas of Model the Way, Inspire a Shared Vision and Challenge the Process.

Table 12

Quantitative Statistical Data–School Purple

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Principal	P	53	**55**	49	49	49
Teacher	T	48.8	48.1	46.4*	**49.8**	**49.8**
	SD	13.2	12.9	13.4	14.2	13.5

Note. P= principal response (LPI–Self); SD= teacher - standard deviation; T = teacher response; leadership strengths = boldface; Leadership weakness = *

In every area except two, Enable Others to Act and Encourage the Heart, the principal of School Purple rated themselves higher than the teacher rated the principal. The principal self-rating was seven points higher than the teachers rating in Inspire a

Shared Vision. The principal's self-rating was 55 out of 60 while the teacher observer rating was 48.1 out of 60. There was also a five point discrepancy in the area of Model the Way. The teacher observer rating was a 48.8 out of 60 and the principal self-rating was a 53 out of 60.

Table 13 shows the quantitative statistical data for principals self-rating compared to teachers observer ratings at all six schools researched. In all six scores, there were two categories that were consistently rated low according to the principals self-rating, challenge the process and encourage the heart. Teachers consistently rated their principals higher in the area of enable others to act.

Table 13

Quantitative Statistical Data–All Schools

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Pink	P	53	50	43	50	53
	T	49.8	49.5	49.2	52.8	48.0
Blue	P	50	44	42	50	29
	T	44.0	46.4	45.8	41.5	37.1
White	P	50	**53**	50	51	53
	T	51.4	**54.4**	53.8	53.5	49.0
Green	P	47	42	42	46	47
	T	49.7	47.9	43.9	**54.7**	53.1
Red	P	47	43	46	53	40
	T	52.3	49.9	50.4	53.7	48.7
Purple	P	**53**	**55**	49	49	49
	T	48.8	48.1	46.4	49.8	49.8

Note. P= principal response (LPI–Self); T = teacher response; leadership strengths = boldface;

Model the Way

The researcher used the Kouzes and Posner (2003) leadership practice inventory

questionnaire to discuss how principals feel they are modeling the way and the observations from the teachers on how principals are modeling the way. In the leadership standard of Models the Way, only two school principals self-rating were lower than 50 out of 60. School Green and School Red LPI–Self rating was a 47 out of 60. However, the teachers from all schools, except school White and school red, rated their principals below a 50. Table 14 displays the data from each schools response on how principals are modeling the way and the observed behaviors of the principals from the teachers. According to the data, each school responses were very low for question 16, asking for feedback on performance. Four out of the six principals rated themselves a 10, almost always, on question 11, follows through with promises and commitments. However, the average response from teacher's observer rating did not yield any 10's in this area for any of the six schools researched.

Table 14

Quantitative Statistical Data–Model the Way

	Pink	Blue	White	Green	Red	Purple
1. Sets a personal example of what he/she expects of others	S: 10 A: 8.9	S: 9 A: 7.6*	S: 8 A: 9.3	S: 9 A: 8.6	**S: 10** **A: 9.5**	S: 10 A: 8.6
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	S: 9 A: 8.7	S: 3* A: 8.7	**S: 9** **A: 9.3**	S: 7 A: 8.1	S: 8 A: 8.9	S: 9 A: 8.4
11. Follows through on promises and commitments he/she makes	S: 10 A: 8.5	S: 10 A: 7.1*	S: 7* A: 8.8	S: 9 A: 8.9	**S: 10** **A: 9.1**	S: 10 A: 8.7
16. Asks for feedback on how his/ her actions affect other people's performance	S: 6 A: 6.9	S: 9* A: 5.5	S: 8* A: 5.4	S: 6 A: 6.7	S: 58 A: 6.7	S: 8 A: 7.1
21. Builds consensus around a common set of values for running our organization	S: 9 A: 8.4	S: 9 A: 7.1	**S: 9** **A: 9.5**	S: 8 A: 8.6	**S: 9** **A: 9.0**	S: 7 A: 8.2
26. Is clear about his/her philosophy of leadership	S: 9 A: 8.4	S: 10 A: 8.1	**S: 9** **A: 9.1**	S: 8 A: 8.9	S: 5* A: 9.2	S: 9 A: 7.8

Note. S= principal response (LPI–Self); A = average teacher response; leadership strengths = boldface; leadership weakness = *

Model the Way – Data for School Pink. The principal of School Pink self-rating was a 6 out of 10 points when asked if she ask for feedback on how her actions affect other people's performance. The observers also rated her at a 6.9 on the LPI survey that asks if the leader request feedback on how his/her actions affect other people's performance. That was School Pink's principal's lowest score. The principal of School Pink rated herself a 10 on setting personal example of expectations and follow through on promises and commitments. However, in both areas, the observer rating form was at an 8.9 for setting personal example of expectations and an 8.5 on follow through on promises and commitments. The principal of School Pink rated herself a 9 on three of

the questions that ask if she makes certain that people adhere to agree upon principles and standards, builds consensus around common set of values and clear philosophy. When the observer was asked if the principal made certain that people adhere to agree upon principles and standards, they rated the principal at an 8.7 out of 10. When the observer was asked if the principal builds consensus around common set of values and have a clear philosophy, the observer rated School Pink Principal at an 8.4.

Model the Way – Data for School Red. Using the same response scale where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes), 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) which was the highest rating, the teachers from school red were asked the same questions. The principal of School Red rated herself a perfect 10 on two questions. The first questions asked if she sets personal example of her expectations of others. The observers also rated her high at 9.5 out of 10. The second time the principal of School Red rated herself a 10 was when she was asked if she follow through on promises and commitments. The observers rated her at a 9.1 in this area which was also a high score. The self-rating for the principal of School Red when asked if she spends time and energy making certain that the people she works with adhere to agree upon principles and standards was an 8. The observers rated her at an 8.9 on this question. When asked if she builds consensus around common set of values and clear philosophy, the principal rated herself at a 9, which was the same score the observers rated the principal. The principal rated herself at a low 5 when asked if she was clear about her philosophy of leadership. However, the observers did not agree and they rated her at a high 9.2, a clear difference in perception. The principal also rated herself at a low 5 when asked if she request feedback on how her performance affects other people's

action. The observers also rated her at a low 6.7.

Model the Way – Data for School White. The principal (self) and the teachers (observer) of School White used the same response scale where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) which was the highest rating. Neither the principal (self) nor the teachers (observer) rated the principal at *almost always* in any area. However, both the principal (self) and the teachers (observer) rated the principal at in the *very frequently* range (9 scale score), when asked to rate the following three statements:

1. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on
2. Builds consensus around a common set of values for running our organization
3. Is clear about his/her philosophy of leadership

The teachers (observer) rated the principal at a 9.3 when asked if the principal sets a personal example of expectations. However, the principal rated himself at an 8. When asked if the principal follows through on promises and commitments, the principal rated himself at a 7 and the observers rated him at an 8.8, a clear distinction of perspectives. Another discrepancy was when the principals (self) and the teachers (observer) were asked to rate the following statement on the principal's leadership style: Asks for feedback on how his/her actions affect other people's performance. The principal's self-rating was an 8 and the teacher's observer rating was a 5.4.There were two areas of strengths in the area of *model the way* for the Principal of School White.

Model the Way – Data for School Blue. The principal (self) and the teachers (observer) of School Blue used the same response scale where 1(almost never) which was

the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) which was the highest rating. The principal of School Blue scored himself at a perfect ten in the areas of follows through on promises and commitments he/she makes and is clear about his/her philosophy of leadership. However the teachers (observers) did not agree. When asked if the principal of School Blue follows through on promises and commitments he makes, the teachers rated him at a 7.1. When the teachers rated the principal of School Blue on the statement, is clear about his/her philosophy of leadership, the rating was an 8.1. This was a clear disagreement of practices. The principal of School Blue rated himself a 9 in the following areas: sets a personal example of what he/ she expects of others, asks for feedback on how his/her actions affect other people's performance, and builds consensus around a common set of values for running our organization.

When the observers were asked to rate the principal of School Blue in the same areas, they rated him differently. When asked if the principal sets a personal example of the expectations, the observers rated the principal of School Blue at a 7.6 out of 10. When asked to rate the statement, builds consensus around a common set of values for running our organization, the observers rated the principal of School Blue at a 7.1 out of 10. The biggest inconsistency came when the observers were asked to rate the principal of School Blue on the following statement, asks for feedback on how his/her actions affect other people's performance, the observers rated the principal at a 5.5 out of 10. The principal of School Blue rated himself at a low 3 when asked if he spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on. The observers did not agree. They rated the principal

of School Blue at 8.7 out of 10.

Model the Way – Data for School Green. The principal (self) and teachers (observer) of School Green did not rate the principal a 10 on the response scale on any statement in the leadership area of *model a way*. Using the same response scale, where 1(almost never) which is the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) which was the highest rating, the principal and teachers were asked to rate statements to determine how their principal models the way. The principal of School Green rated his self a 9 out of 10 in the following two out of the six statements: sets a personal example of what he/ she expects of others and follows through on promises and commitments he/she make. When the teachers (observers) where asked the same two questions, there was a slight difference. When asked if the principal of School Green sets a personal example of what he/she expects of others, the observers rated the principal at an 8.6, only a .4 difference from the principals rating. When asked if the principal of School Green follows through on promises and commitments he/she makes, the observers rated the principal at an 8.9, only a .1 difference from the principals rating. The principal of School Green rated his self at 8 out of 10 when asked the following two statements: builds consensus around a common set of values for running our organization and was clear about his/her philosophy of leadership. When the observers were asked the exact statements, they rated their principal at an 8.6 on building consensus and an 8.9 on a clear philosophy. There was not a big discrepancy in this area. The biggest divergence was on the statement, spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on. The principal of School Green (self) rating was a 7

and the teachers (observers) rating was an 8.1. Both the teacher (observer) and the principal (self) rating were in the range of 6 when asked if the principal "asks for feedback on how his/her actions affect other people's performance."

Model the Way – Data for School Purple. The principal of School Purple rated her leadership practice at a 10 in two areas: sets personal examples of the expectation of others and follows through on promises. The teachers (observers) rated the principal lower in this area on both questions. Using the scale response, the teachers (observers) rated the principal at 8.6 out of 10 when asked if she sets personal examples of expectations and 8.7 out of 10 when asked if she follows through on commitments and promises. The teachers (observers) rated the principal's philosophy of leadership. However, the principal rated herself much higher at 9 out of 10. The teachers (observers) rated their principal 8.4 out of 10 when asked if she spends the time and energy to ensure that everyone was adhering to the standards. When asked this question, the principal rated her leadership approach at 9 out of 10. There were also discrepancies on the feedback requested on how the principal actions affect others. The principal rated her leadership style in this area at 8 out of 10 and the teachers (observers) rated the principal at 7.1 out of 10. The final difference in this leadership standard for excellence was on the question of building consensus around a set of values. The principal felt her leadership style was 7 out of 10 but the teachers thought her leadership style was much more at 8.2 out of 10.

Inspire a Shared Vision

Kouzes and Posner (2003) believe that a leader must do the following in order to Inspire a Shared Vision: talks about future trends, describes a compelling image of the future, appeals to others, show others how their long-term interests can be realized by

enlisting in a common vision**,** paints the "big picture" of what we aspire to accomplish and speak with genuine conviction about the higher meaning and purpose of our work. The principal (self) and the teacher (observer) used the response scale, where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always).

According to the LPI survey, the three of the principals (School Pink, School White, and School Purple) rated themselves at a 50 or higher in this area. The other three principals rated themselves in the low 40's in this area. The results of the observer survey in this area only have one school, School White, over 50 at a score of 54.4. However, the observers at the other five schools rated their principals in the high 40's in this area. The researcher explored individual school scores to define the strengths in this area and the areas of improvement for each school principal. Table 15 displays the data from each school in response to how principals are inspiring a shared vision and the observed behaviors of the principals from the teachers. According to the data, Principal of School White does very well in this area. The self-rating and observer rating for School White was very high in this area on all questions. According to the self-rating scores, the principals feel they have a harder time on question 17, "showing others how their long term interest can be realized by enlisting in a common vision." One principal rated themselves as *rarely* on this question while the other rating themselves as *occasionally*.

Table 15

Quantitative Statistical Data–Inspire a Shared Vision

	Pink	Blue	White	Green	Red	Purple
2. Talks about future trends that will influence how our work gets done	S: 9 A: 8.2	S: 9 A: 7.9	**S: 8** **A: 8.6**	S: 6 A: 7.4	**S: 8** **A: 8.9**	S: 8 A: 8.3
7. Describes a compelling image of what our future could be like	S: 9 A: 7.6	S: 6 A: 7.6	**S: 8** **A: 8.9**	S: 7 A: 8.1	S: 6* A: 8.1	S: 10 A: 7.4
12. Appeals to others to share an exciting dream of the future	S: 7 A: 8.4	S: 8 A: 6.9	**S: 9** **A: 9.2**	S: 8 A: 7.6	S: 8 A: 7.4	S: 7 A: 7.8
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S: 7 A: 8.0	S: 2* A: 7.3	**S: 9** **A: 8.5**	S: 5* A: 7.0	S: 7 A: 7.5	S: 10 A: 8.2
22. Paints the "big picture" of what we aspire to accomplish	S: 9 A: 8.8	S: 9 A: 8.6	**S: 9** **A: 9.5**	S: 8 A: 7.0*	S:8 A: 9.1	S: 10 A: 8.6
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S: 9 A: 8.5	S: 10 A: 8.1	**S: 10** **A: 9.6**	S: 8 A: 8.9	S: 6* A: 8.9	S: 10* A: 7.8

Note. S= principal response (self); A = average teacher response; leadership strengths = boldface; Leadership weakness = *

Inspires a Shared Vision – Data for School Pink. Neither the principal of School Pink (self) nor the teachers of School Pink rated their principal at a 10 in this area. The principal rated herself a 9 in the following areas: talks about future trends that will influence how our work gets done, describes a compelling image of what our future could be like, paints the “big picture” of what we aspire to accomplish, and speaks with genuine conviction about the higher meaning and purpose of our work.

The biggest difference in perspective was when the teachers (observers) rated the principal at a 7.6 when asked if the principal describes a compelling image of what our future could be like. The other two question results showed a slight shortfall when the teachers (observers) were asked to rate the principal on the same statements, the teachers

(observers) rated their principal lower than the principals rating. When asked, if the principal talks about future trends that will influence how our work gets done the observer gave the principal an 8.2. The next slight difference came after the observers were asked if the principal, speaks with genuine conviction about the higher meaning and purpose of our work. The teachers (observers) rating on this statement was 8.5, showing a slim variance. On the next two statements, the principal rated herself at a 7. However, when asked if the principal, appeals to others to share an exciting dream of the future, the observer rated the principal higher than a 7 at a rating of an 8.4. Also when asked if the principal, shows others how their long-term interests can be realized by enlisting in a common vision the observers also rated their principal higher than a 7 at a rating of an 8.0.

Inspires a Shared Vision – Data for School Red. Using the same response scale score where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always), the researcher explored the principal of School Red's strengths and areas for improvement in the area of Inspires a Shared Vision. When the researcher reviewed the responses from the principal (self) survey and the teachers (observers) survey, the researcher found the following discrepancies and similarities. Again, at this school neither the teacher nor the principal rating was a perfect ten. The principal of School Red rated herself an 8 in the following areas: talks about future trends that will influence how our work gets done, appeals to others to share an exciting dream of the future, and paints the "big picture" of what we aspire to accomplish.

The teachers (observer) rated the principal higher when asked if the principal,

talks about future trends that will influence how our work gets done and paints the "big picture" of what we aspire to accomplish. Both of the scores in this area were increasingly higher than the principals rating. However, the teachers (observers) rated the principal lower than an 8 at 7.4 out of 10 when asked if the principal, appeals to others to share an exciting dream of the future. The principal rated herself at a 6, which was defined as *sometimes* when asked to rate herself on the following statements: describes a compelling image of what our future could be like and speaks with genuine conviction about the higher meaning and purpose of our work.

The teachers did not agree. The teachers (observers) rated the principal at an 8.1 when asked if the principal, describes a compelling image of what our future could be like. The teachers (observers) also had a different rating of the principal of School Red when asked, if the principal speaks with genuine conviction about the higher meaning and purpose of our work. The teachers (observers) rated the principal at an 8.9, a clear difference of opinion when it comes to the leadership perspective. The last statement showed similarities in the score of the principal (self) and the teacher (observers) of School Red. When asked to rate the statement, the principal shows others how their long-term interests can be realized by enlisting in a common vision the principal self-rating was a 7 and the observers rating was slightly higher at a 7.5.

Inspires a Shared Vision – Data for School White. Using the same response scale score where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always), the researcher explored the principal of School White's strengths and areas for improvement in the area of Inspires a shared vision. School White's principal rated himself a perfect 10 on the

statement, speaks with genuine conviction about the higher meaning and purpose of our work. The teachers (observers) agreed and rated him a little lower at a score of 9.6, only a .4 difference. The principal (self) and teacher (observer) ratings were high was the area of inspires a shared vision. According to the LPI 360 online survey feedback, the principal rated his self a 9 when asked to rate his leadership on the following statements: appeals to others to share an exciting dream of the future, shows others how their long-term interests can be realized by enlisting in a common vision and paints the "big picture" of what we aspire to accomplish.

The teachers agreed and rated the principal in the area of *very frequently* on all statements except, shows others how their long-term interests can be realized by enlisting in a common vision. On this statement, the teachers (observers) rated the principal at 8.5 out of 9. According to the LPI 360 online survey feedback, the principal rated his self an 8 when asked to rate his leadership on the following statements: talks about future trends that will influence how our work gets done and describes a compelling image of what our future could be like. The teachers (observers) agreed but rated the principal in the high 8's out of 10.

Inspires a Shared Vision – Data for School Blue. There are several disagreements on the leadership style of the principal of School Blue and the teachers (observers) perspective of the leadership style in the area of Inspires a shared vision. According the LPI 360 online survey feedback, the principal of School Blue rated his self a ten in one statement, speaks with genuine conviction about the higher meaning and purpose of our work. The teachers (observers) rated the principal at a slightly lower score of an 8.1. The principal of School Blue rated his self at a 9 according the LPI feedback results on the following statements: talks about future trends that will influence

how our work gets done and paints the “big picture” of what we aspire to accomplish.

The teachers disagreed. When asked to rate the principal on the statement, talks about future trends that will influence how our work gets done, the teachers (observers) rated the principal of School Blue at a 7.9, which was lower than the score the principal rated his self. Also, the teachers were asked to rate the principal on the statement, paints the “big picture” of what we aspire to accomplish, the teachers rated the principal of School Blue at an 8.6. The teacher’s perspective was also different than the principal’s perspective when asked to rate the principal on the following statements: describes a compelling image of what our future could be like, appeals to others to share an exciting dream of the future, and shows others how their long-term interests can be realized by enlisting in a common vision.

The teachers (observers) rated the principal at a 7.6 when asked if he describes a compelling image of the future. The Principal’s self-rating was a 6. The teachers (observer) rating was a 6.9 compared to the principals rating of an 8 when asked to rate the statement, appeals to others to share an exciting dream of the future. However, the biggest inconsistency with the leadership style of the principal compared to the perspective of the teacher came when the teachers (observers) were asked to rate the principal on the statement, shows others how their long-term interests can be realized by enlisting in a common vision. The Principal rated his self at a low 2 and the teachers (observer) rated the principal at a 7.3.

Inspires a Shared Vision – Data for School Green. Using the same response scale score where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always), the researcher explored

the principal of School Green's strengths and areas for improvement in the area of Inspires a Shared Vision. The principal of School Green's highest rating was an 8. The principal self-rating was an 8 when asked to rate the following statements: appeals to others to share an exciting dream of the future, paints the "big picture" of what we aspire to accomplish, and speaks with genuine conviction about the higher meaning and purpose of our work.

When asked to rate the principal on the statements of: speaks with genuine conviction about the higher meaning and purpose of our work and paints the "big picture" of what we aspire to accomplish, the teachers (observers) rated both statements higher at an 8.9. However, the teachers rated the principal at a slightly lower score of 7.6 when asked to rate the statement, "appeals to others to share an exciting dream of the future." The principal rated his self at a 7 when asked to rate the statement describe a compelling image of what our future could be like and the teachers (observers) rated the principal higher at an 8.1 on the same statement. The principal rated his at a low 6 when asked to rate the statement, talks about future trends that will influence how our work gets done. The teachers (observers) rated the principal higher at a 7.4 when asked to rate this same statement. The lowest rating of 5 out of 10 came when the principal was asked to rate his self on the leadership statement, shows others how their long-term interests can be realized by enlisting in a common vision. The teachers (observers) rated the principal a 7 out of 10 when asked the same statement.

Inspires a Shared Vision – Data for School Purple. The principal of school purple rated four out of six of her leadership behaviors a perfect 10 in these areas: describing the future, common vision, aspiring others to accomplish a goal, have a higher meaning and purpose for the work. The teachers (observers) rated the principal lower in

all four standards, giving the principal 7.4 out of 10 on describing the future, 7.4 out of 10 on having a common vision, 8.6 out of 10 for aspiring others to accomplish a goal, and 7.8 out of 10 for having a higher meaning and purpose for the work. The teachers (observers) and the principal's perspective on the principals leadership behavior of future trends response scale was both similar. They also had similar perspectives on the principal's leadership style of appealing to others.

Challenge the Process

Kouzes and Posner (2003) believe that a leader must do the following in order to challenge the process: seek out opportunities, challenge people, find innovative ways for improvement, ask questions when things do not go as expected, set achievable goals, plans and milestones, and take risk. According to the LPI survey, only one principal (School White) self-rating was at a 50 in this area. The other five principals rated themselves in the low and high 40's in this area. The results of the teachers (observer) survey in the area of Challenge the Process only have two schools, School White and School Red, over 50 points. However, the observers at the other four schools rated their principals in the low and high 40s in this area.

The principal (self) and the teacher (observer) used the response scale, where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always). Table 16 displays the data from each school in response to how principals are challenging the process and the observed behaviors of the principals from the teachers. As represented in the table below, principals often rated themselves low in this area. School Red and School Purple did not feel they take experiments or risk. School Blue, School Green and School Red rated themselves as

once in a while or *sometimes* on question 3, “seeks out challenging opportunities that test his/her own skills and abilities.”

Table 16

Quantitative Statistical Data–Challenge the Process

	Pink	Blue	White	Green	Red	Purple
3. Seeks out challenging opportunities that test his/her own skills and abilities	S: 7 A: 7.8	S: 4* A: 7.6	S: 8 A: 8.6	S: 6 A: 7.1	S: 6* A: 8.4	S: 10 A: 7.8
8. Challenges people to try out new and innovative ways to do their work	S: 9 A: 8.3	S: 9 A: 7.9	S: 9 A: 9.1	S: 6 A: 7.6	S: 9 A: 9.1	S: 8 A: 7.6
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S: 5* A: 8.3	S: 6 A: 7.3	S: 8 A: 9.5	S: 8 A: 6.6	S: 9 A: 8.2	S: 9 A: 7.9
18. Asks "What can we learn?" when things don't go as expected	S: 7 A: 8.6	S: 5* A: 7.4	S: 9 A: 9.0	S: 8 A: 7.0	S: 9 A: 8.6	S: 10* A:7.4
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S: 9 A: 9.2	S: 9 A: 8.4	S: 8 A: 9.1	S: 8 A: 8.9	S: 8 A: 9.2	S: 8 A: 8.8
28. Experiments and takes risks, even when there is a chance of failure	S: 6 A: 7.1	S: 9 A: 7.2	S: 8 A: 8.5	S: 6 A: 6.7	S: 5* A: 7.1	S: 4* A: 6.8

Note. S= principal response (self); A = average teacher response; leadership strengths = boldface; Leadership weakness = *

Challenge the Process – School Pink. The highest the principal of School Pink rated herself in this area was a 9 out of 10. When asked to rate the following statements, the principal of School Pink rated herself at a 9: challenges people to try out new and innovative ways to do their work and makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

The teachers (observers) agreed with the principals rating when asked to rate the

principal on the statement: makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. The teachers (observers) rated the principal slightly higher at 9.2 out of 10. There was a difference in rating when asked to rate the statement: challenges people to try out new and innovative ways to do their work. The observers' rating was lower at an 8.3 than the principals rating of a 9. The principal of School Pink rated herself a 7 when asked to rate her leadership skill based on the following statements: seeks out challenging opportunities that test his/her own skills and abilities and asks "What can we learn?" when things don't go as expected.

When asked to rate the principal on both of the statements above, the teachers (observers) rated the principal slightly higher at a 7.8 on the statement: seeks out challenging opportunities that test his/her own skills and abilities. There was a clear difference in the rating of the observer compared to the principals self-rating of a 7 when asked if the principal asks "What can we learn?" when things don't go as expected. The teachers (observers) rated the principal higher on the response scale at an 8.6. The principal again rated herself with a low six when asked to rate the statement: experiments and takes risks, even when there was a chance of failure. The observers rated the principal higher at a score of 7.1. When asked to rate her leadership skills on the statement: searches outside the formal boundaries of his/her organization for innovative ways to improve what we do, the principal rated herself at a 5. The teachers (observers) disagreed and rated her at 8.3 out of 10. There are clear differences in the perspective of the principal compared to the teacher's perspective in the Challenge the Process area at School Pink.

Challenge the Process – School Red. The teachers (observers) of School Red

agreed with the principal when asked to rate the principal on the statement: challenges people to try out new and innovative ways to do their work. However, on the two statements listed above, the teachers (observers) rated the principal slightly lower in the low and upper 8s out of 10. The teachers rated the principal higher (9.2) than the teacher rated herself (8) when asked to rate the leadership statement: makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. The two lowest self-rating from the principal of School Red in the area of Challenge the Process were: seeks out challenging opportunities that test his/her own skills and abilities with a rating of a 6 and experiments and takes risks, even when there was a chance of failure with a rating of a 5. The teachers (observers) score was much higher in both areas. The teachers (observers) rated the principal at an 8.4 when asked if the principal seeks out opportunities. The teachers (observers) rated the principal at a 7.1 when asked if the principal experiments or takes risk.

Challenge the Process – School White. The highest rating that the principal of School White rated his self in the area of challenge the process was a 9. When asked if he challenges people and ask questions to when things go wrong, he rated his self at a 9. The teachers (observers) agreed and rated the principal of School White at a 9.1 and a 9.0, respectively. The principal rated his self at an 8 when asked if he seeks out opportunities and takes risk. The teachers (observers) rated the principal slightly higher with a response scale of an 8.6 and an 8.5 respectively. The principal also rated his self at 8 out of 10 when asked if he searchers for innovative way to improve and set achievable goals. The teachers rated the principal incredibly higher in both statements. The teacher felt that the principal *very frequently* searches for ways to improve and sets

achievable goals for the school.

Challenge the Process – School Blue. Neither the teachers nor the principal ratings were over 9 in this area. The principal of School Blue rated his self at a nine on three areas: experiments and take risks, sets achievable goals and challenges people to discover innovative methods to teach. The teachers (observers) rated the teacher at a 7.2 when asked if the principal experiments and take risk. The teachers also rated the principal lower than the principal at a response score of 7.9 when asked if the principal challenges people to discover innovative methods to teach. Another area where the teachers (observers) marked the principal lower was in the area of setting achievable goals. The teachers (observers) gave the principal a rating of 8.4. The principal obviously felt as though he doesn't seek out challenging opportunities as he rated himself at a 4. However, the teachers disagreed in this area and ranked the principal at a response score of 7.6, which was a clear difference in perspective. The principal also rated his leadership low, with a response score of 5, in the area of asking questions when things do not go as planned. The teachers also marked the principal of School Blue much higher with a scale score of 7.4, which shows another variance of the teacher's perspective vs. the principal's perspective of his leadership skills. The last differentiation comes when the principal was asked to rate his leadership style of looking outside the normal boundaries for improvement. The principal rated his self at a 6 and the teachers (observers) rating was a 7.3.

Challenging the Process – Data for School Green. The principal of School Green scored the following leadership behaviors 8 out of 10 on the response scale: looking for innovative ways to improve, ask questions when things don't go well, and sets achievable goals. The teacher had a different perspective when asked to rate the

principals on the same leadership behaviors. The teachers (observers) rating was a 6.6 when asked if the principal looked for innovative ways to improve. The teachers (observers) rating was a 7.0 when asked if the principal asked questions when things don't go well. The teachers (observers) also were inconsistent on the leadership behavior of sets achievable goals, giving the principal a score of 8.9, slightly higher than the principal's self- rating. The principal rated his leadership behavior at a response scale of *sometimes* with a score of a six on the following: seeks out challenging opportunities, challenges people, and experiments and take risk. The teachers (observers) scored the principal much higher in all three areas giving the principal 7.1 out of 10 for seeking out challenging opportunities, 7.6 out of 10 for challenging people, and an 6.7 out of 10 for experimenting and take risk.

Challenging the Process – School Purple. The principal of School Purple scored her leadership style at a perfect 10 in the following two areas: seeking out challenging opportunities and asking questions when things do not go right. The teachers (observers) scored the principal lower in both areas. When asked to score the same two leadership behaviors, the teachers (observers) scored the principal at 7.8 out of 10 for seeking out challenging opportunities and a 7.4 out of 10 when asked if the principal ask questions when things do not go right. The teachers (observers) and the principal both rated the leadership behavior in the same area of 8 out of 10 when asked if the principal challenges people to try innovative methods. The principal and the teachers (observers) were also in the same range of 8 out of 10 (8.8 for observers) when asked the principals leadership behavior of setting achievable goals. The teachers (observers) felt the principal often searches for innovative ways to improve and gave a rating of 7.9 out of 10. The principal thought she did so more frequently and gave her leadership behavior 9 out of 10. The

biggest incongruity came when the principal was asked to rank her leadership behavior for experimenting and taking risk. She gave her leadership trait a 4, believing that she displays this trait once in a while. The teachers (observers) scored the teacher at a 6.8 in this same area.

Enable Others to Act

Kouzes and Posner (2003) believe that a leader must do the following in order to enable others to act: develops cooperate relationships, actively listens, treats others with dignity and respect, support people decision, give freedom and choice, allow people to grow. Principals (self) and teachers used a 10 point response scale, with 1 = *almost never* and 10 = *almost always*, to answer the questions displayed below. Table 17 displays the data from each school in response to how principals are enabling others to act and the observed behaviors of the principals from the teachers. As displayed in Table 17, principals rated themselves high on several questions in this area. Five out of the six principals rated themselves as a 9 or 10 on question 4, develops cooperative relationships among the people he/she works with. Five out of six principals also rated themselves with a 9 or 10 on question 14, treats others with dignity and respect. School Red self-rating was very closely aligned with the average observers rating in this area. According to the LPI survey, four principals self-rating were at a 50 or above in this area.

The other two principals (principal of School Green and School Purple) rated themselves in the high 40s in this area. The results of the teachers (observer) survey in the area of Enables Others to Act only have two schools, School Purple and School Blue, whose rating was not over 50 points. However, the observers at School Blue rated their principal in the low 40s in this area. The observers of School Purple rated their principal at a 59.8 in this area.

Table 17

Quantitative Statistical Data–Enabling Others to Act

	Pink	Blue	White	Green	Red	Purple
4. Develops cooperative relationships among the people he/she works with	S: 10 A: 8.7	S: 9* A: 6.9	S: 9 A: 9.1	S: 9 A: 9.3	**S: 10** **A: 9.4**	S: 8 A: 8.1
9. Actively listens to diverse points of view	**S: 9** **A: 9.0**	S: 9 A: 6.3	S: 7* A: 8.5	S: 8 A: 9.1	S: 8 A: 8.6	S: 10 A: 8.4
14. Treats others with dignity and respect	S: 10 A: 9.4	S: 10* A: 7.3	S: 8 A: 9.4	S: 9 A: 9.9	**S: 10** **A: 9.6**	S: 10 A: 9.1
19. Supports the decisions that people make on their own	S: 8 A: 8.5	S: 7 A: 6.9	S: 9 A: 8.9	S: 8 A: 9.6	S: 8 A: 8.6	S: 8 A: 8.2
24. Gives people a great deal of freedom and choice in deciding how to do their work	S: 7 A: 8.8	S: 6 A: 6.7	S: 9 A: 9.1	S: 6* A: 9.7	S: 8 A: 8.5	S: 6 A: 7.6
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S: 6* A: 8.3	S: 9* A: 7.4	S: 9 A: 8.5	S: 6 A: 7.1	S: 9 A: 8.9	S: 7 A: 7.9

Note. S= principal response (self); A = average teacher response; leadership strengths = boldface; Leadership weakness = *

Enables Others to Act – School Pink. The principal of School Pink rated herself at a perfect 10 in two statements. When asked to rate her leadership style using the following statement: develops cooperative relationships among the people he/she works with, the principal rated herself at a 10, almost always. However, the teachers (observers) rated her at an 8.7, usually, when asked to rate her on this same statement. The principal also felt that she almost always "treats others with dignity and respect." The teachers (observers) slightly disagreed and rated her at a 9.4 on this statement. The principals (self) and the teachers (observers) rating was both a 9 when asked to rate the following statement; actively listens to diverse points of view. The principal and the teachers slightly agreed on the statement: supports the decisions that people make on their own. The principal self-rating was an 8 and the teachers (observers) rating was

vaguely higher at 8.5 out of 10. The two lowest principal (self) rating in this area was on the following two statements: gives people a great deal of freedom and choice in deciding how to do their work, where the principal rated herself at a 7 and ensures that people grow in their jobs by learning new skills and developing themselves, where the principal rated herself a 6. The teachers (observers) disagreed and rated the principal at an 8.

Enables Others to Act – School Red. In following two leadership statements in the area of enables others to act, the principal of School Red rated herself as a perfect ten: develops cooperative relationships among the people he/she works with and treats others with dignity and respect.

The teachers (observers) rated both of the above statements in the area of a 9, believing that the principal of School Red very frequently develops relations and treats others with respect. The statement that the principal of School Red rated as a 9 was: ensures that people grow in their jobs by learning new skills and developing themselves. The teachers agreed and rated the principal at an 8.9 on this statement, less than a .1 difference. On the following three statements, the principal of School Red self-rating was an 8: actively listens to diverse points of view, supports the decisions that people make on their own and gives people a great deal of freedom and choice in deciding how to do their work.

The teachers (observers) ranked the principal slightly higher on all three statements with a rank of an 8.5 or an 8.6. The principal of School Red ranked 8 or higher on all statements on the LPI self and the LPI observer survey.

Enables Others to Act – School White. The principal of School White rated his self a 9 in four out of the six statements that determine whether the principal enables other to act. The principal responses shows that he believes that he *very frequently*

develops relationships with employees, supports others decisions, allow people to make choices, and ensure that others grow in their position. The teachers agreed with the principal in all of the statements but one. The teachers rated the principal slightly lower when asked if the principal ensures that others grow in their position. The teachers (observers) rated the principal at an 8.5 on that statement. The principal self-rating was an 8 for treating others with respect and dignity. The teachers (observers) rated him much higher at a 9.4. The principal also rated his self significantly lower than the teachers (observers) when asked if the principal listens to different viewpoints. The principal of School White self-rating was a 7 and the teachers (observers) rating was an 8.5.

Enables Others to Act – School Blue. According to the LPI self-response scale, the principal rated himself a 10 in the area of treating others with dignity and respect. When the teachers (observers), was asked the same question, they ranked him at a 7.3 out of 10. The principal's self-rating was at a score of 9 out of 10 in the following areas: developing relationships, listens to other view points, and ensuring growth on the job. When asked the same questions, the teachers (observers) ranked the principal at a 6.9 on developing relationships, a 6.3 on listening to other view points, and a 7.4 on ensuring growth on the job. All of the teacher's responses in these three areas are lower than how the principal views his self. The teacher (observer) and the principal were much closer in their perspective on how the principal gives freedom of choice. The principal self-rating was 6 and the teachers (observer) rating was slightly higher at 6.7 out of 10. There was also a discrepancy in the perspective of the principal's leadership style by the teachers when asked to rank the support that was given to make their own decisions. The principal's self-rating was 7 and the teachers (observer) rating of the principal was lower

at 6.9 out of 10.

Enables Others to Act – School Green. The teachers (observers) rated their principal in the *very frequently* range in five out of the six leadership behaviors for this category. Using these six behaviors, the principal response scale was 9 out of 10 on developing relationships and treating others with respect, a rating similar to the teachers (observers). The principal's self-rating was lower in the areas of listening to diverse view points and supporting others decisions, at a scale response of 8 out of 10. Although the teachers rated the principal a 9.7 out of 10 for the leadership behavior of giving people freedom and choices, the principal rated this behavior at a 6 out of 10, clearly a different perspective. The principal also rated the leadership behavior of ensuring the growth of others at a 6 out of 10, although, the teachers (observers) rated the principal's leadership at a 7.1 out of 10 in this same area. The principal of School Green's strength in the leadership standard of Enabling Others to Act was treating others with respect and dignity.

Enables Others to Act – School Purple. The teachers and principal of School Pink had the same viewpoint of the leadership behaviors in three of the leadership behaviors: developing relationships (8 out of 10), supporting decisions that people make (8 out of 10), ensuring growth (7 out of 10). The teachers and principals take a different standpoint on the next few leadership standards. The principal of School Purple rated herself a perfect 10 in the areas of listening to diverse views and treating others with dignity and respect. The teachers (observers) gave the principal a response scale score of 8.4 out of 10 for the leadership behavior of actively listening and 9.1 out of 10 for the leadership behavior of treating others with dignity and respect. Another difference in the analyses of the principal's leadership behavior for this standard was giving people

freedom and choices. The principal's self-response score was 6 out of 10. However, the teachers rated the principal higher, given her a score of a 7.6 out of 10.

Encourage the Heart

Kouzes and Posner (2003) believe that a leader must do the following in order to encourage the heart: praise people, have confidence in people's ability, reward contributions, publicly recognize people, celebrate accomplishments. The principal (self) and the teacher (observer) used the response scale, where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes, 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) to answer the questions displayed below. Table 18 displays the data from each school in response to how principals are encourage the heart and the observed behaviors of the principals from the teachers. According to the data, this was an area of struggle for the Principal of School Blue. No principals out of the six schools researched rated themselves as a 10 on any question from this area. There was also a noticeable difference on how the principal rated themselves compared to the teacher's observers rating.

Table 18

Quantitative Statistical Data–Encourage the Heart

	Pink	Blue	White	Green	Red	Purple
5. Praises people for a job well done	S: 7 A: 7.9	S: 5* A: 6.0	S: 9 A: 8.4	S: 8 A: 9.3	S: 8 A: 8.5	S: 7 A: 8.4
10. Makes it a point to let people know about his/her confidence in their abilities	S: 8 A: 8.1	S: 2* A: 7.2	S: 9* A: 7.6	S: 7 A: 8.4	S: 6* A: 8.2	S: 10* A: 8.3
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S: 6 A: 7.5	S: 2* A: 5.8	S: 8 A: 7.5	**S: 8** **A: 8.1**	S: 6* A: 8.1	S: 8 A: 8.0
20. Publicly recognizes people who exemplify commitment to shared values	S: 7 A: 8.4	S: 8* A: 6.6	**S: 9** **A: 8.6**	**S: 8** **A: 9.4**	S: 6* A: 7.8	S: 8 A: 8.4
25. Finds ways to celebrate accomplishments	S: 6* A: 8.0	S: 6 A: 5.7	**S: 9** **A: 8.2**	**S: 8** **A: 8.9**	S: 7 A: 8.1	S: 8 A: 8.3
30. Gives the members of the team lots of appreciation and support for their contributions	S: 6* A: 8.2	S: 6 A: 5.8	**S: 9** **A: 8.6**	**S: 8** **A: 9.0**	S: 7 A: 8.1	S: 8 A: 8.4

Note. S= principal response (self); A = average teacher response; leadership strengths = boldface; Leadership weakness = *

According to the LPI survey, only one principal (School White) self-rating was at a 50 in this area. The four principals rated themselves in the low and high 40s in this area. One principal, (principal of School Blue) rated his self at a low 29. The results of the teachers (observer) survey in the area of Encourage the Heart only has one school, School Green, over 50 points. The observers at the four of the six schools rated their principals in the high 40's in this area. The observers of School Blue rated their Principal at a 37.1 in the area of Encourage the Heart.

Encourage the heart - School Pink. The principal of School Pink scale response was an 8 in one area, her highest rating in the area of Encourage the Heart. The teachers (observers) also agreed with the statement: makes it a point to let people know about

his/her confidence in their abilities and rated the principal at an 8.1. The principal of School Pink rated herself a 7 on the following statements: praises people for a job well done and publicly recognizes people who exemplify commitment to shared values.

According to the LPI 360 online survey, the teachers (observers) rated the principal slightly higher at a 7.9 out of 10 when asked to rate the principal on how she praises people for exemplary work. The teachers (observers) rated the principal higher at an 8.4 than the principals self-rating of a 7 when asked to rate the statement, publicly recognizes people who exemplify commitment to shared values. The principal rated herself at a 6 when asked to rate her leadership on the following statements: makes sure that people are creatively rewarded for their contributions to the success of projects, finds ways to celebrate accomplishments and gives the members of the team lots of appreciation and support for their contributions.

The teachers (observers) rated the principal of School Pink higher in the low 8's out of 10 when asked to rate the following leadership statements: finds ways to celebrate accomplishments and gives the members of the team lots of appreciation and support for their contributions. However, the teachers (observers) of School Pink rated the principal at a 7.5 when asked to rate the leadership statement: makes sure that people are creatively rewarded for their contributions to the success of projects.

Encourage the Heart – School Red. According to the LPI 360 online survey, the highest the principal rated herself in this area was an 8, When asked to rate the statement on praises people for doing a great job, she rated herself at an 8 and the teachers (observers) rated the principal of School Red slightly higher at an 8.5. Two leadership statements asked of the Principal of School Red was if she found ways to celebrate teachers and if she gives the team appreciation and support. The principal rated herself at

a 7 on both statements. The teacher's perception was different and they rated the principal an 8.1 when asked the exact two statements. When the principal was asked if she informs people of her confidence in them, creatively rewards people, and publicly recognizes people, she rated herself at a 6. The teacher's perspective was different. The teachers (observers) rated the principal at an 8.1 when asked if she creatively rewards people and at an 8.2 when asked if she informs people of her confidence in them. However, the teachers (observers) rated the principal at a 7.8 when asked if the principal publicly recognizes people.

Encourage the Heart – School White. The principal of School White rated his self at a 9 on five of the six statements. The teacher disagreed. On all statements that the principal rated his self a 9, the teachers rated him lower. The teachers (observers) rated the principal of School White at an 8.4 for praising people, a 7.6 for informing employees of his confidence in them, an 8.6 for public recognition, an 8.2 for celebrating accomplishments, and an 8.6 for giving appreciation and support. The only statement that the principal of School White self-rating was lower than a 9 was when he rated his self an 8 for ensuring that people are rewarded for their contributions. The teachers (observers) rated him slightly lower at a 7.5.

Encourage the Heart - School Blue. There are several perspectives on how the principal from School Blue encourage the teachers. The principals ranked his leadership style at 2 out of 10 when asked if people are rewarded for their contributions and if he states his confidence in the teacher's abilities. The teachers ranked him much higher, at a 7.2, when asked about the principal stating his confidence in their abilities. The teachers (observers) also ranked the principal higher, at a 5.8, when asked if the principal rewards them for their contributions. The principal of School Blue ranked his leadership

approach at 5 out of 10 when asked if he praises people for doing a great job. The teachers (observers) ranked the principal one point higher when asked the same question. The principal of School Blue marked his leadership style at 6 out of 10 in two areas: celebrate accomplishments and gives appreciation and support. The teacher marked him both slightly lower in those two areas, given the principal a 5.7 on celebrating accomplishments and a 5.8 out of 10 on giving gratitude and support.

Encourage the Heart - School Green. The principal of School Green self-rating was 8 out of 10 in five out of the six leadership behaviors in this standard. The principal's 8 out of 10 rating was on the leadership behaviors of: praising people, rewards others for their contributions, publicly recognizing people, celebrating accomplishments, and giving appreciation and support. The teachers (observers) rated the principal higher in the following areas: praising people (9.3 out of 10), publicly recognizing others (9.4 out of 10), celebrating accomplishments (8.9 out of 10), and giving appreciation and support (9.0 out of 10). The teachers (observers) rated the principal slightly higher in the area of rewarding people for their contributions (8.1 out of 10). The lowest rating from the principal in this area came from the leadership behavior of letting people know about your confidence in their abilities. The principal rated this leadership behavior at 7 out of 10 and the teachers rated the principal 8.4 out of 10.

Encourage the Heart - School Purple. The principal of School Purple and the teachers (observers) agreed in a lot of leadership behaviors in this area. The principal and the teachers (observers) gave the response of *usually* when asked the following leadership behaviors: reward people for the contributions, public recognition, celebrate accomplishments, and give appreciation and support. The only two clear differences originate with the leadership behaviors of praising people and letting people know about

the principal's confidence in their abilities. The principal self-rating was 7 out of 10 for praising people. However, the teachers (observers) rated the principal's leadership behavior an 8.4, 1.4 points higher than the principals rating. The principal rated herself a perfect 10 when asked about the leadership behavior of letting people know about the confidence you have in their abilities. The teachers did not agree and rated the principal an 8.3 out of 10.

Individual School Leadership Behavior Results

Table 19 ranks the specific behaviors from the leadership practices from the principal of School Blue and from all of the observers of School Blue who took the LPI 360 survey. The average scores are considered the teacher responses. Shaded blocks separates the 10 most frequently used behaviors and the ten least frequently used behaviors. According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, the teacher and principal's perspective on the leadership style was different in four out of the five areas.

Table 19

LPI Survey Feedback–School Blue

Top Ten Frequent Behaviors	Self	Average	Practice
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	S:3	A:8.7+	Model
22. Paints the "big picture" of what we aspire to accomplish	S:9	A:8.6	Inspire
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on	S:9	A:8.4	Challenge
26. Is clear about his/her philosophy of leadership	S:10	A:8.1-	Model
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:10	A:8.1-	Inspire
2. Talks about future trends that will influence how our work gets done	S:9	A:7.9	Inspire
8. Challenges people to try out new and innovative ways to do their work	S:9	A:7.9	Challenge
1.Sets a personal example of what he/she expects of others	S:9	A:7.6	Model
7. Describes a compelling image of what our future could be like	S:6	A:7.6+	Inspire
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:4	A:7.6+	Challenge
Middle Ten Frequent Behaviors			
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:9	A:7.4-	Enable
18. Asks "What can we learn?" when things don't go as expected	S:5	A:7.4+	Challenge
14. Treats others with dignity and respect	S:10	A:7.3-	Enable
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:6	A:7.3	Challenge
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:2	A: 7.3+	Inspire
28. Experiments and takes risks, even when there is a chance of failure	S:9	A:7.2-	Challenge
10. Makes it a point to let people know about his/her confidence in their abilities	S:2	A:7.2+	Encourage
11. Follows through on promises and commitments he/she makes	S:10	A:7.1-	Model
21. Builds consensus around a common set of values for running our organization	S:9	A:7.1-	Model
4. Develops cooperative relationships among the people he/she works with	S:9	A:6.9-	Enable
Least Frequent Leadership Behaviors			
12. Appeals to others to share an exciting dream of the future	S:8	A:6.9	Inspire
19. Supports the decisions that people make on their own	S:7	A:6.9	Enable
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:6	A:6.7	Enable
20. Publicly recognizes people who exemplify commitment to shared values	S:8	A:6.6	Encourage
9. Actively listens to diverse points of view	S:9	A:6.3-	Enable
5. Praises people for a job well done	S:5	A:6.0	Encourage
30. Gives the members of the team lots of appreciation and support for their contributions	S:6	A:5.8	Encourage
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:2	A:5.8+	Encourage
25. Finds ways to celebrate accomplishments	S:6	A:5.7	Encourage
16. Asks for feedback on how his/her actions affect other people's performance	S:9	A:5.5-	Model

Table 20 ranks the specific behaviors from the leadership practices from principal of School Red and from all of the observers of School Red who took the LPI 360 survey. The average response column was the teacher responses (observers). According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, the teachers rated the principal higher in nine of the leadership behaviors covering several areas of leadership practices.

Table 20

LPI Survey Feedback–School Red

Ten Most Frequently Used Behaviors	Self	Average	Practice
14. Treats others with dignity and respect	S:10	A:9.6	Enable
1.Sets a personal example of what he/she expects of others	S:10	A:9.5	Model
4. Develops cooperative relationships among the people he/she works with	S:10	A:9.4	Enable
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S:8	A:9.2	Challenge
26. Is clear about his/her philosophy of leadership	S:5	A:9.2+	Model
11. Follows through on promises and commitments he/she makes	S:10	A:9.1	Model
8. Challenges people to try out new and innovative ways to do their work	S:9	A:9.1	Challenge
22. Paints the “big picture” of what we aspire to accomplish	S:8	A:9.1	Inspire
21. Builds consensus around a common set of values for running our organization	S:9	A:9.0	Model
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:9	A:8.9	Enable
Middle Ten Frequently Used Behaviors			
2. Talks about future trends that will influence how our work gets done	S:8	A:8.9	Inspire
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	S:8	A:8.9	Model
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:6	A:8.9+	Inspire
18. Asks “What can we learn?” when things don't go as expected	S:9	A:8.6	Challenge
9. Actively listens to diverse points of view	S:8	A:8.6	Enable
19. Supports the decisions that people make on their own	S:8	A:8.6	Enable
5. Praises people for a job well done	S:8	A:8.5	Encourage
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:8	A:8.5	Enable
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:6	A:8.4+	Challenge
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:9	A:8.2	Challenge
Ten Least Frequently Used Behaviors			
10. Makes it a point to let people know about his/her confidence in their abilities	S:6	A:8.2+	Encourage
25. Finds ways to celebrate accomplishments	S:7	A:8.1	Encourage
30. Gives the members of the team lots of appreciation and support for their contributions	S:7	A:8.1	Encourage
7. Describes a compelling image of what our future could be like	S:6	A:8.1+	Inspire
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:6	A:8.1+	Encourage
20. Publicly recognizes people who exemplify commitment to shared values	S:6	A:7.8+	Encourage
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:7	A: 7.5	Inspire
12. Appeals to others to share an exciting dream of the future	S:8	A:7.4	Inspire
28. Experiments and takes risks, even when there is a chance of failure	S:5	A:7.1+	Challenge
16. Asks for feedback on how his/her actions affect other people's performance	S:5	A:6.7+	Model

Table 21 ranks the specific behaviors from the leadership practices from principal of School Green and from all of the observers of School Green who took the LPI 360 survey. The average response column was the teacher responses (observers). According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, the principal of School Green rated higher in four of the leadership behaviors. Other than those four areas, there was not a big difference in the principals self-rating compared to the teacher's rating.

Table 21

LPI Survey Feedback–School Green

Ten Most Frequently Used Behaviors	Self	Average	Practice
14. Treats others with dignity and respect	S:9	A:9.9	Enable
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:6	A:9.7+	Enable
19. Supports the decisions that people make on their own	S:8	A:9.6+	Enable
20. Publicly recognizes people who exemplify commitment to shared values	S:8	A:9.4	Encourage
4. Develops cooperative relationships among the people he/she works with	S:9	A:9.3	Enable
5. Praises people for a job well done	S:8	A:9.3	Encourage
9. Actively listens to diverse points of view	S:8	A:9.1	Enable
11. Follows through on promises and commitments he/she makes	S:8	A:9.0	Model
30. Gives the members of the team lots of appreciation and support for their contributions	S:9	A:8.9	Encourage
22. Paints the "big picture" of what we aspire to accomplish	S:8	A:8.9	Inspire
Middle Ten Frequently Used Behaviors			
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S:8	A:8.9	Challenge
25. Finds ways to celebrate accomplishments	S:8	A:8.9	Encourage
26. Is clear about his/her philosophy of leadership	S:8	A:8.9	Model
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:8	A:8.9	Inspire
1.Sets a personal example of what he/she expects of others	S:9	A:8.6	Model
21. Builds consensus around a common set of values for running our organization	S:8	A:8.6	Model
10. Makes it a point to let people know about his/her confidence in their abilities	S:7	A:8.4	Encourage
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:8	A:8.4	Encourage
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	S:7	A:8.1	Model
7. Describes a compelling image of what our future could be like	S:7	A:8.1	Inspire
Ten Least Frequently Used Behaviors			
12. Appeals to others to share an exciting dream of the future	S:8	A:7.6	Inspire
8. Challenges people to try out new and innovative ways to do their work	S:6	A:7.6+	Challenge
2. Talks about future trends that will influence how our work gets done	S:6	A:7.4	Inspire
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:6	A:7.1	Challenge
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:6	A:7.1	Enable
18. Asks "What can we learn?" when things don't go as expected	S:8	A:7.0	Challenge
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:5	A: 7.0+	Inspire
16. Asks for feedback on how his/her actions affect other people's performance	S:6	A:6.7	Model
28. Experiments and takes risks, even when there is a chance of failure	S:6	A:6.7	Challenge
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:8	A:6.6	Challenge

Table 22 ranks the specific behaviors from the leadership practices from principal of School White and from all of the observers of School White who took the LPI 360 survey. The average response column was the teacher responses (observers). According

to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, there were only two different perspectives in the principal's leadership behaviors according to the teacher's (observer) rating and the principal's self-rating for School White. The majority of the rating shows the teachers of School White agreed with the principals self-rating.

Table 22

LPI Survey Feedback–School White

Ten Most Frequently Used Behaviors	Self	Average	Practice
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:10	A:9.6	Inspire
21. Builds consensus around a common set of values for running our organization	S:9	A:9.5	Model
22. Paints the "big picture" of what we aspire to accomplish	S:9	A:9.5	Inspire
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:8	A:9.5	Challenge
14. Treats others with dignity and respect	S:8	A:9.4	Enable
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	S:9	A:9.3	Model
1.Sets a personal example of what he/she expects of others	S:8	A:9.3	Model
12. Appeals to others to share an exciting dream of the future	S:9	A:9.2	Inspire
4. Develops cooperative relationships among the people he/she works with	S:9	A:9.1	Enable
8. Challenges people to try out new and innovative ways to do their work	S:9	A:9.1	Challenge
Middle Ten Frequently Used Behaviors			
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:9	A:9.1	Enable
26. Is clear about his/her philosophy of leadership	S:9	A:9.1	Model
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S:8	A:9.1	Challenge
18. Asks "What can we learn?" when things don't go as expected	S:9	A:9.0	Challenge
19. Supports the decisions that people make on their own	S:9	A:8.9	Enable
7. Describes a compelling image of what our future could be like	S:8	A:8.9	Inspire
11. Follows through on promises and commitments he/she makes	S:7	A:8.8+	Model
20. Publicly recognizes people who exemplify commitment to shared values	S:9	A:8.6	Encourage
30. Gives the members of the team lots of appreciation and support for their contributions	S:9	A:8.6	Encourage
2. Talks about future trends that will influence how our work gets done	S:8	A:8.6	Inspire
Ten Least Frequently Used Behaviors			
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:8	A:8.6	Challenge
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:9	A: 8.5	Inspire
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:9	A:8.5	Enable
28. Experiments and takes risks, even when there is a chance of failure	S:8	A:8.5	Challenge
9. Actively listens to diverse points of view	S:7	A:8.5	Enable
5. Praises people for a job well done	S:9	A:8.4	Encourage
25. Finds ways to celebrate accomplishments	S:9	A:8.2	Encourage
10. Makes it a point to let people know about his/her confidence in their abilities	S:9	A:7.6	Encourage
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:8	A:7.5	Encourage
16. Asks for feedback on how his/her actions affect other people's performance	S:8	A:5.4-	Model

Table 23 ranks the specific behaviors from the leadership practices from principal of School Pink and from all of the observers of School Pink who took the LPI 360 survey. The average response column was the teacher responses (observers). According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, the teachers rated the principal higher in six leadership behaviors in the areas of enabling others to act, inspiring a shared vision, and challenging the process. The majority of the rating shows the teachers of School Pink agreed with the principals self-rating.

Table 23

LPI Survey Feedback–School Pink

Ten Most Frequently Used Behaviors	Self	Average	Practice
14. Treats others with dignity and respect	S:10	A:9.4	Enable
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S:9	A:9.2	Challenge
9. Actively listens to diverse points of view	S:9	A:9.0	Enable
1.Sets a personal example of what he/she expects of others	S:10	A:8.9	Model
22. Paints the "big picture" of what we aspire to accomplish	S:9	A:8.8	Inspire
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:7	A:8.8+	Enable
4. Develops cooperative relationships among the people he/she works with	S:10	A:8.7	Enable
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	S:9	A:8.7	Model
18. Asks "What can we learn?" when things don't go as expected	S:7	A:8.6+	Challenge
11. Follows through on promises and commitments he/she makes	S:10	A:8.5	Model
Middle Ten Frequently Used Behaviors			
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:9	A:8.5	Inspire
19. Supports the decisions that people make on their own	S:8	A:8.5	Enable
21. Builds consensus around a common set of values for running our organization	S:9	A:8.4	Model
26. Is clear about his/her philosophy of leadership	S:9	A:8.4	Model
12. Appeals to others to share an exciting dream of the future	S:7	A:8.4	Inspire
20. Publicly recognizes people who exemplify commitment to shared values	S:7	A:8.4	Encourage
8. Challenges people to try out new and innovative ways to do their work	S:9	A:8.3	Challenge
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:6	A:8.3+	Enable
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:5	A:8.3+	Challenge
2. Talks about future trends that will influence how our work gets done	S:9	A:8.2	Inspire
Ten Least Frequently Used Behaviors			
30. Gives the members of the team lots of appreciation and support for their contributions	S:6	A:8.2+	Encourage
10. Makes it a point to let people know about his/her confidence in their abilities	S:8	A:8.1	Encourage
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:7	A: 8.0	Inspire
25. Finds ways to celebrate accomplishments	S:6	A:8.0+	Encourage
5. Praises people for a job well done	S:7	A:7.9	Encourage
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:7	A:7.8	Challenge
7. Describes a compelling image of what our future could be like	S:9	A:7.6	Inspire
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:6	A:7.5	Encourage
28. Experiments and takes risks, even when there is a chance of failure	S:6	A:7.1	Challenge
16. Asks for feedback on performance	S:6	A:6.9	Model

Table 24 ranks the specific behaviors from the leadership practices from principal of School Purple and from all of the observers of School Purple who took the LPI 360 survey. The average response column was the teacher responses (observers). According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective.

The response scale runs from *almost never* (1) to *almost always* (10). A minus sign (-) indicates that the response of the teacher (observer) was more than 1.5 points lower than the principals (self) response, indicating a different perspective. A plus sign (+) indicates that the teacher's response was more than 1.5 points higher than the principal's response. Both signs indicate a difference in the teacher's perspective as compared to the principal's perspective on the LPI survey. According to the table below, the teachers from School Purple had a different perspective in five of the leadership behaviors in the areas of inspires a shared vision, enables others to act, challenge the process, and encourage the heart.

Table 24

LPI Survey Feedback–School Purple

Ten Most Frequently Used Behaviors	Self	Average	Practice
14. Treats others with dignity and respect	S:10	A: 9.1	Enable
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	S:8	A:8.8	Challenge
11. Follows through on promises and commitments he/she makes	S:10	A:8.7	Model
1.Sets a personal example of what he/she expects of others	S:10	A:8.6	Model
22. Paints the "big picture" of what we aspire to accomplish	S:10	A:8.6	Inspire
9. Actively listens to diverse points of view	S:10	A:8.4-	Enable
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	S:9	A:8.4	Model
20. Publicly recognizes people who exemplify commitment to shared values	S:8	A:8.4	Encourage
30. Gives the members of the team lots of appreciation and support for their contributions	S:8	A:8.4	Encourage
5. Praises people for a job well done	S:7	A:8.4	Encourage
Middle Ten Frequently Used Behaviors			
10. Makes it a point to let people know about his/her confidence in their abilities	S:10	A:8.3-	Encourage
2. Talks about future trends that will influence how our work gets done	S:8	A:8.3	Inspire
25. Finds ways to celebrate accomplishments	S:8	A:8.3	Encourage
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S:10	A: 8.2-	Inspire
19. Supports the decisions that people make on their own	S:8	A:8.2	Enable
21. Builds consensus around a common set of values for running our organization	S:7	A:8.2	Model
4. Develops cooperative relationships among the people he/she works with	S:8	A:8.1	Enable
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S:8	A:8.0	Encourage
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S:9	A:7.9	Challenge
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S:7	A:7.9	Enable
Ten Least Frequently Used Behaviors			
3. Seeks out challenging opportunities that test his/her own skills and abilities	S:10	A:7.8-	Challenge
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S:10	A:7.8-	Inspire
26. Is clear about his/her philosophy of leadership	S:9	A:7.8	Model
12. Appeals to others to share an exciting dream of the future	S:7	A:7.8	Inspire
8. Challenges people to try out new and innovative ways to do their work	S:8	A:7.6	Challenge
24. Gives people a great deal of freedom and choice in deciding how to do their work	S:6	A:7.6+	Enable
7. Describes a compelling image of what our future could be like	S:10	A:7.4-	Inspire
18. Asks "What can we learn?" when things don't go as expected	S:10	A:7.4-	Challenge
16. Asks for feedback on how his/her actions affect other people's performance	S:8	A:7.1	Model
28. Experiments and takes risks, even when there is a chance of failure	S:4	A:6.8+	Challenge

Data from the Focus Group

The second research question was guided by the data. The researcher met with a

focus group of no less than four teachers per school. The focus group set to answer the researcher's question which states, "What was the impact of the principal's leadership practice on teacher retention?" Each school was asked the first five questions related to their data from the LPI survey.

Focus Group – Model the Way. The first question the researcher asked the focus group was, "How do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school?" Two major themes developed after speaking with the participants about how their principals model the way and how it equates to teacher retention at their school. The two major themes were: model actions and setting clear expectations. Table 25 represents the commonly described situations and/or words discussed during the focus groups.

Table 25

Themes–Model the Way

Themes and sub-themes	Occurrences	Percent
Clarifying (Explain, simplify, make clear)	4	9
Example (Models, pattern, standard)	2	4
Actions (Procedures, movements, schedules, behavior, manner, acts, encounters)	10	22
Values (Standards, morals, ethics, ideal, beliefs, appreciates, respect)	3	7
Norms/standards (Rules, models, patterns)	4	9
Commitment (Pledge, vow, obligation, dedication, duty, responsibility)	2	4
Promises (Assurance, confirms, talent, ability)	2	4
Follow through (Complete, finish)	4	9
Consensus (Agreement, compromise)	1	2
Feedback (Response, reaction, opinion, view)	3	7
Clear (Well-defined, sure, positive, transparent)	11	23
Philosophy (Attitude, view point, idea, thinking)	0	0

Note. Percent of number is rounded to the nearest whole number.

Principals' actions. After examining the LPI survey, School Pink teachers rated

their principal at 49.8 out of sixty and the principal rated herself at 53 out of 60 points. When asked "how do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school?" during our focus group, participants stated that the Principal treats them like professionals. Participants in this focus group acknowledged that the principal does not micromanage them unless she deems it necessary.

The Principal of School Green self-rating was 47 out of 60 and the teachers rating was a 49.7 out of 60. Participants in this focus group discussed the principal's personality and attitude. The participants also discussed the principal being willing to assist teachers. The teachers in this focus group communicated how the principal assist new teachers. Another participant expressed how encouraging the principal was to others and the atmosphere the principal creates in the building. The participants portrayed an atmosphere of shared power and mutual respect and not an atmosphere of fear. One participant stated, "I feel like the principal genuinely cares about every employee in this school from the janitor to the assistant principal." The participants gave specific examples of how the principal's actions model the expectations of the school. One participant described times when their student scores were not meeting the principal's expectations. The principal gave the teacher the resources needed to be successful, including placing an additional teacher in the classroom. The participant felt this was a way that the principal showed his commitment to the students and the teacher. Another participant in the focus group discussed the principal's models trust for the teachers. The participants expressed the appreciation of how the principal models the expectation. The participants stated that they will work hard for the principal to ensure he shines because he works hard for them.

School Red principal self-rating was a 47 and the teacher rating was a 52.3 out of 60. A participant started the conversation discussing the Principals professionalism with teachers, parents and students. Another participant felt that the principal modeled high expectations for the students and the teachers. She stated, “The principal has high expectations for the students, for the school and for the staff. We all want to live up to the expectations and we want our kids to as well.” Another important discussion that occurred with the participants in this focus group was how the principal modeled the school expectations for the community. The participants discussed volunteers in the building and programs the principal started in the building. The participants described principal’s involvement with the community leaders to assist in developing the norms and standards of the school. School White focus group participants rated their principal at a 51.4 in this area. The principal rating was at a 50. The participants in this focus group discussed how the principal models the expectation of building relationships with the students. The teachers in this focus group admired their principal’s relationships with students, especially the principal taking the time to personally know each of his students. The teachers believed this was an important modeling characteristic. Another teacher in the focus group compared the current principal to the past principals of the school. The teacher acknowledged the principals presence around the school building and in classrooms. The teacher also pointed out the relationship building that the principal does on a daily basis with students. In turn, the teachers described the student’s extensive appreciation for the principal. The teacher stated that the students look for the principal on a daily basis to share different experiences with him. Another teacher discussed the presence of the principal in the classroom. She described the principal walking through the class to look at instruction and to see the students. One teacher joked, “Principal has

a way of coming into the gym and ruining class. He comes in and starts playing."

Making expectations clear. The participants from School Pink focus group also stated the principals expectations are "clear and concise." All participants stated that they are aware of what was expected from them by their school principal. The principal of School Purple self-rating was 53 out of 60 and the teachers rating was a 48.8 out of sixty for the category of Model the Way. The focus group participants from School Purple gave examples of grade level planning, faculty meetings, and morning memos. The participants stated that the principal will correct a staff member if that person was doing something that does not meet expectations. During the focus group discussion, the participants gave several examples of the norms set at the school with faculty meetings and morning memos from the principal. The participants also gave examples of information given on the morning memos and corrections made due to the expectations of the principal.

School Blue participants expressed the need for clear communication and the participants felt like the "expectations" were too broad. The participants did not feel that their principal modeled the expectation of the school teachers. However, the teachers from the focus group believed that the behavioral expectations were modeled for students. The teachers rated the Principal at a 44 out of 60 and the principal self-rating was a 50 out of 60. The teachers believed the discipline expectations were well modeled by the Principal. The teachers said student expectations were clear and the students knew that the Principal was in charge. One teacher stated, "I think it's very important for the principal to support their teachers when it comes to discipline. You must have good classroom management first." The teacher also comprehended the repercussions of having a principal that does not support the teacher with discipline in the classroom. The

teachers felt very strongly about support for discipline in the classroom was the core for successful teaching. The teachers believed if students are disrupting the classroom, the principal should address it. The teachers from the focus group thought their principal modeled expectations for the students. However, the teachers did not feel the expectations of the staff were communicated at different times throughout the year. The researcher asked the teachers how the lack of modeling by the principal affected teacher retention. One participant stated, "It leads to frustration and I believe it has a negative impact." Another participant stated, "as far as teacher retention goes, I believe the expectations of a teacher must be clear. The teacher has to know what is expected of them." This particular participant felt very strongly that the Principal should close the communication gap with the faculty in order to retain teachers. Another participant thought that the shortcoming with this principal has to do with being "consistent and fair." This particular participant felt that different teachers were given different expectations. She stated, "It seems like one set of expectations reached one set of teachers and one set of expectations reached another set of teachers. That was very unfortunate in retaining teachers." The teacher described incidents where she felt the expectations were not given to a particular grade level. She also stated that teacher retention was very low in her grade level. According to the teacher in the focus group, teachers behave mentally warn out and "gave up".

Focus Group – Inspired a Shared Vision. The second question asked to each focus group was, "How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?" Three major themes developed after speaking with teachers about how their principals shared vision equates to teacher retention: the influence of the principal over

the staff and students, how the principal shares information to the staff, and the principal's aspirations and goal for the school. Table 26 represents the commonly described situations and/or words discussed during the focus groups.

Table 26

Themes–Inspires a Shared Vision

Themes and sub-themes	Occurrences	Percent
Future (Upcoming, potential, outlook, hope, opportunity)	3	8
Trends (Tendencies, developments, inclinations)	0	0
Influence (Inspirations, effect, impact, guidance, power, authority)	7	19
Dream (Vision, wish, goal, desire)	4	11
Share (Allocate, communicate, impart)	9	25
Interest (Attention, awareness, attract concentrate)	3	8
Aspirations (Ambitions, goal, objective, aim)	5	14
Meaningful (Expression, significant, importance, deep, profound)	5	14

Note. Percent of number is rounded to the nearest whole number

Influence others. Participants talked about the way their principal influences them. During the focus group discussion with the teacher of School Pink, they discussed how appreciative the principal is to the teachers. They discussed how positive the Principal was and her appreciation of their hard word. Participant 2a stated, "She's always saying things that are positive; acknowledging the hard work that we put in. She's extremely thankful for the way that we love our children and discipline the children in the classroom. She also likes the way we take a special interest in those that are struggling financially." Participant 2b liked the principal's willingness to be vulnerable. The teacher affirmed, "She's not afraid to allow herself to be vulnerable. She's real. I think that coupled with the professionalism that she has towards us, there isn't much that I wouldn't do for her. I'm willing to do it for her because she does so much for us." Participant 2c agreed and commented, "The way that she treats us, you don't mind

helping her when she asks you to do something." Participant 2d described the Principals inspiration as "show me and you will learn." She further stated that the principal "guides us." The participants like how personal the principal was. The participants noted that the Principal of School Pink knows her children, how old they are and any problems in the home. Participant 2e was quoted as stating, "I think that each one of us feels like we're close to our principal. There are not any repercussions and I'm not going to get on any extra committees. There's no fear of that."

Share information. Participants of School Pink felt that the Principal inspires a vision of expectations and her views during the faculty meetings. The participants said that the Principal of School Pink excites them during the faculty meetings. One participant stated, "She allows our input and we have ownership in it. That's one thing that I admire and appreciate. If there was something that needs to be done she will get our input. She will ask us or she would take a vote." Participant 2e stated, "There are reasons why she always asks for our input. If there's something that she asks us to do that she doesn't get input on she tells that this was just something we have to do and this was why we got to do it for the kids." The participants felt that the principal asking for input was treating them like professionals and that it shows that Principal knows that the teachers are "working hard for the kids." The participants from School White mimicked the focus group from School Pink. The teachers in this focus group discussed how the principal seeks input form the teachers to help the vision of the school work. One participant stated that the Principal was "constantly asking us for ideas and gives us feedback. It's a real dialogue." The teachers also liked the follow-up received from the Principal. Participant 2W specified, "We don't have a meeting one time and throw out ideas and then forget about it. We follow up at another meeting. We get together

formally and informally to discuss what's going on in the building." The teachers of school Purple also felt that the Principal inspires a shared vision during the staff meetings. The focus group indicated that they receive a lot of information during their faculty meeting including benchmark scores, pass rate and the vision of how to improve their scores. During the focus group discussion with participants from School Red, the teacher also noted the weekly staff meetings assist with inspiring a shared vision to support teacher retention. A participant in the focus group stated, "Weekly staff meetings model her expectations over and over. It's a continuous expectation for the school to do as well as it can possibly do." This focus group also discussed the principals need for feedback. Participants from School Blue discussed the importance of sharing information with all staff. The participants from School Blue shared how they would receive information once a month from the leadership team. The participants called it "trickle down information." One participant clarified, "It was shared with small groups of people and it was supposed to be communicated throughout. I think it's kind of the tendency of principals to delegate. That's my experience."

Aspirations and goals for the school. Participants also discussed the aspirations and goals given to teachers from the school principal. A Participant from School White gave an example of the schools vision to get students to read. This participant described the schools vision to get the students to read. He specified, "We had this vision of getting students to read. Every summer, we went into the neighborhoods, knocked on doors and sat on porches to talk to families. We had books and games that the students could learn to play to keep them fresh over the summer." The participant continued, "We put this vision out there. Then, we came up with ideas to execute and we went for it." He affirmed, "He takes it a step further. What other principal will be on board to go out for

five full weeks, every single week, one day a week and visit your neighborhoods and talk to your families? Not very many." During the focus group of School Green, the teachers discussed the theme that the Principal has for the school each year. Throughout the discussion with these participants, the teachers enjoyed the trophy that the principal passed to teachers at the beginning of the year. During each staff meeting, the teacher with the trophy would pass the trophy to another teacher. The teacher receiving the trophy must exhibit the theme of the year for that month. One theme was, "teaching to have an infinite impact on kids." In the course of the topic, a participant of the focus group stated, "It's a nice way to bring us back to the main focus. That's one thing that I think that he does that was great for rapport: working together, team work. We all have the same goals."

Focus Group – Challenge the Process. The third question asked to each focus group was "How does your Principal challenge you as a teacher and how does that affect your decision to stay at that particular school?" There was one main theme developed after speaking with participants about how their principals challenge the process and how does that relate to teacher retention at their school. The theme was idea, with the sub themes of innovative ideas, the principal's approach to ideas or challenges, and the idea and/or philosophy of the principal. Table 27 represents the commonly described situations and/or words discussed during the focus groups.

Table 27

Themes–Challenge the Process

Themes and Sub-themes	Occurrences	Percent
Challenging (Daring, demanding, stimulating, interesting, inspiring, thought-provoking, exciting)	0	0
New (Innovative, different, latest, up-to-date)	5	11
Skill (Ability, talent, competence, expertise)	0	0
Approaches (Methods, managed, handles, styles, attitude)	8	18
Ideas (Thoughts, beliefs, philosophies, opinions, mindset, viewpoint)	6	14
Innovative (Ground-breaking, innovative, advanced)	13	30
Improvement (Advance, increase, progress, expansion, enlargement)	2	5
Lean (Bind, incline, tilt, slope)	0	0
Growth (Development, progress, advance, evolution)	1	2
Goals (Objectives, aims, purpose, aspirations)	2	5
Plans (Strategies, ideas, organizes, develop, forms, intends, arranges)	2	5
Milestones (Landmark, aim, objective, goal, record, achievement_	0	0
Experiences (Skills, occurrences, events, happenings, incidents)	2	5
Risk (Possibility, danger, consequences, stake, chance, attempt)	3	7

Note. Percent of number is rounded to the nearest whole number.

Innovative ideas. The participants at School Purple discussed how innovative the principal of School Purple was. The Principal of School Purple self-rating in this area was 49 out of 60 and the teachers rating was a 46.4 out of 60. One participant described the principal's innovation as, "very innovative and creative in coming up with ways to solve problems." The same participant gave a scheduling example with the fourth and fifth grade schedule, "We had to come up with creative ways to fit in dance and band music in the schedule. She has come up with some definite creative ways to make sure the kids are getting what they need, academically and finding a way to fit all these other components in." Another participant mentioned the principal's problem-solving abilities as "very outside the box."

School Red participants, whose principal self-rating was a 46 out of 60 and the

teacher rating was a 50.4 out of 60, discussed the innovation of technology at the school. The participants described how they are really encouraged to use technology in the classroom. According to the participants, the use of different technologies, such as the smart TV, clickers or plickers was an expectation for the principal of School Red. One participant discussed how trying new technology was hard for her but she discussed the requirements of the principal to use technology in the classroom. Another participant in the focus group said the teachers try to be "as creative and innovative as we have the scheduling capability to do" and that the principal was supportive of innovation in the building. The participants also discussed the principal using webinars to introduce new skills and ideas. The participants expressed the principal's support of introducing new ideas and concepts to the educational program, even if it involves money. The participants in this school agreed and commented, "If she hears that something was going to be implemented in the future, she gets on it. We're usually right on board before it's required. She loves being a pilot program.

Principal's approach to ideas or challenges. The participants in School Pink's focus group described the principal's willingness to listen to teachers innovative ideas. One participant noted, "She's willing to listen to the idea. She doesn't care if it's her idea or not. It doesn't have to be her way. It doesn't have to be her ideas. She's not in it for the glory." The teachers in this focus group stated that the Principal will listen to any idea that will benefit the teacher or the students. The participants of School Pink's focus group noted how the principal finds different approaches to implement the vision of the school. The teachers quoted things the principal would ask like, "How can we get the kids inside it?" and "How can we get the teachers excited?" One participant referred to the principal's approach as she was "always trying to come up with things." One

example that was given by the teachers was a game that School Pink plays with other schools in the area. One teacher mentioned, “We play games just to bring us together.” Another teacher perceived the Principals as not caring how “silly it is” but it was important to the principal brings everyone together. The teachers in the focus group also felt like the principal does the same thing to get the students excited. An example given during the focus group was the schools positive behavior support program. The participants described the program and how it assists with student behaviors, keeps students calmer and under control.

The participants of School Red discussed how the principal approaches new ideas in the building. The participants in this focus group mentioned that the principal “makes you comfortable” when ideas are presented to her. They also stated that the principal will support the idea monetarily if you can justify the expense. One participant stated, “She’s all for it and she will support it in any way she can.” The participants in the focus group also discussed the principal’s tactics when addressing strengths and weaknesses of new projects in the building. One participant stated, “If your strength isn’t technology she appreciates that maybe you’re a great writing teacher and creative in other ways.” The participants discussed how the Principal encourages collaboration with new ideas or ventures in the school. The participants said collaboration helps them feel included instead of being singled out.

New ideas and/or philosophy of the principal. When the participants of the focus group for School White were asked questions concerning Challenging the Process according to the LPI survey, teachers rated their principal at a 53.8 in this area out of 60 points. The principal’s rating was at a 50 out of 60 points. The teachers at School White discussed the Principals support of new ideas in the classroom. The participants

discussed the numerous principals and the lack of support of new ideas from those former principals. The participants felt like the principal of School White allows ideas that were previously "shut down". This participant gave examples of a fall field day, Olympic Games, and football games for certain grade levels.

In the Challenge the Process section of the LPI survey, the principal of School Green self-rating was a 42 and the teachers rating was a 43.9 out of 60. The teachers from School Green gave details of how the principals support of ideas from teachers. One example given was starting an after school music performing arts program. The participant stated that the principal was "very onboard with it, very supportive and it's been going really well." The participant felt that the program was going well because of the principal's support and interest. The participant stated that the principal was "very encouraging about it".

The participants in School Blue did not have any examples of innovative ideas brought on by the Principal. The participants in this focus group experienced coming up with innovative ideas themselves without the principal's support. As noted on the LPI survey, the teachers of School Blue rated the Principal at a 42 out of 60 and the principal self-rating was 45.8 out of 60. One teacher mentioned, "I felt like I had to overcome so many obstacles to be a better teacher. I had to basically take care of myself so I became a better teacher looking for ways to improve my own teaching. I had to prove that I was worthy and that my kids deserve recognition." Another participant stated, "I was more personally driven to find more innovative techniques to help them achieve higher success."

Focus Group – Enables Others to Act. The next question the researcher asked the focus group teacher was, "How do you feel your Principal enables your colleagues to

participate in the school and how does that affect your decision to stay at that particular school?" There were three main themes developed after speaking with participants about how their principals enables them to act and how does that relate to teacher retention at their school. The three main themes: the principal listens, the principal was supportive and the principal shares power. Table 28 represents the commonly described situations and/or words discussed during the focus groups.

Table 28

Themes–Enables Others to Act

Themes and Sub-themes	Occurrences	Percent
Relationships (Dealings, associations, rapport, bonds, connections)	2	5
Listens (Attends, heads, pay attention, take note)	6	14
Dignity (Self-respect, pride, respectfulness, worth, excellence)	2	5
Respect (Appreciate, admiration, regard, value, admire)	3	7
Shared power (Control, influence, authority, ability, right)	7	16
Trust (Faith, hope, belief, confidence, expectation)	4	9
Goals (Objective, aims, purpose, target, aspirations)	0	0
Supportive (Helpful, kind, sympathetic, loyal)	14	32
Choice (Variety, option, preference, range, selection)	1	2
Growth (Development, advance, progression, increase)	0	0
Collaboration (Teamwork, relationship, association, alliance)	5	11

Note. Percent of number is rounded to the nearest whole number

Principal who listens. During the focus group discussion with participants from School Green, the group gave credit to the Principal for allowing the teachers to give ideas. They believed that this was a big reason why teachers stay at this particular school and why a lot of teachers would like to come to this particular school. One participant stated, "He allows us to give him ideas. It's more like a democracy here than a dictatorship".

The teachers also mentioned how the Principal encouraged the teachers to handle

issues on their own. One teacher gave a specific example and said the Principal will would say, “You go see what you can do. See if you can do it without me because once I get into it, it’s a serious thing.” The teachers also discussed how comfortable they were with speaking to the Principal about issues. One teacher in the focus group stated, “When you’re having a problem with a coworker or whatever the problem may be personally, she doesn’t make you feel bad about it. You don’t feel like you’re scared to go talk to her, whatever the issue may be. She doesn’t make you feel like your small or that a problem was dumb. She just makes you feel comfortable. She’s willing to help and listen.”

The teachers also mentioned how the Principal encouraged the teachers to handle issues on their own. One teacher gave a specific example and said the Principal will would say, “You go see what you can do. See if you can do it without me because once I get into it, it’s a serious thing.” The teachers also discussed how comfortable they were with speaking to the Principal about issues. One teacher in the focus group stated, “When you’re having a problem with a coworker or whatever the problem may be personally, she doesn’t make you feel bad about it. You don’t feel like you’re scared to go talk to her, whatever the issue may be. She doesn’t make you feel like your small or was a dumb problem. She just makes you feel comfortable. She’s willing to help and listen.”

The participants in the focus group of School Pink mentioned how the Principal listens to the teachers but encourage the teachers to handle issues on their own. Specific examples of how the principal would listen to issues were given by the participants. The participants also gave the researcher examples of how the principal would ask for them to handle the issue. The participants also discussed how comfortable they were with

speaking to the Principal about issues. The participants of the focus group said they are not made to feel bad when they are having an issue. The participant stated, "She just makes you feel comfortable. She's willing to help and listen."

Supportive principal. When the participants from School Pink were asked this question, they discussed how the principal made them feel. According to the LPI survey conducted on the principal and teacher of School Pink, teachers rated the principal at 52.8 out of 60 and the principal rated herself at 50 out of 60 points. One participant stated, **"**She makes us feel important. She makes us feel that we're doing the right thing. She knows how hard we're all working." This participant further discussed the principal support of the teachers. The participant stated that the support of the principal makes the teachers work hard.

When asked this same question to participants of School White, they discussed how their Principal allows them to be independent. School White teachers rated their principal at a 53.5 in this area. The principal rating was at a 51. The teachers related this back to trust. One teacher stated that the Principal "trust us and lets us do what we think was best for kids. He's very supportive of us. He really empowers us to do our own thing."

The teacher from School purple discussed the positive school climate. When given the LPI survey, the principal of School Purple self-rating was a 49 out of 60 points and the teachers rating was a 49.4 out of 60. When asked to describe how the principal enables teachers to get involved in the school, one teacher commented, "I think there's a lot of leadership here and like a very positive like school vibe here. One thing I like, this kind of goes with thinking outside the box, she allows for things in the community to come, like the bar reader." The teacher continued to discuss different initiatives in the

school giving the example, One School One Book.

Shared power. Participants from School Green believed that teacher input and the shared vision was why teachers stay at this school. A participant shared her thoughts on how the principal enables them to get involved by comparing teacher involvement with the engagement of teachers in the building. The participant stated, "If you're more involved and you're more engaged, you want to be here."

The participants of School Pink discussed ways the Principal gets them to act. The participants described how the principal would have different initiatives to assist the students and the teachers. The participants gave the example of raising money for various organizations and allowing teachers wear jeans daily for doing so. The participant stated, "That's the tiniest little thing that builds morale even if we pay for it. Just being allowed to wear jeans builds morale." The participants discussed the principal giving away her parking space. They stated, "That's a big deal that builds teacher morale and it doesn't cost a thing."

The participants of School Blue felt like there was a small group of teachers who were enabled to get involved in the life of the school. The teachers rated the Principal at a 41.5 out of 60 and the principal self-rating was a 50 out of 60. One participant stated, "The same groups did everything and for some people that's empowering." Another participant further commented, "I think that perception was different. It wasn't a lot of school unity because everybody did something different. We didn't do anything together."

Focus Group – Encourage the Heart. The final question was dealt with the Principals encouraging the teacher. The final question the researcher asked the focus group teacher was, "How do you feel your Principal encourages you and how does that

affect your decision to stay at that particular school?" There were two main themes developed after speaking with participants about how their principals encourage the heart and how does that relate to teacher retention at their school. The two main themes: support teachers and appreciate teachers. Table 29 represents the commonly described situations and/or words discussed during the focus groups.

Table 29

Themes–Encourage the Heart

Themes and Sub-themes	Occurrences	Percent
Relationships (Dealings, associations, rapport, bonds, connections)	2	5
Listens (Attends, heads, pay attention, take note)	6	14
Dignity (Self-respect, pride, respectfulness, worth, excellence)	2	5
Respect (Appreciate, admiration, regard, value, admire)	3	7
Shared power (Control, influence, authority, ability, right)	7	16
Trust (Faith, hope, belief, confidence, expectation)	4	9
Goals (Objective, aims, purpose, target, aspirations)	0	0
Supportive (Helpful, kind, sympathetic, loyal)	14	32
Choice (Variety, option, preference, range, selection)	1	2
Growth (Development, advance, progression, increase)	0	0
Collaboration (Teamwork, relationship, association, alliance)	5	11

Note. Percent of number is rounded to the nearest whole number.

Support of teachers. When the researcher examined the LPI survey, the principal of School Purple self-rating was 49 out of 60 and the teachers rating was a 49.8 out of 60. The participants from this focus group discussed how compassionate the principal was. One participant was quoted as saying, "She's very understanding. I think she does support the staff. When people have issues she takes that into consideration." A participant in the focus group gave a personal example of how the Principal showed compassion to her. She gave the example of needing assistance at the beginning of the year with her students and calling the Principal during her personal time. The Principal

gave the participant team building advice for her students. The participant was amazed that the principal answered the phone on the weekend to encourage her. Another participant stated, “When I’ve had issues with students and parents, she was very supportive with any conflicts and the issues.” The participants mentioned the backing they receive from the Principal as it relates to parents. One participant gave the example, “If you have a meeting with parents and they’re saying one thing, she’ll be there to support you and back you up rather than throwing you under the bus.” Another participant in the focus group said that the Principal was “very good with words and knows the right words to say.”

Value teachers. When the researcher asked participants from School Pink’s focus group this questions, they discussed how the principal treats them like individuals. On the survey, School Pink teachers rated their principal at 48 out of 60 and the principal rated herself at 40 out of 60 points. The participants started the discussion describing their principal as a principal who uses the “golden rule.” The participant stated, “She treats you the way we want to be treated; the way we're expected to treat the children. She treats us with respect” Another participant discussed how she feels when speaking to the Principal. The teacher was quoted as saying, “She would never talk down to you or talk unkind to you.” Another participant in the focus group thought the principal’s personality has to do with the way she encourages others. The participant stated, “She’s always happy.” The same participant compared the principal of School Pink and teaching staff to a church and the congregation. She stated, “We’re going to take on the personality of our leader. If she’s grumpy and stressed, that’s the way we’re going to be and that’s the way we will be with our children.” Another participant agreed and said the principal was the reason why she wakes up early and was happy to go to school. This

participant described working at several different schools but how the school's principal did not compare to the Principal of School Pink. The participants felt that teachers stay at this "challenging school" because they feel that the principal was behind them and will help them. Participants in the focus group said they are asked each year to leave the district and go to another district but one participant said, "Our leadership keeps us here."

The participants from School Green focus group discussed positive evaluations. According to the LPI survey, the Principal of School Green self-rating was 47 out of 60 and the teachers rating was a 53 out of 60. The participants in the focus group said the evaluations are very positive. The participants also described how positive the Principal was during her first year. She stated, "He was so encouraging. Even when I was disappointed in my test scores or what was happening he was always there to build me up instead of bring me down. He gives you the resources." This same participant gave another example of how a parent made a positive comment to the principal about her and how the principal wrote her a note to recognize the positive comment. The participants in the focus group discussed the Principals high expectations when asked how the Principal encourages them.

After taking the LPI survey, School Red principal self-rating was a 40 out of 60 and the teacher's rating was a 48.6 out of 60. He participants in this focus group discussed the positive support they receive from the principal and how good it makes them feel. The participants discussed the principal getting to know their family members and even being the principal to their children. The participants felt that the principal was very supportive to family issues. A participant stated, "I think she's overly accommodating. She sees us as people. As an employee, you feel valued."

The participants of School Blue's focus group didn't feel like he gave them much

support. According to the LPI survey, the teachers rated the Principal at a 37 out of 60 and the principal self-rating was a 29 out of 60. One participant was quoted as saying, "He's not a Kudos giver. Last year was very difficult. It was challenging." Another participant agreed and stated, "I always felt like something was working against me because simple things I had to beg for." The participant continued to speak about the supplies that she did not receive and compared it to a school that was much bigger than hers. She said that the school that was much bigger than hers was given money for supplies. The participant stated, "It is a very negative atmosphere to work in. It was very discouraging for me and I didn't want to come back this year if things were going to be like that again."

Appreciate teachers. School White focus group participant said that even though their principal was not a "kudos giver" they do not feel unappreciated. When given the LPI survey, participant rated their principal at a 49 out of 60in this area. The principal rating was at 53 out of 60. One participant mentioned, "It's not where we feeling underappreciated but it's like am I going to live up to the expectations that have been set, that I've set, that the school set, that my colleagues have set? I don't think it's a matter of us not feeling appreciated, I think was more internal for all of us. Another teacher described the principal's personality. The participant stated that the principal was not always good at verbal recognition but when he does recognize the staff, it comes from the heart and it's meaningful. He further clarified, "So even though he did lower than we thought, I think that when the appreciation or encouragement is given, it's really heartfelt."

Conclusion of the Data

Table 30 displays the average principal (self-rated) and teacher (observer)

responses for all individuals who participated in this survey. The average column displays the average for each of The Five Leadership Practices by Kouzes and Posner (2003). Response can range from 6 to 60. Collectively, there was not a big difference in perspective the leadership areas of Model the Ways, and Enable Others to Act. Three areas: Challenge the Process, Inspires a Shared Vision, and Encourage the Heart had more than a 1.5 point difference according to the results of the survey.

Table 30

Group Summary by Leadership Practice

	Average	Standard Deviation
Model the Way	Self: 50 Average: 49.5	Self: 2.7 Average: 9.9
Inspires a Shared Vision	Self: 47.8 Average: 49.6	Self: 5.6 Average: 10.9
Challenge the Process	Self: 45.3 Average: 48.8	Self: 3.6 Average: 11.0
Enable Others to Act	Self: 49.8 Average: 50.8	Self: 2.3 Average: 11.1
Encourage the Heart	Self: 43.0 Average: 47.3	Self: 8.6 Average: 12.6

Note. * A = Average; S = Standard Deviation

Table 31 ranks the specific behaviors from the leadership practices from all the principals, collectively and from all of the observers who took the LPI 360 survey. The averages are the teacher responses. Shaded blocks separates the 10 most and the ten least frequent behaviors from the middle 10. According to the LPI 360 online survey feedback, 1.5 was approximately the average difference between self and observer's scores, and difference greater than that shows a difference in perspective. The response scale runs from *almost never* (1) to *almost always* (10). According to the table below, there was not a difference between all six principals' perception and the 95 teacher's

perception that merits attention.

Table 31

Group Leadership Behavior Ranking

Ten Most Frequently Used Behaviors	Self	Average	Practice
14. Treats others with dignity and respect	S: 9.5	A: 9.1	Enable
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on	S: 8.3	A: 9.0	Challenge
22. Paints the "big picture" of what we aspire to accomplish	S: 8.8	A: 8.9	Inspire
1.Sets a personal example of what he/she expects of others	S: 9.3	A: 8.8	Model
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	S: 7.5	A: 8.7	Model
4. Develops cooperative relationships among the people he/she works with	S: 9.2	A: 8.6	Enable
27. Speaks with genuine conviction about the higher meaning and purpose of our work	S: 8.8	A: 8.6	Inspire
11. Follows through on promises and commitments he/she makes	S: 9.3	A: 8.5	Model
21. Builds consensus around a common set of values for running our organization	S: 8.5	A: 8.5	Model
26. Is clear about his/her philosophy of leadership	S: 8.3	A: 8.5	Model
Middle Ten Frequently Used Behaviors			
19. Supports the decisions that people make on their own	S: 8.0	A: 8.4	Enable
9. Actively listens to diverse points of view	S: 8.5	A: 8.3	Enable
8. Challenges people to try out new and innovative ways to do their work	S: 8.3	A: 8.3	Challenge
2. Talks about future trends that will influence how our work gets done	S: 8.0	A: 8.3	Inspire
24. Gives people a great deal of freedom and choice in deciding how to do their work	S: 7.0	A: 8.3	Enable
29. Ensures that people grow in their jobs by learning new skills and developing themselves	S: 7.7	A: 8.2	Enable
18. Asks "What can we learn?" when things don't go as expected	S: 8.0	A: 8.1	Challenge
20. Publicly recognizes people who exemplify commitment to shared values	S: 7.7	A: 8.1	Encourage
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	S: 7.5	A: 8.1	Challenge
5. Praises people for a job well done	S: 7.3	A: 8.0	Encourage
Ten Least Frequently Used Behaviors			
30. Gives the members of the team lots of appreciation and support for their contributions	S: 7.3	A: 8.0	Encourage
3. Seeks out challenging opportunities that test his/her own skills and abilities	S: 6.8	A: 8.0	Challenge
12. Appeals to others to share an exciting dream of the future	S: 7.8	A: 7.9	Inspire
7. Describes a compelling image of what our future could be like	S: 7.7	A: 7.9	Inspire
10. Makes it a point to let people know about his/her confidence in their abilities	S: 7.0	A: 7.9	Encourage
25. Finds ways to celebrate accomplishments	S: 7.3	A: 7.8	Encourage
17. Shows others how their long-term interests can be realized by enlisting in a common vision	S: 6.7	A: 7.8	Inspire
15. Makes sure that people are creatively rewarded for their contributions to the success of projects	S: 6.3	A: 7.5	Encourage
28. Experiments and takes risks, even when there is a chance of failure	S: 6.3	A: 7.3	Challenge
16. Asks for feedback on how his/her actions affect other people's performance	S: 7.0	A: 6.4	Model

Summary

There were some common expectations from teachers in each category. In the first category of Model a Way, teachers gave specific examples of how their principal treats them like professionals. The teachers like clear, concise, and high expectations from the Principal. For the most part, the teachers believe in building relationships, visibility throughout the building, and having a positive attitude. They also discussed the importance of meetings and memos as it relates to communication. One school did converse on how a school could lack important communication thus have a lack of expectation for certain teachers. In the leadership category of Inspire a Shared Vision, teachers conversed on the importance of faculty meetings.

Teachers also discussed the image of the school, school themes, and high expectations. It was also noted the importance of visibility throughout the school building and the teachers understanding the vision of the school. In the leadership category of Challenging the Process, some common topics were creativity, listening to teacher ideas, and making innovation such as technology a requirement in the classroom. In the leadership category Enables Others to Act, some of the common topics were support, understanding teachers, listening to teacher ideas, recognition and acknowledgement. Teachers also related this leadership area as important for trust and empowerment.

Finally, in the leadership category of Encouraging the Heart, some common topics were treating teachers as individuals, positive school environment, communication, feeling appreciated, encouragement, and high expectations. Chapter 5 will detail the results of the LPI survey and the results of the focus group questionnaire. In the next chapter, the researcher will review the Kouzes and Posner Leadership Practice Inventory

and answer the two research questions. Limitations of the research will also be provided along with recommendations for future research.

Chapter 5: Discussion

Overview

Chapter 5 explored specific results of the LPI survey and questions from the focus group. The first section of Chapter 5 discussed the Kouzes and Posner LPI given to the principals and teachers at each school. The principal of each school identified participants for the focus group in part two of Chapter 4. The focus group identified in the second section of chapter four clarified outcomes from the LPI survey. This chapter reexamines the problem statement as well as the research questions. The researcher deciphered the outcomes and discussions from the focus group. Chapter 5 explores the descriptors for Kouzes and Posner's LPI survey for elementary school principals. This chapter also discussed the limitations of the study. At the conclusion of the chapter, recommendations were made for educators, school board leaders, and law makers. A summary of the study was given as the conclusion.

Restatement of the Problem

The roles of principals in elementary schools have changed over the years. The principal ship was now considered a significant position in the public school system. Successful leadership practices will depend on the success of the school and the principal's career. Several researchers have conducted research on this topic which demonstrated that schools with positive working conditions have a big impact on the success of students at that school. Gimbel (2003) stated that principals would not be able to endure if teachers did not trust in their leadership. Clearly, teacher's perceptions of their schools are important. The effort of Kouzes and Posner was represented well throughout the education field and they are well respected. This study explored the principal's leadership style, the differences in leadership perceptions in numerous schools

and how their leadership style affects teacher retention.

Restatement of the Purpose of the Study

The purpose of this study was to discover if there was a correlation between the principal's perceptions of their style of leadership compared to how their leadership style was perceived by elementary school teachers. This study investigated the teachers' perceptions between the principals' leadership practices and the principals' perceptions of their leadership practices in a small urban school district in southwest Virginia. Kouzes and Posner (2003) transformed the performances that created the exemplary leadership into behavioral statements to use as feedback to expand and develop leadership skills This survey is known as the LPI, which has been called the 'most reliable leadership development instrument available today" (Kouzes & Posner, 2003, p. 9). Kouzes and Posner developed the LPI using a mixed methods for research. Their primary findings are disclosed:

> The fundamental pattern of leadership behavior that emerges when people are accomplishing extraordinary things in an organization is best described by the following five practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. (Kouzes & Posner, 2003, p. 30)

The LPI–Self and LPI–Observer looked at five exemplary leadership practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encouraging the Heart. After the principal took the self-survey and the teachers completed the observer survey, focus groups were formed by the principals at each school. The study was a mixed method study that was directed by the two research questions. The study explored exemplary leadership practices at seven elementary

schools in Southwest Virginia. The study was guided by the following research questions:

1. What are the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI?
2. What was the impact of the principal's leadership practice on teacher retention?

These questions provided the research framework for the study.

The focus group used the data from the LPI survey and was guided by the following five questions:

1. How do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school?
2. How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?
3. How does your Principal challenge you as a teacher and how does that affect your decision to stay at that particular school?
4. How do you feel your Principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?
5. How do you feel your Principal encourages you and how does that affect your decision to stay at that particular school?

This mixed method study was conducted in a public school district located in Southwest Virginia using Kouzes and Posner LPI–Self (principal) survey and the LPI–Observer

(teacher) survey instrument. Additionally, data collected from the survey was used to develop questions for the focus group to discuss teacher retention. Results were prepared through data software program that was included in the LPI 360 survey online (Kouzes and Posner, 2003). The result of this study came at a time where a lot of school systems lost teachers for various reasons. At this particular time of the year, most educators were deciding whether to return to the school or school system or start a new school year. There was a decrease in studies that explore leadership practices using Kouzes and Posner Leadership model. This study explores the leadership practices and relationship of those practices to teacher retention. The outcome of this study was a framework for teachers, principals and education programs. The sample teacher respondent population consisted of 95 public elementary school teachers.

Discussion and Implications of Findings

Phase I: LPI 360 Online Survey study sample. In the first phase of this study, the researcher set to answer the following question: What are the observed differences of the principal's leadership practices between the principal and the teacher as gaged by the Kouzes and Posner standards of the LPI? Phase one of this study was completed during a 2 week period starting in October of 2016. The researcher met with the administrators from each six schools to introduce them to the study and to ask for their participation, along with allowing their teachers to partake in the study. After approval of the principal, the researcher emailed the teachers asking for them to take the LPI 360 online survey.

During the email, teachers were reassured that the survey would not be connected to the teacher, the principal or the school. All teachers from the six schools were asked to respond with a response rate of 54%. The LPI 360 online survey, developed by Kouzes and Posner (2003) was used to gather data on the principal's leadership style from the

principal's perspective and from the teacher's perspective, with a purpose of exploring the different perceptions. The LPI 360 online survey reflected the same elements as the paper version of the LPI survey. When asked about the perception of the leadership style based on Kouzes and Posner's LPI rating, where 1(almost never) which was the lowest rating, 2 (rarely), 3 (seldom), 4 (once in a while), 5 (occasionally) which was the middle rating, 6 (sometimes), 7 (fairly often), 8 (usually), 9 (very frequently) and 10 (almost always) which was the highest rating, specific questions in leadership behaviors was considered to be the five standards of leadership excellence. The results of the survey were very well-defined. Kouzes and Posner (2003) had five exemplary leadership standards that leaders should follow: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Correlations between the teacher's perceptions of the principal leadership differed among principals.

The findings for the inventory explored leadership practices and the Kouzes and Posner exemplary leadership behaviors reported in multiple tables in chapter four revealed significant differences for some schools in the area all leadership areas. The Kouzes and Posner Leadership Feedback form denotes anything greater or less than 1.5 merits attention.

The findings detail School Blue as having seventeen out of the 30 leadership behavioral statements that results in different perspectives of the teacher and the principal. Out of those 17 leadership behaviors, five were from the leadership standard of modeling the way, three were from inspiring a shared vision, three were from the area of challenging the process, four were from the area of enabling others to act and two were from the leadership standard of encouraging the heart. The biggest difference in perspective between the principal of School Blue and the teachers was from the

leadership standard of modeling the way. Another big discrepancy given as a result of the statement: Makes it a point to let people know about his/her confidence in their abilities. The principal of School Blue rating was a 2 while the teachers (observers) rated the principal a 7.2. The principal and observers were also asked to rate the statement: spends time and energy making certain that the people he/she works with adhere to the principals and standards that we have agreed on. The principal's self-rating was 3 out of 10 and the average score from the teachers (observers) were 8.1. The principal rated himself lower in seven of the areas than what the teacher rated the principal. The perspective of the teachers and the principal of School Blue were uncommon in at least one behavior statement in all leadership areas. According to the data, the principal and teachers had inconsistencies in multiple areas. However, the biggest discrepancy was in the leadership standard of modeling the way. Out of six statements rated, five out of the six showed differences. According to the data, Model the Way was an area that the Principal of School Blue should work the hardest on to retain teachers. Sousa (2003) stated "successful leaders know themselves. They know their strengths, their values and how they best perform" (p. 15).

School Pink had six out of thirty different perspectives in leadership behaviors. Out of those six discrepancies, two were from the leadership standard of enabling the heart, two from challenging the process, and two from encouraging the heart. There were no differences in perspectives in the areas of modeling a way and inspiring a shared vision. The biggest difference in perspective originated when the principal and teachers of School Pink were asked to rate the statement: searches outside the formal boundaries of his/her organization for innovative ways to improve what we do. The principal rated herself a 5 and the teachers rated the principal 8.3 out of 10. In all six discrepancies, the

principal rated herself lower than the teachers. While there are some discrepancies in some leadership behaviors, there were not any big areas of concern. According to the findings, on 80% of the questions, the teachers and principal of School Pink had the same perspective on the principal's leadership.

The Kouzes and Posner Leadership Inventory feedback denoted 1.5 points above or below the average score as a reason that merits attention. The corresponding data shows School Purple principal and teachers (observers) with different perspectives in leadership behaviors in nine areas. Three out of the nine areas were from the leadership standard of challenging the process, two were from the leadership standard of enabling others to act, three were from the area of inspiring a shared vision and one was from the area of encourage the heart. Out of the nine that shows different perspectives between the principal and the teacher, six were also listed as leadership behaviors that were not frequently used according to the feedback on the survey. Three of those leadership behaviors came from the area of challenging the process. The two biggest discrepancies were when the principal and teachers of School Purple were asked to rate the statements: describes a compelling image of the future and ask "what can we learn" when things do not go as expected. In both of these statements, the principal rated herself at a 10 and the teachers (observers) rated the principal at a 7.4, more than a 2.6 point deficient. According to the data, challenging the process was an area that the teachers and Principal of School Purple have the most differences of perspectives which can affect teacher retention. Challenging the process was an important step for future leaders. Bennis and Goldsmith (1997) stated that people learn at their top level when they are in charge of their own learning. West-Burnham and Ireson (2006) presented a study on the different between low learning and profound learning. Wechsler and Wechsler (2013) stated

"when people know what steps to take they can actively follow them, evaluate how well they have done, utilize feedback from self and other reflection, and achieve their outcomes" (p. 4).

The findings showed School Red teachers and principal had a different perspective on eight of the thirty behavioral statements: one in the leadership standard of model a way, two in the leadership standard of challenge the process, two in the leadership area of inspires a shared vision and three in the leadership area of encourage the heart. In all of the discrepancies, the principal rated herself lower than the teachers rated the principal. Out of the eight behavioral standards, five were also listed as behaviors used less frequently by the principal. In the areas used least by the principal, three of those areas were in the area of encourage the heart and had more than a 2 point discrepancy. The biggest difference was produced when the teachers and principals were asked to rate the following statement: is clear about his/her philosophy of leadership. The principal rated herself at 5 out of 10 and the teachers rated the principal a 9.2 out of 10, showing clear inconsistencies. According to the data, the area that the Principal and teachers showed the most discrepancies was in the area of encouraging the heart. The leadership area of encouraging the heart was important and studied by several researchers. Brown and Wynn stated that the problem was that we are misanalysing the problem as teacher recruitment instead of teacher retention. They further state that teachers are trained poorly and treated badly, so they leave. Kouzes and Posner (1995) believe that the leaders should be seen as a performer and they should look for ways to celebrate and reward the actions of the community.

The findings showed that the principal of School White and the teachers of School White had similar perceptions on 93% of the questions, with only two questions

showing differences. The two differences were discovered when the teachers and principal of School White was asked to rate the following statements: follows through on promises and commitments he/she makes and ask for feedback on how his/her actions affect other people's performances. When asked to rate the principal on follow through of promises, the principal's self-rating was 7 out of 10 and the teachers (observers) rated him 8.8 out of 10. However, when asked to rate the principal on feedback requested, the principal's self-rating was an 8 out of 10 and the teachers rated the principal at a 5.4 out of 10, showing a big discrepancy. The principal two differences in perspective came from the leadership standard of modeling the way.

The outcomes for School Green demonstrated a difference in perspective in four out of thirty leadership behaviors, two were in the area of enabling others to act, one in the area of challenging the process and one in the area of inspiring a shared vision. The biggest difference in perspective came from the leadership statement: gives people a great deal of freedom and choice in deciding how to do their work. The principal's self-rating was 6 out of 10, while the teachers rated the principal a 9.7 out of 10, displaying a big difference.

When comparing all six principals to all 95 teachers who participated in the survey, the findings displayed the perspectives of the principals and teachers leadership behaviors that are similar and different. The most observed differences out of all of the leadership behaviors were asking for feedback in the leadership area of modeling the way. Four out of the ten differences were in leadership behaviors derived from the leadership practice of encouraging the heart. Three out of ten of the observed differences were listed under the leadership practice of inspiring a shared vision. In a similar study completed by Helms (2012), the researcher noted similarities from this study. Helms

found that modeling a way was a strength perceived by principals and teachers. Mann (2014) also compared the differences of leadership practices of teacher's perceptions to the perception of the principal. Mann (2014) observed higher perception scores in the areas of Model the Way, Inspire a Shared Vision and Enable Others to Act.

Phase II: Follow-up survey with focus group. Phase two of this study involved five to seven teachers from each school who volunteered to participate in face to face conferences during November 2016. This sampling represented a smaller representation to the online survey sample with participation rate of teachers in all six schools. In this phase of the study, the researcher answered the following question: Is there an impact on the principal's leadership practice to teacher retention. Phase two of this study was completed during a 3-month period starting in November of 2016. After the principal's approval, principals selected teachers and the researcher emailed the teachers asking for their participation in the focus group. The researcher met with the selected group of teachers from all six schools. The teachers were asked the following follow-up questions to the LPI survey:

Focus Group Questions

1. How do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school?
2. How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?
3. How does your Principal challenge you as a teacher and how does that affect your decision to stay at that particular school?
4. How do you feel your Principal enables your colleagues to participate in the

school and how does that affect your decision to stay at that particular school?

5. How do you feel your Principal encourages you and how does that affect your decision to stay at that particular school?

During the focus group meeting, teachers were reassured that the survey would not be connected to the teacher, the principal or the school. Although the researcher recorded the focus groups, no names were recorded and no demographic information was requested. The questions were follow-up questions to the interview and gave the researcher a clear view on how the leadership behaviors of the principal affected teacher retention. The researcher used the method of counting, classifying and recognizing patterns in the data to answer the second question by developing a focus group from each school and using key terms to analyze the data.

Teacher Retention - Model the Way. Focus Group participants were asked, "How do you feel your Principal models the expectations of the school and how does that affect your decision to stay at that particular school." The leadership topics that they felt affected teacher retention in this area were "actions" and "clear." During the discussion, the members of the focus group mentioned the key term, clear or transparent. The findings of the focus group showed in order to retain teachers, the participants discussed having clear expectations of teachers and gave examples such as planning meetings, faculty meetings, and memos to discuss expectations. The focus group participants also discussed how the lack of clear expectations affected the teacher's decision to stay at that particular school. The focus group participants also stated that the actions of the principal were important. The principal's actions were described in the focus groups ten times. The focus group participants gave examples of the principal's mannerisms, expectations, and trust in their abilities. The data supported information given in the

focus group.

In the area of Modeling the Way, the data for School Blue showed discrepancies in the principals perspective compared to the teachers perspective in five out of the six leadership behaviors: ensuring standards are met, clear philosophy, speaking with confidence about the purpose of the work, describing an image of the future, follow through on promises, building consensus, and asking for feedback on people's performance. This also supports the findings of the data from the LPI survey. This was very evident when discussing this leadership standard with the teachers. The teachers in the focus group stated the principal modeled the expectations for the students but not for the educators. The teachers gave clear examples of how some teachers would receive information that other teachers would not receive. The teachers discussed how this affected teacher retention at their school and how hard it was for them to come back to this environment. They believe this was one of the biggest reasons that teachers did not come back to the school for the new school year.

According to the LPI data, the principal of School Pink's and School Red's most frequently used behavior in the area of Model the Way was: setting a personal example of what she expects from others, which supports the data from the focus group. During the focus group the teachers of School Pink discussed how personable the principal is with students and teachers. The teachers stated that the principal was open to discussions, even if she disagrees. The teachers from the focus group of School Red also denoted the principal's actions of professionalism with students and staff. The participants from both school's focus group specified that the actions of the principal reflects positively or negatively on teacher retention.

The actions of the principal were also mainly discussed when speaking with the

participants of School Green focus group. The most frequently used behavior, according to the LPI survey, in the area of Model the Way, according to the feedback for the principal of School Green was: following through on promises and commitments that he makes. The participants detailed how the principal's attitude and personality affected teacher retention at their school. The participants gave specific examples of how the principal encouraged them and assisted them, showed his commitment to the teacher and students at his school. The teachers in this focus group believed knowing that the principal will follow through and assist them was a reason for teacher retention at the school.

A large portion of the discussion with modeling the way from the participants of School Purple discussed the daily memos to teachers that denoted the principal's expectations and the weekly staff meetings. The teachers conferred that having clear expectations made them better at performing their duties. The teachers specified that understanding the expectations of the principal assisted with teachers remaining at the school.

In most of the modeling the way areas, the principal of School White was marked above 9 points out of 10 points, according to the LPI survey. The most frequently used behavior in the area of Model the Way listed on the LPI survey for the Principal of School White was: building a consensus around a common set of values for running our organization. The discussion concerning retention during the focus group for School White supports the data of the focus group. The teachers discussed the principals' presence around the building. The teachers from the focus group described the principals relationship with the students in the building makes them want to have a better relationship with the students they teach. The participants stated that the visits from the

principal were important to teacher retention because it lets them know that the principal cares. They discussed his involvement and interest of the students at his school.

The information received from the focus groups supports the data received on the LPI survey. According to the data, the Principal of School Red most frequently used the behaviors described in model a way. The principals of School White, Pink and Purple used the behaviors described in model a way half of the time. The behavior statement that all principals struggled to use, according to the data, was asking for feedback. Teachers from the focus group stated clear expectations and the principal's actions as two rationales for teacher retention. Research completed by McEwan-Adkins (2003) agreed by stated the importance of successful principal's facilitating, modeling and leading policies. The study was backed up by Zwaagstra et al. (2010) who stated that "an effective school has an effective leader" (p. 78). Research completed by Kouzes and Posner (2003) furthered agreed with the teachers theme and stated in order for leaders to model the way, they must set personal examples, ensure people adhere to guideline and procedures, follow through on promises and commitments, ask for feedback, build a consensus around values, and have clear values and belief. According to these researchers, being clear and how the principal represents him or herself are important factors in the leadership standard of modeling the way. These two themes could have a big effect on teacher retention.

Teacher retention - Inspires a Shared Vision. The key themes from all focus groups when asked, "How do you feel your principal shares the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?" are the leaders influence and having a shared vision. During our discussion, the focus group participants said the principals influence over the school impacts teacher

retention. The focus group participants described the importance of the principal's relationships with the teachers, students and community. The treatment of teachers was a big topic when discussing the principal's influence of retention with focus group participants. The participants also listed sharing information as a leadership behavior that impacts teacher retention. While discussing sharing information with the focus group participants, they discussed the importance of having input in the decision making of the school.

The data from the LPI survey showed that in all six schools, one of the most frequently used behaviors in the area of inspires a shared vision was: paints the "big picture" of what we aspire to accomplish. This also supports the data received from teachers who participated in the focus group. The teachers discussed how they were allowed to give ideas and feedback which allows the teachers to have input in their schools. By having input in the planning portion, teachers were able to see the vision and aspirations. The teachers also discussed the importance of the principal inspiring the teachers to move towards the vision of the school.

The two themes from the leadership practice inspired the shared vision was the guidance of the principal's vision and ensuring that vision was communicated with everyone. Research agrees with the findings from the focus group participants. Meyer and Slechta (2002) noted,

> All organizations build upon three key strengths: an intimate knowledge of where the group intends to go and how it will get there, the ability of both leaders and team members to focus on a productive contribution to themselves and others, and the common desire to do whatever is necessary to achieve a positive outcome. A leadership gap is created whenever one or more of these elements are neglected or

underdeveloped. (p. 13)

Kouzes and Posner (1195) stated that a leader must have a clear understanding of his/her own values and they must be able to express one's strength. The common strengths from the six schools in the leadership area of inspires a shared vision according to the LPI 360 online survey feedback was painting a big picture of aspirations for accomplishments for three out of the six schools. Lohrenz (2014) elaborated, "if you don't have the courage to set the vision, the tenacity to keep after it, and the integrity to pursue it authentically, your team is going to be dead in the water" (p. 108). Wechsler and Wechsler (2013) further stated, that the vision an individual has of their self was a "powerful representation and recognition of the values and commitments that drive or guide behaviors" (p. 3). The area of growth in this leadership standard of inspires *a shared vision,* according to Kouzes and Posner (2003) LPI 360 online survey feedback, was "shows others how their long-term interests can be realized by enlisting in a common vision." The vision of the school is very important to teacher retention. Teachers must have knowledge of the goals needed to meet the expectations of the principal and that vision must be communicated throughout. As stated in the focus group, it was important for teachers to understand the expectation.

Teacher retention - Challenge the Process. Kouzes and Posner (2003) believed that a leader must do the following in order to challenge the process: seek out opportunities, challenge people, find innovative ways for improvement, ask questions when things don't go as expected, set achievable goals, plans and milestones, and take risk. The findings for the key themes for the leadership practice of challenging the process were listed as innovative methods and the principal's approach to new ideas. The focus group participants described innovative techniques as having the biggest impact in

this area for teacher retention. The participants discussed being challenged to use innovative ideas to teach lessons in different methods. They also discussed the importance of the principal's approach to new ideas as an important leadership behavior that affects teacher retention.

The teachers at School Purple detailed the principal's creativity when trying to meet the requirements for a dance class that will be held at the school. The teachers said that the principal was great with thinking outside of the box.

The participants in the focus group for school Red gave an in depth example of the principals expectations for technology in the building. The teachers discussed the goals of the principal and ways the principal had assisted the teachers in reaching their goals. The teachers thought that the principal exhorted them further in the area of technology, even when they were not comfortable with it. The way the principal supported the goal of technology in the classroom, allowed teachers to feel encouraged to use innovative ideas in the classroom.

The teachers who participated in the focus group of School White gave similar concepts of how the principal supported their ideas for innovation at the school. One teacher discussed how their formal principal was not innovative and did not want to participate in new ideas. The teachers believed that the principal's support with innovation gave teachers a reason to stay at their particular schools.

The data from the teachers of the focus group noted innovative ideas and the principal's approach to those innovative ideas as the biggest themes necessary in the area of challenge the process in order to retain teachers. The data from the LPI focus group showed that the principals from School Green and School Purple least frequently used the behaviors shown in challenge the process. School Blue, School Red, School Purple and

School Green LPI survey data showed that one of the most frequently used behavioral standard in the area of challenging the process was: makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. This was also discussed during the focus group. During each focus group, teachers described events where the principal had to think of creative ways to meet goals for particular projects in the building. The research agrees with the data from the LPI survey and from the teachers that participated in the focus groups. Fullan and Hargreaves (1991) stated all major research on innovation and school effectiveness showed that the principal strongly influenced the likelihood of change. Horth and Buchner (2014) described one component that leaders must have to be an innovational leadership as "bringing new thinking and different actions to how you lead, manage, and go about your work" (p. 5). The discussion with teachers in the focus group justified the findings and gave several examples of innovative ideas from the principals that lead to change in the school building. Horth and Buchner (2014) further stated that the principal must "learn how to create an organizational climate where others apply innovative thinking to solve problems and develop new products and services" (p. 5). The teachers from the focus group examined the importance of the principal's support when trying innovative ideas in the school. The teachers described how not having that support was detrimental to the organization. According to the data, challenging the process was an area that the principals surveyed could work on. Experimenting and taking risk even when there is a chance of failure was a clear leadership weakness on the leadership behavior data for all six principals surveyed.

Teacher retention - Enables Others to Act. Kouzes and Posner (2003) believed that a leader must do the following in order to enable others to act: develops cooperate

relationships, actively listens, treats others with dignity and respect, support people decision, give freedom and choice, allow people to grow. The findings of the key themes for the leadership behavior of enabling others to act are principal support and shared power. When asked, "How do you feel your Principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?" the focus group participants referenced the importance of a supportive principal. The participants desired a principal who will listen to the concerns of teachers and students. They also discussed the importance of the principal trusting the teachers in the classroom and with students. The focus group participants also indicated their request for shared power. The participants believe that allowing teachers to get involved in the life of the school will assist with teacher retention.

The principal of School Blue had three discrepancies in this area out of six according to the LPI survey. Also according to the findings from the LPI survey, there were no leadership behaviors in the area of enable others to act listed on the data as "frequently used" by the principal of School Blue. This supports the discussion from teachers in the focus group. The teachers that participated in the focus group described how certain people were encouraged to be involved in the activities of the school but the rest of the teachers felt left out. The teachers in the focus group believed that not allowing teachers to be involved in the school negatively affect how we retain teachers.

The findings from the LPI survey showed that the most frequently used behaviors in enable others to act for the principal of School Red was: develops cooperative relationships among the people he/she works with. This was also true when the researcher asked teachers in the focus group how the principal enabling others to act affect teacher retention. The participants in the focus group described the principal's

relationship, with not only the teachers and students in the school, but also with the personal children of the teacher and family members at home. The teachers thought it was important for the principal to treat them as human beings in order for teachers remain at that particular school with the principal.

The principals of School Green, School White, School Pink and School Purple most frequently used behaviors in enable others to act were: Treats others with dignity and respect. In all three focus groups, teachers discussed how they believed their ideas and feedback mattered to the principal. The teachers conversed about their principal listening to their ideas and finding was to support them. The teachers stated having a part in the school makes you want to remain at that particular school.

Teacher discussions surrounding enabling others to act was the principal's support and shared power. The research agreed with the two themes identified by the teachers. The 2004 South Carolina Teacher Working Survey found that a shared environment as "the most important working condition deciding whether to stay at a school" (Hirsh, 2005, p. 11). The research also supports the theme of shared power. Research completed by Fullan (2001) stated that "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" (p. 13). Other research finding conducted by Donaldson et al., (2009) specified that, "the most effective principals operate from a value system that places a high priority on people and relationships" (p. 13). One of the Leader Behavior Questionnaire five specific actions for effective leaders was to demonstrate through actions that they care for and respect the organization's members (Sashkin, 1995, p. 7) Another strength of the principals according to the feedback was developing relationships.

Encourage the Heart. The focus group participants discussed the need for an understanding principal. The teachers also discussed the importance of principals valuing their teachers. The teachers would like to feel loved and supported by their principal. The findings show an impact on the principal's leadership standard in this area to teacher retention.

All areas of this leadership style will be an area of growth for the principal of School Blue according to his own rating on the LPI survey. The data from the survey supports the conversation held with focus group participants. During our discussion on teacher retention for School Blue, the participants never felt like the principal encouraged them in any way. They described the school atmosphere as negative. The focus group participants described pleading for necessary supplies to teach the students. The participants all discussed how this affected teacher retention at their school in a negative way. The teachers did not feel appreciated at all.

According to the LPI survey, the area of strength for the Principal of School Green in the area of encouraging the heart was publically recognizing others for their shared values. Another area considered of strength according to the LPI survey for the principal of School Green was praising people for a job well done. The survey supports the discussion held with the teachers from the focus group. The teachers in this focus group described how the principal assisted them from the beginning of their teaching careers. The participants discussed incidents that have occurred where the principal encouraged them instead of criticizing them. They sensed that the principal's positivity affected the decision of people to stay at the school.

School Red participants also discussed the positive support they receive from their school principal. The teachers experience of the principal assisting them during

difficult times were reasons given for teacher retention at School Red. The teachers from the focus group of School Red recalled times were the principal supported them personally and how that affected their love for the school and the principal.

School Pink participants felt as if teachers should be treated the way the principal would like to be treated and the way the principal would like for the students to be treated. The teachers discussed the importance of feeling like you have decision making abilities in the school. They stated that the principal does not micro manages the teachers and that the principal allows them to solve their own issues. The thought from these participants was if the teachers felt appreciated, they would want to stay at that particular school.

According to the LPI feedback data, one of the most frequently used behaviors in this area from the principal of School Purple was: give the members of the team lots of appreciation and support for their contributions. School Purple teachers felt that teachers are retained at their school due to the principal's compassion. The principal was available to speak with teachers when issues arise, even if it is after school hours. The teachers from the focus group of School Purple felt that the principal was great with words of encouragement.

The participants of the focus group at School White admitted that the Principal was not a "kudos giver" but they were adamant that they felt appreciated. The teachers in this focus group believed showing teacher's appreciation, even if it's not with words, assists with retaining teachers. The teachers believed the feeling of appreciation was internal.

Although most schools had strengths in this leadership area according to the LPI survey data, the principals in four out of the six schools had four or more behavioral

standards less frequently modeled in the area of Encouraging the Heart. The principals at School Green and School Purple are the only individuals with habitually used behaviors in this area. Both schools did a great job of publicly recognizing teachers who demonstrate a commitment to the shared values of the school.

The focus group participants described in detail how feeling valued supports teacher retention. Research completed by Brown and Wynn agreed. They believed that teachers are treated badly and trained poorly so they leave in multitudes (Brown and Wynn, 2007). Research completed and described in the newspaper, The Virginian-Pilot, discussed how disrespect of the teachers led to teachers leaving in Virginia (Connor, 2015). The focus group participants also thought having an understanding principal was important to teacher retention. Research completed by Sashkins (1995) describes how demonstrating through action that the teachers are cared for and respected was important to the organization of the school (p. 7). Kouzes and Posner (2003) believe that a leader must do the following in order to encourage the heart: praise people, have confidence in people's ability, reward contributions, publicly recognize people, celebrate accomplishments. The findings exhibits the key theme was support for the leadership practice of encouraging the heart.

Overall findings of Phase II. According to the findings, there was a clear impact on the principal's leadership practice to teacher retention. The clear strengths for the principals were public recognition and appreciation / support of team members. There were not many common weaknesses in this area. The weaknesses included giving praise, giving rewards, and letting others know that you have confidence in their abilities. Research completed by Kouzes and Posner (1995) stated that the leader was a cheerleader and should seek out ways to celebrate and reward actions in the organization.

Further research by Miller (2009) detailed the importance of celebrating and rewarding teacher's actions. Miller indicated celebrating and rewarding teacher's actions was important due to the fact that teachers that were happy were less likely to be absent or leave the teaching profession.

Limitations

This mixed method study was limited to one school district, with data form six elementary schools. All of the principals were considered veteran principals, which may have distorted the data. A link to the LPI 360 survey was emailed to 176 teachers, 95 teachers responded. The teachers received several reminders throughout the two week period. Although teachers received reminders, the researcher had no knowledge of who to contact due to confidentiality. However, the researcher concluded that one of the reasons for the rather low response from teachers (54%) was fear of confidentiality. The researcher works was a senior staff member of the district.

The researcher depended on the principal for the contact with the focus group participants. The principals from each school chose teachers to participate in the focus group discussion. Even though, no names were given during the focus group and no demographic information was asked, the researcher concluded that the focus group data could be impacted by who was chosen.

Teachers and principals were given the LPI survey without any terminology provided. The respondents concluded the definitions of each behavioral statement, which may have given teachers and principals different responses.

Conclusions

The findings of the research proved in detail that the majority of the leadership practices in the school district are in line with the literature review for this study,

although there are concerns in some of the leadership areas. The principals leadership practices does affect teacher retention according to the focus group discussions and data collected on the perceptions of teachers. Due to these concerns, the local school system should begin to explore reasons and issues that are triggering the differences in the principal's leadership practices thus producing an issue with teacher retention. The LPI feedback survey findings showed Challenge the Process and Encourage the Heart as having the biggest perceptual difference between the principal's (self) ratings and the teachers (observer) ratings. However, differences occurred in all five of the leadership practices. The focus group data indicated that teacher's perspective of the principal relates to teacher retention. The teachers felt that the principals should experiment with new ideas and challenges. This will assist teachers with growing in their profession. The willingness to take action was also important to the teachers, even if failure was involved. Principals must pursue opportunities that challenge teachers to go to new heights. Principals must support teachers and reward teachers for their accomplishments. Finally, principals showed ask for teacher's opinions in order to have a shared vision. Brown and Wynn (2007) noted a teacher as stating,

> The captain [the principal] is the one that knows the course, has a goal, has a direction, has a way to get there, has a map and different routes, but also understands that they need to get there by using the mates' [teachers'] strengths, by working as a team. (p. 685)

Recommendations for Additional Research

Teachers in the United States are leaving public education at extremely high rates. The importance of great leadership in public schools was important to teacher retention. The literature indicated that the schools fail without great leadership.

The following research was proposed:

1. This study was limited to one school system. Additional research is needed in public and private schools on the leadership practices of the school principal.
2. This study was limited to elementary teachers and principals in an urban public school setting. Additional research is needed at all levels of the schools and in all types of school settings.
3. Additional research is needed to compare the differences in schools who are achieving academically to the schools with low academic achievement scores to see the impact of the principal's leadership style and teacher retention.
4. The researcher did not request demographic information from respondents. Additional research is needed to compare beginning principals, beginning teachers, veteran teachers and veteran principals to see if there is a difference in perception according to experience.

Recommendations for Future Practice

The following was proposed:

1. Principals in each state could benefit from yearly feedback from teachers in the form of a survey. It was further recommended that Principals review the results from the survey and make goals to improve leadership practices.
2. Principals and teachers could benefit from collaborative professional developments. More often, principals and teachers receive separate professional development sessions. Principals and teachers must collaborate on the school vision and mission yearly.
3. Teachers should be given the opportunity to lead in the school and make

decisions. It was recommended that organizations in the school are led by teachers instead of the principal. This includes faculty meetings, committee meetings, and school improvement team meetings.

In conclusion, this research will add to the much needed research on teacher retention and school leadership. The research should assist in improving leadership practices amongst principals and will be beneficial to superintendents. Research must continue in this area in order to retain teachers.

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Appendix A

Permission to use the LPI Survey

June 27, 2016

Tamika Singletary-Johnson
[redacted]

Dear Ms. Singletary-Johnson:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may ***reproduce*** the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Eli Becker (ebecker@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

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(3) 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 must be sent **promptly** to my attention at the address below; and,

(4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

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Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

Appendix B

LPI–Self Survey

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Below are thirty statements describing various leadership behaviors. Please read eachstatement carefully. Then look at the rating scale and decide how frequently you engagein the behavior described.

In selecting each response, please be realistic about the extent to which you actually engage in the behavior. Do not answer in terms of how you would like to behave or interms of how you think you should behave. Answer in terms of how you typically behave on most days, on most projects, and with most people. For each statement, decide on a rating and record it in the blank to the left of the statement. Your responses will be kept confidential.

Here's the rating scale to be used:

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**

_____ 1. I set a personal example of what I expect of others.

_____ 2. I talk about future trends that will influence how our work gets done.

_____ 3. I seek out challenging opportunities that test my own skills and abilities.

_____ 4. I develop cooperative relationships among the people I work with.

_____ 5. I praise people for a job well done.

_____ 6. I spend time and energy making certain that the people I work with adhere to the principals and standards we have agreed on.

_____ 7. I describe a compelling image of what our future could be like.

_____ 8. I challenge people to try out new innovative ways to do their work.

_____ 9. I actively listen to diverse points of view.

_____ 10. I make it a point to let people know about my confidence in their abilities.

_____ 11. I follow through on the promises and commitments that I make.

_____ 12. I appeal to others to share an exciting dream of the future.

_____ 13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

_____ 14. I treat others with dignity and respect.

_____ 15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

_____ 16. I ask for feedback on how my actions affect other people's performance.

_____ 17. I show others how their long-term interests can be realized by enlisting in a common vision.

_____ 18. I ask "what can we learn?" when things don't go as expected.

_____ 19. I support the decisions that people make on their own.

_____ 20. I publicly recognize people who exemplify commitment to shared values.

_____ 21. I build consensus around a common set of values for running our organization.

_____ 22. I paint the "big picture" of what we aspire to accomplish.

_____ 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.

_____ 24. I give people a great deal of freedom and choice in deciding how to do their work.

_____ 25. I find ways to celebrate accomplishments.

_____ 26. I am clear about my philosophy of leadership.

_____ 27. I speak with a genuine conviction about the higher meaning and purpose of our work.

_____ 28. I experiment and take risks, even when there is a chance of failure.

_____ 29. I ensure that people grow in their jobs by learning new skills and developing themselves.

_____ 30. I give the members of the team lots of appreciation and support for their contribution.

Appendix C

LPI–Observer Survey

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Below are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide how frequently you engage in the behavior described.

In selecting each response, please be realistic about the extent to which the leader actually engages in the behavior. Do not answer in terms of how you would like to see this person behave or in terms of how you think he/she should behave. Answer in terms of how the leader typically behaves on most days, on most projects, and with most people. For each statement, decide on a rating and record it in the blank to the left of the statement. Your responses will be kept confidential.

Here's the rating scale to be used:

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**

_____ 1. I set a personal example of what I expect of others.

_____ 2. I talk about future trends that will influence how our work gets done.

_____ 3. I seek out challenging opportunities that test my own skills and abilities.

_____ 4. I develop cooperative relationships among the people I work with.

_____ 5. I praise people for a job well done.

_____ 6. I spend time and energy making certain that the people I work with adhere to the principals and standards we have agreed on.

_____ 7. I describe a compelling image of what our future could be like.

_____ 8. I challenge people to try out new innovative ways to do their work.

_____ 9. I actively listen to diverse points of view.

_____ 10. I make it a point to let people know about my confidence in their abilities.

_____ 11. I follow through on the promises and commitments that I make.

_____ 12. I appeal to others to share an exciting dream of the future.

_____ 13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

_____ 14. I treat others with dignity and respect.

_____ 15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

_____ 16. I ask for feedback on how my actions affect other people's performance.

_____ 17. I show others how their long-term interests can be realized by enlisting in a common vision.

_____ 18. I ask "what can we learn?" when things don't go as expected.

_____ 19. I support the decisions that people make on their own.

_____ 20. I publicly recognize people who exemplify commitment to shared values.

_____ 21. I build consensus around a common set of values for running our organization.

_____ 22. I paint the "big picture" of what we aspire to accomplish.

_____ 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.

_____ 24. I give people a great deal of freedom and choice in deciding how to do their work.

_____ 25. I find ways to celebrate accomplishments.

_____ 26. I am clear about my philosophy of leadership.

_____ 27. I speak with a genuine conviction about the higher meaning and purpose of our work.

_____ 28. I experiment and take risks, even when there is a chance of failure.

_____ 29. I ensure that people grow in their jobs by learning new skills and developing themselves.

_____ 30. I give the members of the team lots of appreciation and support for their contribution.

Appendix D

Focus Group Questions

Focus Group Questions

Model the Way:

1. How do you feel your Principal model the expectations of the school and how does that affect your decision to stay at that particular school?

Inspire a Shared Vision:

2. How do you feel your principal share the vision of the school to you and your colleagues and how does that affect your decision to stay at that particular school?

Challenge the Process:

3. How does your Principal challenge you as a teacher and how does that affect your decision to stay at that particular school?

Enable Others to Act:

4. How do you feel your Principal enables your colleagues to participate in the school and how does that affect your decision to stay at that particular school?

Encourage the Heart:

5. How do you feel your Principal encourages you and how does that affect your decision to stay at that particular school?

Appendix E

LPI Reliability Scores

From: Kouzes and Posner (2010) Leadership Practices Inventory Reliability Scores

Model the Way • Find your voice by clarifying your personal values • Set the example by aligning actions with shared values	
	Direct Reports
1. Sets personal example of what is expected.	9.5
6. Makes certain that people adhere to agreed-on standards,	9.0
11. Follows through on promises and commitments.	9.2
16. Asks for feedback on how her actions affect people's performance.	9.0
21. Builds consensus around organization's values.	9.0
26. Is clear about her philosophy of leadership.	9.3
Inspires a Shared Vision • Envision the future by imaging exciting and ennobling possibilities. • Enlist others in a common vision by appealing to shared aspirations.	
	Direct Reports
2. Talks about future trends influencing our work.	8.8
7. Describes a compelling image of the future.	9.0
12. Appeals to others to share dream of the future.	9.0
17. Shows others how their interests can be realized.	9.0
22. Paints "big picture" of group aspirations.	8.8
27. Speaks with conviction about making meaning of work.	9.0

Challenge the Process

- Search for opportunities by seeking innovative ways to change, grow, and improve.
- Experiment and take risks by constantly generating small wins and learning from mistakes.

	Direct Reports
3. Seeks challenging opportunities to test skills.	9.0
8. Challenges people to try new approaches.	6.5
13. Searches outside organizations for innovative ways to improve.	6.5
18. Asks "What can we learn?"	9.0
23. Makes certain that goals, plans, and milestones are set.	6.5
28. Experiments and takes risks.	6.6

Enable Others to Act

- Foster collaboration by promoting cooperative goals and building trust.
- Strengthen others by sharing power and discretion.

	Direct Reports
4. Develops cooperative relationships.	9.5
9. Actively listens to diverse points of view.	10.0
14. Treats people with dignity and respect.	9.5
19. Supports decisions other people make.	9.0
24. Gives people choice about how to do their work.	8.0
29. Ensures that people grow in their jobs.	6.5

Encourage the Heart

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating spirit of community.

	Direct Reports
5. Praises people for a job well done.	9.5
10. Expresses confidence in people's abilities.	9.5
15. Creatively rewards people for their contributions.	4.5
20. Recognizes people commitment to shared values.	6.5
25. Finds ways to celebrate accomplishments.	7.0
30. Gives team members appreciation and support.	9.5

The Five Practices Data Summary

This table summarizes the LPI scores for each practice.
The self-column shows the total of personal rating of responses to the six statements about each Practice.
The Direct Response Column shows the average of all Direct Reports' ratings.
Scores can range from 6 to 60.

	Self	Direct Reports
MODEL the way	48.0	55.0
INSPIRE a Shared Vision	46.0	56.7
CHALLEGE the Process	47.0	53.7
ENABLE Others to Act	51.0	55.7
ENCOURAGE the Heart	44.0	54.3

Appendix F

Superintendent Permission for Study

Dear Superintendent of Schools,

I am writing to request permission to conduct a mixed-method study involving the 27 elementary, middle, and high schools. The purpose of this study will be to explore factors that influence teacher retention in an urban setting based on Kouzes and Posner's five practices of exemplary leadership. All principals, along with their teachers, will be invited to participate, but a purposeful sampling method will be used to identify the study participants for a face-to-face case study.

It is important to note the researcher will protect the identity of the participants throughout the process by creating fictitious names. No personal identification will be attached to the individual responses or the district schools. All data will be secured in a locked file cabinet only accessible to the researcher. After the data has been verified by the study participants and the completion of my dissertation, all data will be destroyed. The time frame to complete this study will be approximately three months.

The results of the study will contribute to the scholarly literature on how principals' leadership practices are influenced by the five practices of exemplary leadership model developed by Dr. Kouzes and Dr. Posner.

If you have any questions regarding the proposed study, please contact me via email at tamikasingletary@gmail.com. You may also contact my Dissertation Chair, Dr. Jeffrey Peal at jeffpeal2010@gmail.com. Thank you for considering my request.

Sincerely,

Tamika Singletary-Johnson

Ed.D. Doctoral Candidate

Gardner Webb University

✓ Consent has been granted ___Consent has been denied

Signature: Rita W. Bishop Date 6/14/2016

Appendix G

Cover Letter to Principals

Dear Principals,

I am the Principal at a local elementary school and a doctoral student at Gardner Webb University. The purpose of this correspondence is to request your assistance with a research project that I am organizing. The goal of my research is explore factors influencing teacher retention in urban school settings based on Kouzes and Posner's Leadership Model Inventory on the Principal's Leadership Style. My research will determine whether teachers in this district perception of their principals'' leadership practices are consistent with the principals own perception of his/her leadership practices and how those leadership practices impact teacher retention.

Surveys will be given to teachers in order to gain comparative data. I will also like to meet with your leadership team once the survey is conducted. Dr. Rita Bishop, our Superintendent, has approved this research. This survey should take approximately ten minutes to complete. Your input is essential to my study. All responses are confidential. After collections of the data, all questionnaires will be destroyed and only group summary data will be reported.

Your help with my research is greatly appreciated. If you would please take the time to complete the survey and return it to the designated box, located in the front office of your building. I would be most grateful!

Sincerely,

Tamika Singletary- Johnson

Appendix H

Cover Letter to Teachers

Dear Teachers,

I am the Principal at a local elementary school and a doctoral student at Gardner Webb University. The purpose of this correspondence is to request your assistance with a research project that I am organizing. The goal of my research is explore factors influencing teacher retention in urban school settings based on Kouzes and Posner's Leadership Model Inventory on the Principal's Leadership Style. My research will determine whether teachers in this district perception of their principals' leadership practices are consistent with the principals own perception of his/her leadership practices and how those leadership practices impact teacher retention.

Surveys will also be given to Principals in order to gain comparative data. I will also like to meet with the leadership team once the survey is conducted. Dr. Rita Bishop, our Superintendent, has approved this research. This survey should take approximately ten minutes to complete. Your input is essential to my study. ***All responses are confidential.*** After collections of the data, all questionnaires will be destroyed and only group summary data will be reported.

Your help with my research is greatly appreciated. If you would please take the time to complete the survey and return it to the designated box, located in the front office of your building. I would be most grateful!

Sincerely,

Tamika Singletary- Johnson