

2017

# Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors

Carol F. Montague

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Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors

By  
Carol Montague-Davis

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 Carol Montague-Davis 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.

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## **Dedication**

I dedicate this manuscript to Jesus Christ who loved me and led me to even want to pursue the terminal degree. It is humbling to look back at my Wise, North Carolina roots and realize that I have reached this apex. Only Jesus Christ, the Risen Savior, could have made all of my accomplishments possible; since as a child, I did not even know to dream about earning a doctorate!

I dedicate this manuscript to the best husband in the world for me. Garrett, you were so supportive during this LONG journey. You prayed with me and for me. You fasted when you knew I was struggling. You bought whatever equipment and supplies I needed. You tolerated the long hours of work into the wee hours of the morning without complaint. You drove me to stores to buy what I needed or to events when you knew I was too exhausted to drive myself, but I was still required to be present.

I dedicate this manuscript to my parents who have both entered eternity, but I know would be super proud of me if they were here to witness this achievement. Also, to my siblings, Shirley, Rosetta, Phyllis, Connie, Theodore, and Harold, who always encouraged me to go beyond the boundaries and do greater things, thank you.

## **Acknowledgements**

As I am completing this doctoral journey, there are some people I cannot NOT acknowledge, because they were such an integral part of my being able to come to the point of completion.

First of all, Dr. Laws: I want to acknowledge you for being my number one champion. You were always so encouraging. Thank you for your unwavering confidence and support. You truly made all the difference!

Dr. Shellman: Words cannot adequately express the admiration and appreciation I hold for you. Thank you for taking hours of your time to walk with me through data analysis in a manner that helped make it clearer to me.

To my committee: Thank you for being willing to invest your time in assisting me to meet the required milestones. I am eternally grateful.

To the school system that afforded me the opportunity to conduct a significant research study: Thank you, administration, principal, and teacher participants, and all others who helped along the way.

To my church family: Janice and Larry Brown and Delores and Andrew Davis, thank you for all of your prayers and for always providing me with ENCOURING WORDS when I was about to give up.

Finally, to Dr. Artelia M. Covington, whom I have known since we were children: You have truly been helpful in offering the benefit of your own doctoral journey to push me to keep on working at completing the dissertation when I felt too tired and frustrated to want to keep working. Thank you for all you did during this experience. I do not think this is the end of our traveling together.

## **Abstract**

Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors. Montague-Davis, Carol, 2017: Dissertation, Gardner-Webb University, Effective Leadership/Teacher Perceptions/Principal Perceptions/The Five Exemplary/Leadership Practices Inventory

A large urban public school system in the piedmont of North Carolina was the setting for this study. Individual school data as well as aggregated data from 25 studied schools were analyzed in order to form overall conclusion of perceptions of leadership for the elementary schools within the system.

The purpose of this quantitative survey study was to examine principal perceptions of their leadership behaviors and determine if they aligned with teacher perceptions of these same behaviors using the five practices of exemplary leadership of The Leadership Challenge. The researcher disaggregated the data to identify areas of strength and weakness and compared the perceptions to the teachers they lead. The researcher also disaggregated data to determine the relationship of perceptions based on gender and teacher experience level to determine if either of leadership behaviors affect teacher perceptions of principal leadership.

Through collecting research surveys of principals and teachers, the quantitative data were analyzed to determine if there was an alignment between teacher perceptions of leadership behaviors and leaders' self-perceived behaviors.

Three main findings resulted from the study. First, there was not a significant statistical difference in teacher perceptions of principal practices using the five exemplary leadership behaviors based on years of experience. Second, a gender difference emerged such that female principals were more likely to "challenge the process" than male principals. In other words, female principals showed a greater willingness to take risks and search for new opportunities (at least according to their own self-report). Third, teacher ratings of principal leadership behaviors aligned well with the principals' own ratings.

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## **Chapter 1: Introduction**

### **Introduction**

In today's educational climate, strong and effective leadership is the order of the day. Leadership for principals is no longer solely a managerial function; but it must also be a position that creates vision, fosters and facilitates student academic achievement and teacher professional development, manages budgets, oversees transportation needs, and communicates regularly with the constituent in the community (Marzano, McNulty & Waters, 2003). Historically, the principal has represented the authoritarian figure for a school with almost dictatorial powers at the building level (Webb, 2014). In today's educational settings, a more participatory leadership is expected or even required. The leadership style of the principal has tremendous influence on teacher perceptions of the school climate. When the principal's leadership style is perceived to be supportive, encouraging, and professionally motivating, teachers thrive. Conversely, if the perception is that the school environment is not supportive, teacher morale is low and their commitment to the school is weakened (Webb, 2014).

Principals are the primary leaders in schools and as such are charged with setting the instructional climate for teachers as well as students (Ladd, 2009). While the ultimate intent of formal education in American society is to offer opportunities for students to become educated, contributory citizens, there is no getting away from the fact that teachers are the most direct influence on the process. Since teachers significantly impact student achievement, there is indication of a correlation between teacher job satisfaction and student achievement. In considering the significant impact of the teacher on student achievement, consideration must also be given to those factors that influence teacher job

satisfaction and performance. A discussion of what influences teacher performance and job satisfaction will include the building-level leadership or the principal.

School leaders play an important role in fostering the development of schools as learning organizations, since principal leadership practices determine the effectiveness of learning organizations as well as teacher perceptions of leader effectiveness.

Examination of published research examined the impact of leadership practices on collaboration and teacher morale (Louis, Leithwood, Walhlstrom, & Anderson, 2010).

More research is needed to understand to what extent leadership practices may affect school accountability, collaboration, sustainability, and student achievement.

Specifically, the current study investigated whether principal perceptions of their leadership aligns with teacher perceptions of principal leadership. Kouzes and Posner's (2007) Leadership Practice Inventory (LPI) measures the exemplary leadership practices of Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart.

Leadership is a concept that has been studied for years, resulting in numerous definitions, most of which are housed in business literature. As the educational arena began to articulate a leadership focus, it also had to modify aspects of the business language to distill leadership definitions suitable for education (Webb, 2014). According to Burns (1978), leadership is defined as leaders 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. The genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. Researchers have reported that leadership has a significant effect on the

ultimate success of schools. “The leadership role played by the school principal is critical” (National Education Association [NEA], 2008, p. 1). As previously stated, principals, traditionally, have served as mainly managers. NEA (2008) reported that a study determined that elementary school principals spent 62% of their time on managerial tasks, and only about 6% of their time was devoted to instructional issues. In recent years, the role of the principal has shifted to becoming an instructional leader. “Instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitor lesson plans, and evaluating teachers” (National Association of Elementary School Principals [NAESP], 2009, p. 35).

### **Statement of the Problem**

There are numerous definitions for leadership in the literature, most of which are housed in the writing related to business. Kouzes and Posner (2012), instead of one definition for leadership, crafted a set of leadership characteristics resulting in an “umbrella-like” term for leadership. Bennis (1989) offered an attribute of having the capability of inspiring others to do things without actually sitting on top of them with a checklist. Other positive qualities include valuing others’ input (McGee-Cooper & Trammell, 1995); being his/her own person (Bennis, 1997); possessing charisma (Danzig, 1998); being capable of leveraging more than his/her own strengths (Bennis, 1989); consistently providing the organization a clear direction (Kouzes & Posner, 1995); and enabling others to act (Kouzes & Posner, 1995).

As education has evolved over time, as in the business arena, educational literature has looked at leadership practices as an important gauge of effectiveness. One position asserted in the literature that is true for education as well as business is effective

leadership is relational and interpersonal (Ferch & Mitchell, 2001; Yukl, 2002). There is a belief that the quality of the relationship between leader, be it school principal or CEO, and follower determines the overall perception of the quality of that leadership. “Two important aspects of leadership remain constant: leadership is a relational phenomenon that occurs between people, and the fundamental goal of leadership is to remain as effective as possible” (Ferch & Mitchell, 2001, p. 81).

School leaders have a vital role to play in facilitating the development of their schools as learning organizations, and leadership practices of the principal are a primary determinant of overall effectiveness (Senge, 2006). Leadership positions today require the development of systems intelligence; building partnership across boundaries; and openness of mind, heart, and will (Senge, 2006, p. 24). Senge (2006) also argued that the effective leader today must have a commitment to develop such capacities, which will require a lifelong commitment to grow as a human being in ways not well understood in contemporary culture (p. 24).

Research on school reform indicates the principal is critical in establishing and maintaining an effective learning community (Eaker & Gonzalez, 2006). When the research focused on transactional and transformational leadership practices of principals, a modernized version of leader effectiveness was identified (Fullan, 2006). The literature reports a distinct difference between follower perceptions regarding transactional and transformational leaders (Bass & Riggio, 2006). Followers tend to associate certain elements with transactional leadership: assigning clear roles, defining needs, rewarding congruent behavior, and displaying a command-and-control mentality (Cunningham & Cordeiro, 2006). A different set of elements are ascribed to transformational leadership:

intentional effort to develop followers, mobilize resources, map new directions, support stakeholders, respond to organizational need for changes, and inspire teachers to rise above mere self-interest (Cunningham & Cordeiro, 2006). The literature indicates that where principals employed transactional leadership in their schools, the perception of teachers was that this style did not foster collaboration and lacked vision. In the case where principal leadership styles were transformational, teacher perceptions were so positive toward the leader's style that there was increased teacher buy-in as this philosophy created the space for teachers to grow professionally and provided opportunities for teacher-leaders to emerge.

### **Purpose Statement**

The relationship between leadership practices and teacher perceptions of building-level leadership is an important topic in the current educational climate (Kouzes & Posner, 2002; Oliver & Hipp, 2010). The purpose of this quantitative survey study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors using the five practices of exemplary leadership of The Leadership Challenge (Kouzes & Posner, 2012). This study aimed to collect quantitative data that may help identify areas of strength and weakness in a school system's principals in relation to application of their leadership styles. The data collection instrument used was the LPI (Kouzes & Posner, 2002). The data were collected from principals using the Self version of the LPI. To collect data from teachers in the targeted principal's school, the Observer version of the LPI was used. It was expected that results will provide vital information to principals as they are striving to establish and strengthen a culture of collaboration and vision for success among their

teachers.

This study is expected to add to the body of knowledge and clarity in the discussion around whether there are distinguishable differences in perception of leadership between principals and teachers. Model the Way is the first of the five practices of exemplary leadership. This practice is where the leaders set an example of the behaviors they want their constituents to display. This helps to ensure credibility of the leader. “If people don’t believe in the messenger, they won’t believe in the message” (Kouzes & Posner, 2003a, p. 46). According to Kouzes and Posner (2003a), in order to model the way, the leader has to understand his/her personal values and establish shared values for the group.

The second of the five practices of exemplary leadership is Inspire a Shared Vision. “Effective visions, according to Tom Peters, are inspiring” (Phillips, 1992, p. 164). Leaders should have a clear understanding of the potential their organization has. Once the leaders understand the vision, it is their responsibility to relay the vision to their constituents in a manner in which they believe it is their own. The employees have to believe the leader is supportive of them (Kouzes & Posner, 2003a).

The third of the five practices of exemplary leadership is Challenge the Process. Leaders Challenge the Process by searching for opportunities and by experimenting, taking risks, and learning from mistakes (Kouzes & Posner, 2003a). When experimenting and taking risks, leaders must make sure to properly plan and implement the changes in steps. This may help the change and challenge process be feasible and not overwhelming for everyone involved. Even if a leader makes a mistake, it is important to reflect and learn from it instead of viewing the mistake as a failure.

Enable Others to Act is the fourth of the five practices of exemplary leadership. Collaboration is very important for the success of an organization. If the only source of inspiration for improvement is the imprecations of the individual leader, then islands of excellence may result and be recognized, but long-term system wide improvement will continue to be an illusion (Reeves, 2006). In order for collaboration to work, there has to be cooperation. People cooperate when they have a level of trust and confidence in their leader. It is important for a leader to make their constituents feel empowered and capable of working effectively.

The last of the five practices of exemplary leadership is Encourage the Heart. Admirable leaders have great expectations for their organizations and of their constituents. They set high standards for their team. Although they have high expectancies of their team, they also understand the importance of being supportive and recognizing the team's contributions. Encouraging the Heart is how leaders visibly and behaviorally link rewards with performance and behavior with cherished values. Leaders know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through turbulent and difficult times. Caring is at the heart of leadership (Kouzes & Posner, 2003a).

The researcher used the LPI to determine if the principals in a county in North Carolina exhibit the five practices of exemplary leadership identified by Kouzes and Posner (2003a). The data were analyzed to determine if teacher and principal responses to the inventory align.



## **Research Questions**

This study aimed to answer the following research questions.

1. What are principal perceptions of their leadership behaviors?
2. What are teacher perceptions of their principal's leadership behaviors?
3. Do teacher and principal perceptions of principal leadership behaviors align with one another?

Kouzes and Posner's (2007) LPI measured the desirable leadership attributes of Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. Using these traits, the researcher identified areas of similarity and areas of differences between principals and their teachers.

## **Significance of the Study**

Evaluation of principals has not been a popular topic in the literature or discourse regarding principals and school leadership (Hart, 1993); yet despite this key role of the principal, little is known about how current principal evaluation systems are designed or implemented. Recognition that principals play such a critical role that is second only to teachers in improving student learning indicates that additional research is needed to understand principal evaluation tools as well as to identify the design of effective principal evaluation systems.

Traditional, summative principal evaluations provide limited feedback that documents the overall effectiveness of the principal. Effective principal evaluation systems that incorporate formative processes with effective feedback and utilize effective professional development may be useful as a viable mechanism for advancing the principal's practice toward mastery. Principal evaluation must incorporate a formative

process along with mechanisms for professional development in order to support growth toward and mastery of identified leadership standards for principals. Although attention to the importance of evaluation of principal leadership is increasing (Kimball, Herman, & Milanowski, 2008; Kimball, Herman, & McKinney, 2007; Milanowski, Kimball, & Odden, 2005), there is limited evidence in the literature on the use of principal evaluation as a tool to enhance leadership practice.

In addition to the principal's educational background, the school and district context influence the leadership practices of the principal. The leadership model applied within the given context also impacts principal evaluation practices. Evaluation systems are implemented in order to gauge the effectiveness of the principal within the established educational environment. It must also be noted that since much of the leadership literature provides lists of leadership characteristics that result in performance checklists, it is necessary to include the purpose for principal evaluation as well as the context when making judgments about the principal's performance (Bredeson, Klar, & Johansson, 2008; Searfoss & Enz, 1996).

While many traditional principal evaluation programs still focus on the cognitive components of the principal's role or the knowledge needed to carry out that role, currently more attention is being paid to the social dynamic or the principals' way of being within their role as educational leaders (Anderson, 1989; Kelly & Shaw, 2009; Wilmore, 2004). The importance of effective assessment of school leaders is becoming a more scrutinized topic in the 21st century than in the past for both public and private school leaders and their districts.

The anticipated results were useful to teachers in helping them see how far away

from their principals' perception of his/her leadership style they might be. These data will be shared with the principals so they can have insight as to how the teachers perceive their fulfillment of their leadership roles. Additionally, this information will be shared with stakeholders of the school system studied. Using the strengths and weaknesses identified, the school system may be able to develop a plan of action to improve the leadership behaviors in an effort to improve the working relationship among the principals and teachers.

### **Summary**

When the No Child Left Behind Act of 2001 (NCLB) came into effect, it raised the level of accountability for principals and other educational leaders. The act initiated the shift of the principal's role from an administrative leader to that of an instructional leader. With accountability stakes so high, the role of instructional leader takes on particular importance (Klump & Barton, 2007). Instructional leadership has three primary focal points: school goals, climate, and teaching. This study attempted to identify the effective leadership practices that the studied principals display.

This chapter introduced the topic of whether or not there is a difference in alignment between principal perceptions of the personal leadership styles and the perceptions of their teachers regarding that same leadership style. It provided a background for the study by outlining the historical position of leadership, some leadership definitions, and positive attributes of leaders. The conceptual framework of transactional leadership versus transformational leadership was discussed as the conceptual framework for the study. The instrument that served as the data collection tool was Kouzes and Posner's (2007) LPI, the Self version and the Observer version.

Results of the study are expected to offer useful information to principals that will help them in identifying best practices for fostering the most effective school climate. They are also expected to make teachers aware of whether or not there is a significant gap between their perceptions of their principals and the principals' personal perceptions of their leadership styles. In Chapter 2, a thorough review of the relevant literature for this topic is presented.

### **Operational Definitions**

**Perception.** The mental grasp of objects, etc. through the senses; insight or intuition; the knowledge, etc. gotten by perceiving (Webster, 2002).

**Performance.** The act of performing; functional effectiveness; deed or feat (Webster, 2002).

**Instructional leader.** A leader who involves him/herself in setting clear goals, allocating resources to instruction, managing curriculum, monitoring lesson plans, and evaluating teachers (Jenkins, 2009).

**NCLB.** A federal legislation that enacts the theories of standards-based education reform. Pursuant to 20 USCS § 6301, NCLB ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. It is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. NCLB requires states to develop assessments in basic skills to be given to all students in certain grades. This is possible only if those states receive federal funding for schools. NCLB does not assert a national achievement standard. Standards are set by each individual state (USLegal,

2015).

**LPI.** An inventory that was designed to give individuals' 360-degree feedback on their leadership behaviors. It includes 30 statements that refer to important behaviors displayed by leaders at their best. There are two versions: Self and Observer. The 30 statements are divided into five categories of leadership practice measures: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2003b).

**Model the Way.** When leaders find their voice and set an example (Kouzes & Posner, 2003b).

**Inspire a Shared Vision.** To envision the future and enlist others in a common vision (Kouzes & Posner, 2003b).

**Challenge the Process.** To search for opportunities and experimenting, taking risks, and learning from mistakes (Kouzes & Posner, 2003b).

**Enable Others to Act.** To foster collaboration and strengthen others (Kouzes & Posner, 2003b).

**Encourage the Heart.** To recognize contributions and celebrate values and victories (Kouzes & Posner, 2003b).

## **Chapter 2: Review of the Literature**

### **Overview**

The purpose of this quantitative survey study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors. One section of Chapter 2 offers a brief overview of the history of educational leadership in relation to leadership theories. Historically, the principal has represented the authoritarian figure for a school with almost dictatorial powers at the building level (Webb, 2014). In today's educational settings, a more participatory leadership is expected or even required. The leadership style of the principal has tremendous influence on teacher perceptions of the school climate. When the principal's leadership style is perceived to be supportive, encouraging, and professionally motivating, teachers thrive. Conversely, if the perception is that the school environment is not supportive, teacher morale is low and their commitment to the school is weakened (Webb, 2014).

While the primary discussion for this literature review focuses on Kouzes and Posner's (2002) LPI, there are additional relevant subjects that are included to ensure a thorough survey of the available evidence. Even though there are several leadership theories included, transactional leadership and transformational leadership receive the most attention. This literature review discusses perception in relation to that of leaders and followers. The thorough examination of the literature culminates in a detailed discussion of the exemplary practices of effective leaders as identified by Kouzes and Posner (2002).

## **Background of the Problem**

This literature review seeks to present various theories and qualities of effective leadership, qualifications to be a principal, and teacher perceptions on principal leadership behaviors. It is important that a thorough literature review include theoretical aspects of leadership from the position of both the principals and their teachers. Gaining understanding of the distinctions between perceptions is necessary, because the relationship between leaders and their followers is vital to the professional effectiveness of both groups: “Employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace” (Morgan, 2006, p. 24). School leaders, namely principals, must know their followers have confidence in them in order to continue to lead them (Davis, 1998). “Education leadership is possibly the most important single determinant of an effective learning environment” (Kelly, Thornton, & Daugherty, 2005, p. 15).

In recent years, there has been an increased research focus on what it means to be effective as a leader, especially in the educational arena (Blase & Blase, 2016). One of the weaknesses in education research has been that assessments for effectiveness have focused on measurements that were more quantitative, such as test scores or teacher retention numbers (Munir & Khalil, 2016). These assessments did provide useful feedback regarding the state of school leadership, but they failed to paint a complete picture. Currently, researchers are beginning to look at qualitative factors to add to their discussion of the effectiveness of principals (Barnett, Craven, & Marsh, 2005). One of the most significant yet little measured factors is that of perception. Measuring perception includes taking the perception of the principals, but it also requires utilizing

information collected from teachers regarding their perception of the principal's leadership practices (Munir & Khalil, 2016). There is an old anonymous adage that makes the claim, "perception is reality." This statement is worth mentioning because in the area of effective educational leadership, the literature seems to point to the *perception* of principals regarding their leadership effectiveness versus the perceptions of their teachers as having significant implications (Barnett et al., 2005).

### **Theoretical Perceptions**

The leadership effectiveness of the school principal is now being recognized as a critical factor in the academic achievement, social, and overall success of the school (Leithwood & Levin, 2005). Recent studies also demonstrate the value of focusing on teacher perceptions regarding principal leadership, instead of measuring only quantifiable data and mentioning teacher perception. Successful teacher performance is greatly influenced by their perceptions of the principal's leadership style. Teacher perceptions appear to influence motivation and could also influence student academic achievement (Leithwood & Mascal, 2008). Principals who have the ability to motivate teachers to increase academic achievement and parental involvement are recognized as being effective (Epstein, 2001; Henderson & Mapp, 2002).

While there have been investigations of numerous leadership styles, transformational leadership has gained front runner status with educational leaders (Urick, 2014). In most of the current literature, school leaders who embody certain characteristics such as being people oriented, attending to teacher needs, fostering warm human relationships, displaying empathy, empowering others, and delegating authority are called transformational leaders (Abu-Hussain, 2014). Transformational leadership



focuses on the inner motivation of the followers. It seeks to build follower loyalty and commitment to meet the organizational visions, missions, strategies and, objectives (Bass & Riggio, 2006). Leaders who utilize transformational traits are perceived positively by the teachers who work in their buildings. Those leaders who are task-oriented, autocratic, maintain achievement of goals over human considerations, and reward efficiency and performance are considered transactional. Transactional leadership is focused more on managing the status quo of the organization through the exchange between leaders and followers such as pay for performance of assigned duties, awards, promotions, or recognition (Harris, 2009).

Both styles of leadership, however, combine the ability to influence and create internal and external motivation toward the goals and objectives of the organization. Good communication between transformational and transactional leaders and their followers ensures their effectiveness in achieving organizational expectations (Bass & Riggio, 2006; Harris, 2009; Leithwood & Levin, 2005). In transactional leadership practices, the communication of the leader focuses on the exchange (transaction) that expresses what the desired outcomes are. When those desired actions are attained, transactional leaders communicate through rewards, recognition, or raises. If the desired outcomes do not happen, transactional leaders utilize some form of a punitive response such as demotion or even termination (Bass & Riggio, 2006).

Transformational leaders use communication to increase follower motivation while also articulating a mutual purpose beyond the accomplishment of tasks (Harris, 2009). Transformational leaders operate out of deeply held personal value systems that include values such as justice and integrity; so for them, communication is a “key”

leadership strategy and a powerful tool for achieving organizational goals (Kuhnert & Lewis, 1987). Unlike transactional leaders, transformational leadership originates more from the personal values and beliefs of leaders, not in an exchange of commodities between leaders and followers. In the case of transformational leadership practices, if the desired outcomes are not being realized, the leader reviews the message, seeks specific feedback from followers, and then presents a revised communication of the desired goals and objectives (Barrett, 2010).

A thorough examination of the literature supports the inclusion of situational leadership theory in the theoretical perception for the current study to help define the elusiveness of leadership. While the current study focuses primarily on transitional leadership in comparison to transactional leadership, situational leadership theory is also included as part of the theoretical perception because this philosophical paradigm supports the need for leaders to know how teachers define reality within the school culture and be ready to adjust their practice accordingly. Authentic leadership is said to be determined by the followers, not the leaders (Bhindi, Hansen, Rall, Riley, & Smith, 2008). Recognizing this phenomenon, a school leader can take actions to impact teacher perception, which may result in student learning gains (Whitaker, 2003).

### **Historical Overview of Leadership Theories**

One of the earliest recorded examples of exemplary leadership is that of Moses. Moses modeled leadership traits that are still valued today.

In today's information age, where "facts" evolve daily and the global marketplace is regularly changing, the skills Moses used to lead the Israelites through the wilderness are quite relevant: being flexible, thinking quickly, sustaining the

confidence of your people in uncertain times, and creating rules that work for individuals from widely diverse backgrounds. (Hyatt, 2014, p. 1)

While there is no documented evidence to suggest that Moses's leadership behaviors were written about during his lifetime, there is evidence that he was effective and transformational in his style. Since Moses, however, much study has been conducted, much thought devoted to, and much discourse carried out regarding the concept of leadership. Some of the discussions labeled leadership as a process, but the bulk of the research and resulting theories focused on a person when seeking to understand leadership (Horner, 1997). Spanning decades and crossing cultures and beliefs, leadership research generally defines a leader using his/her traits, qualities, attributes, and behaviors.

“The history of the world, according to James, is the history of Great Men; they created what the masses could accomplish” (Bass, 1985, p. 37). Famous leaders such as Dr. Martin Luther King, Jr. and John F. Kennedy are examples of those who were esteemed as great men. Another idea of early theorists was that leadership was directly related to inheritance (Landis, Hill, & Harvey, 2014). Early theorists held the belief that people are born with inherited traits, some of which were most especially suited to leadership (Kirkpatrick & Locke, 1991). These early theorists posited that these traits were present in leaders only. This trait theory was also called the “great man” theory and assigned leader traits such as drive (broadly includes achievement, motivation, ambition, energy, tenacity, and initiative); leadership motivation (this includes the desire to lead but not to seek power as an end in itself); honesty and integrity; self-confidence (this term is connected to emotional stability); cognitive ability; and knowledge of business

(Kirkpatrick & Locke, 1991).

Stogdill (1974) called the trait theory into question when he conducted a thorough review of the literature and argued that people do not become leaders by possessing some combination of traits. Stogdill's (1974) review revealed that no traits were universal to all leadership circumstances (p. 48). Stogdill's (1974) research showed that situations influenced the leadership traits that manifested and military leaders' traits are not identical to those of business leaders (p. 48).

Another group of leadership theorists argued that leaders should possess qualities that are evident to those around them. This is the foundation for the trait theories of leadership, as first coined by Kohs and Irle (1920) along with Bernard (1926), Bingham (1972), Tead (1929), Page (1935), and Kilbourne (1935); all of whom explained leadership in definition of traits of character and personality (Bass, 1985). Stogdill's (1948) disagreement with the trait theory and further assertion that both the person and the situation must be given equal consideration had significant impact on the leadership discourse.

In the United States, many researchers leaned more toward the great man school of thought, believing that leaders are born rather than made; however, developments in the leadership space called for recognition of the significance that situations requiring certain actions and decisions had on the manifestation and expression of leadership. Halpin and Winer (1957) began to look at leaders in the context of the organization, identifying the behaviors leaders exhibit that increase the effectiveness of the company. In the well-known Michigan and Ohio state leadership studies, two independent elements were identified: consideration and initiation of structure. These studies and other similar

studies came to the conclusion that leadership is something that can be taught, rather than an inherent trait from birth (Saal & Knight, 1988). These researchers began identifying what behaviors differentiated leaders from followers so those desirable behaviors could be taught.

Another approach that emerged in the ongoing research related to leadership is a set of theories that considered the behaviors of the leader, the situation in which the leader is functioning, and the characteristics of the followers; called contingency theory. Contingency theory is different from, but does build upon, the trait and behavior theories. Contingency theory holds to the philosophy that one best way to lead evolved into a complex analysis of the leader and the situation. In order to gain the highest possibility for success, both the leader style and situation can be evaluated along with characteristics of the followers. Once these factors have been assessed, the leader can be appointed to an appropriate situation aligned with his/her style of leadership, the leader can exhibit different behaviors, or the situation can be adjusted to best fit the leader.

Historically, there have been important inquiries into what constitutes leadership throughout human history that included reference to the context in which the leadership was displayed (Avolio, 2007). Identified emergent contingency models of leadership such as Fiedler's (1971) trait contingency model, Vroom and Yetton's (1973) normative contingency model and Hersey and Blanchard's (1969) situational theory all connected different leadership styles to particular contextual demands that resulted in better performance outcomes including, in some instances, the nature of the follower in the leader-and-follower equation (Zaccaro, 2007). Although some of the theories included in this literature review were established years ago, they continue to be significant

guideposts for current leaders.

**Transactional leadership.** The current study focuses on how transformational leadership differs from transactional leadership within a situational perception. Transactional leadership centers mostly on exchanges such as reward for the completion of a task or recognition for meeting an organizational standard (Bass & Avolio, 1994). When leaders communicate particular expectations and monitor for compliance and completion, this is modeling a transactional leadership style (Avolio, Bass, & Jung, 1999). Transactional leaders want followers to recognize what needs to be done and how completion will be assessed. Though transactional leadership will get minimal achievement, it does not foster going the extra mile and making extraordinary progress (Leithwood, 1992).

Blase and Blase (1999) conducted a study that indicated the usefulness of transactional leadership practices in schools as being effective for addressing the demands of NCLB and its stringent accountability. Two elements of transactional leadership are conducive to positive teacher perception: (a) consistent and frequent opportunities for teachers to reflect on their practices and utilize those that appear most effective; and (b) identification of professional growth opportunities through review of achievement data. Teachers perceive this type of transactional leadership behavior as affording them an increased sense of self-efficacy and self-motivation along with a greater sense of clarity and security (Blase & Blase, 1999). The pressure for school administrators to perform many roles in a very limited amount of time (180-day school year), prods principals to adjust their leadership style to the one that affords more ground to be gained with less explanation being required. Transactional leadership, with its

concreteness, appeals to administrators since it is deemed less time consuming (Blase & Blase, 1999).

Teacher self-efficacy within the school culture is directly related to the principal's actions. Leadership types that lead to high teacher self-efficacy were studied in a mixed-methods design by the Self-Concept Enhancement and Learning Facilitation (SELF) Research Centre in Sydney, Australia. The SELF Research Center, housed in the Centre for Positive Psychology and Education, is recognized internationally as the lead organization of an international program with over 450 members from 45 countries. SELF is dedicated to the study of self-beliefs, motivation, and related psycho-social constructs. Its multidisciplinary rationale is that individuals who feel more positively about themselves are likely to be more successful; and as such, systems must simultaneously reinforce objective outcomes and self-beliefs (for example, academic self-concept and achievement in education). In the quantitative segment of the SELF study, 458 secondary teachers and 49 principals at 52 schools throughout New South Wales were surveyed. The study used multilevel modeling analysis to determine the relationship between principal leadership styles and teacher self-efficacy. The results from the Multifactor Leadership Questionnaire and the School Learning Environment Questionnaire showed that when examining the two leadership styles, transformational and transactional leadership, the transactional style that had the most positive effect on teacher self-efficacy. The researchers reported that the teachers wanted to be led by a principal who affirmed their belief system and supported them professionally, which is what they perceived transactional leaders to be doing (Barnett et al., 2005).

**Transformational leadership.** In the late 1970s, leadership research underwent

a paradigm shift away from traditional leadership approaches toward more positive forms of leadership (Avolio & Gardner, 2005). Burns (1978) introduced transformational leadership as a way to describe the optimum relationship between political leaders and their followers. Burns further stipulated that transformational leadership was an ongoing process whereby “leaders and followers raise one another to higher levels of morality and motivation beyond self-interest to serve collective interests” (p. 20). Burns also contrasted transformational and transactional leadership (which is based more upon contingent reinforcement and is focused on short-term goals, self-interest, and the exchange relationship). Transformational leadership theory highlighted leader abilities to influence positive follower outcomes through identifying and addressing follower needs and transforming them by inspiring trust, instilling pride, communicating vision, and motivating followers to perform at higher levels (Turner, Barling, & Zacharatos, 2002).

The concept of transformational leadership can be applied in education as well. Leithwood (1992) asserted three goals for educational leaders who utilize transformational leadership: helping staff collaborate, encouraging teacher improvement, and helping staff to resolve problems. In order to determine how transformational leadership influences teacher perception, Leithwood and Jantzi (2006) conducted a qualitative study over 5 years with over 3,000 participants. One significant result of the study was the finding that being perceived as a leader was just as important as making leadership decisions. Decision making is one area of leadership that garners significant scrutiny from followers. When leaders make decisions that teachers perceive as demonstrating consistency, that is viewed in a positive manner.

One study that looked at the style of the leader and its influence on school climate



was conducted in 31 elementary schools. Findings indicated that leaders who consistently modeled the behaviors they wanted implemented in their schools were able to improve school climate. The limitation of the study is that it was carried out in small rural school settings. Also, the self-assessment completed from principals was unrelated to teacher analyses regarding principal competency. This was viewed as a lack of consistency by the researchers and termed a management “blind spot.” Wherever inconsistency exists in schools, whether it is in discipline procedures or communication of assigned projects, teachers noticed immediately (Kelly et al., 2005). Bogler (2001) asserted that leaders display leadership traits even in their routine behaviors.

With the current accountability demands in today’s educational settings, principals must be able to positively impact teacher perceptions which also influences school climate (Le Fevre, Robinson, & Sinnema, 2015). While transformational leadership was originally designed for the business organization (Burns, 1978), it was found to be quite adaptable to education by Bass (1985), who aligned the behavioral components of the theory with the needs in the educational organization. Leithwood (1992) pointed out that transformational leadership provides opportunities for people to improve their practices, thereby improving outcomes for students.

**Situational leadership.** Lazaridou (2006) asserted that leadership strategies focused on improvement must fit the school culture and be conducted using appropriate leadership actions. The literature reviewed within the theoretical perception of situational leadership theory included studies of administrative behaviors of two leadership styles: transformational and transactional leadership. Each style is presented in relation to teacher-focused principal decisions that consider teacher perceptions and

their impact on school climate and student achievement. A review of the leadership style defined as situational leadership was conducted to show that principals have some flexibility of choices regarding which leadership style to deploy.

When principals adjust their leadership style to address the situations that are presented, they can operate from a position of strength because they have multiple “tools” available for solving problems and getting results. Application of situational leadership theory affords the principal with either the transformational or the transactional strategies that will garner the greatest teacher effectiveness and serve the best interests of the school (Blase & Blase, 1999). Hersey and Blanchard (1969) asserted that school administrators are no longer single-tracked managers; but in today’s educational climate, they are expected to carry out many roles.

As the primary purveyors of situational leadership, Hersey, Blanchard, and Natemeyer (1979) defined situational leadership as being dependent, not on the leader’s management abilities but on the maturity of the followers. In a study conducted by Blase and Blase (1999) with 800 teachers throughout the United States, exemplary leadership practices were identified in principals who utilized situational strategies. The study contained open-ended questions through which teachers expressed their perception of whether the principals’ actions aided or impeded their professional goals (Blase & Blase, 1999). Research does indicate that teachers do want to be led by their school administrators (Barnett et al., 2005). When leaders fail to provide teachers with a clearly articulated vision, mission, and goal plan for the school, the teachers feel abandoned to figure out what they are supposed to know and be held accountable for, leaving them with a negative perception of the school leadership.

**Perception of leaders and followers.** In psychology, perception is defined as a state in which recognition and interpretation of sensory information occurs. It also includes how one responds to the information that is presented. Perception is a process where sensory information is received from the environment and used in order to interact within the environment. Perception allows one to take the sensory information received and make it into something meaningful. A similar definition comes from the business sector and defines perception as the process by which people translate sensory impressions into a coherent and unified view of the world they inhabit. While the information that is being processed may be incomplete, unverified, and possibly even unreliable, perception equates it with reality and uses that vantage point for all practical purposes in guiding behavior (business dictionary). The conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction are given as the definition of perception by Webster (2002). The definition that was most useful for this research study is the one offered by Efron (1966) which defined perception as man's primary form of cognitive contact with the world around him, from which all conceptual knowledge is based or derived.

**Principal perceptions of their leadership in schools.** Principals are responsible for setting the climate of their schools. Good principals are able to staff their buildings with good teachers. Principals who have the reputation for using transformational leadership practices, which often positively affect teacher motivation, morale, and overall job satisfaction, attract better teachers with greater commitment to the profession (Haag, Kissel, Schoniker, Stover, 2011). It has been suggested that teacher perceptions of their

principals need to be given consideration in principal evaluations, since teachers and principals work so closely together (Haag et al., 2011, p. 2). The argument has even been made for teachers being the ones who are directly responsible for assessing principal effectiveness based on teacher perceptions of principal competence, teacher job satisfaction, and weaknesses of school management (Haag et al., 2011 p. 2).

Principal perceptions of their leadership can be explained by considering the ways in which principals decide to enact effective leadership behaviors to address their specific building-level needs for increased student outcomes and on the degree of involvement afforded teachers in school leadership resulting in a positive school climate. Prominent leadership styles such as transformational, instructional, and shared instructional leadership possibly represent these differences across principals (Barnett et al., 2005).

Even principals who are perceived as employing transformational leadership traits such as communication of a mission, providing professional development, and coordination of instruction may only apply these behaviors to fit the situations that present themselves (Leithwood, Harris, & Hopkins, 2008; Ylimaki & Jacobson, 2013). It is also noteworthy that principals serving in different schools may apply the same leadership behaviors in completing similar tasks and report different results from teachers and students (Hallinger & Heck, 2010). There are common, basic leadership behaviors and evidence to suggest they are broadly similar across contexts, but they become uniquely defined by the actions that leaders perceive as necessary to respond to specific situational needs in order to promote system change (Urick & Bowers, 2014).

**Teacher perceptions of principal leadership.** In terms of teacher perceptions of principals, some studies indicated that teachers have a positive perception of their

principals (Bogler, 2001; Leech & Fulton, 2008; Zimmerman & Deckert-Pelton, 2003). There were also some studies that showed teachers as moderately positive in their perception of principals (Gordon & Louis, 2009; Wahlstrom & Louis, 2008). Negative perception of principals was documented in some of the studies as well (Fook & Sidhu, 2010; Keiser & Shen, 2000).

When teachers view principals as strong, they have a very positive perception of that leader (Smith & Andrews, 1989). Teacher job satisfaction was tied to a positive perception of principals as “warm and caring” (Parkinson, 2008, p. 22).

Transformational leadership characteristics modeled by principals are aligned with positive teacher perceptions and their job satisfaction as well (Bogler, 2001). The perceived relationship between teacher and principal from the teacher’s perception determined teacher motivation and performance (McGhee & Lew, 2007). The study from McGhee and Lew (2007) indicated that when teachers have positive perceptions of the principal’s leadership style and knowledge, it aids in them doing their best work. Blase and Blase (1999) posited a link between instructional leadership and positive teacher perception emotionally, cognitively, and behaviorally. Effective school leadership ultimately determines student achievement and impacts the entrance into society of independent, enlightened citizens (Moos, Kreisler, & Koford, 2008).

The perception of how positively teachers regard their principals is significant, since they work so closely with one another in order to achievement the desired academic outcomes for schools. Effective principals are the ones who encourage creativity, model flexibility, promote collaboration, share decisions, and empower professional growth (Beyer & Ruhl-Smith, 1998). It is the “good” principal, who fosters an atmosphere of

trust and serves as the primary catalyst in successful school reform (Beyer & Ruhl-Smith, 1998, p. 116). If a principal is perceived as being “good,” s/he can influence where teachers choose to work and how long they remain in a particular building (Rice, 2010). If the perception of the principal’s leadership is low, negative, or unflattering, teacher morale, overall school management, and student outcomes can be negatively influenced (Bogler, 2001).

When teachers have the perception of autonomy in the classroom, they feel greater job satisfaction and attribute that to the school’s principal (Kreis & Brockoff, 1986). Empowerment, which refers to professional growth, autonomy, self-efficacy, impact (teacher perceptions regarding their influence on school life), professional respect, and involvement in decisions directly related to their work, is an important facet of teacher satisfaction in their profession. When they feel empowered, teachers experience greater job satisfaction and commitment to the profession. When teachers are asked for reasons they chose to leave the profession, lack of autonomy and empowerment were often high on the list of reasons, garnering more significance than salary (Sheppard, 1996).

### **Gender of Leaders and Teacher Perception of Principal Leadership**

There is significant indication in the literature that gender of the leader impacts the style of leadership employed. It is reported that men and women differ in how they act; they also differ in how they communicate and there are differences in the ways in which they influence others (Mushtaq & Qureshi, 2016). In the equity view of leadership, men and women in management are assumed to be similar and emphasizes identical norms for men and women (Adler & Izraeli, 1988). The opposing view,

complementary, makes the assumption that men and women are different, but there is value to be realized through these differences (Adler & Izraeli, 1988). Eagly (1987) asserted two quality types that capture gender difference: communal and agentic. The communal dimension is more concerned with the welfare of others and contains elements such as nurturance, affection, ability to devote oneself to others, eagerness to soothe hurt feelings, helpfulness, sympathy, awareness of the feelings of others, and emotional expressiveness. Generally, female leaders are described in communal terms (Rosner, 1990).

The agentic dimension of behaviors is primarily manifested through assertiveness, goal-directedness, independence, self-reliance, self-sufficiency, directness, and decisiveness (Eagly, 1987). Most frequently, males are assigned the agentic qualities (Rosner, 1990). According to Antonakis, Avolio and Sivasurbramaniam (2003), these two types of characteristics will influence the leadership style that is preferred by males and females. Men are said to utilize more strict and threatening styles, while women use a more democratic and participatory style (Antonakis et al., 2003).

Since traditionally, public school administration has been predominantly male, females have been discouraged from even pursuing administrative opportunities (McFadden, Maahs-Fladung, Beck-Frazier, & Buckner, 2009). As females began to take on leadership roles, they have found themselves facing several barriers: sexual discrimination, gender perception, leadership behaviors, and stereotypes (McFadden et al., 2009). Attitudes and perceptions of teachers toward a female administrator can significantly influence the administrator's personal performance evaluation if she is female, even though research indicates that female leadership traits foster a work

environment that empowers followers (Howard-Hamilton & Ferguson, 1998).

Female leaders often display those attributes that foster teamwork and collaboration which are reported to encourage faculty sharing as well as being the characteristics that make accomplishing a goal more feasible (Rost, 1993). When male and female transformational leaders were studied, there were few differences with the exception of daily interactions with subordinates. Female leaders were ranked higher in respect and concern because these behaviors make followers feel trusted, motivated, and more loyal to the organization (Yukl, 2002).

### **Tenure of Teachers and Teacher Perception of Principal Leadership**

Successful principals recognize that they cannot employ a one-size-fits-all approach to supervision since, just as it would not be effective with students, this style of leadership fails to consider individual learning styles and “teachers are unique in terms of their pedagogy, experience, and content knowledge” (Haag et al., 2011, p. 499). In addition to considering teacher gender as one of the variables to be studied when investigating teacher perception of leadership, teacher tenure status is useful for determining whether leadership style is perceived differently by teachers at different stages of their career. Researchers have argued that nontenured teacher supervision should be different from tenured teachers (Elliott, Isaacs, & Chugani, 2010; Glickman, Gordon, & Ross-Gordon, 2009). Principals who understand that whether or not a teacher is nontenured or tenured should weigh significantly on how they supervise that teacher, usually take a developmental approach with nontenured teachers.

Zepeda’s (2013) findings provide a description of the career stages and developmental needs of teachers indicating that nontenured teacher attitudes about



willingness to be observed seem to align with career stage 4, labeled *enthusiasm*, in which teachers have high job satisfaction. This means nontenured teacher attitudes about principal observations indicate they perceive feedback on many classroom tasks as important, a trait that might be perceived as a flaw because it causes nontenured teachers to be unfocused on those instructional behaviors that have the highest impact on student performance (Hattie, 2012). Additionally, results concur with Range, Young, and Hvidston (2013) who argued nontenured teachers typically struggle with low level teaching behaviors like lesson planning, classroom management, and time management. Because such behaviors can be easily remediated when principals provide immediate feedback, this might cause nontenured teachers to view supervision provided by principals as more effective than tenured teachers. Tenured teachers may not receive as much direct contact with principals and might not receive similar feedback on basic classroom structures. As a result of tenure status and differences in how they are supervised, tenured teachers consider principals who respect their experience and take a less-intensive approach to management as better leaders than principals who are more “hands-on” in dealing with experienced teachers or principals who treat tenured teachers the same as nontenured ones.

### **Kouzes and Posner’s Five Practices of Exemplary Leaders**

Kouzes and Posner (2007) developed their leadership model from an analysis of more than 1,000 personal-best cases from which they then developed a quantitative instrument, the LPI, to measure the leadership behaviors they identified. From a participant pool of more than 10,000 leaders and 50,000 constituents, five fundamental practices of exemplary leaders emerged: Modeling the Way, Inspiring a Shared Vision,

Challenging the Process, Enabling others to act, and Encouraging the Heart (Kouzes & Posner, 2007). Modeling the Way is the extent to which leaders actually display the personal example of what they expect from others. When modeling the way, leaders build consensus around a common set of values for running the organization. They follow through on commitments and ask for feedback on how their actions affect other people's performances. Inspire a Shared Vision is displayed when leaders create a compelling image of what the future can be like. They speak with authenticity about the higher meaning and purpose of the work. They appeal to others to share an exciting dream of the future and show others how long-term interests can be realized by enlisting a common vision.

Challenging the Process is the extent to which leaders search for opportunities to change the status quo. These transformational leaders challenge people to try new and innovative ways to do their work. They seek creative ways to improve the organization through experimentation, taking risks, and accepting inevitable disappointments as learning opportunities (Kouzes & Posner, 2007). Enabling Others to Act happens when leaders empower people, giving them freedom in deciding how to do their work. They support decisions that people initiate. When enabling others, leaders actively involve others, develop cooperative relationships, and understand that mutual respect is what sustains extraordinary efforts. Encouraging the Heart is the extent to which leaders recognize the contributions and celebrate the accomplishments of their followers. When encouraging the heart, leaders demonstrate genuine acts of caring. They provide appreciation and support for employees and express confidence in their subordinates' abilities (Kouzes & Posner, 2007).

**Model the Way.** “You either lead by example or you don’t lead at all,” is the eighth of Kouzes and Posner’s (2010) 10 leadership truths (p. xxiii). Followers expect their leaders to be role models who demonstrate how they expect people to behave, model the highest standards for advancing the organization’s goals, and admit when they are wrong (Kouzes & Posner, 2010). One of the most essential elements of leading by example is keeping promises, Kouzes and Posner (2010) asserted. When leaders keep their promises, an atmosphere of confidence and trust is generated and followers begin to believe in the integrity of the leader.

Because the principal is the most visible example of leadership in a school, behaviors (good or bad) that might otherwise be considered unimportant or insignificant take on greater significance when modeled by principals. What teachers observe their principals doing or allowing to be done has unmistakable influence on principals who overtly show respect for their staff through listening to teacher ideas and concerns and supporting them are considered most effective (Leithwood & Riehl, 2003). When a principal shows respect and support for the people s/he is leading, it is a visible model and is one of the most influential leadership characteristics (Buhler, 2008; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Reeves, 2002). Effectively modeling the way has undeniable impact on the behaviors of the other adults in the school (Reeves, 2002; Leithwood et al., 2004). It is understood that principals are the primary force driving the school’s goals and objectives toward achievement. Motivating teachers to do things differently and better can result in significant increases in student achievement (Gimbel, 2003; Reeves, 2006).

Leithwood et al. (2004) concluded that the principal alone does not affect student

performance; but s/he can have a positive, even profound effect on student learning if others in the school are empowered to make significant decisions. Extending and expressing what they value, their core values (Fullan, 2007; McCall, 1994), require the leaders to be clear about what they believe (Bennis & Nanus, 2003; Schlechty, 2002). Leaders must also know what truly matters to them and what they stand for (Kouzes & Posner, 2010; Schlechty, 2002). The literature also indicates that deeds are far more important than words, behavior is what wins respect, and honesty is determined by the consistency between word and deed (Kouzes & Posner, 2002). Fullan (2002) asserted the importance of this consistency manifesting as a “strong sense of moral purpose” and determined it to be one of the five “action-and-mind sets” (p. 15) that effective leaders need. Fullan (2002) included four more action-and-mind-set characteristics on his list: understanding change; relationship building; knowledge creation; and finally, sharing and coherence making (p. 4). “Successful leaders know themselves. They know their strengths, their values and how they best perform” (Sousa, 2003, p. 15). Kouzes and Posner (2006) believed self-awareness is one of the best predictors of successful leadership.

Whitaker, Whitaker, and Lumpa (2009) argued for Modeling the Vision as the most important daily thing a leader can do. In a study conducted by Picucci, Brownson, Kahlert and Sobel (2002) of seven high-poverty, high-performing middle schools, it was determined through teacher interviews that principals modeled the values of a strong work ethic as well as the high standards they expected staff members to embody. The teachers at those schools remarked that their principal led by example and did not expect more of them than they did of themselves as the educational leaders in the building.

Findings from Picucci et al.'s (2002) study indicated that the leadership of these schools was a primary factor in the resulting success.

At the district level, school leaders who were able to recognize the starting point for initiating changes were brought into these high-need schools. These leaders also worked to change the environment at the building level so substantive change could happen. Principals built a shared purpose through a willingness to share in decision making and leadership responsibilities. The clear communication of the leaders helped to keep all stakeholders engaged and motivated. Sergiovanni (1981), however, believed what the leader communicates and stands for is far more important than what the leader does or how s/he behaves. Leithwood et al. (2004) asserted that student performance is not improved by the efforts of principals alone; however, when there is space created to empower others to make significant decisions, student achievement can be profoundly impacted.

Research demonstrated that the degree of influence followers voluntarily accept from their leaders is directly correlated to the amount of trust followers have in that leader (Kouzes & Posner, 2010). Kouzes and Posner (2010) reported credibility to be a core principle of leadership, with trustworthiness identified as an integral component of credibility. "Trust is the emotional glue which binds followers and leaders together" (Bennis & Nanus, 2003, p. 142). Regarding trust, Bennis and Nanus (2003) also stated that it is "the lubrication that makes it possible for organizations to work" (p. 41). Organizations with a high degree of trust were shown to perform better than low-trust organizations by 286% in total return to shareholders (Kouzes & Posner, 2010). Having a "down-to-earth" manner is equated with trustworthiness and ranks above even

intelligence or cleverness (Reicher, Hashan, & Platow, 2007). Reicher et al. (2007) asserted the existence of a new type of leadership. This leadership differed from traditional leadership in that it did not attempt to induce followers to adopt the leader's perception. Instead, the new leadership made an effort to "fit in" with followers in order to understand what their values and beliefs were. The leader then used this knowledge to mold and shape the group so the leader's viewpoint was presented in a way that seemed to match that of the followers (Reicher et al., 2007, p. 24).

Leaders who are considered trustworthy garner followers' desires to be influenced by them in their work and personal lives (Maxwell & Dornan, 1997). Influence that resulted from a belief in the leader's trustworthy character was so weighty and powerful that Maxwell and Dornan (1997) published a book focused just on this aspect of leadership. They believed any person with connections to others could be an influence without necessarily having a high-profile position. They asserted if leaders understand what being a person of influence can do, they would recognize that having influence allows one to accomplish goals faster, achieve more professionally, and leave a legacy. "Without influence, there is no success" (Maxwell & Dornan, 1997, p. 3). When one attends to the responses of others, s/he realizes that "people respond to one another according to their level of influence" (Maxwell & Dornan, 1997, p. 4).

There is some agreement in the literature that there is no one list of all of the traits great leaders possess nor one that outlines which traits are responsible for garnering influence as a major function of leadership (Leithwood & Riehl, 2003). Many factors determine the leader's ability to influence, although exemplary leaders are ones who realize what they do is more important than what they say (Bonnici, 2011; Kouzes &

Posner, 2002; Whitaker, 2003). Goleman (2006) reported that the newer findings related to the social nature of brain activity revealed how important it is for a principal to foster an atmosphere of warmth and trust as the primary culture in their schools. He further asserted that the brain imitates one's emotional state, so the one in the power position sets the tone of the school climate. This fact further indicates how necessary it is for the leader to model emotional maturity and interpersonal skills as the way for his/her staff to follow (Goleman, 2006).

Reeves's (2002) research indicated that school leaders have enormous influence in the areas of time management, interpersonal relationships, and professional development. The importance of modeling effective interpersonal skills can become vital and useful to handle disputes that occur, either between teachers and students, parents and teachers, or teachers and teachers (Bonnici, 2011). By modeling strategies to arrive at consensus, the principal demonstrates ways for staff members to defuse classroom situations that could become volatile (Bonnici, 2011, p. 14).

**Inspire a Shared Vision.** Kouzes and Posner (2012) reported that the least practiced of the five exemplary traits is that of Inspire a Shared Vision, but successful leaders agree that the power of vision is inestimable. Vision is necessary to align as well as inspire actions of members of the group. Without vision, the organization has no direction and individuals are left to do what they feel is right, requiring them to constantly check with supervisors for reassurance and direction (Kotter, 1996). Inspire a Shared Vision is also the one of the five practices of exemplary leaders with which leaders are least comfortable (Kouzes & Posner, 2012). When asked if they consider themselves one who inspires the vision, Kouzes and Posner (2002) reported that only one

in 10 leaders answered yes. Schlechty (2005) reminded leaders that setting a direction, having a vision, was not just about having a goal or even stating a goal but *goal clarity*. As with all other organizations, the goals must be consistently set by the values, purposes, and beliefs of the school; and the teachers must be clear on what they are expected to do to achieve the stated goal.

Schlechty (2005) reported that school leaders must be able to clearly articulate answers to questions such as

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

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

Inspire a Shared Vision is the same as setting direction and requires the effective educational leader to work to develop and endorse a school vision that encompasses the best theories and ideas on teaching and learning (Leithwood & Riehl, 2003). The effective principal makes it clear to all stakeholders that learning is the school’s most important mission (Stronge, Richard, & Catano, 2008). “Quality teacher leadership aligns with professional learning to help achieve the school’s shared vision for student learning” (Moller & Pankake, 2006, p. 127). An ancient prophet, Solomon, stated,



“without a vision, the people perish” (Proverbs 29:18, KJV). McCall (1994) believed that to create a vision, the principal must provide the bridge from the present to the future and create a realistic, doable mental picture for the future of the school. The vision of the leader should also be a dynamic one that must change according to circumstances (Brubaker & Coble, 2006). Inspiring shared visions never reaches a status of completion. Visions “are always in the process of becoming” (Schlechty, 2002, p. 74).

Principals leading effective professional learning communities do so through shared vision and values rather than through rules and procedures (DuFour & Eaker, 2009). The meaning associated with a compelling mission and vision must provide a personal connection to the followers (Alvy & Robbins, 2010). McCall (1994) discussed the importance of vision and mission:

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

The process of inspiring vision requires time, reflection, and a strong connection with others (Sousa, 2003). Visionary leaders create shared meaning and impart understanding that clearly articulates and supports the vision of the organization (Leithwood & Riehl, 2003; Stronge et al., 2008).

Followers want to be assured they are a part of the organization’s vision for the future (Kouzes & Posner, 2010). The most effective result of Inspire a Shared Vision happens when teachers are able to see the vision for the school as their own vision (Reicher et al., 2007). Principals achieve this unity of vision through multiple means:

intentionally focusing on strategies that ensure positive experiences for teachers and students (Zwaagstra, Clifton, & Long, 2010); building legacies to strengthen the established values of the school (Sergiovanni, 2001); and paying particular attention to conveying high expectations and quality performance for the professional learning community (Leithwood & Riehl, 2003). “All schools have cultures, but successful schools seem to have strong and functional cultures aligned with a vision of quality schooling” (Sergiovanni, 2001, p. 108).

**Challenge the Process.** Exemplary leaders are usually those associated with changing the status quo; however, Schlechty (2002) asserted that great leaders are those who can figure out when to push and when to comply. Effective principals are the primary key for sustained, successful change efforts in schools (Alvy & Robbins, 2010). While the principal may be a key element, Marzano’s (2003) meta-analysis and research completed by Conley and Bacharach (1990), Glickman (1998), Maeroff (1988), and Schlechty (1990) do not support the notion that an individual can make substantive change happen by his/her will or personality alone. Certainty, routine, and business-as-usual often result in complacency, motivating people to search for opportunities that will lead them to improve, innovate, change, and grow. “The fact is that when times are stable and secure, we’re not severely tested” (Kouzes & Posner, 2002, p. 176).

Kouzes and Posner (2010) further asserted that challenges help leaders discover who they really are as well as who they can become. Highly effective principals challenge teacher long-held beliefs about schooling and ask probing questions which may result in serious discussions about policies and programs (McEwan, 2003). When a school takes risks in the pursuit of substantive change, the staff is challenged to rethink

their assumptions and gain understanding and mastery over complexities of needed changes, usually in a linear fashion (Kouzes & Posner, 2002; Leithwood & Riehl, 2003). Leadership functions best when principals and teachers are bound by a shared identity along with a desire to use that identity as a blueprint for action (Reicher et al., 2007). Even though effecting change demands having a willingness to take some calculated risks, risk-taking behaviors can often result in failure (Kouzes & Posner, 2002). Leaders learn less from their achievements than they learn from mistakes and failures that are often the result of taking risks (Brubaker & Coble, 2006).

Teachers esteem principals who learn with them and support them to assume new challenges or initiate new efforts (Donaldson, Marnik, Mackenzie, & Ackerman, 2009). Results from the extensive leadership research conducted by Kouzes and Posner (2002) indicated that people learn best by doing things they have never done before. Kouzes and Posner (2002) asserted that leaders display self-efficacy and self-confidence that allow them to handle challenging experiences that are new. Exemplary leaders model flexibility in their thinking and adaptability in their behaviors that translate into effectiveness. Kouzes and Posner's (2002) Leadership Challenge challenges individuals to think about leadership and radical change. Change is the province of leaders. It is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward a misty image of a better future. Principals also reported that failure and mistakes are very important to success. Resistance, individual and corporate, is one of the inevitable outcomes of attempting to implement change (Schlechty, 2002). The source of the resistance can be caused by those affected believing the change is being imposed arbitrarily, or when the purpose of the change is not clearly

understood, thought to be too disruptive, or is perceived to have a negative impact on them individually or on the organization (Bennis & Nanus, 2003). For substantive change to have an opportunity to work within schools, principals and teachers must support it (Schlechty, 1990). Effective change leaders will identify those “champions” of the change and nurture them as well as assist them to establish their own network of change supporters (Reeves, 2002).

While effective principals are respectful to address those expressing resistance to change, they also are able to recognize that not every decision they make will receive 100% consensus. These leaders are able to accept that not everyone will agree, and they move on to explain the rationale for the decision and demonstrate that it was made with a focus on how to best serve the children they are charged with educating (Reeves, 2002). The promotion of learning requires building in a tolerance for error along with a framework for forgiveness (Kouzes & Posner, 2002). When school leaders do make mistakes, it is an opportunity not only for them to learn from their mistakes but also to gain respect from their teachers if they are able to apologize (Bonnici, 2011). Unfortunately, according to Reeves (2002), many leaders fail to learn from their mistakes; therefore, they do not make appropriate adjustments that would help them to improve.

The principal’s job as a change agent is to motivate teachers to move in directions they would not otherwise choose to go (Schlechty, 2002). They also need to foster a culture in their buildings where people feel comfortable to speak up and question the status quo (Kouzes & Posner, 2002). These leaders must display courage as they challenge others to take risks as a result of their guidance (Buhler, 2008). Challenging

others to support a new endeavor requires leaders to be “cheerleaders for change” and be equipped with the ability to influence followers to journey with them toward a new destination despite the difficulties (Bennis & Nanus, 2003). A mark of the leader who is ready for the demands of 21st century leadership is being able to cast a vision that points followers toward the desired destination in spite of the constant technologically driven turbulence the next few decades is certain to bring about (Bennis & Nanus, 2003).

**Enable Others to Act.** One of the hallmarks of successful leadership is the leaders’ abilities to sustain human relationships which enable people to accomplish extraordinary things as a regular course (Kouzes & Posner, 2002). When the principal functions as an enabler who affords teachers the liberty to develop their own leadership capabilities, there is an environment of success created which impacts student performance in a positive manner. Providing teachers with leadership responsibility supports the school’s continuous improvement. Fullan (2001) remarked that often people are credited with successful activities that take place within their schools when, more specifically, it is the relationships between people in the building that result in good outcomes.

Moller and Pankake (2006) believed it is time for principals to intentionally move from serving as directors of schools, the ones in charge of every action, to being coaches of teachers who are leaders. Sharing authority and decision making are essential for an effective learning community (NAESP, 2009). “Leaders make it possible for others to do good work” (Kouzes & Posner, 2002, p. 18). Data compiled by Goodlad (1984) supported Kouzes and Posner’s (2002) assertion. Goodlad’s research determined that teachers at the three high schools that ranked in the top quartile for satisfaction viewed

their workplace positively in areas including principal leadership, the quality of the problem-solving process, staff cohesiveness, their power and influence over school-wide decisions, and control over their planning and teaching decisions.

Effective educational leaders find their success in the success of those with whom they work and demonstrate a strong belief in their followers no matter how tough the journey to success is (O'Hanlon & Clifton, 2004). These principals foster teamwork and team success above individual success. "The driving engine of the collaborative culture of a Professional Learning Community is the team" (DuFour & DuFour, 2010, p. 76). Cohesive teams work to identify best practices and to enhance their professional knowledge (Eaker & Gonzalez, 2006). McCall (1994) thought the best kind of principal was the one who sits down and learns alongside his teachers. Exemplary leaders not only embrace learning and work to maintain the most conducive atmosphere for it, they also model continuous learning (NAESP, 2009).

Principals have the authority and responsibility for all of the operations at the building level. Because of that, they can act as the sole decision makers since they have the authority to do so; but those decisions can only be effectively implemented through collaboration (Reeves, 2006). Glickman et al. (2009) argued that successful schools have no distinction between supervision (management) and instructional leadership. In a survey conducted by Reeves (2006) with 2,000 teachers and administrators from more than 60 diverse school systems, over 74% of those surveyed *perceived* that leaders employed an "it's my way or the highway" mentality. Actual survey results, however, indicated that Level III (unilateral/administrator only) decision making was the least used. Most of the schools in the Reeves (2006) study were collaborative in practice, with

teachers often afforded opportunities to make discretionary decisions.

Research indicated that leaders who possessed emotional intelligence were successful in creating this type of collaborative and positive school culture. Emotional intelligence, according to the ability model (Salovey & Mayer, 1990), “involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (p. 189). These leaders were able to handle their own emotions appropriately as well as manage the emotions of others (Moore, 2009). Leaders who practice emotional intelligence (Goleman, Boyatzis, & McKee, 2009) attributed emotional intelligence to leadership success, noting that principals with high emotional intelligence foster good feelings among their teachers and throughout their building. Leaders who are knowledgeable regarding why followers feel the way they do are in the best position to influence those feelings (George, 2000). McEwan’s (2003) study of effective principals indicated that effective principals demonstrate concern, personally and professionally, for all staff, creating collegiality: This collegiality helps build trust and professional respect, and helped these principals raise the bar for high expectations of personal performance in a nonthreatening way. Sergiovanni (2001) termed the element of educational leadership associated with the handling of personnel as being a “human engineer.”

Since much of the work of schools is accomplished through human effort, the development of human resources is highly prized by the effective principal (Leithwood & Riehl, 2003). Whitaker’s (2003) studies of schools and principals stated, “one of the hallmarks of effective principals is how they treat people. Like effective teachers, effective principals treat people with respect” (p. 21). Whitaker (2003) further argued

that while it might be easy to treat all people with respect most of the time, great principals treat everyone with respect every day.

Kouzes and Posner's (2010) exhaustive qualitative and quantitative research studies involving tens of thousands of participants from all organizational levels determined that "leadership is a relationship between those who aspire to lead and those who chose to follow" (p. 21). They asserted that leadership success, now and into the foreseeable future, will be based on how well people work together and how well human relationships are sustained.

In a bygone era, there was a perception that followers served leaders; but in the current climate, if a leader wants to be successful, s/he will serve those under their leadership (Buhler, 2008). Effective principals make it possible for their teachers to learn new skills because they recognize that when they have a staff comprised of skilled teachers, their students are ensured of the best learning opportunities (Rooney & McKenna, 2008). Teachers working in schools led by principals who encourage them and support their participation in individual professional development activities report greater commitment and a sense of personal satisfaction (Whitaker, 1997). Principals who recognize and acknowledge the important contributions of their teachers garner at least teacher consideration when they need to make changes that might be challenging (Bonnici, 2011). Developing and empowering teachers to make significant decisions enable the principal to count on these same teachers when the need arises (Leithwood et al., 2004). Practicing these leadership behaviors not only positively impacts the principal/teacher relationship but also indirectly results in positive student learning outcomes (Leithwood et al., 2004).



Sergiovanni (2001) called principals teachers of teachers and coined the term *principal teacher* to describe this aspect of principal duties. Even as principals operate as instructional leaders within their schools, their ultimate aim is to equip and empower their teachers to take on leadership roles, thereby creating a community of teacher leaders and establishing a legacy of leadership even after their tenure ends (Fullan, 2002).

**Encourage the Heart.** Lezotte (2004) and Reeves (2006) agreed that the 21st century school leaders will have to expend greater effort to develop themselves as coaches and cheerleaders. They also asserted that while personal contact, recognition, and appreciation are vitally important, devoting the proper time to them will need to be strategically managed to avoid an imbalance in focus and a lopsided distribution of their preciously limited time resources (Lezotte, 2004; Reeves, 2006). Tangible rewards such as compensation do not increase commitment, but showing authentic concern and demonstrating respect are shown to have a positive effect on commitment (Kouzes & Posner, 2006). Bennis and Nanus (2003) went so far as to argue for developing, recognizing, and celebrating those distinct skills of individual teacher leaders as the factors leading to organizational survival. Moye, Henkin, and Egley (2005) reported that when teachers perceived their work as meaningful, coupled with significant autonomy that elicited a sense of being impactful, they expressed a higher degree of trust in the principal.

Whitaker (2003) asserted that there are two primary ways to significantly improve a school: get better teachers and improve the teachers who are already there. When achievements and efforts are recognized and valued as the regular culture in the building, teachers are motivated to give their best and are supportive of change; and this behavior

even inspires students to work hard (Peterson & Deal, 2002). Kotter (1996) advised that an effective strategy that will continue momentum is to set short-term goals and celebrate those as well as recognition of larger accomplishments that might take more time to achieve. Effective leadership recognizes the value of celebrating “all along the way,” rather than waiting until the end-of-the-year test results (Reeves, 2002).

Motivation and recognition are very personal to people (Pink, 2009). Brubaker and Coble (2006) warned against creating arbitrarily designed reward systems, and they suggested to leaders that employees should be allowed to have input in the design of a school’s reward system. Reeves (2006) also stated, “relational leadership does not depend on false affirmations provided in vain” (p. 39), since trust and integrity are the underlying elements that form enduring relationships. Whitaker et al. (2009) asserted that school leaders have the ability to provide interpersonal things that most affect morale and have the greatest positive impact and influence. Kouzes and Posner (2002) reported that the most meaningful rewards are spontaneous and unexpected and personal gestures are often the most powerful and have the greatest impact on morale and motivation. Teacher performance and motivation will be increased when the leader makes the effort to pay personal attention to that employee (McColl-Kennedy & Anderson, 2002).

Sergiovanni (2001) believed that “high student motivation to learn and high teacher motivation to teach are prerequisites for quality schooling and must be effectively addressed by principals” (p. 101). “Unless teachers are themselves inspired, they are unlikely to inspire their students” (Denning, 2011, p. 1). Appropriate, authentic attention reduces employee frustration, increases enthusiasm and optimism, and indirectly increases employee performance (McColl-Kennedy & Anderson, 2002). Kouzes and

Posner (2002) offered that “most people rate ‘having a caring boss’ even higher than they value money or fringe benefits” (p. 317). The 2003 MetLife Survey of The American Teacher (Markow, & Scheer, 2003) examined attitudes and opinions of teachers, principals, parents, and students, determining the most important role of the principal is that of motivating teachers and students.

Good leaders motivate performance by praising, pushing, and prodding. Effective principals let teachers know when their performances are not satisfactory. In instances where performance is not acceptable and it becomes necessary to share negative feedback with a teacher, Hoerr (2009) believed it is necessary to offer six positive comments if the leader’s focus is on building a supportive relationship, which becomes even more important if a difficult message has to be delivered. “People will listen to negative feedback from good leaders even when it’s painful to do so, if the relationship is strong and they trust that leader” (Hoerr, 2009, p. 84). George and Bettenhausen (1990) investigated prosocial behavior and its effect on employee performance and turnover. Results from the study demonstrated that positive leaders who are optimistic and confident have a “considerable impact on their work groups, manifested in overall positive orientation and outlook; the leaders’ enthusiasm and high levels of activation are likely to pervade the groups” (George & Bettenhausen, 1990, p. 701).

“When leaders offer encouragement and others follow their example, organizations develop a reputation for being great places to work” (Kouzes & Posner, 2002, p. 369). Leaders influence positive behaviors when they encourage the heart (Kouzes & Posner, 2002). Whitaker et al. (2009) asserted it is important to “remind ourselves of all the wonderful things that we accomplish in education” (p. 64).

## **Summary of Chapter 2: Review of the Literature**

The purpose of this study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors. The definition of perception was provided to establish the context of the topic. A brief historical overview of leadership was offered. A discussion of principal perceptions of their leadership skills included information that principals usually think their leadership style is the right one. The literature also indicated that teacher perceptions do not always align with the perceptions of the principals regarding the effectiveness of principal leadership behaviors. Following the brief overview of the history of leadership was a discussion of situational leadership. Situational leadership theory was included because research indicates that effective educational leaders should adjust their style based on what the situation at hand demands. Primary leadership styles for the current study focused on investigating the effectiveness of a transformational leadership style's influence on teacher perceptions of principal effectiveness versus their perceptions of transactional leadership. The instrument that used in the current study was the LPI designed by Kouzes and Posner (2003a) which measures the five practices of exemplary leaders: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

Chapter 3 provides a detailed discussion of the quantitative methodology that was selected for the current study. It includes the definition for quantitative methods. Justification for the choice of quantitative method is provided. Chapter 4 reports data of the research study. Chapter 5 contains the discussion of the findings, recommendations for future practice, and recommendations for future research.

## **Chapter 3: Methodology**

### **Introduction**

The purpose of this study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors. This quantitative study will allow principals to assess their leadership behaviors and compare their perceptions with those of their teachers to also determine if the teachers see their behaviors the same as they see themselves. The leadership behaviors were measured based on Posner and Kouzes' (1997) five practices of exemplary leadership. Sometimes "principals may assess themselves as more or less effective on a given dimension of job tasks not only because of their own skills, but also because of the difficulty of the contexts in which they work" (Grissom & Loeb, 2009, p. 13). The primary purpose of this study was to gain insight into teacher and principal perceptions of effective principal leadership behaviors from principal and teacher perceptions; second, to determine the congruence between these perceptions; and third, to determine if there is a difference in perception of principal leadership among gender and age of teachers.

Principals are very important to the successful operation of a school. The principal is the primary building-level authority. All concerns within a school fall under the principal's authority and responsibility. In today's educational environment, building-level leaders find themselves juggling competing tasks each day. This juggling act is the result of efforts to satisfy demands from both internal and external stakeholders of educational organizations (Stronge et al., 2008). Because principals are vitally critical to overall school success, policymakers have agreed that it is necessary to recruit and select the most qualified candidates. Confirmation of whether or not candidates are

suitably qualified would be documented through the tool(s) used to evaluate principal performance. Traditionally, principals have been selected because they satisfy a set of criteria required to become licensed, rather than having to demonstrate mastery of the skills needed to affect school success.

Evaluation of principals has not been a popular topic in the literature or discourse regarding principals and school leadership (Hart, 1993). The critical role principals play in the success of school improvement efforts which focus on both student and teacher learning has been acknowledged in the literature (Connelly, 2008; Conner, 1992; Hallinger & Heck, 1996; Leithwood et al., 2004; Portin, Feldman, & Knapp, 2006); yet despite this key role of the principal, little is known about how current principal evaluation systems are designed or implemented. Recognition that principals play such a critical role that is second only to teachers in improving student learning indicates that additional research is needed to understand principal evaluation tools as well as to identify the design of effective principal evaluation systems.

The main goal of quantitative research, of which this study is a type, is to determine the relationship between one thing, called the independent variable, and another thing, called the dependent variable, within a certain population. Quantitative research is either descriptive in which subjects are measured once or experimental where the subjects are measured before and after a treatment. Descriptive studies determine associations between variables while experimental studies determine causality (Nenty, 2009). Characteristics of quantitative research include the following: (a) the data are gathered using structured research instruments; (b) the results are based on larger sample sizes that are representative of the population; (c) the research study can usually be

replicated given its high reliability; (d) all aspects of the study are clearly defined before data are collected; (e) the researcher has a clearly defined research question for which objective answers are being sought; (f) data are in the form of numbers and statistics; and (g) projects can be used to generalize concepts more widely, predict future results, or investigate causal relationships. Quantitative research is mainly used to classify features, count them, and construct statistical models in an attempt to explain what is observed (Nenty, 2009). Quantitative researchers typically use a standardized instrument to measure a variable with close-ended items developed and tested for their reliability to produce valid data (Pasupathi, Mansour, & Brubaker, 2007).

This study aimed to answer the following research questions.

1. What are principal perceptions of their leadership behaviors?
2. What are teacher perceptions of their principal's leadership behaviors?
3. Do teacher and principal perceptions of principal leadership behaviors align with one another?

Multiple demographic and experiential parameters were used to delineate participant responses. Teacher (Observer) and principal (Self) data gathered through the LPI surveys and demographic experiential questionnaires were disaggregated for both responding groups by (a) gender, (b) years of experience in education, and (c) years employed at researched school (in current role). Additional teacher (Observer) questions included but were not limited to (a) years working for current principal, and (b) whether they were hired by their current principal. Principals were asked to share additional postsecondary study and/or degrees.

## **Participants**

This research study involved a quantitative research design. Data were collected from 25 elementary school principals and 374 elementary school teachers in an urban school system located in the western part of North Carolina. The principals of the 43 elementary schools comprise a diverse group: males, females, African-Americans, Caucasians, and Hispanics. These principals also have varied length of tenure in their current roles. A similar diversity is also present in the 1,200 elementary school teachers who were participants. The researcher expected to receive a 50% return rate on the survey. Formal permission to conduct this research study was granted by the district's research department (Appendix A). Principals granted their approval to participate through signing a consent form (Appendix B). Of the 25 schools included in this study, 19 schools are Title 1 schools. A school is identified as a Title I school if 50% of the students are eligible for free and/or reduced lunch. Eleven of the 19 schools that have a Title I designation are also considered low performing. Low-performing districts and schools in North Carolina are defined by the North Carolina General Assembly and are based on the School Performance Grade and Education Value-Added Assessment System growth:

Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing



schools, as provided in G.S. 115C-105.37. (Barbour, 2015, p. 1)

Though Kouzes and Posner (2003b) stated that only five to 10 people are needed to complete the LPI Observer form, the researcher offered all certified teachers at each of the 43 participating schools the opportunity to complete the survey. According to Tuckman (1999), “if the samples drawn for a study are not representative of the larger population, a researcher may encounter difficulty generalizing findings from their results” (p. 139). The researcher received 500 survey responses, which is well above the minimum number of responses required by Kouzes and Posner (2003b). This large survey response increased the likelihood of the results of the findings being generalizable.

### **Research Design**

The research design for this study was a quantitative survey design. The survey instrument used was the LPI, which is a 30-question, Likert-type document. Both the Observer and the leader (SELF) versions of the survey were used. A survey is a method of data collection using questionnaires or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized (Gall, Gall & Borg, 2007).

### **Instrument**

The instrument to be used in this research was the LPI by Kouzes and Posner (2003a). The LPI was developed through a triangulation of qualitative and quantitative research methods and studies including interviews and written case studies for personal best leadership practices. Out of the research, a framework was developed consisting of five practices of exemplary of leadership: Model the Way, Inspire a Shared Vision,

Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2003a, p. 10). Permission was granted by Ellen Peterson, Permission Editor of the Wiley Company on July 12, 2016, to use the Kouzes and Posner's (2003a) LPI survey (Appendix C).

The LPI was created by developing a total of 30 behavioral statements describing each of the five key practices of exemplary leaders. There are both Self and Observer versions of the LPI, and for this study the Observer and Self versions were used.

Originally cast on a five-point Likert scale, the LPI underwent modifications in 1999 and was given a more robust and sensitive 10-point Likert scale. The new 10-point scale ranges from "Almost never do what is described in the statement" through "Almost always do what is described in the statement." The LPI Observer version is voluntary and generally anonymous and takes approximately 8-10 minutes to complete.

### **Validity**

Validation studies performed by Kouzes and Posner (2003b) as well as other researchers over a 15-year period consistently confirm the reliability and validity for the LPI and the five practices of exemplary leaders' model. The most common assessment of validity is called face validity which considers whether, on the basis of subjective evaluation, an instrument appears to measure what it intends to measure (Kouzes & Posner, 2002). Respondents of workshop participants found the LPI to have excellent validity. Several meta-reviews of leadership development instruments have been conducted; and the LPI consistently rated among the best, regardless of criteria. Validation studies have been completed by Kouzes and Posner (2003b) in addition to

other researchers for over a 15-year period, confirming the strong reliability and validity of the LPI. To minimize self-report biases, responses from the LPI Observer (constituents) are used in these analyses rather than responses from the LPI Self. In one study, LPI scores explained over 55% ( $p < .0001$ ) of the variance in work group effectiveness (as conceptualized along six dimensions). In another study, LPI scores were used to successfully predict performance levels of managers ( $p < .0001$ ). Leadership as measured by the LPI consistently has been found by researchers to be related to positive employee and organizational outcomes. These relationships have been reported across industries and disciplines with public and nonprofit organizations as well as private sector businesses, despite possible individual differences (Kouzes & Posner, 2003b).

### **Reliability**

The reliability coefficient for the LPI Observer which refers to the extent to which an instrument contains “measurement errors” ranges between .88 and .92 using Cronbach’s alpha. Reliabilities above .70 are considered good, and therefore the LPI has a strong internal reliability. Using test-retest reliability, which relates to the extent to which an instrument is sensitive to extraneous factors that might affect a respondent’s scores from one administration to the other, the five leadership practices have been consistently strong with scores generally ranging at the .90 level and above. LPI consists of 30 statements that address the essential five behaviors for Self and Observer. Kouzes and Posner (2003b) collected 1,152,716 respondent results to determine internal reliability and established a Cronbach alpha coefficient for each of the five practices of exemplary leadership. The reliability coefficient of .70 or higher is considered acceptable

in most social science research settings (Posner & Kouzes, 1988).

The Cronbach alpha coefficient for Model the Way is .85. Instrument questions 1, 6, 11, 16, 21, and 26 address this practice. Model the Way measures the leaders' abilities to establish principles concerning the way people should be treated and the way goals should be pursued.

The Cronbach alpha coefficient for Inspire a Shared Vision is .92. Instrument questions 2, 7, 12, 17, 22, 27 address this practice. Inspire a Shared Vision measures leaders' abilities to create an ideal and unique image of what the organization can become and then, using their magnetism and quiet persuasion, enlist others to see the exciting possibilities for the future.

The Cronbach alpha coefficient for Challenge the Process is .86. Instrument questions 3, 8, 13, 18, 23, 28 address this practice. Challenge the Process measures the leaders' abilities to search for opportunities to change the status quo and look for ways to improve the organization while accepting the inevitable disappointments as learning opportunities.

The Cronbach alpha coefficient for Enable Others to Act is .86. Instrument questions 4, 9, 14, 19, 24, 29 address this practice. Enable Others to Act measures the leaders' abilities to foster collaboration and build spirited teams by actively involving others and making each person feel capable and powerful in some way.

The Cronbach alpha coefficient for Encourage the Heart is .92. Instrument questions 5, 10, 15, 20, 25, and 30 address this practice. Encourage the Heart measures the leaders' abilities to recognize the contributions that individuals make with the understanding that it is important that members share in the rewards of their efforts

(Kouzes & Posner, 2003b).

### **Data Collection Procedures**

The researcher applied for and was granted approval from the district's research department (Appendix A) to conduct the study with district elementary teachers and principals. The researcher also obtained approval to use the LPI for the research (Appendix C). Once approval was obtained from the Institutional Review Board, the researcher invited the school staff and principal to participate. The research study began once approval was received.

Within 5 days of receiving IRB approval, the researcher obtained the number of elementary teachers in each elementary school from the Human Resources Department. The researcher met with all elementary principals and explained the research study in order to obtain consent for participation in the study. Principals consented to participate through signing a consent form (Appendix B). Once permission was obtained from the principals, an email was sent to all teachers explaining the study, consent, and privacy (Appendix D). The researcher compiled a list of all elementary teachers' and principals' email addresses. This email list was used to provide the online survey LPI to all participants who agreed to do the study. The researcher assigned a unique alphabet identifier to each school. For example, School 1 was identified as School A, School 2 was identified as School B, and so on until school 25 was identified as School Y.

The researcher emailed the survey link to principals and teachers requesting them to complete a 30-question survey within 10 business days (Appendices E and F). Completed surveys were returned to the researcher through the online software, Survey Monkey. Five days after the initial email, a second invitation to complete the survey was

sent. A third invitation to participate was sent 3 days later (day 8 of the 10 business days). The researcher expected that three invitations would increase the number of returned surveys. The researcher was aiming for a 50% return rate from both groups. The researcher processed data with the Statistical Package for the Social Sciences (SPSS) data processing online program. The data were analyzed to answer the research questions.

### **Data Analysis**

With the LPI Self and Observer surveys and the demographic data collected, the researcher conducted an array of analyses. The male and female data collected were tabulated to determine if there was a difference in the perceptions of the genders. Given the demographics of the tested school district, the distribution in gender had a range of approximately 60% female principals and 40% males. This distribution was also present in the tested population of teachers. The researcher analyzed the perception of individual effectiveness as expressed by the 26 female principals in relation to the 17 male principals to determine whether their perceptions of their individual effectiveness is different.

The analysis of the question, “What are principal perceptions of their leadership behaviors” was obtained using the survey results from Self (principal) which were compiled into percentile ranking against the Kouzes and Posner (2003a) database that was updated with the latest respondents. The benchmarking numbers are the percentile rankings on the chart, which were “determined by the percentile of those who have scored at or below a given number” (Kouzes & Posner, 2003b, p. 113). Thirtieth percentile or below is considered a low score; any score between 31th percentile and 69th

percentile is considered a moderate score; and 70th percentile or above is considered a high score (Kouzes & Posner, 2003b).

To analyze the responses from teachers (Observer) to the research question, “what are teacher perceptions of principal leadership behaviors,” the researcher used the data collected from each school for trends of alignment with each of the five practices. The researcher analyzed responses for each of the five practices to determine how teachers ranked principals in the tested schools in relation to those principals listed in Kouzes and Posner’s (2003b) database of over 5,000 national respondents. According to the Kouzes and Posner (2003b) database for the leadership practice Model the Way, when a principal was ranked in the .30 percentile, this was identified as a staff development need for the principal. A ranking between .31 and .69 is considered moderate in effectiveness. When teachers rank principals in the .70 percentile and above, they are considered effective. Therefore, the researcher used this as the benchmark to determine teacher perceptions of principal effectiveness. The researcher used this same analysis for each of the remaining leadership practices: Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

To do the comparison and analyze the data received in relation to the third research question, “do teacher and principal perceptions of principal leadership behaviors align with one another,” many data summary reports for all of the aggregated data from SPSS were compiled and analyzed. Summary reports from the instrument results were compiled via tables, figures, or charts. To analyze and report the variance differences among the Leader (principal) and the Observer (teacher) responses on each of the five practices, the researcher used a one-way ANOVA and a *t* test. Information shown in

these visuals directly compared principal responses to teacher responses. This visual clearly determined which areas the principal and teacher perceptions of effective leadership behaviors align or do not align to the five practices of exemplary leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

### **Limitations**

The first limitation of the current study is that it solely focused on elementary principals and teachers. The results garnered from the study, therefore, are not necessarily representative of the perceptions of middle and high school level principals and teachers. This limitation prevented the researcher from being able to make a definitive assessment of whether or not principals and teachers have alignment of perception regarding principal effectiveness at the middle and high school levels, because no data were collected for these two groups.

The second limitation is the believability by the researcher that the responses received from teachers (Observer) regarding their perceptions of principal effectiveness were actually their honest responses to the 30-question survey. If the teacher felt that his/her identity could be linked back to his/her response in some way, s/he might have hesitated to answer the questions honestly. The concern by teachers about whether or not the survey was actually anonymous would create a limitation in relation to being able to collect the most honest and therefore accurate responses.

The third limitation is the researcher only gathered data from one district in the western region of the state. This will not give a clear and complete picture of the alignment of perceptions between teachers and principals throughout the state of North



Carolina. Additionally, the data cannot be used to make assessments in relation to regions, because only one region of the state was tested.

### **Delimitations**

Delimitations to this study involved utilizing only the elementary principals and teachers in one district. It was decided by the researcher not to include the secondary schools because the principals in the secondary schools report directly to the researcher. Another delimitation of the current study was the choice of only one instrument. This instrument has significant validity and reliability; therefore, the researcher will be able to get good results.

### **Summary**

Chapter 3 introduced the methodology for the current study. A quantitative methodology using a survey research design was chosen to collect data and answer the three research questions. The participants contained in the sample to be tested were identified. The sample is comprised of 25 elementary principals and 374 of their teachers from within an urban school district in the western region of North Carolina. The LPI created by Kouzes and Posner (2003a) was the instrument used to collect data because of its established validity and reliability. Data collection procedures along with confirmation of receipt for required permissions were outlined. Data analysis included use of a one-way ANOVA and a *t* test. Limitations and delimitations of the study were enumerated. Chapter 4 covers the detailed analysis of the data that were collected. Chapter 5 offers conclusions and further discussion of the research study related to current practice and the possibility of future research studies.

## **Chapter 4: Results**

### **Introduction**

The purpose of this quantitative survey study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors using the five practices of exemplary leadership from *The Leadership Challenge* (Kouzes & Posner, 2012). The current study is important because principal ratings of their own leadership behaviors have the potential to be inflated, causing a disconnection between principal perceptions of their effectiveness as leaders and teacher perceptions of that same phenomenon. This study will add to the discourse on perception of leadership behaviors from the perspective of the principals and the perspective of the teachers they lead. Quantitative, demographic, and experiential data were collected through an already validated survey instrument. The researcher administered a 30-question survey probing five leadership practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart) to a convenience sampling of principals and teachers in the targeted school district. This chapter provides results of the data collected through a variety of statistical tests to determine how closely ratings of leadership practices align between teachers and principals.

The higher ranking indicated more frequent use of the specific leadership behaviors from the perspective of the leader (principal) and/or Observer (teacher). Scores in each of the five tenets could rank from 6-60. Principals completed the LPI Self survey reporting their self-assessed frequency of engagement in specific leadership behaviors. Teachers completed the LPI Observer survey reporting on the frequency of

engagement in specific leadership behaviors of their principals.

This chapter begins by reviewing the main research questions. The next section of this chapter presents the descriptive statistics for all variables of interest. This chapter concludes with a summary of the findings for this quantitative study.

### **Research Questions**

In order to add to the discourse about whether or not there is a difference between principal self-assessment of their effectiveness in using exemplary leadership practices and teacher perceptions of those leadership behaviors, the following three research questions were designed and posed to both groups in order to determine to what extent there was alignment between teachers and principals. The three research questions were

1. What are principal perceptions of their leadership behaviors?
2. What are teacher perceptions of their principal's leadership behaviors?
3. Do teacher and principal perceptions of principal leadership behaviors align with one another?

Descriptive statistics were used to document results. In the next section of this chapter, the results are reported in narrative and graphic formats to clearly show how teachers and principals align related to perception of leadership behaviors of principals.

Five tenets contained in the LPI survey were measured in the 30-item survey. These tenets were identified as the five practices of exemplary leaders: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2002, p. 13). Participants ranked the frequency of occurrences in the leadership of their principal for each statement using a 10-point Likert scale. In using the Likert scale for rating, if a teacher or principal assigned a behavior a 1, it was

equivalent to Almost Never used for the leadership behavior. A Likert rating of 10 from the teacher and/or principal meant the behavior was Almost Always used by the principal.

### **Survey Instruments**

Along with their model for leadership, Kouzes and Posner (2003b) developed the LPI which measures the behaviors described in their model. It is a questionnaire that contains 30 behavioral statements, with six each to evaluate the five practices of exemplary leadership. The LPI consists of both a self-evaluation and an evaluation by others, frequently referred to as a 360 measure or Observer survey. Each of the 30 items was measured on a 10-point scale where 1=Almost never; 2=Rarely; 3=Seldom; 4=Once in a while; 5=Occasionally; 6=Sometimes; 7=Fairly often; 8=Usually; 9=Very frequently; and 10=Almost always. Each leadership practice has a potential range of 6-60. Using the LPI Self form, the items included in each leadership practice were aligned with each of the leadership practices.

The LPI has been utilized by over three million people to assess leadership practices. Internal reliability, as measured by Cronbach's Alpha, has results above .75 with all scales (Kouzes & Posner, 2002). Validity has been confirmed in multiple studies by both empirical methods and face validity (Kouzes & Posner, 2002). Good predictive validity in terms of leader effectiveness and behavior has been suggested by discriminant analysis of the LPI (Posner & Kouzes, 1988). The LPI Other has shown to be a reliable and valid assessment of respondent behaviors for research purposes (Posner & Kouzes, 1988). The LPI Cronbach's reliability coefficients are shown in Table 1.

**Reliability/validity of the instrument.** Reliability of the LPI was tested through

analysis of internal reliability (Table 1). Kouzes and Posner (2003b) have conducted and demonstrated the validity and reliability of the instrument over the past 15 years. In the studies by Posner and Kouzes (1988), all five leadership practices had consistently significant internal reliability coefficients for both the Self and Observer formats. Cronbach alpha coefficients greater than .70 are generally regarded as very good.

Table 1

*Internal Reliability Coefficients (Cronbach alpha) for the Five Practices of Exemplary Leaders*

	MTW	ISV	CTP	EOA	ETH
ALL Respondents (N=1,152,716)	.85	.92	.86	.86	.92
Self (N=282,867)	.84	.91	.86	.86	.91
ALL Observers (N=869,849)	.85	.92	.87	.87	.92
Managers (N=133,015)	.82	.91	.85	.83	.90
Co-Workers (N=330,067)	.85	.92	.87	.86	.91
Direct Reports (N=276,336)	.87	.92	.81	.89	.92
Others (N=140,431)	.85	.91	.87	.86	.91

### **Data Collection Procedures**

The survey for the current study had an introduction which explained the purpose of the study, insured the anonymity of the study, and stated that participation in the survey would serve as informed consent to participate in the research study. Instructions were provided for completion of the survey which included the scale used to answer each of the questions. The survey was sent to 25 principals and over 900 teachers. The survey was available from February 16, 2017 to March 17, 2017. At the conclusion of the survey, the data were exported from Survey Monkey to an Excel spreadsheet by an independent statistician in preparation for statistical analysis. The statistician analyzed the data using SPSS software. The results were delivered to the researcher for interpretation and inclusion in the study.

## **Descriptive Statistics**

A total of 500 survey responses were received from 25 schools. Of those, 99 were excluded for not identifying as a teacher or a principal. An additional three participants were excluded for not completing the survey in full. Descriptive statistics for each variable are presented here for the 399 retained responses.

## **Comparative School Data Analysis**

**Schools.** Of the 43 invited schools, teachers and principals from 25 schools responded to the survey, yielding a 58% school response rate from the schools. In order to ensure anonymity in the data collection, schools were assigned alphabets for their names. The names of the 25 schools are School A, School B, and School C through School Y which identifies all 25 schools. Only School A had response from two principals. Schools B through Y all had one principal response per school. There were at least three teacher responses for all participating schools except for Schools N, O, S, and T. Three schools had teacher responses that were 39 or above (Schools R, U, & V). Sixteen of the schools had at least one teacher with 31 or more years of teaching experience, that yields 64% of the schools with teachers having extensive experience.

**Roles.** Data from 374 teachers and 25 principals are reported in the present study. Respondents who identified their role in the school as “Other” (i.e., neither a teacher nor a principal) were excluded from all analyses ( $n=99$ ). For the purpose of analysis, role will be treated as a categorical variable with two levels: Self (principal) and Observer (teacher).

From the 25 schools that participated, 945 teachers were invited to complete the LPI. Of those invited teachers, 374 responded. This represents 40% of the overall

targeted population. Of the 25 schools, 36% of the schools had a response rate of 40% or more, and 56% had a response rate of at least 25%. The researcher determined that a response rate of at least 10% constituted a representative sample of the schools' teachers. Using 10% as the representative sample measure, 84% of the sampled schools met this standard. Table 2 represents the number and percentage of responses for participating schools.

Table 2

*Number and Percentage of Responses for Teachers from Participating Schools*

School	# of Teachers (T)	# of Teachers Participated	% of Teachers Participated
School A	35	11	31
School B	37	15	41
School C	12	5	42
School D	33	6	18
School E	41	21	51
School F	45	7	16
School G	47	13	28
School H	36	9	25
School I	34	11	32
School J	57	13	23
School K	51	17	33
School L	32	20	63
School M	44	33	75
School N	31	0	0
School O	29	0	0
School P	35	8	23
School Q	39	17	44
School R	39	39	100
School S	41	0	0
School T	43	0	0
School U	44	44	100
School V	44	44	100
School W	42	27	64
School X	41	5	12
School Y	33	9	27
TOTALS	945	374	40

**School A.** School A has 35 teachers. Of the 35 teachers, 11 responded. This represents 31% of the teachers at School A. One teacher reported having 20 years of experience and one teacher reported having 31 plus years of experience. Of the 11



teacher responses received, four responders did not provide information on their number of years of experience. There was a statistically significant difference between teacher and principal perceptions of principal leadership behaviors in all five behaviors. The principals rated him/herself higher in all five behaviors. Confirming these results, Table 3 presents the  $t$  results for principal and teacher ratings for School A.

Table 3

*Matrix of the  $t$ -Test Results of the Leadership Practices for School A*

School A	Mean S Mean O	$T$	df	Sign (2-tailed) P	Mean Difference
Model the Way	54 28.6250	-4.926	10	.002	-25.375
Inspire a Shared Vision	50 36.1250	-3.655	10	.008	13.8750
Challenge the Process	51 32.370	-3.768	10	.007	-18.62500
Enable Others to Act	52 28.8750	-4.674	10	.002	-23.12500
Encourage the Heart	51 32.1250	-3.944	10	.006	-18.8750

**School B.** School B has 37 teachers. Of the 37 teachers, 15 teachers responded. This represents 41% of the teachers at School B. Six teachers reported having 20 years of experience. One teacher reported having 31 plus years of experience. Three responders did not provide the number of years of experience. Scores do not differ across principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of their own leadership behaviors. Confirming these results, Table 4 presents  $t$  results for principal

and teacher ratings for School B.

Table 4

*Matrix of the t-Test Results of the Leadership Practices for School B*

School B	Mean S Mean O	<i>t</i>	Df	Sign (2- tailed)	Mean Difference
Model the Way	53 54.2857	.893	14	.388	1.28571
Inspire a Shared Vision	57 52.3571	-2.213	14	.045	-4.64286
Challenge the Process	51 52	.484	14	.637	1.000
Enable Others to Act	53 53.9286	.697	14	.498	.92857
Encourage the Heart	57 52.7857	-2.033	14	.063	-4.21429

**School C.** School C has 12 teachers. Of the 12 teachers, five responded. This represents 42% of the teachers at School C. There were no teachers who reported having 20 or more years of experience. Two responses did not provide the number of years of experience. Scores do not differ across principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of their own leadership behaviors. Confirming these results, Table 5 presents *t* results for principal and teacher ratings for School C.

Table 5

*Matrix of the t-Test Results of the Five Leadership Practices for School C*

School C	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	48 33.333	-1.692	4	.233	-14.66667
Inspire a Shared Vision	40 28	-.986	4	.428	-12.0000
Challenge the Process	40 29	-.885	4	.469	-11.000
Enable Others to Act	53 40.667	-1.249	4	.338	-12.3333
Encourage the Heart	50 39.333	-1.387	4	.300	-10.66667

**School D.** School D has 33 teachers. Of the 33 teachers, six teachers responded. This represents 18% of the teachers at School D. One teacher reported having 20 years of experience. No teacher reported having 31 plus years of experience. Of the six teacher responses that were received, there were no responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 6 presents *t* results for principal and teacher ratings for School D.

Table 6

*Matrix of the t-Test Results of the Five Leadership Practices for School D*

School D	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	54 51	-1.035	5	.348	-3.00000
Inspire a Shared Vision	50 52.833	1.336	5	.239	2.83333
Challenge the Process	53 53.5	.237	5	.822	.50000
Enable Others to Act	54 52.1667	-.583	5	.585	-1.83333
Encourage the Heart	45 50.6667	2.125	5	.087	5.66667

**School E.** School E has 41 teachers. Of the 41 teachers, 21 teachers responded. This represents 51% of the teachers at School E. Two teachers reported having 20 years of experience. No teacher reported having 31 plus years of experience. Of the 21 teacher responses that were received, there were eight responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.018$ ), Challenge the Process ( $p=.005$ ), and Enable Others to Act ( $p=.000$ ). Confirming these results, Table 7 presents *t* results for principal and teacher ratings for School E.

Table 7

*Matrix of the t-Test Results of the Five Leadership Practices for School E*

School E	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	46 51.5714	2.713	20	.018	5.57143
Inspire a Shared Vision	48 47.4286	-.282	20	.783	-.57143
Challenge the Process	41 50.1429	3.365	20	.005	9.14286
Enable Others to Act	49 55.2857	7.095	20	.000	6.2857
Encourage the Heart	50 53.0714	2.140	20	.052	3.07143

**School F.** School F has 45 teachers. Of the 45 teachers, seven responded. This represents 16% of the teachers at School F. One teacher reported having 20 years of experience. No teacher reported having 31 plus years of experience. Of the seven teacher responses that were received, there were two responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.011$ ) and Enable Others to Act ( $p=.037$ ). Confirming these results, Table 8 presents *t* results for principal and teacher ratings for School F.

Table 8

*Matrix of the t-Test Results of the Five Leadership Practices for School F*

School F	Mean S Mean O	<i>t</i>	df	Sign (2-tailed) p	Mean Difference
Model the Way	53 34.8000	-4.448	6	.011	-18.20000
Inspire a Shared Vision	51 32.2000	-2.562	6	.062	-18.80000
Challenge the Process	47 36.000	-2.697	6	.054	-10.80000
Enable Others to Act	46 33.6000	-3.066	6	.037	-12.40000
Encourage the Heart	50 41.2000	-1.656	6	.173	-8.80000

**School G.** School G has 47 teachers. Of the 47 teachers, 13 responded. This represents 28% of the teachers at School G. Three teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the 13 teacher responses that were received, there were three responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 9 presents *t* results for principal and teacher ratings for School G.

Table 9

*Matrix of the t-Test Results of the Five Leadership Practices for School G*

School G	Mean S Mean O	<i>t</i>	df	Sign (2-tailed) p	Mean Difference
Model the Way	49 43.1000	-1.510	12	.165	-5.90000
Inspire a Shared Vision	46 43.2000	-.704	12	.500	-2.80000
Challenge the Process	50 45.1000	-1.373	12	.203	-4.90000
Enable Others to Act	49 45.8000	-.862	12	.411	-3.20000
Encourage the Heart	47 44.8000	-.516	12	.618	-2.20000

**School H.** School H has 36 teachers. Of the 36 teachers, nine teachers responded. This represents 25% of the teachers at School H. Two teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the nine teacher responses that were received, there were two responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 10 presents *t* results for principal and teacher ratings for School H.

Table 10

*Matrix of the t-Test Results of the Five Leadership Practices for School H*

School H	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	43 48.5714	1.437	8	.201	5.57143
Inspire a Shared Vision	46 49.5714	1.319	8	.235	3.57143
Challenge the Process	43 48.2857	2.450	8	.050	5.28571
Enable Others to Act	47 50.1429	.917	8	.394	3.14286
Encourage the Heart	45 51.5714	1.557	8	.170	6.57143

**School I.** School I has 34 teachers. Of the 34 teachers, 11 responded. This represents 32% of the teachers at School I. One teacher reported having 20 or more years of experience. One teacher reported having 31 plus years of experience. Of the 11 teacher responses that were received, there were three responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 11 presents *t* results for principal and teacher ratings for School I.



Table 11

*Matrix of the t-Test Results of the Five Leadership Practices for School I*

School I	Mean S Mean O	t	df	Sign (2- tailed)	Mean Difference
Model the Way	45 43.3333	-.542	10	.602	-1.66667
Inspire a Shared Vision	37 41.5556	1.535	10	.163	4.55556
Challenge the Process	52 46.0000	-1.988	10	.082	-6.00000
Enable Others to Act	53 44.5556	-2.266	10	.053	-8.44444
Encourage the Heart	47 46.6667	-.156	10	.880	-.33333

**School J.** School J has 57 teachers. Of the 57 teachers, 13 responded. This represents 23% of the teachers at School J. Five teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the 13 teacher responses that were received, there was one responder who did not provide information on the number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 12 presents *t* results for principal and teacher ratings for School J.

Table 12

*Matrix of the t-Test Results of the Five Leadership Practices for School J*

School J	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	51 49.3333	-.9000	12	.387	-1.66667
Inspire a Shared Vision	43 42.0000	-.425	12	.679	-1.00000
Challenge the Process	43 44.8333	.676	12	.513	1.83333
Enable Others to Act	54 52.9167	-.878	12	.399	-1.08333
Encourage the Heart	53 50.5833	-.934	12	.370	-2.41667

**School K.** School K has 51 teachers. Of the 51 teachers, 17 teachers responded. This represents 33% of the teachers at School K. Two teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the 17 teacher responses that were received, there were three responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.010$ ), Inspire a Shared Vision ( $p=.016$ ), and Enable Others to Act ( $p=.026$ ). Confirming these results, Table 13 presents *t* results for principal and teacher ratings for School K.

Table 13

*Matrix of the t-Test Results of the Five Leadership Practices for School K*

School K	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	48 34.8462	-3.029	16	.010	-13.15385
Inspire a Shared Vision	50 39.2308	-2.816	16	.016	-10.76923
Challenge the Process	42 37.7692	-.994	16	.340	-4.23077
Enable Others to Act	44 31.0769	-2.549	16	.026	-12.92308
Encourage the Heart	43 37.4615	-1.292	16	.221	-5.53846

**School L.** School L has 32 teachers. Of the 32 teachers, 20 teachers responded. This represents 62% of the teachers at School L. Three teachers reported having 20 or more years of experience. One teacher reported having 31 plus years of experience. Of the 20 teacher responses that were received, there were nine responders who did not provide information on their number of years of experience. For the item, “how many years of experience,” School L had a 55% response rate. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Enable Others to Act ( $p=.001$ ) and Encourage the Heart ( $p=.018$ ). Confirming these results, Table 14 presents *t* results for principal and teacher ratings for School L.

Table 14

*Matrix of the t-Test Results of the Five Leadership Practices for School L*

School L	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	40 38.9091	-.466	19	.651	-1.09091
Inspire a Shared Vision	36 36.0909	.025	19	.981	.09091
Challenge the Process	38 41.2727	1.166	19	.271	3.27273
Enable Others to Act	45 29.0000	-4.374	19	.001	-16.0000
Encourage the Heart	46 36.3636	-2.835	19	.018	-9.63636

**School M.** School M has 44 teachers. Of the 44 teachers, 33 teachers responded. This represents 75% of the teachers at School M. Seven teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the 33 teacher responses that were received, there were seven responders who did not provide information on their number of years of experience. There was a statistically significant difference between teacher and principal perceptions of principal leadership behaviors in all five behaviors. The principals rated him/herself higher in all five behaviors. Confirming these results, Table 15 presents the *t* results for principal and teacher ratings for School M.

Table 15

*Matrix of the t-Test Results of the Five Leadership Practices for School M*

School M	Mean S Mean O	<i>t</i>	Df	Sign (2- tailed)	Mean Difference
Model the Way	57 39.4800	-8.458	32	.000	-17.52000
Inspire a Shared Vision	52 34.0400	-6.751	32	.000	-17.96000
Challenge the Process	49 36.7600	-5.100	32	.000	-12.24000
Enable Others to Act	58 48.4800	-5.950	32	.000	-9.520000
Encourage the Heart	55 40.4800	-5.991	32	.000	-14.52000

**School N.** School N has 31 teachers. Of the 31 teachers, no teachers responded.

School N had a 0% teacher response rate.

**School O.** School O has 29 teachers. Of the 29 teachers, no teachers responded.

School O had a 0% teacher response rate.

**School P.** School P has 35 teachers. Of the 35 teachers, eight teachers responded. This represents 23% of the teachers at School P. No teacher reported having 20 years of experience. No teacher reported having 31 plus years of experience. Of the eight teacher responses that were received, there were two responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Inspire a Shared Vision ( $p=.016$ ). Confirming these results, Table 16 presents *t* results for principal and teacher ratings for School F.

Table 16

*Matrix of the t-Test Results of the Five Leadership Practices for School P*

School P	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	44 35.8333	-1.239	7	.270	-8.16667
Inspire a Shared Vision	50 30.8333	-3.599	7	.016	-19.16667
Challenge the Process	47 38.8333	-1.443	7	.209	-8.16667
Enable Others to Act	42 34.8333	-8.34	7	.442	-7.16667
Encourage the Heart	37 35.3333	-.201	7	.849	-1.66667

**School Q.** School Q has 39 teachers. Of the 39 teachers, 17 teachers responded. This represents 44% of the teachers at School Q. Four teachers reported having 20 or more years of experience. No teacher reported having 31 plus years of experience. Of the 17 teacher responses that were received, there were four responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Enable Others to Act ( $p=.037$ ) and Encourage the Heart ( $p=.005$ ). Confirming these results, Table 17 presents *t* results for principal and teacher ratings for School Q.

Table 17

*Matrix of the t-Test Results of the Five Leadership Practices for School Q*

School Q	Mean S Mean O	T	df	Sign (2- tailed)	Mean Difference
Model the Way	48 47.1538	-.401	16	.695	-.84615
Inspire a Shared Vision	45 42.5385	-.983	16	.345	-2.46154
Challenge the Process	38 42.4615	1.774	16	.101	4.46154
Enable Others to Act	53 48.6923	-2.353	16	.037	-4.30769
Encourage the Heart	52 44.1538	-3.427	16	.005	-7.84615

**School R.** School R has 39 teachers. Of the 39 teachers, 39 teachers responded. This represents 100%. Eight teachers reported having 20 or more years of experience. Five teachers reported having 31 plus years of experience. Of the 39 teacher responses that were received, there were seven responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.000$ ), Challenge the Process ( $p=.017$ ), Enable Others to Act ( $p=.024$ ), and Encourage the Heart ( $p+.026$ ). Confirming these results, Table 18 presents  $t$  results for principal and teacher ratings for School R.

Table 18

*Matrix of the t-Test Results of the Five Leadership Practices for School R*

School R	Mean S Mean O	T	df	Sign (2- tailed)	Mean Difference
Model the Way	55 48.0833	-4.285	38	.000	-6.91667
Inspire a Shared Vision	42 41.0000	-.581	38	.565	-1.0000
Challenge the Process	52 48.4167	-2.517	38	.017	-3.58333
Enable Others to Act	52 48.6667	-2.360	38	.024	-3.33333
Encourage the Heart	50 45.3333	-2.331	38	.026	-4.66667

**School S.** School S has 41 teachers. No teachers responded from School S.

School S had a 0% response rate.

**School T.** School T has 43 teachers. No teachers responded from School T.

School T had a 0% teacher response rate.

**School U.** School U has 44 teachers. Of the 44 teachers, 44 teachers responded.

This represents 100% of the teachers at School U. Nine teachers reported having 20 or more years of experience. Two teachers reported having 31 plus years of experience. Of the 44 teacher responses that were received, there were six responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.001$ ), Inspire a Shared Vision ( $p=.001$ ), Enable Others to Act ( $p=.037$ ), and Encourage the Heart ( $p=.000$ ). Confirming



these results, Table 19 presents  $t$  results for principal and teacher ratings for School U.

Table 19

*Matrix of the  $t$ -Test Results of the Five Leadership Practices for School U*

School U	Mean S Mean O	$t$	df	Sign (2- tailed)	Mean Difference
Model the Way	48 41.2895	-3.477	43	.001	-6.71053
Inspire a Shared Vision	43 32.5789	-5.562	43	.001	-10.42105
Challenge the Process	41 37.2895	-1.850	43	.072	-3.71053
Enable Others to Act	36 40.8421	2.293	43	.028	4.84211
Encourage the Heart	48 39.6316	-4.088	43	.000	-8.36842

**School V.** School V has 44 teachers. Of the 44 teachers, 44 teachers responded. This represents 100% of the teachers at School V. Eight teachers reported having 20 or more years of experience. Two teachers reported having 31 plus years of experience. Of the 44 teacher responses that were received, there were 10 responders who did not provide information on their number of years of experience. There was a statistically significant difference between teacher and principal perceptions of principal leadership behaviors in all five behaviors. The principals rated him/herself higher in all five behaviors. Confirming these results, Table 20 presents the  $t$  results for principal and teacher ratings for School V.

Table 20

*Matrix of the t-Test Results of the Five Leadership Practices for School V*

School V	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	53 43.2059	-4.767	43	.000	-9.79412
Inspire a Shared Vision	50 45.3824	-2.488	43	.018	-4.61765
Challenge the Process	38 44.2941	3.245	43	.003	6.29412
Enable Others to Act	40 50.6765	8.629	43	.000	10.67647
Encourage the Heart	21 38.6471	6.667	43	.000	17.64706

**School W.** School W has 42 teachers. Of the 42 teachers, 27 teachers responded.

This represents 64% of the teachers at School W. Five teachers reported having 20 or more years of experience. One teacher reported having 31 plus years of experience. Of the 27 teacher responses that were received, there were 10 responders who did not provide information on their number of years of experience. There was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Encourage the Heart ( $p=.006$ ). Confirming these results, Table 21 presents *t* results for principal and teacher ratings for School W.

Table 21

*Matrix of the t-Test Results of the Five Leadership Practices for School W*

School W	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	42 45.8824	1.446	16	.168	3.88235
Inspire a Shared Vision	43 44.0000	.397	16	.697	1.0000
Challenge the Process	50 48.1765	-.0784	16	.444	-1.82353
Enable Others to Act	51 48.9412	-.939	16	.362	-2.05882
Encourage the Heart	34 45.0000	3.155	16	.006	11.0000

**School X.** School X has 41 teachers. Of the 41 teachers, five teachers responded. This represents 12% of the teachers at School X. One teacher reported having 20 years of experience. No teacher reported having 31 plus years of experience. Of the five teacher responses that were received, there were two responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 22 presents *t* results for principal and teacher ratings for School X.

Table 22

*Matrix of the t-Test Results of the Five Leadership Practices for School X*

School X	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	46 43.3333	-.418	2	.717	-2.66667
Inspire a Shared Vision	49 39.0000	-3.273	2	.082	-10.0000
Challenge the Process	47 43.0000	-.610	2	.604	-4.00000
Enable Others to Act	51 48.0000	-.407	2	.723	-3.00000
Encourage the Heart	46 49.0000	.655	2	.580	3.0000

**School Y.** School Y has 33 teachers. Of the 33 teachers, nine teachers responded. This represents 27% of the teachers at School Y. No teacher reported having 31 plus years of experience. Of the nine teacher responses that were received, there were three responders who did not provide information on their number of years of experience. Scores do not differ across the principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of his/her own leadership behaviors. Confirming these results, Table 23 presents *t* results for principal and teacher ratings for School Y.

Table 23

*Matrix of the t-Test Results of the Five Leadership Practices for School Y*

School Y	Mean S Mean O	<i>t</i>	df	Sign (2- tailed)	Mean Difference
Model the Way	44 39.1667	-1.464	5	.203	-4.8333
Inspire a Shared Vision	40 40	.000	5	1.000	.00000
Challenge the Process	41 42.1667	.265	5	.801	1.16667
Enable Others to Act	46 44.6667	-.614	5	.566	-1.33333
Encourage the Heart	41 36.5000	-.981	5	.372	-4.50000

**Summary of comparative school analysis.** There were no teachers who responded to the LPS survey; therefore, a *t* test could not be conducted for Schools N, O, S, and T. There was a statistically significant difference between teacher and principal perceptions of principal leadership behaviors in all five behaviors in Schools A, M, and V. The principals rated themselves higher in all five behaviors. Of the 20 schools for which there was both a principal response and at least one teacher response, only Schools B and P showed a statistically significant difference for the leadership behavior Inspire a Shared Vision, which is 10% of the sampled population. Five schools (25%) – E, F, K, R, and U – showed a statistically significant difference for Model the Way. Seven schools (35%) – E, F, K, L, Q, R, and U – showed a statistically significant difference for the tenet Enable Others to Act. Five schools (25%) – E, F, K, R, and U – showed statistically significant differences for both Model the Way and Enable Others to Act.

Four schools (20%) – E, K, R, and U – showed statistically significant difference for Challenge the Process. Three schools (15%) – L, Q, and W – showed a statistically significant difference for the tenet Encourage the Heart.

**Gender.** As expected, 60% of principals identified as female ( $n=15$ ), and 40% identified as male ( $n=10$ ). Teachers were not asked to report their gender. In all analyses of principal data, gender was considered as a categorical variable with two levels: female and male.

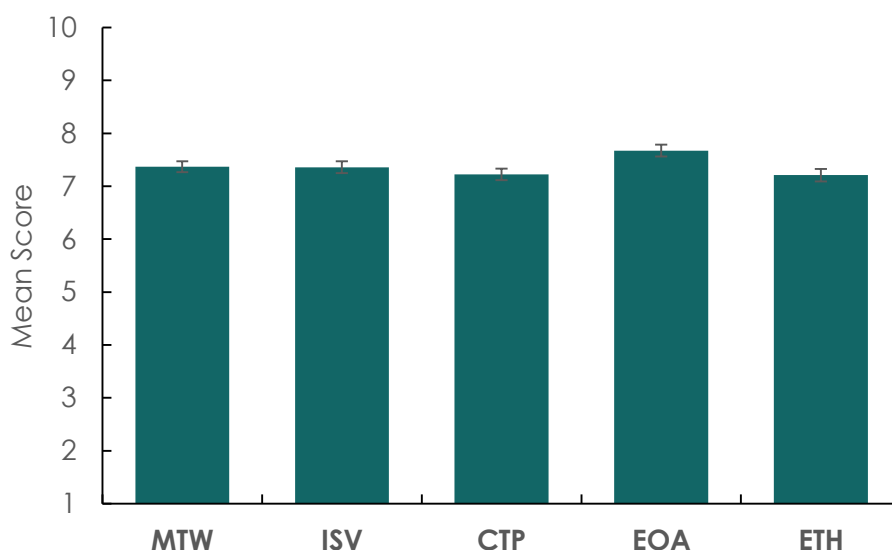
**Teaching experience.** Teachers were asked to indicate how many years of teaching experience they had, including the current school year. Principals were not asked to report their teaching experience. Responses, grouped into 5-year intervals, are presented in Table 24 (separately for teachers and principals). For purposes of the present study, teaching experience is treated as an ordinal variable with seven levels: 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, and 31+ years. The largest distribution of teachers was found in the mid-career range of between 11 and 20 years of experience. Both the 11- to 15-year range (62 teachers) and the 16- to 20-year range (61 teachers) accounted for 21% each, which totaled 42% of the sampled population. Following the mid-career range for teaching experience, the second largest distribution was in the early career range of 1-5 years, which accounted for 19% of the sampled population. Sixteen teachers reported having 31+ years of experience and accounted for 5% of the sample. Table 24 visually represents the data presented above.

Table 24

*Teaching Experience, Percentages of Teachers' Experiences, Experience in Years*

	# of Teachers	% of Teachers
1-5 years	57	19
6-10 years	40	14
11-15 years	62	21
16-20 years	61	21
21-25 years	31	11
26-30 years	23	8
31+ years	16	5
TOTALS	290	99

**Leadership practices.** The mean score for each of the five leadership practices was taken for each participant (possible scores range from 1-10). As seen in Figure 1, means for all leadership practices (for teachers and principals combined) are quite high (overall mean=7.37).



*Figure 1.* Mean Scores for Each of the Five Leadership Practices (MTW, ISV, CTP, EOA, ETH). Error bars represent  $\pm 1$  S.E.M.

Scores on the Model the Way scale ranged from 1.5 to 10 ( $M=7.37$ ,  $SD=1.86$ ).

Scores on the Inspire a Shared Vision scale ranged from 1 to 10 ( $M=7.36$ ,  $SD=1.95$ ).

Scores on the Challenge the Process scale ranged from 1.17 to 10 ( $M=7.22$ ,  $SD=1.92$ ).

Scores on the Enable Others to Act scale ranged from 1.17 to 10 ( $M=7.67$ ,  $SD=1.99$ ).

Scores on the Encourage the Heart scale ranged from 1.17 to 10 ( $M=7.21$ ,  $SD=2.12$ ).

### **Data Analysis Procedures**

To address the Research Questions 1 and 2, scores of the present data set were tallied into low, moderate, and high scores for each leadership practice (for teachers and principals separately) according to the Kouzes and Posner's (2003b) database. No assumption tests are needed for these frequency counts.

To address a secondary aim of Research Question 1, whether leadership behaviors vary by principal gender, a series of independent  $t$  tests were performed because the independent variable is dichotomous (male, female) as indicated in Table 25. Participant  $t$  tests assumed that the residuals for each level of the independent variable are normally distributed. Participant  $t$  tests also assume homogeneity of variances, which was assessed using Levene's tests. As Table 26 shows, this assumption was met in all cases.

Table 25

#### *T Tests Addressing Research Question 1*

Dependent Variable	(Female)	$p$ (Female)	(Male)	$p$ (Male)
MTW	0.938	.354	0.946	.623
ISV	0.954	.585	0.923	.380
CTP	0.897	.086	0.977	.949
EOA	0.889	.066	0.889	.671
ETH	0.953	.571	0.745	.003



Table 26

*Levene's Tests for Homogeneity of Variances for Independent-Samples  $t$  Tests Addressing Research Question 2 on 1 Degree of Freedom*

Dependent Variable	$F$	$P$
MTW	.373	.547
ISV	.276	.604
CTP	.646	.430
EOA	.024	.877
ETH	.787	.384

To address the secondary aim of Research Question 2, whether leadership behaviors vary by teacher levels of experience, a series of one-way ANOVAs were performed (one for each leadership practice). This type of analysis is appropriate when the independent variable has more than two levels (teaching experience has seven). Homogeneity of variances was assessed using a Levene's test, which did not reach significance,  $F(6, 283)=1.167, p=.324$ . Thus, a traditional one-way ANOVA was performed.

To address Research Question 3, a series of independent-samples  $t$  tests (one for each leadership practice) was conducted to determine if scores for any of the five leadership practices varied by role, a dichotomous categorical variable (Self, Observer). Shapiro-Wilk tests of normality were conducted for each test and indicated that the assumption of normality was violated in all cases (see Table 25). For the Shapiro-Wilk tests of normality, a  $p$  value of less than .05 is considered non-normal. Homogeneity of variances was assessed using Levene's tests. As Table 26 shows, this assumption was violated in all cases, Levene's  $t$  tests were performed.

Table 27

*Tests of Normality for One-way ANOVAs Addressing Research Question 3*

Dependent Variable	W (Self)	p (Self)	W (Observer)	p (Observer)
MTW	0.970	.646	0.942	< .001
ISV	0.958	.376	0.932	< .001
CTP	0.940	.152	0.945	< .001
EOA	0.948	.232	0.886	< .001
ETH	0.860	.003	0.934	< .001

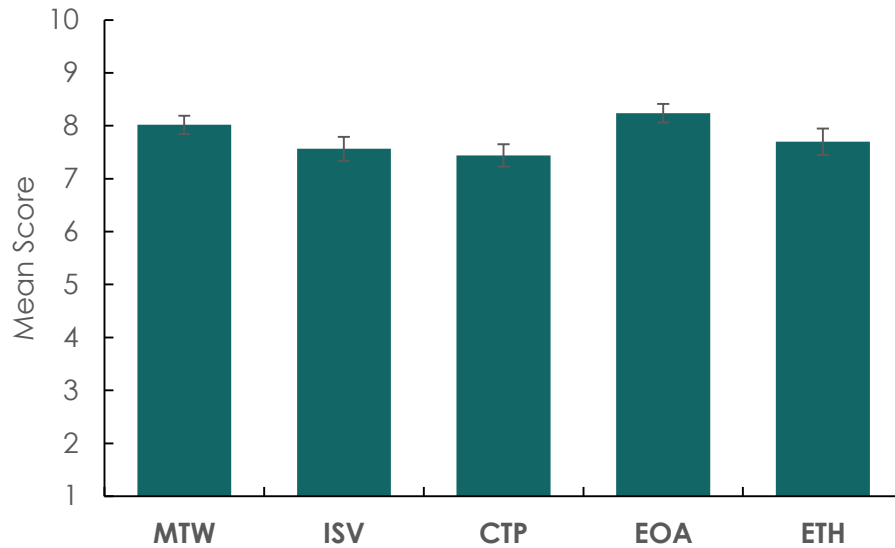
Table 28

*Tests for Homogeneity of Variances for Independent-Samples t Tests Addressing Research Question 3 on 1 Degree of Freedom*

Dependent Variable	F	P
MTW	14.008	< .001
ISV	8.937	.003
CTP	8.305	.004
EOA	11.820	< .001
ETH	14.323	< .001

**Research Question 1**

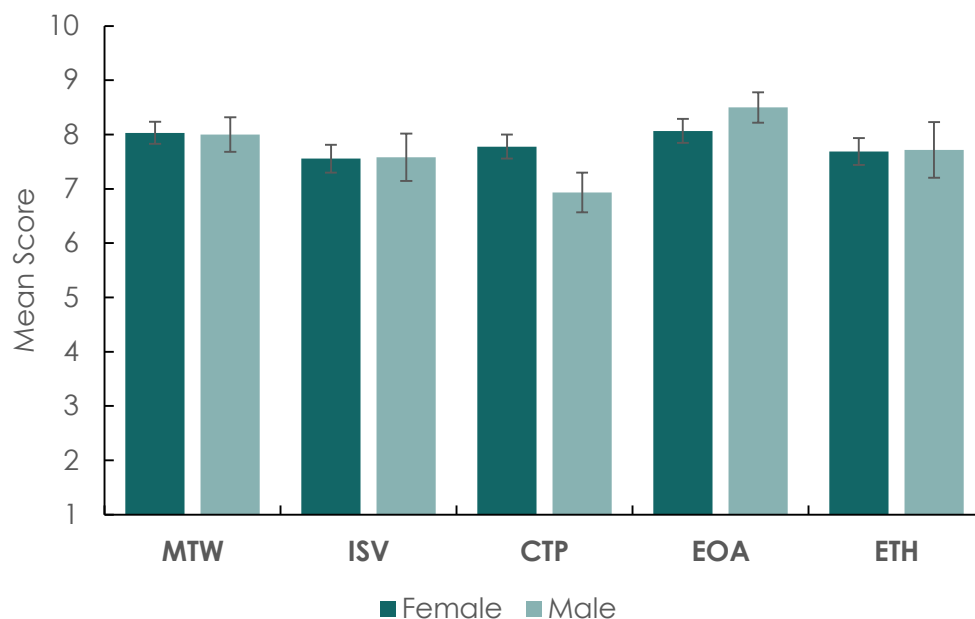
The first research question asked, “What are principal perceptions of their leadership behaviors?” This question was answered in two ways: first, by comparing the scores of the present dataset to a larger database; and second, by comparing scores across males and females to determine whether perceptions of leadership behavior vary by gender. Principal scores for the five leadership practices are presented in Figure 2.



*Figure 2.* Principal Mean Scores for Each of the Five Leadership Practices (MTW, ISV, CTP, EOA, ETH). Error bars represent  $\pm 1$  S.E.M.

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Principal scores for the five leadership practices broken down by gender are presented in Figure 3. Independent-samples  $t$  tests with gender as the independent grouping variable indicated that leadership behaviors did not vary by gender for Model the Way,  $t(23)=-.092$ ,  $p=.927$ ; Inspire a Shared Vision,  $t(23)=.059$ ,  $p=.954$ ; or Enable Others to Act,  $t(23)=1.227$ ,  $p=.232$ . The corresponding  $t$  test for Challenge the Process indicated that female scores ( $M=7.778$ ,  $SD=.85$ ) were significantly higher than male scores ( $M=6.933$ ,  $SD=1.15$ ),  $t(23)=2.110$ ,  $p=.046$ . A Mann-Whitney U test was conducted for Encourage the Heart (which violated the assumption of normality), and was not significant,  $W=62.50$ ,  $p=.504$ .

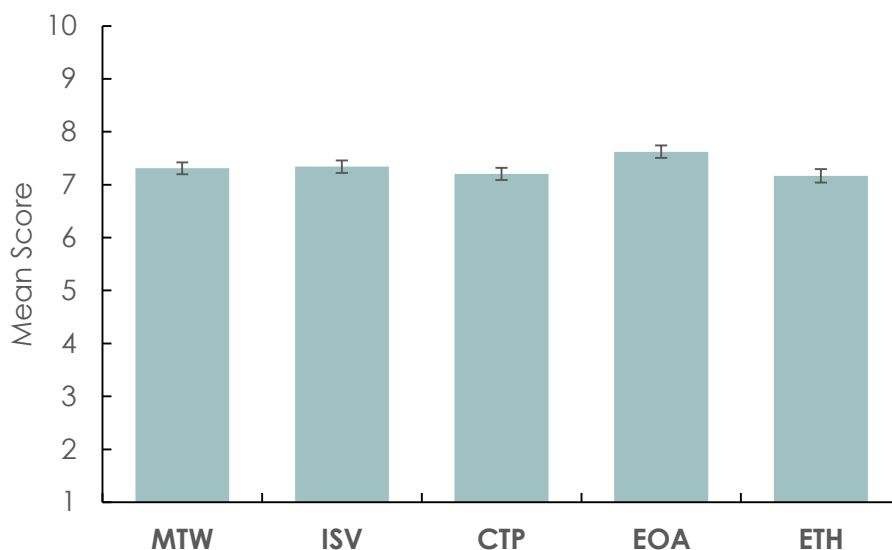


*Figure 3.* Principal Mean Scores for Each of the Five Leadership Practices (MTW, ISV, CTP, EOA, ETH) by Gender. Error bars represent  $\pm 1$  S.E.M.

These results support the hypothesis that there was no significant statistical difference between principal perceptions of their leadership behaviors based on gender. Female principals were significantly more likely to “challenge the process” than male principals, but no other gender differences emerged.

## Research Question 2

The second research question was concerned with teacher perceptions of principal leadership behaviors. This question was answered in two ways: first, by comparing the scores of the present dataset to a larger database (as in Research Question 1); and second, by comparing scores across levels of teaching experience to determine whether perceptions of leadership behavior vary by the length of time spent teaching. Teacher scores for the five leadership practices are presented in Figure 4.



*Figure 4.* Teacher Mean Scores for Each of the Five Leadership Practices (MTW, ISV, CTP, EOA, ETH). Error bars represent  $\pm 1$  S.E.M.

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Teacher scores for the five leadership practices broken down by level of teaching experience are presented in Table 29. One-way ANOVAs with teaching experience as the independent variable indicated that leadership behaviors did not vary by teaching experience for Model the Way,  $F(6, 283)=.549, p=.771$ ; Inspire a Shared Vision,  $F(6, 283)=.657, p=.685$ ; Challenge the Process,  $F(6, 283)=1.003, p=.424$ ; Enable Others to Act,  $F(6, 283)=.354, p=.907$ ; or Encourage the Heart,  $F(6, 283)=.805, p=.567$ . No differences emerged in leadership practices across the various levels of teaching experience.

Table 29

*Teacher Mean Scores for Each of the Five Leadership Practices (MTW, ISV, CTP, EOA, ETH) by Level of Teaching Experience*

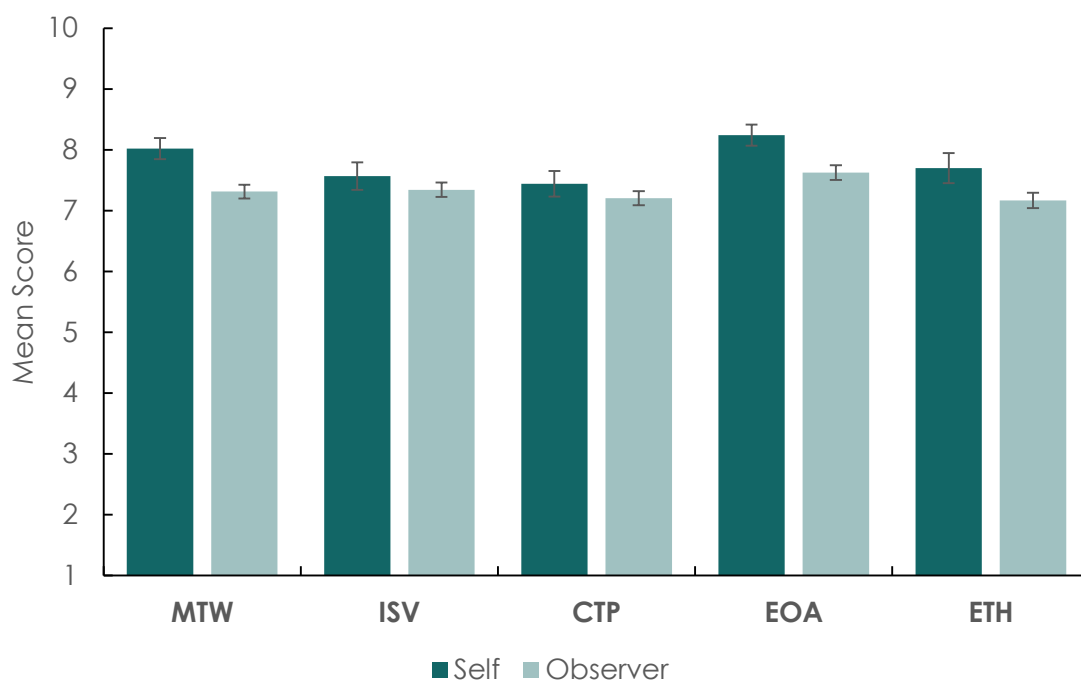
Teaching Experience n	MTW	ISV	CTP	EOA	ETH
1-5 years 57	7.269 (.254)	7.187 (.266)	7.202 (.261)	7.506 (.273)	7.415 (.289)
6-10 years 40	7.329 (.303)	7.687 (.318)	7.475 (.312)	7.563 (.326)	7.275 (.344)
11-15 years 62	7.151 (.243)	7.196 (.255)	6.978 (.251)	7.535 (.262)	6.935 (.277)
16-20 years 61	7.21 (.245)	7.172 (.257)	6.863 (.253)	7.59 (.264)	6.828 (.279)
21-25 years 31	7.409 (.344)	7.409 (.361)	7.511 (.355)	7.984 (.370)	7.296 (.391)
26-30 years 23	7.449 (.400)	7.449 (.419)	7.391 (.412)	7.551 (.430)	7.225 (.454)
31+ years 16	8.062 (.479)	7.969 (.502)	7.844 (.493)	8.083 (.515)	7.875 (.545)

*Note.* Standard errors are presented in parentheses.

### Research Question 3

To investigate how teacher and principal perceptions of principal leadership behaviors align with one another, a series of Mann-Whitney U tests were conducted – one for each of the five leadership practices – with role (Self, Observer) as the independent variable (see Figure 5). The Mann-Whitney U test performed on the dependent variable Model the Way did not reach significance,  $W=4225$ ,  $p=.170$ . The corresponding tests for Inspire a Shared Vision,  $W=3574$ ,  $p=.907$ ; Challenge the Process,  $W=3637$ ,  $p=.979$ ; Enable Others to Act,  $W=3937$ ,  $p=.476$ ; and Encourage the Heart,  $W=3917$ ,  $p=.505$  were not statistically significant. Thus, the null hypothesis is retained

for Research Question 3: Teacher and principal perceptions of principal leadership abilities do not differ significantly from one another.



*Figure 5.* Leadership Practice (MTW, ISV, CTP, EOA, ETH) Scores by Role (Self, Observer). Error bars represent  $\pm 1$  S.E.M.

Scores do not differ across principals (Self) and teachers (Observer). In other words, teacher ratings of principal leadership behaviors seem to be well-aligned with principal ratings of their own leadership behaviors. Confirming these results, Table 30 presents descriptive statistics for principal and teacher ratings broken down by school.

Table 30

*Mean Leadership Practice Scores for Each Role (Self-S, Observer-O) for Each Individual School*

	MTW		ISV		CTP		EOA		ETH	
	S	O	S	O	S	O	S	O	S	O
School A	8.33	5.08	7.92	6.69	8.00	5.40	8.50	4.81	8.08	5.35
School B	8.83	9.05	9.50	9.01	8.50	8.67	8.83	9.11	9.5	8.80
School C	8.00	5.56	6.67	5.11	6.67	4.83	8.83	6.78	8.33	6.56
School D	9.00	8.50	8.33	9.06	8.83	8.92	9.00	8.69	7.50	8.44
School E	7.67	8.60	8.00	8.65	6.83	8.36	8.17	9.21	8.33	8.85
School F	8.83	5.97	8.50	5.60	7.83	6.03	7.67	5.60	8.33	6.87
School G	8.17	7.23	7.67	7.73	8.33	7.52	8.17	7.63	7.83	7.46
School H	7.17	8.21	7.67	8.90	7.17	8.05	7.83	8.36	7.50	8.60
School I	7.50	7.22	6.17	7.41	8.67	7.67	8.83	7.43	7.83	7.78
School J	8.50	8.22	7.17	7.54	7.17	7.47	9.00	8.82	8.83	8.43
School K	8.00	5.87	8.33	6.95	7.00	6.29	7.33	5.18	7.17	6.24
School L	6.67	6.48	6.00	6.33	6.33	6.88	7.50	4.83	7.67	6.06
School M	9.50	6.58	8.67	6.14	8.17	6.13	9.67	8.08	9.17	6.75
School N	6.50	-	4.50	-	5.17	-	8.00	-	7.17	-
School O	8.17	-	6.33	-	5.50	-	8.83	-	7.67	-
School P	8.00	7.86	7.50	7.78	6.33	7.08	8.83	8.12	8.67	7.36
School Q	9.17	8.04	7.00	7.78	8.67	8.07	8.67	8.11	8.33	7.56
School R	7.33	5.97	8.33	6.19	7.83	6.47	7.00	5.81	6.17	5.89
School S	9.97	-	9.50	-	8.83	-	9.50	-	8.67	-
School T	8.00	-	7.17	-	6.83	-	6.00	-	8.00	-
School U	7.17	7.23	8.33	8.01	6.33	7.38	6.67	8.45	3.5	6.44
School V	7.00	7.75	7.17	7.97	8.33	8.03	8.50	8.16	5.67	7.50
School W	7.67	7.22	8.17	7.33	7.83	7.17	8.50	8.00	7.67	8.17
School X	7.33	6.67	6.67	6.83	6.83	7.03	7.67	7.44	6.83	6.08
School Y	7.43	7.67	7.47	7.73	7.83	8.07	7.87	8.14	7.83	7.56

### Summary

Three main findings resulted from the present study. First, there was not a significant statistical difference in teacher perceptions of principal practices using the five



exemplary leadership behaviors based on years of experience. Second, a gender difference emerged such that female principals were more likely to “challenge the process” than male principals. In other words, female principals showed a greater willingness to take risks and search for new opportunities (at least according to their own self-report). Third, teacher ratings of principal leadership behaviors aligned well with the principals’ own ratings. This suggests that teacher perceptions of principal behaviors can serve as an accurate measure of those behaviors and that at least in the present sample, principals were not overestimating their own abilities. Theoretical and practical implications of these findings are discussed in Chapter 5.

## Chapter 5: Summary

### Introduction of Dissertation

This chapter reviews the current study and summarizes the findings from the data that were analyzed in Chapter 4. The study examined the perception of principals and teachers as it related to the leadership behaviors of principals using the LPI as developed by Kouzes and Posner (2002). The study compared principal perceptions of their leadership behaviors using the Self segment of the tool with teacher perceptions using the Observer component of the tool. This chapter also includes implications of the findings along with recommendations for future studies and limitations.

**Restatement of the problem.** Research on school reform indicates the principal is critical in establishing and maintaining an effective learning community (Eaker & Gonzalez, 2006). When the research focused on transactional and transformational leadership practices of principals, a modernized version of leader effectiveness was identified (Fullan, 2006). The literature reports a distinct difference between follower perceptions regarding transactional and transformational leaders (Bass & Riggio, 2006). Followers tend to associate certain elements with transactional leadership: assigning clear roles, defining needs, rewarding congruent behavior, and displaying a command-and-control mentality (Cunningham & Cordeiro, 2006). A different set of elements are ascribed to transformational leadership: intentional effort to develop followers, mobilize resources, map new directions, support stakeholders, respond to organizational need for changes, and inspire teachers to rise above mere self-interest (Cunningham & Cordeiro, 2006). The literature indicated that where principals employed transactional leadership in their schools, the perception of teachers was that this style did not foster collaboration

and lacked vision. In the case where the principal's leadership style was transformational, teacher perceptions were so positive toward the leader's style that there was increased teacher buy-in as this philosophy created the space for teachers to grow professionally and provided opportunities for teacher-leaders to emerge.

As education has evolved over time, as in the business arena, educational literature has looked at leadership practices as an important gauge of effectiveness. One position asserted in the literature that is true for education as well as business is effective leadership is relational and interpersonal (Ferch & Mitchell, 2001; Yukl, 2002). There is a belief that the quality of the relationship between leader, be it school principal or CEO, and follower determines the overall perception of the quality of that leadership. "Two important aspects of leadership remain constant: leadership is a relational phenomenon that occurs between people, and the fundamental goal of leadership is to remain as effective as possible" (Ferch & Mitchell, 2001, p. 81).

School leaders have a vital role to play in facilitating the development of their schools as learning organizations, and leadership practices of the principal are a primary determinant of overall effectiveness (Senge, 2006). Leadership positions today require the development of systems intelligence; building partnership across boundaries; and openness of mind, heart, and will (Senge, 2006, p. 24). Senge (2006) also argued that the effective leader today must have a commitment to develop such capacities which will require a lifelong commitment to grow as a human being in ways not well understood in contemporary culture (p. 24). The current study sought to examine whether there was alignment between principal perceptions of their leadership skills and teacher perceptions of those same skills.

**Purpose.** The purpose of this quantitative survey study was to examine principal perceptions of their leadership behaviors and determine if they align with teacher perceptions of these same behaviors using the five practices of exemplary leadership of The Leadership Challenge (Kouzes & Posner, 2012). This study collected quantitative data that may help identify areas of strengths and weakness in a school system's principals in relation to application of their leadership styles. The data collection instrument used was the LPI (Kouzes & Posner, 2002). The data were collected from principals using the Self version of the LPI. The Observer version of the LPI was used to collect data from teachers in the targeted principals' schools. The results will provide vital information to principals as they are striving to establish and strengthen a culture of collaboration and vision for success among their teachers. This study will add to the body of knowledge and clarity in the discussion around whether there are distinguishable differences in perception of leadership between principals and teachers. The researcher used the LPI to determine if the principals in a county in North Carolina exhibited the five practices of exemplary leadership identified by Kouzes and Posner (2003b). The data were analyzed to determine if teacher and principal responses to the inventory align.

### **Discussion and Implications of Findings**

Current literature suggests that teacher realities are based on their personal experiences (Knipe & Mackenzie, 2006). Authentic leadership is said to be determined by the followers, not the leaders (Bhindi et al., 2008). Recognizing this phenomenon, a school leader can take actions to impact teacher perceptions, which may result in student learning gains (Whitaker, 1997). Much study has been conducted, much thought devoted to, and much discourse carried out regarding the concept of leadership. Some of the

discussions labeled leadership as a process, but the bulk of the research and resulting theories focus on a person when seeking to understand leadership (Horner, 1997).

Spanning decades and crossing cultures and beliefs, leadership research generally defines a leader using his/her traits, qualities, attributes, and behaviors. The current quantitative study examined the perception of leadership behaviors from the perspective of both teachers and principals using the Self and Observer components of Kouzes and Posner's (2003a) LPI in a school system in North Carolina.

Of the 43 invited schools, teachers and principals from 25 schools responded to the survey, yielding a 58% response rate from the schools. From the 25 schools that participated, 945 teachers were invited to complete the LPI. Of those invited teachers, 374 responded. This represented 40% of the overall targeted population. Of the 25 schools, 36% of the schools had a response rate of 40% or more and 56% had a response rate of at least 25% percent. The researcher determined that a response rate of at least 10% constituted a representative sample of the schools' teachers. Using 10% as the representative sample measure, 84% of the sampled schools met this standard.

**Research Question 1.** The first research question asked, "What are principal perceptions of their leadership behaviors?" This question was answered in two ways: first, by comparing the scores of the present dataset to a larger database; and second, by comparing scores across males and females to determine whether perceptions of leadership behavior vary by gender.

Historically, there have been important inquiries into what constitutes leadership that included reference to the context in which the leadership was displayed (Avolio, 2007). Identified emergent contingency models of leadership such as Fiedler's (1971)

trait contingency model, Vroom and Yetton's (1973) normative contingency model and Hersey and Blanchard's (1969) situational theory all connected different leadership styles to particular contextual demands that resulted in better performance outcomes including, in some instances, the nature of the follower in the leader-and-follower equation (Zaccaro, 2007).

For the current study, independent-samples *t* tests with gender as the independent grouping variable indicated that leadership behaviors did not vary by gender for Model the Way,  $t(23)=-.092$ ,  $p=.927$ ; Inspire a Shared Vision,  $t(23)=.059$ ,  $p=.954$ ; or Enable Others to Act,  $t(23)=1.227$ ,  $p=.232$ . The corresponding *t* test for Challenge the Process indicated that female scores ( $M=7.778$ ,  $SD=.85$ ) were significantly higher than male scores ( $M=6.933$ ,  $SD=1.15$ ),  $t(23)=2.110$ ,  $p=.046$ . Sixty percent of principals identified as female ( $n=15$ ), and 40% identified as male ( $n=10$ ). Teachers were not asked to report their gender. For the five exemplary practices of leaders, a *t* test revealed the following: Model the Way, female principals and male principals showed no significant difference (females=.936; males=.946); Inspire a Shared Vision, female and male principals showed no significant difference (females=.954; males=.923); Challenge the Process, female and male principals showed no significant difference (female=.897; males=.977); Enable Others to Act, female and male principals were equal (females=.889; males=.889); and Encourage the Heart, female and male principals showed the most significant difference (females=.953; males=.745). These results showed that for the five practices of exemplary leaders, principal perceptions of their leadership behaviors that were sampled for the current study did not differ significantly from teacher perceptions in four of the five practices: Model the Way, Inspire a Shared Vision, Challenge the Process, and

Enable Others to Act.

Female principals utilized Encourage the Heart to a greater degree than male principals. This aligns with the literature which showed that female leaders often display those attributes that foster teamwork and collaboration, which are reported to encourage faculty sharing as well as being the characteristics that make accomplishing a goal more feasible (Rost, 1993). When male and female transformational leaders were studied, there were few differences with the exception of daily interactions with subordinates. Female leaders were ranked higher in respect and concern because these behaviors make followers feel trusted, motivated, and more loyal to the organization (Yukl, 2002).

**Research Question 2.** The second research question asked, “What are teacher perceptions of their principal’s leadership behaviors?” Teacher scores for the five leadership practices broken down by level of teaching experience are presented in Table 24. One-way ANOVAs with teaching experience as the independent variable indicated that leadership behaviors did not vary by teaching experience for Model the Way,  $F(6, 283)=.549, p=.771$ ; Inspire a Shared Vision,  $F(6, 283)=.657, p=.685$ ; Challenge the Process,  $F(6, 283)=1.003, p=.424$ ; Enable Others to Act,  $F(6, 283)=.354, p=.907$ ; or Encourage the Heart,  $F(6, 283)=.805, p=.567$ . No differences emerged in leadership practices across the various levels of teaching experience. Teachers and principals did not differ significantly in their perception of principal leadership behaviors, which is indicated as an outcome when principals use transformational leadership practices, of which the five exemplary practices are examples.

Teacher self-efficacy within the school culture is directly related to principal actions. Burns (1978) introduced transformational leadership as a way to describe the

optimum relationship between political leaders and their followers. Burns further stipulated that transformational leadership was an ongoing process whereby “leaders and followers raise one another to higher levels of morality and motivation beyond self-interest to serve collective interests” (p. 20). He also contrasted transformational and transactional leadership (which is based more upon contingent reinforcement and is focused on short-term goals, self-interest, and the exchange relationship).

Transformational leadership theory highlighted leader abilities to influence positive follower outcomes through identifying and addressing follower needs and transforming them by inspiring trust, instilling pride, communicating vision, and motivating followers to perform at higher levels (Turner et al., 2002).

The concept of transformational leadership can be applied in education as well. One study that looked at the style of the leader, and its influence on school climate was conducted in 31 elementary schools. Findings indicated that leaders who consistently modeled the behaviors they wanted implemented in their schools were able to improve school climate. Leithwood (1992) asserted that leaders display leadership traits even in their routine behaviors.

With the current accountability demands in today’s educational settings, principals must be able to positively impact teacher perceptions which also influence school climate (Le Fevre et al., 2015). While transformational leadership was originally designed for the business organization (Burns, 1978), it was found to be quite adaptable to education by Bass (1985), who aligned the behavioral components of the theory with the needs in the educational organization. Leithwood (1992) pointed out that transformational leadership provides opportunities for people to improve their practices,



thereby improving outcomes for students.

**Research Question 3.** Research question 3 asked, “Do teacher and principal perceptions of principal leadership behaviors align with one another?” The results of the series of statistical tests performed indicated no significant differences in the perceptions of leadership behaviors between teachers and principals. When principals adjust their leadership style to address the situations that are presented, they can operate from a position of strength because they have multiple “tools” available for solving problems and getting results. Application of situational leadership theory affords the principal with either the transformational or the transactional strategies that will garner the greatest teacher effectiveness and serve the best interests of the school (Blase & Blase, 1999). Thus, the null hypothesis is retained for Research Question 3: Teacher and principal perceptions of principal leadership abilities do not differ significantly from one another.

**Roles.** Among the teachers who took the LPI survey in Schools A, M and V, the researcher found that there was a statistically significant difference between teacher and principal perceptions of principal leadership behaviors for all five of the exemplary leadership behaviors. Principals rated themselves higher in all five behaviors. The  $p$  value for all behaviors was  $\leq .05$ , indicating a statistically significant difference. This suggests that principals in these schools could ascribe more to the transactional leadership style in an effort to accomplish goals within the limited time span of a school year. The pressure for school administrators to perform many roles in a very limited amount of time (180-day school year) prods principals to adjust their leadership style to the one that affords more ground to be gained with less explanation being required. Transactional leadership, with its concreteness, appeals to administrators since it is deemed less time

consuming (Blase & Blase, 1999).

Among the teachers who took the LPI survey in Schools C, D, G, H, I, J and Y, the researcher found there was no statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned for all five behaviors. The  $p$  value for all behaviors was  $\geq .05$ , which indicated no statistically significant difference. These results indicated to the researcher the possibility that these principals were more transformational in their approach to leadership, as Burns (1978) indicated.

Among the teachers who took the LPI survey in School B, there was no statistically significant difference between how teacher and principal perceptions of principal leadership behaviors align except for the tenet Inspire a Shared Vision. The tenets Model the Way, Challenge the Process, Enable Others to Act, and Encourage the Heart all had a  $p$  value of  $\geq .05$ . Conversely, the tenet Inspire a Shared Vision had a  $p$  value of  $\leq .05$ , which indicated a statistically significant difference. The researcher felt this indicated the possibility that the principal was unaware of this difference and could probably make the necessary adjustment once informed.

Among the teachers who took the LPI survey in School E, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.018$ ), Challenge the Process ( $p=.005$ ), and Enable Others to Act ( $p=.000$ ). The researcher believed this principal would possibly benefit from mentoring from other principals whose leadership practices using these three tenets align more closely with teacher perceptions. The researcher surmised that this principal's leadership practices might align more with transactional leadership in order to address the NCLB national mandate (Blase & Blase, 1999).

Among the teachers who took the LPI survey in School F, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned for Model the Way ( $p=.011$ ) and Enable Others to Act ( $p=.037$ ). Also, among the teachers who took the LPI survey in School K, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.010$ ), Inspire a Shared Vision ( $p=.016$ ), and Enable Others to Act ( $p=.026$ ).

Among the teachers who took the LPI survey in School L, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in relation to the tenets Enable Others to Act ( $p=.001$ ) and Encourage the Heart ( $p=.018$ ). Among the teachers who took the LPI survey in School P, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Inspire a Shared Vision ( $p=.016$ ).

Among the teachers who took the LPI survey in School Q, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Enable Others to Act ( $p=.037$ ) and Encourage the Heart ( $p=.005$ ). Among the teachers who took the LPI survey in School R, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.000$ ), Challenge the Process ( $p=.017$ ), Enable Others to Act ( $p=.024$ ), and Encourage the Heart ( $p=.026$ ).

Among the teachers who took the LPI survey in School U, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Model the Way ( $p=.001$ ), Challenge the Process ( $p=.000$ ),

Enable Others to Act ( $p=.028$ ), and Encourage the Heart ( $p=.000$ ). Among the teachers who took the LPI survey in School W, there was a statistically significant difference between how teacher and principal perceptions of principal leadership behaviors aligned in Encourage the Heart ( $p\leq .006$ ). Finally, for Schools N, O, S and T, there were no teachers who responded to the LPS survey; therefore, a  $t$  test could not be conducted.

In evaluating the results of the data that were collected for the current study, the results for each of the sampled groups were relatively similar. For the tenet Model the Way, principals' mean was 48.12 and teachers' mean was 43.63. For the tenet Inspire a Shared Vision, principals' mean was 45.40 and teachers' mean was 40.62. For the tenet Challenge the Process, principals' mean was 44.64 and teachers' mean was 43.22. For the tenet Enable Others to Act, principals' mean was 49.44 and teachers' mean was 45.71. For the tenet Encourage the Heart, principals' mean was 46.20 and teachers' mean was 43.00. For Research Question 3, the results for the current study indicate principal and teacher perceptions regarding principal leadership behaviors do align.

Of the 20 schools for which there was both a principal response and at least one teacher response, only Schools B and P showed a statistically significant difference for the leadership behavior Inspire a Shared Vision, which is 10% of the sampled population. Five schools (25%) – E, F, K, R and U – showed a statistically significant difference for Model the Way. Seven schools (35%) – E, F, K, L, Q, R, and U – showed a statistically significant difference for the tenet Enable Others to Act. Five schools (25%) – E, F, K, R, and U – showed statistically significant differences for both Model the Way and Enable Others to Act. Four schools (20%) – E, K, R, and U – showed statistically significant difference for Challenge the Process. Three schools (15%) – L, Q, and W –

showed a statistically significant difference for the tenet Encourage the Heart.

### **Implications for Practice**

The primary focus for this study was to determine if principal perceptions of their leadership behaviors aligned with teacher perceptions regarding their use of the five exemplary practices of leaders as identified by Kouzes and Posner (2002). The researcher concluded that while there were some statistically significant differences in perception between the two groups, overall, principal and teacher perceptions aligned when compared using the LPI.

The results of this study suggest that principals in the current sample were self-aware as it related to their practice of the five tenets measured by the Kouzes and Posner's (2002) LPI. Kouzes and Posner (2006) asserted that individual self-awareness is one predictor of success in leadership. Sousa (2003) also believed that knowledge of one's own strengths and weaknesses, values, and under what conditions one best performs reinforces the position of Kouzes and Posner (2006) regarding self-awareness and leadership success.

According to the literature, teacher perceptions of the principal have significant influence on school climate, with principals who are perceived as using transformational leadership practices positively impacting teacher motivation, morale, and overall job satisfaction (Haag et al., 2011). The results of this study also suggest that when teachers perceive their principals to be competent, they rate them very similarly as principals rate themselves. Implications for future practice would be for principals to give consideration in their evaluations to teacher perception, especially since they work so closely with teachers (Haag et al., 2011, p. 2).

The literature also indicated that principals who are perceived as utilizing transformational leadership behaviors such as communication of a mission (Inspire a Shared Vision), providing professional development (Enable Others to Act), and coordination of instruction (Model the Way) usually demonstrate these traits to fit a specific situation (Leithwood et al., 2008; Ylimaki & Jacobson, 2013). Principals should attempt to determine those behaviors that were most valued by teachers and make the necessary adjustments to their leadership practices.

The literature indicated that when teachers see their principals as being strong leaders, they have the perception that the principal is “warm and caring,” which helps with job satisfaction (Bogler, 2001; Parkinson, 2008). The perceived relationship between teachers and their principals, from the teacher’s perspective, determines motivation and performance (McGhee & Lew, 2007). The results from this study offer evidence that for this school system, elementary teachers perceive their principals in a very positive light. This group of principals could be models of the kind of leadership that all would want to replicate for their schools.

There is evidence in the literature that when teachers have the perception of autonomy in their classrooms, they feel greater job satisfaction and attribute that to the principal (Kreis & Brockoff, 1986). Empowerment and professional growth which could also be stated as enabling others to act and professional respect and involvement in decisions directly related to their work (encourage the heart; Kouzes & Posner, 2002) are considered important factors in job satisfaction for teachers as well as their commitment to the profession. This study offers implications for other principals who might be experiencing teacher turnover or burnout.

This study has implications for the highest levels of educational leadership, especially superintendents. Because of the strength of reliability and validity associated with the LPI, it would be beneficial for superintendents to consider results from the Self component of the LPI when recruiting and hiring principals. There are also implications for principals who want to foster leadership at the building level. Teachers who show strengths in the areas where the principals need to improve would be beneficial to the building-level leadership team.

Finally, there are implications for practice in relation to the gender of the principal. The literature showed that men and women differ in how they act, how they communicate, and how they influence others (Mushtaq & Qureshi, 2016). As more and more females are serving in the role of principal, as indicated in the current study (60% female respondents), it would be useful to have these results to refer to as they provide evidence that is also supported by the available research. Female leaders foster a work environment that empowers followers (Howard-Hamilton & Ferguson, 1998). Female leaders also often display those attributes that foster teamwork and collaboration, which are reported to encourage faculty sharing as well as being the attributes that make accomplishing a goal more feasible (Rost, 1993). When leaders are examined according to their use of transformational leadership practices, there is little distinction between male and female leaders, except when daily interactions are studied. Female leaders ranked higher in terms of respect and concern because these behaviors make followers feel trusted, motivated, and more loyal to the organization (Yukl, 2002). The implications from this current study appear to indicate this phenomenon as well; therefore, it would be useful to use the current study as a model for comparing differences in male and female

leaders in relation to daily interactions with subordinates.

### **Recommendations for Further Study**

This section includes recommendations for further research around teacher perception versus principal perception that will contribute to the discourse and offer knowledge for improving leadership and ultimately positively impacting student outcomes at the building level. The researcher makes the following recommendations.

1. A study should be completed in the same school district and focus on middle schools and high schools separately. Then the results of the additional studies could be compared to the current study.
2. Another study could be conducted in multiple school districts of similar composition to the sampled district and comparisons be made between elementary, middle, and high school principal and teacher perceptions of leadership behaviors.
3. A qualitative study should be done in order to collect data on the lived experiences of teachers and how those experiences impact their perceptions of principal leadership behaviors.
4. A mixed-methods study could be completed to include qualitative and quantitative data collection to obtain answers that were not able to be collected in the current study.

### **Researcher Reflections**

When the idea for this study came to mind, it was because I felt that the resulting data would be informative and instructive for principals. I felt that principals tended to assign inflated ratings to their leadership practices. I believe that using the results from a



strongly validated and reliable tool will show principals the gap between how well they thought they were doing and how their teachers perceived they were doing in utilizing the five exemplary practices of effective leaders. It was surprising to me to learn that the overall results showed a strong alignment between how highly principals rated themselves and how highly teachers rated principals on the five exemplary practices of effective leaders. While, the results from this study did not support my initial belief, it was very encouraging to see that, for the principals who participated in this study, their teachers think they are effective at using the five exemplary practices as identified by Kouzes and Posner (2002).

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## Appendix A

### District Permission and Consent Form



Project ID: 2017-05

***Approval Form for Research Project to be conducted  
in the Winston-Salem/Forsyth County Schools***

Name of Principal Investigator: Carol Montague-Davis

Advisor's Name (if student): Steve Laws

Research/Educational Institution: Gardner

Research Title: Effective Principal Leadership Behaviors: Do the  
Teacher and Principal Perspectives Align?

The above project has been approved by the Winston-Salem/Forsyth  
County Schools Administrative Offices. Stipulations to this  
approval, if any, are noted below. *The investigator understands that*  
*the principals have the authority to suspend or remove students from the*  
*study.*

Project Timeline: October 2016 - May 2017

Stipulations:

Data Confidentiality Form Needed? (Check if yes) : \_\_\_\_\_



Marty Ward, Ph.D.

**Board of Education**

Dana Caudill Jones, Chair • Robert Barr, Vice Chair • Lori Goins Clark • Lida Calvert Hayes  
Mark Johnson • Victor Johnson, Jr. • Elisabeth Motsinger • David Singletary • Deanna Taylor

Dr. Beverly Emory, Superintendent

## Appendix B

### Principal's Invitation and Consent Form

## Principals' Information and Consent Form To Participate in Educational Research

Study Title: Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors

My name is Carol Montague-Davis. I am a Doctoral candidate in the Educational Leadership at Gardner-Webb University. I am conducting a research study as part of the requirements of my Doctoral degree, and I would like to invite you to participate in my study of principal leadership.

The purpose of this anonymous, voluntary quantitative study will be to examine the principals' perception of the principals' leadership behaviors and how the principals' leadership behaviors align with the perception of the teachers they lead. The Kouzes and Posner Leadership Practices Inventory (LPI) will be the survey instrument used.

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

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

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

The data collected from your teachers will be totally anonymous, only used to enable aggregation of data from each of the schools, and will not be used for any other purpose. All aggregate data will be available only to the researcher and the dissertation committee. No published results of this study will identify you or your school, and your name will not be linked to any of the findings. If for any reason, this study is presented, identities of teachers nor principals will be shared.

As part of the survey, the teachers will be asked only one demographic question: Years of experience in teaching? This question will help to aid the research.

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

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

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

### STATEMENT OF CONSENT TO PARTICIPATE IN STUDY

Title: Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors

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

---

Signature of Participant

---

Printed Name of Participant

---

Date

## Appendix C

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

# WILEY

July 12, 2016

Carol Montague  
205 Sedge Meadow Drive  
Winston Saleam, NC 27107

Dear Ms. Montague:

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 Joshua Carter ([jocarter@wiley.com](mailto:jocarter@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.

Permission to use either the written or electronic versions is contingent upon the following:

- (1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
- (2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s): "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
- (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.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Cordially,



Ellen Peterson  
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## Appendix D

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

## Teachers' Information and Consent Form To Participate in Educational Research

Study Title: Elementary Principals and Teachers: Perception Alignment of Leadership Behaviors

My name is Carol Montague-Davis. I am a Doctoral candidate in the Educational Leadership program at Gardner-Webb University. I am conducting a research study as part of the requirements for my Doctoral degree, and I would like to invite you to participate in my study of principal leadership.

The purpose of this anonymous, voluntary quantitative survey study will be to examine the principals' perception of the principals' leadership behaviors and investigate whether the principals' leadership behaviors align with the perception of the teachers they lead.

The Kouzes and Posner Leadership Practices Inventory (LPI) will be the survey instrument used.

You are invited to participate in this study because your principal has agreed to participate in this research study.

Please rate your principals' leadership behaviors using this online 30-question survey based on your perception around The Five Practices of Exemplary Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. Your responses will be totally anonymous and you have the right to stop at any time.

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

Participation in this study is voluntary; however, I am hopeful to have a 60% return rate of completed surveys from your school.

Please do not include any personal identifiers in your online responses.

By completing this survey, you give your consent to participate in this study.

Thank you for your participation in this stage of my doctoral journey!



## Appendix E

### Leadership Practice Inventory—Research Instrument (Teacher/Observer)

**Leadership Practice Inventory –Research Instrument (Teacher/Observer)**

**By completing the survey, you are giving your consent to participate in this study. Please do not include any identifying information on this survey.**

\* 3. How many years of teaching experiences you have to include the current school year?

\* 4. Sets a personal example of what he/she expects of others.

\* 5. Talks about future trends that will influence how our work gets done.

\* 6. Seeks out challenging opportunities that test his/her own skills and abilities.

\* 7. Develops cooperative relationships among the people he/she works with.

\* 8. Praises people for a job well done.

\* 9. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.

\* 10. Describes a compelling image of what our future could be like.

\* 11. Challenges people to try out new and innovative ways to do their work.

\* 12. Actively listens to diverse points of view.

13. Makes it a point to let people know about his/her confidence in their abilities.

\* 14. Follows through on promises and commitments he/she makes.

\* 15. Appeals to others to share an exciting dream of the future.

\* 16. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.

\* 17. Treats others with dignity and respect.

\* 18. Makes sure that people are creatively rewarded for their contributions to the success of projects.

\* 19. Asks for feedback on how his/her actions affect other people's performance.

\* 20. Shows others how their long-term interests can be realized by enlisting in a common vision.

\* 21. Asks "What can we learn?" when things don't go as expected.

\* 22. Supports the decisions that people make on their own.

\* 23. Publicly recognizes people who exemplify commitment to shared values

\* 24. Builds consensus around a common set of values for running our organization.

\* 25. Paints the "big picture" of what we aspire to accomplish.

\* 26. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

\* 27. Gives people a great deal of freedom and choice in deciding how to do their work.

\* 28. Finds ways to celebrate accomplishments

\* 29. Is clear about his/her philosophy of leadership

\* 30. Speaks with genuine conviction about the higher meaning and purpose of our work.

\* 31. Experiments and take risks, even when there is a chance of failures.

\* 32. Ensure that people grow in their jobs by learning new skills and developing themselves.

\* 33. Gives the members of the team lots of appreciation and support for their contributions.

## Appendix F

### Leadership Practice Inventory–Research Instrument (Principal/Self)

### **Instructions for Principal LPI Self-Evaluation**

You are being asked by the researcher to assess your leadership behaviors. You will find thirty statements describing various leadership behaviors. The data collected will be totally anonymous.

Please read each statement carefully, and using the RATING SCALE below, ask yourself: "How frequently does this person engage in the behavior described?"

#### **When selecting your response to each statement:**

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

For each statement, decide on a response and then select the corresponding number that best applies to each statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating.

THE RATING SCALE runs from 1 to 10. Chose the number that best applies to each statement.

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**include any identifying information on this survey.**

\* 34. Are you male or female?

☐

Male

☐

Female

\* 35. I set a personal example of what he/she expects of others.

\* 36. I talk about future trends that will influence how our work gets done.

\* 37. I seek out challenging opportunities that test my own skills and abilities.

\* 38. I develop cooperative relationships among the people I works with.

\* 39. I praise people for a job well done.

\* 40. I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on.

\* 41. I describe a compelling image of what our future could be like.

\* 42. I challenge people to try out new and innovative ways to do their work.

\* 43. I actively listen to diverse points of view.

\* 44. I make it a point to let people know about my confidence in their abilities.

\* 45. I follow through on promises and commitments I make.

\* 46. I appeal to others to share an exciting dream of the future.

\* 47. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

\* 48. I treat others with dignity and respect.

\* 49. I make sure that people are creatively rewarded for their contributions to the success of our projects.

\* 50. I ask for feedback on how my actions affect other people's performance.

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

52. I ask "What can we learn?" when things don't go as expected.

\* 53. I support the decisions that people make on their own.

\* 54. I publicly recognize people who exemplify commitment to shared values.



\* 55. I build consensus around a common set of values for running our organization.

\* 56. I paint the "big picture" of what we aspire to accomplish.

\* 57. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

\* 58. I give people a great deal of freedom and choice in deciding how to do their work.

\* 59. I find ways to celebrate accomplishments.

\* 60. I am clear about my philosophy of leadership.

\* 61. I speak with genuine conviction about the higher meaning and purpose of our work.

\* 62. I experiment and takes risks, even when there is a chance of failure.

\* 63. I ensure that people grow in their jobs by learning new skills and developing themselves.

\* 64. I give the members of the team lots of appreciation and support for their contributions.