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Principals' and Teachers' Perceptions of the Importance of
Transformational Leadership Behaviors of Effective Principals

by

Becky Evers-Gerdes

A dissertation submitted to the faculty of Bethel University
in partial fulfillment of the requirements for the degree of
Doctor of Education

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Abstract

The purpose of this study was to analyze the perceptions of principals and teachers regarding the transformational leadership behaviors (“leadership behaviors”) of effective elementary school principals. The study compared the perceptions among different demographic groups, categorized by professional role, gender, school district location, and years of experience. The survey population was all elementary principals and teachers in the state of Minnesota. The survey contained three sections: a Likert scale rating the importance of each transformational leadership behavior in effective school principals, a forced choice section identifying the five most important transformational leadership behaviors of an effective principal, and an open-ended question requesting rationale for the five most important behaviors. An independent samples t-test showed five behaviors with significant results. A common theme of these five behaviors was that principals saw a greater value in leadership behaviors related to a systems view of the organization as compared to teachers. The top overall themes that emerged from the open-ended question were: relationships, communication, and school improvement/continuous improvement.

Dedication

The doctoral process proved to be challenging yet rewarding from both an intellectual perspective and an emotional perspective. My sincerest gratitude goes out to those who have shared their wisdom and sacrificed with me throughout this journey. As this chapter in life closes, I look forward to the new opportunities and challenges that await on the horizon. I dedicate this research study to God and my family.

I would like to thank God for the ability to complete this task. God was with me throughout this process and I couldn't have accomplished this goal without his blessings. He gave me the strength, courage, and the will to continue; that God wanted me to follow this path - I just had to follow his will.

I would like to thank my parents, Norbert and Carol Evers, who have instilled a relentless passion for learning that I can never repay. Thank you for always believing in me! Your constant love has carried me through this educational journey. To my mother, Carol, thank you for giving me the tools to dream big and to do what is needed to get the job done. I thank God for a praying mother like you. To my father, Norbert, the look of encouragement in your eyes inspired me to never give up. I am a proud woman because I know that you are a proud dad. I am so grateful to have you as my parents! I only hope that I can provide my children with the opportunities that you have provided me.

To my husband, Scott, and children, Nathan, Matthew and Grace - you have been my rays of sunshine during the hardest and most challenging times in this journey. Thank you for all your hugs! I needed them! Don't ever forget how much I love you! To my husband, Scott, thank you for your unconditional love and for arranging the finances to support this goal. To my

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Chapter One: Introduction

Former President George W. Bush believed that excellent schools must have excellent leaders (Ikemoto, Taliaferro, Fenton & Davis, 2014). Excellent school leaders guide fearlessly, love hard, listen intently and hold high expectations for students and staff (Goodwin, Cameron, & Hein, 2015). The field of education is challenged to identify strong leaders who can effectively and ethically provide educational leadership at a school (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010). The educational leadership practices of yesterday are no longer able to meet the demands of 21st century public schools (Syed, 2013). Since schools function at a fast pace, leaders in the education field have to make decisions that are multi-faceted (Fullan, 1992).

Historically, the principal held the role of an authoritarian figure with almost dictatorial powers at the building level (Webb, 2014). Smith and Hutchinson (1995) described that there was a need to replace autocratic, individualized, competitive leaders whose roles were no longer effective with leaders who are collaborative, creative, and have strong communication skills. A more participatory leadership practice is expected by stakeholders, or even required (Page & Wong, 2003). When principals provide opportunities for shared leadership, they empower teachers to embrace the vision of the school as a resourceful learning community (Barr & Bizar, 2001; Kruger & Scheerens, 2012; Senge, Cambron-McCabe, Lucas, Smith, & Dutton, 2000). The empowerment of teachers, community, parents, and students promotes an educational leadership shift towards transformational leadership for the 21st century (Hutchinson, 1995).

Relationships among members of the school community, specifically between the principal and teachers, must be strong for schools to be successful (McKinney, Labat, & Labat, 2015; Tschannen-Moran & Gareis, 2015). It is critical that principals and teachers work

collaboratively within the educational setting. Hallinger and Heck (1996) found that while the principal serves a critical role in effective schools, this role must be viewed as collaborative between personnel and the school environment. Working collaboratively can improve school culture, which allows for the exchange of ideas, solution-focused support, and coaching. According to Fullan (2002), the school system works well when principals draw upon faculty members across disciplines to provide insight and share diverse perspectives. Principals who create a collaborative culture can then learn with the group (Tschannen-Moran & Gareis, 2015). The role of the principal is to create conditions in which collaboration is serious, focused, and specific to student learning (Goodwin et al., 2015).

Principals must strive to create dialogue and discussions among staff members about teaching and learning (DiPaola & Tschannen-Moran, 2003). When principals offer their teachers genuine concern and professional feedback, teachers become more committed to their students and school (Rosenholtz & Simpson, 1990). In order to create a fruitful dialogue, however, principals and teachers must understand the effects of their perceptions about the situation (Yates & Hattie, 2013).

Stronge and Hindman (2003) found that principals are nearly as important as teachers in their impact on student success. In fact, research has found that principals are responsible for 25% of a school's impact on student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004). As principals and teachers share the same agenda, their jobs are often closely aligned (Goodwin et al., 2015). Effective principal leadership provides a critical role in producing a school environment that maximizes student achievement through the intentional support of teachers (DiPaola, 2012; Leithwood & Jantzi, 2008; Littrell, Billingsley, & Cross, 1994). When the principal's leadership style is perceived to be supportive, encouraging, and professionally

motivating, teachers thrive (Kruger & Scheerens, 2012). Conversely, if the perception is that the school environment is not supportive, teacher commitment to the school is weakened and morale tends to be low (Webb, 2014). School leaders can support teachers by navigating difficult situations and brainstorming solutions (DiPaola & Tschannen-Moran, 2003).

Leadership for principals is no longer solely a managerial function; rather, it must be a position that creates vision, facilitates student academic achievement and teacher professional development, manages budgets, oversees transportation needs, and communicates regularly with the constituents in the community (Marzano, McNulty & Waters, 2003). According to Syed (2013), effective school principals establish a schoolwide vision with high expectations and a strong commitment to all students. Principals must communicate with stakeholders and students so that a safe and supportive community may exist.

Principals need to understand their own leadership behaviors in order to be successful (Kouzes & Posner, 2004). With the increasing demands associated with elementary principal positions, principals may not take the time to examine their leader behaviors or ask for feedback from followers (DiPaola & Tschannen-Moran, 2003). As principals become more aware of their particular leadership practices, teachers' perceptions of effective leadership behaviors improve as well (Goodwin et al., 2015).

Statement of the Problem

The United States has a history of political initiatives aimed to produce school reform. In 1983, the report *A Nation at Risk* concluded that our country's educational system was severely deficient in educating children and that policy-makers must set goals to provide high-quality and equitable schooling for all students (National Commission on Excellence in Education,

1983). The report called for higher academic expectations, increased student requirements, longer school days, and changes in the support and retention of teachers. *A Nation at Risk* became a focus for states and local school districts as they worked to make changes, while the federal government did not play as strong of a role as local entities (National Commission on Excellence in Education, 1983).

In the 1980s, 41 states adopted requirements for high school graduation, and over half of those states mandated teachers to pass a test to receive teacher certification (McDonnell & Fuhrman, 1985). In 1988, an amendment to Title I began requiring states to define and document levels of achievement for students that are disadvantaged (Jennings, 2001). Public schools were required to show academic progress on standardized tests. Consequently, receipt of Elementary and Secondary Education Act (ESEA) funds, the single largest fiscal source of federal support for educationally vulnerable schoolchildren, began to be based on the achievement of educationally deprived children (Thomas, & Brady, 2005).

In 1989, George H. W. Bush met with other government leaders at a summit in Charlottesville, Virginia, with the mission of setting goals for increased student achievement (Jennings, 2001). At the end of the summit, it was decided that ESEA, specifically programs such as Title I, must include increased accountability regarding allocation of federal funding based on financial flexibility and academic standards. In 1991, President Bush pushed forward an initiative, *America 2000*, requiring national academic standards and testing of students. The *America 2000* legislation passed the House of Representatives, but the bill failed in the Senate (McDonnell, 2005). Regardless of the failure, the significance of *America 2000* in relation to ESEA was that the legislation was seen as an opportunity for education reform based on the creation of common academic standards for all students.

The 1992 presidential election of Bill Clinton resulted in continuation of standards-based reforms (Thomas, & Brady, 2005). The Clinton administration's 1994 educational initiative was *Goals 2000: Educate America Act*. *Goals 2000* had four main elements: (a) student achievement, (b) academic standards; (c) academic expectations for all students, and (d) monitoring student growth (McDonnell, McLaughlin, & Morison, 1997). In 1994, ESEA was reauthorized with the passing of the Improving America's Schools Act (IASA). The purpose was to give students opportunities to learn with challenging content and state standards (Public Law 103-328, Section 1001 [d]). Under IASA, all school districts were required to identify schools that were not making progress and needed to implement an improvement plan. As a prerequisite to receive Title I funding, states were required to demonstrate consistent goals and academic expectations for all students (McDonnell, 2005).

In 2000, Congress examined the mission and goals of ESEA (Thomas & Brady, 2005). Though ESEA focused on equity for all students, research findings indicated that the initiative had little success (McDonnell, 2005). Congress wanted increased accountability and results for federal funding spent on ESEA programs, specifically in schools with Title I funds.

George W. Bush then reauthorized ESEA and renamed it No Child Left Behind in 2001 (NCLB) (U.S. Department of Education, 2007). The NCLB Act mandated that states modify their educational policies to include mathematics and reading assessments that align with the state standards in grades three through eight. The NCLB Act also held teachers and principals accountable for ensuring that all students perform at grade level, regardless of gender, race, socioeconomic status, disability, or primary language (Sunderman, Kim, & Orfield, 2005). This emphasis on equity and equality engendered reforms to target minority and socially-economically disadvantaged students. Disaggregated-student/group data built momentum for

state policy to address both the achievement gap between all racial and ethnic children as well as declining graduation rates in underserved schools (Reardon, 2012). There were many consequences for schools' failure to meet student achievement benchmarks of NCLB. If a school failed in adequate yearly progress in year 1 or 2, parents/guardians could transfer their child to another school district with transportation provided. Additional consequences were as follows: schools offered open-enrollment to students and transferred, reassigned, or terminated teachers and administrators from low-performing schools (U.S. Department of Education, 2002).

Following the 2002 mandates of the No Child Left Behind Act, a shift to the Common Core State Standards focused on creating access and opportunity for all students (U.S. Department of Education, 2002). The Common Core Standards set grade level expectations in math and literacy. These standards defined what a student must master by the end of each grade level. They were designed to guarantee that all students graduate from high school with the knowledge to be successful in college, career, and life. Forty-one states, four territories, the District of Columbia, and the Department of Defense Education Activity (DoDEA) adopted and implemented the Common Core Standards (Council of Chief State School Officers, 2014).

The reauthorization of the Elementary Secondary Education Act (ESEA), under the leadership of the Obama administration, resulted in the passage of the Every Student Succeeds Act (ESSA) of 2015 (Dynarski, 2015; Haller, Hunt, Pacha, & Fazekas, 2016). ESSA was aligned with research on evidence-based practices and was designed to address challenges and barriers found in NCLB (Dynarski, 2015). States gained more flexibility to set student achievement goals as well as to develop consequences for schools that did not reach predetermined goals (Haller et al., 2016). ESSA emphasized students' overall academic growth rather than focusing on grade level achievement and gave states the freedom to use nationally

recognized tests to replace a statewide standardized testing system (Herman et al., 2017). The State Education Agency (SEA) fulfilled a larger role in supporting principal preparation and development. This new guideline allowed states to set aside up to 3% of funds for professional development to support school leaders and principals (Dynarski, 2015).

Government policies and regulations have transformed the ways in which the traditional school operates (Heck, 2014; Shelton & Welu, 2014). Based on these transformations, policymakers, parents, teachers, and the general public have increased their expectations of what a principal should be able to accomplish (Gurr, Drysdale, & Mulford, 2006). The increased accountability, along with the many roles and responsibilities that come with a principalship, have come at a time when fewer educators are interested in becoming principals (Shelton & Welu, 2014). Increased accountability and responsibilities of the principal role have led to an increased turnover rate in school leadership, causing a shortage of qualified principal candidates and districts struggling to hire effective leaders (Winter, Rinehart, & Munoz, 2002).

Political pressures and increased accountability were the impetus for research conducted by Mendels (2012) on behaviors of effective school leaders. Leadership begins with a vision of success for all students. Principals were considered by staff, school board members, parents, and community members to be the instructional leaders of the school (Clifford, Behrstock-Sherratt, & Feters, 2012; Mendals, 2012). Effective principals provided feedback that directly influenced teacher quality and instructional quality, which in turn affected student achievement (Clifford, Behrstock-Sherratt, & Feters, 2012; Wahlstrom, Louis, Leithwood, & Anderson, 2010).

Administrators need to be inclusive, collaborative leaders who value the voices and perspectives of their instructional staff members (Shelton & Welu, 2014). This shared governance has been found to foster a subculture where others, such as teachers, have a voice

and feel empowered (Hall, 2007). Principals should provide professional development that aligns with school goals and teachers' needs (Mendels, 2012). Effective principals acknowledge and affirm the perspectives of their staff in order to collaborate on school goals.

Despite research on transformational leadership that identified effective leadership behaviors, our country's students are underperforming on standardized assessments in reading and math (National Center for Education Statistics, 2017). On the National Assessment of Educational Progress (NAEP), average math and reading scores in grade four and grade eight remained unchanged or declined between 2015 and 2017 (National Center for Education Statistics, 2017). Achievement gaps remained wide for particular student groups. For example, in grade four math, the average scale scores fell by four scale points for students with disabilities, two points for urban students, and one point for students in poverty.

The detailed list of leadership actions proven to increase student achievement juxtaposed with a lack of improvement is cause for further study. Teachers' perceptions of principals' leadership practices should be a way of improving the success of teachers, which ultimately affects the learning outcomes of students (Waters, Marzano, & McNulty, 2004). However, there is little research on the perceptions of elementary teachers and principals regarding effective transformational leadership behaviors of school principals (Bancroft, 1986; Dillon, 2003; Koopman, 2006; Stewart-Banks, Kuofie, Hakim, & Branch, 2015). Rhodes, Nevill, and Allan (2004) argued that school principals who are aware of their leadership behaviors and consciously strive to blend their leadership perceptions with teachers' perceptions of their leadership practices should see improvement regarding school operations and student academic outcomes.

Purpose of the Study

The purpose of this study was to examine the perceptions of principals and teachers regarding the importance of transformational leadership behaviors of elementary school principals in Minnesota. The study explored whether professional position, gender, school district location and years of experience are related to educators' perceptions of the importance of transformational leadership behaviors of effective elementary principals.

Research Questions

The following research questions guided this study:

1. Is there a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?
2. Is there a statistically significant difference between genders' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?
3. Is there a statistically significant difference between school district locations' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?
4. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience?
5. What transformational leadership behaviors do teachers and principals view as most important to effective principalship?
6. What rationale supports educators' selections of the most important transformational leadership behaviors to effective principalship?

Significance of the Study

Effective leadership has been a critical topic of discussion for decades, especially for school leaders (Blase & Blase, 1999; Hallinger, 2003;). As schools face increased accountability for student academic growth, the role of the principal has evolved and become more critical. Educational research has discovered strong correlations among effective principal leadership, positive school culture, and relevant classroom instruction (Hallinger, 2005). In fact, leadership roles shared among all staff members and principals is associated with higher student performance in math and reading (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Educational leaders would benefit from identifying and successfully implementing leadership characteristics, behaviors, and strategies that will immediately impact teacher instructional practice and student achievement (Anderson & Anderson, 2010; Hallinger, 2005;). Shared leadership aims to help principals focus on perceptions of their own transformational leadership behaviors, which could result in an increased investment of time and effort in carrying out the most highly valued responsibilities of their position (Hallinger, 2005). Shared leadership would improve teacher-principal collaboration and increase student achievement (Anderson & Anderson, 2010).

Anderson and Anderson's (2010) study can be utilized in a variety of practical ways. Gaining a better understanding of principals' and teachers' perceptions of transformational leadership behaviors enables districts to better plan relevant professional development activities for principals. Understanding educator perceptions can help districts differentiate training for principals based on years of administrative experience and school location. When recruiting or considering potential principals, school board members and superintendents might use the findings to inform applicant selection, interview questions, and skills criteria. Better matching

candidates' leadership skills to the position may improve the likelihood of long-term success and retention for principals. Melton, Mallory, and Green (2010) found that the ability to assess the disposition of educational leadership candidates greatly improved the identification of candidates who were well-prepared and suited for administrative positions.

Research findings can also guide principal preparation programs by targeting the development of the transformational leadership behaviors perceived to be most important for effective principalship. The findings can identify possible areas of focused curriculum, instruction, and assessment for graduate programs providing degrees, certification, or licensure for principal leaders.

Definition of Terms

The following definitions are provided to offer clarity on key terms.

Balanced Leadership Framework: A framework developed to help school leaders connect vision (knowing what to do and why to do it) with action (knowing how to do it) in their schools (Marzano et al., 2005).

Effective elementary school principal: A school leader who anchors his/her work on central issues of learning and teaching as well as making school improvements (National Policy Board for Educational Administration, 2015).

Elementary school: Schools that serve grades PK-6 (Minn. Stat. § 120A.05).

Elementary teachers: Individuals who instruct children in all subjects from grades K-6. All teachers must hold both a bachelor's degree and a state teaching license to work in public schools (Minn. Stat. § 122A.15).

Leadership: When individuals ensure that duties are carried out by the followers and by making the necessary decisions of what must take place in a school (Kowalski, 1995).

No Child Left Behind (NCLB): Signed into law by President Bush in 2002, NCLB was an update of Every Student Succeeds Act (ESEA). This law was the result of a desire to create a more competitive American education system. It specifically focused on the academic progress of particular student groups including special education, English language learners, students in poverty, and racial/ethnic groups (Editorial Projects in Education Research Center, 2015).

Perception: To process, act, or have the faculty of perceiving ("Perception," 2018).

School principal: An individual who leads a school and holds the appropriate license. A principal must also have completed a program consisting of 60 semester credits beyond the bachelor's degree and that includes a graduate degree (Minn. Stat. § 123b.147).

Transformational leadership: Leaders who focus on the interests of their employees generate an acceptance of the purpose and mission of the group. This also occurs when leaders motivate employees to look beyond their self-interest for the good of the group (Bass, 1990). The root of "transformational" is change (i.e., the changes that leaders and followers go through together in moving to a more enlightened and desirable state as they focus together on shared purpose). Bass & Riggio's (2006) emphasis was on leadership behaviors that stimulate and inspire followers to achieve extraordinary results while also empowering them to develop their own leadership capacity.

Organization of the Study

Chapter 1, the introduction, focused on the significance of identifying the most effective leadership behaviors and practices in order to provide quality school leadership. This study

recognized the impact of the relationship between principals and their teachers and presents data that specifically focused on the behavior of effective school principals. Chapter 2 is the literature review, including the rationale and theoretical foundation for this study. Chapter 3 outlined the research design, theoretical framework, research questions, hypotheses, variables, and measures for this study. In addition, this chapter described the sampling design, data collection procedures, data analysis, and field testing used in this study. The chapter concluded with the limitations of methodology and several ethical considerations of the study. Chapter 4 described the results of the study. Chapter 5 summarized the study, findings, conclusions, and implications for further research and practice. The results of this study may help elementary principals and their staff members to understand and utilize the behaviors that are perceived as most important.

Chapter 2: Literature Review

Change in the Workplace and Principal Role

For the past hundred years, workplaces in America have been characterized as operating in silos with a focus on each person looking out for him/herself (Wang & King, 2009). The 21st century workplace has had to adapt in order to remain viable and profitable (Schmoker, 2005; Wang & King, 2009). One change that has permeated both education and business is a collaborative workplace (Schmoker, 2005). Collaboration in the workplace includes open communication, creativity, critical thinking, and efforts that support a team approach (Wang & King, 2009). These changes have resulted in the need for professional skills such as problem solving, information literacy, collaboration, and lifelong learning (Schmoker, 2005; Wang & King, 2009). The education workplace has been internally restructured and has found success due to its reliance on human relations, distributed leadership, transformational leadership practiced by the principal, and team-based approaches with appropriate support mechanisms (Morrison, 2002).

Changes in the education workplace require changes in the role of the school leader. A survey from the Wallace Foundation (2010) described principal leadership among the most urgent issues in education (Simkin, Charner, & Suss, 2010). Research has shown that successful schools have highly successful principals and that leadership throughout the school matters greatly (Levin & Schrum, 2013; Supovitz & Tognatta, 2013). The Wallace Foundation (2013) explained that principals can no longer simply serve as building managers tasked with adhering to rules and carrying out regulations. Rather, they have to be lead learners who can develop a team to deliver outcomes effectively (Hallinger & Lee, 2012; Tobin, 2014).

In light of the fact that school leadership is often the focal point of the conversation regarding the change process in schools, principals must recognize and implement specific leadership behaviors at the appropriate time in an evolving environment (Supovitz & Tognatta, 2013).

Strong collaboration between principals and teachers lays the foundation for building teachers' leadership capacity (Klar, 2012). Research findings support increased principal effectiveness when teachers fulfill responsibilities through distributed leadership (Bredeson, 2013; Klar, 2012). In a case study, Klar (2012) determined that shared leadership could be used to develop department chairs' role as leader. According to the analysis, teachers supported leadership decisions when department chairs were involved in the decision-making process. Distributive and shared leadership are encouraged areas of focus as defined by sharing the process of decision-making with other leaders in the school (Cherkowski & Brown, 2013; Kaniuka, 2012; Klar, 2012; Levin & Schrum, 2013; Supovitz & Tognatta, 2013).

Principal Impact on Student Achievement

Due to high-stakes testing, accountability programs, and the current education political climate, the call for accountability among school principals has never been higher (Scallion, 2010). Troutman (2012) described the principal as the critical component in helping to improve student achievement. In an extensive review of more than 5,000 school leadership studies by Waters, McNulty, & Marzano (2003), the authors identified 21 leadership responsibilities and 66 associated practices of effective school leaders that positively impact student achievement. Waters et al. (2003) describe effective leadership as "balanced," a matter of knowing when, how, and why to do what needs to be done. Results of their research indicate an effective principal

can have as much as a 10-percentile point gain influence on norm referenced tests (Waters et al., 2003).

Research has shown that successful schools have highly successful principals and that leadership throughout the school matters greatly (Levin & Schrum, 2013; Supovitz & Tognatta, 2013). Marzano, Waters, and McNulty's (2005) analysis found a positive correlation of 0.25 between effective principal behaviors and student achievement. In a similar study, Leithwood, Patten, and Jantzi (2009) analyzed 1,445 teacher responses to an online survey measuring principal behaviors in their schools. Utilizing annual test results from Canada's grade three and grade six math and reading assessments, the study found a positive correlation between principal behaviors and student achievement (Leithwood et al., 2009). These findings are logical given that elementary and middle school principals perceive their leadership role as one that improves teaching and learning (Leithwood et al., 2009; Levin & Schrum, 2013). The correlation is the result of the professional development principals coordinate for teachers, as well as their own professional growth (Grigsby, Schumacher, Decman, & Simieou III, 2010).

A shared vision empowers teacher to achieve personal goals and is critical in improving classroom instruction and increasing student achievement (Sebastian & Allensworth, 2012). Strong leaders do not force their views on others, but instead build consensus on common principles. Leaders serve as a model by aligning their actions with a set of shared values. Credibility as a leader is the foundation for collaboration; if actions align with words, growth in student achievement can be the result (Valentine & Prater, 2011).

In a study of causal relationships among principal behaviors and school context outcomes, Snyder and Ebmeier (1992) concluded that principal behaviors have a significant effect on teacher outcomes; however, these behaviors have little effect on student achievement.

The researchers attributed these findings to the unique roles that teachers and principals play in the context of a school. While teachers control the direct delivery of instruction, principals have minimal control over learning at the individual student level (Snyder & Ebmeier, 1992). Notably, the Snyder and Ebmeier study dates back to a period when findings from research relating to the influence principals have on student achievement stemmed from a period when principals primarily functioned as school managers, overseeing the day-to-day operations of the campus such as facilities, budget, pupil control, and extracurricular activities (Schmoker, 2005). As the role of the principal role has changed from managerial to transformational leader, studies are still finding that teachers have the greatest impact on student achievement, but findings indicate that the principal role impacts student achievement also (Schmoker, 2005, Snyder & Ebmeier, 1992).

School Climate and Culture

The performance of an organization is fostered by ensuring there is a set of norms, traditions, and values within the group (Peterson & Deal, 2002). Ubben, Hughes, and Norris (2011) believed that a positive school climate exists when there are shared values, norms, and tacit assumptions that characterized a school as being distinct. Fienberg (2007) findings indicated a positive relationship between a healthy school climate and student reading achievement. Smith, Hoy, and Sweetland (2003) also found a positive relationship between overall school climate and student achievement. These elements infuse the school setting with passion, purpose, and a sense of spirit (Peterson & Deal, 2002).

A positive climate must be present in a school in order for it to flourish (Peterson & Deal, 2002). Current research supports the task of a positive school climate on teaching and learning (Center for Social and Emotional Education, 2008). Recent studies linked school climate to student performance at the primary and secondary school level (National School Climate Center,

2008). Positive school climate promotes the following important factors: student learning, academic achievement; positive youth development, and increased teacher retention (Center for Social and Emotional Education, 2008; National School Climate Center, 2008).

Climate surrounds and impacts everything that happens in an institution (Freiberg & Stein, 1999). Norton (1984) described school climate as having a collective personality, characteristics that distinguish one school from another. Hoy, Tarter, and Kottkamp (1991) stated that school climate is the feel and personality of a school. This is often interpreted as the energy demonstrated by the participants of the environment (Hoy et al., 1991). Administrators, teachers, support staff, and students are participants within the school environment and are referred to as the human component of the climate, or the human environment (Norton, 1984). It is possible for there to be differences in climate across educational environments within the same district. Leithwood, Louis, Anderson, and Wahlstrom (2004) stated that principal leadership is a key factor in determining school climate and student learning, therefore, principals must understand the alignment between those factors and school environment.

The leader of the school sets the tone for the climate of the building (Leithwood et al., 2004). In their study of the organizational climate of schools, Hoy et al. (1991) suggested four types of climate: open, engaged, disengaged, and closed. An open school climate is evident when the leader's and staff member's behaviors are supportive, genuine, and engaged. An open climate is an environment in which administrators and teachers work collaboratively, respect each other's views, build trust, and give frequent praises. In the engaged school climate, the leaders and teachers respect each other and, more importantly, are proud of their working environment. Disengaged climates involves very little cooperation between the administrators with teachers. This type of school climate has a harsher atmosphere, with the teachers ignoring the initiatives of

the school administrators, in fact, making no attempt to support them. A closed climate is characterized as one in which the school administrators are rigid and controlling. In a closed environment, there is no trust, respect, support and flexibility among the staff members. Hoy's climate types are reflected in the relationships between administrators and staff members (Hoy et al., 1991).

School climate is a most used term that defines how teachers view their school building. Hoy et al. (1991) acknowledged the climate of school in relation to teachers' perceptions of their work environment. Hoy et al. (1991) characterized the principal's communication style with teachers as an important factor of school climate. The researchers establish how perceptions are influenced by the styles of the principal and how the principal can influence both formal and informal components of the school. Hoy et al. (1991) identified three categories of principal-teacher interactions: supportive, directive, and restrictive. In addition, there are three dimensions of teachers' behaviors: collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior. These six concepts were linked to general factors of school climate.

Barnett and McCorkmick's (2004) research took a deeper look at the role of principal-teacher relationships and the school learning culture. The results indicated that effective leadership includes supporting building goals and classroom goals, structure, people, and culture. Effective principals influence instruction by creating relationships and establishing a positive culture (Bush, 2009). Specifically, these principals promote a school culture that promotes ongoing professional development, and actively engage with teachers to support individual growth (Bush, 2009). Effective leadership is a catalyst for student growth, teacher retention, school change, and school culture (Lashley, 2007).

MacNeil and Maclin (2005) found five factors that indicated effective leadership can shape school climate and culture for success. The five factors are listed as: (a) teachers continual sharing of ideas, (b) teachers collaboration, (c) teachers fairness, (d) teachers practical application, and (e) school principals who desire to improve school climate. The climate of the school heavily impacts teacher and student morale, which in turn affects student achievement (Hoy & Tarter, 1997). According to Hoy and Tarter (1997), the climate of a school distinguishes one school from another and influences the behavior of its members. Hoy and Tarter (1997) suggested that the school environment would determine what makes a school principal effective.

Vieno, Perkins, Smith, & Santinello (2005) examined the possible relationships between district climate, school climate, and student achievement. The targeted population consisted of 25 low-poverty elementary schools and 44 high-poverty elementary schools in 36 Virginia school districts. There were statistically significant relationships found between the Virginia school district climate and school climate in all schools. However, they found that the climate element was more highly related to student achievement than the overall climate measure. MacNeil and Maclin (2005) pointed out, although climate is often studied as a single perception, further study is needed on how the various elements of climate relate to student performance.

MacNeil, Prater, and Busch's study (2009) focused on exceptional learning outcomes and the relationship to school culture (shared norms) and climate (shared perceptions) in a Texan school district. They sampled 29 suburban schools to examine the test results of 24,684 students and surveys from 1,727 teachers. They found that schools with high student learning outcomes possessed healthier school contexts that included a strong goal focus, fostered support structures, and encouraged adaptation climates. While the test scores and teacher perceptions substantiated a correlation with climate, the findings are not necessarily indicative of a positive relationship to

culture as there are limits to a quantitative study that does not encompass a broader sample of school personnel.

Leadership Style of Principals

Under the mandates of federal guidelines, principals are in pursuit of specific leadership practices that impact student achievement (National Conference of State Legislators, 2013).

When school leaders focus on effective practices, set the stage for change, understand the implications for stakeholders, and adjust accordingly, student outcomes improve (Munir & Khalil, 2016). Pingle's (2006) study examined the relationship between elementary principals' leadership behaviors and their school's academic success on the state report card. Principals in failing schools did not connect their leadership behaviors to the school's academic performance.

According to Jacobson et al. (2007), the balance between consistency in expectations and challenging current practices to inspire positive change is critical. Recognizing when and how to initiate change can be the difference between effective and ineffective leadership. In a study conducted by Quinn, Deris, Bischoff and Johnson (2015), two transformational leadership practices, Challenging the Process and Inspiring a Shared Vision, had the most impact on the effectiveness of leadership in the school setting. An effective principal establishes a shared vision that keeps the school's goals in the forefront of the school's strategic plan (Quinn et al., 2015).

The framework for Brown's (2017) study was based on a similar model with the following tenants from Kouzes and Posner's (2002) Leadership Model: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the

Heart. Brown (2017) found that public-school principals who were identified as servant leaders were rated higher in the five leadership tenants than other leaders.

In a study conducted by Good (2008), four themes emerged as effective principals' roles: maintenance, adaptation, goal attainment, and integration. *Maintenance* is the ability to establish and maintain a positive and productive school culture and climate. *Adaptation*, or being *flexible*, is the ability to understand the school's community, including internal and external stakeholders. Principals must be effective in building a collaborative staff and meeting the needs of all stakeholders in and around the community, regardless of the political climate. Principals must provide professional development opportunities for staff and students to stay current with new practices and activities for student learning. *Goal attainment* is the ability to meet federal, state, and local accountability measures regarding student achievement. Finally, *integration* involves making sure all aspects of a school function effectively, day in and day out. This includes providing a cohesive curriculum across grade levels, coordinating the activities of various grade levels, and making sure test results are moving toward improved student achievement. It is not enough for students to be highly proficient on test scores; students must also show growth. Effective principals can develop relationships with teachers and students. This relationship-building allows them to accomplish the other three areas more successfully. Once relationships have been built, principals can monitor the instruction and student growth (Good, 2008).

Distributed Leadership. Distributed or shared theories of leadership emphasize the shared nature of decision-making in which the educational leader often serves as a facilitator. The concept of distributing leadership across people has replaced the traditional leadership structure (Devine & Alger, 2011; Harris, Jones, & Baba, 2013; Spillane, 2005; Vlachadi & Ferla,

2013). Through the shared decision-making process with teachers, administrators share power with teachers and guide them to use this authority in a constructive way to make decisions affecting themselves and their work.

Conger and Pearce's (2003) shared leadership model was used as a foundation wherein teacher leadership was distributed throughout a school. When teachers were part of the shared leadership model, they had an opportunity to see recommended changes happen in schools. In Weiss and Cambone's (1994) study, teachers who participated in the decision-making processes were often more open and flexible to take on leadership positions that support the work of the broader school. The purpose of Leithwood and Jantzi's (1997) study was to explore how the principal-teacher relationship impacts teacher empowerment in schools. The results indicated that transformational leadership is dependent upon teachers and their determination of what makes an effective school leader.

Intensifying instructional demands requires principals to build leadership capacity in others (Margolis & Huggins, 2012). Involving teacher leaders in decision-making empowers them to help principals with instructional leadership (Klar, 2012; Lee, Hallinger, & Walker, 2012; Vlachadi & Ferla, 2013). Teachers as leaders of instruction is at the heart of distributed leadership (Vlachadi & Ferla, 2013).

Instructional Leadership. Instructional leadership has been found to be the strongest indicator of student outcomes (Huggins, Klar, Hammonds, & Buskey, 2017; Margolis & Huggins, 2012). This required the principal to participate alongside teachers in professional development and continued learning about research-based instructional practices (Dutta & Sahney, 2016).

Supporting teachers to work together is critical for instructional leadership (Mestry, Moonsammy-Koopasammy, & Schmidt, 2013). Despite a commitment from principals to instructional leadership, they are pulled from their focus on instruction (Lee et al., 2012). Grissom, Loeb, and Master (2013) found that 127 principals spent an average of 7 hours a week on instruction-related activities.

Robinson, Lloyd and Rowe (2008) examined the impact of different styles of leadership on academic and nonacademic practices. The five leadership practices identified were: (a) identifying and establishing goals; b) utilizing strategic resources, (c) planning and evaluating curriculum and teaching, (d) promoting and participating in teacher learning and development, and (e) ensuring an orderly and supportive school environment. The researchers concluded that the instructional leadership has an impact on student achievement that is three to four times greater than transformational leadership.

The expanded responsibilities of principals have led to implementing research-based instructional strategies and curriculum, supervising teachers, and increasing expectations for staff (Lee & Hallinger, 2012). This same finding was evident in Deal & Peterson's study in 2016. Instructional leaders need to be involved in the supports that are available for students and the evaluation of teachers. In order to be effective instructional leaders, principals must be physically in the classrooms observing instruction. As school instructional leaders, principals ensure all students are learning (Sarıkaya & Erdogan, 2016).

Instructional capacity is built through coaching cycles, which provide teachers with support on curriculum implementation and pedagogy (Hallinger & Murphy, 1985; Klar, 2012; Spillane, 2005). Coaching allows principals to demonstrate an understanding of pedagogy supported by research and apply that understanding in their buildings. Research by Grissom et al.

(2013) identified that principals' engagement in coaching practices increased student achievement. Principals' increased time coaching teachers increased the math achievement of students by an average of 1% (Grissom et al., 2013). Today's principals must function as instructional leaders focused on increasing student achievement while developing and supporting teachers (Scallion, 2010).

Transformational Leadership Theory. Credit for developing the framework of transformational leadership is given to Bernard Bass (Staats, 2016). Bass described a continuum for leadership that progresses from laissez-faire to transactional leadership to transformational leadership (Bass, 1985). This continuum is described as ranging from an ineffective leadership style to a passive transactional leadership style to an active approach, and last, to an effective leadership approach (Northouse, 2018).

Laissez-faire leadership style is described as a complete hands-off approach where leaders have little to no contact with their followers, have no strategic plan, and provide no feedback (Bass et al., 2003). Laissez-faire leaders ignore the followers' problems, avoid making decisions, and do not provide feedback or rewards. Conversely, Bass (1995) described the first factor in transactional leadership as contingent reward, where the leader provides an incentive for the effort. The other significant factor that defines transactional leadership is management by exception (Bass, 1985; Northouse, 2018). The passive form of transactional leadership tends to not take action until tasks are not completed in a satisfactory manner and the follower has little notice of the oncoming retribution. Corrective action is typically negative in contrast to the positive reinforcement of coaching and reflection (Northouse, 2018). An active form of transactional leadership uses performance metrics to track performance in regard to the distribution of punishments and rewards (Bass et al., 2003).

In Conscious Discipline Theory, Burns (2003) drew a distinction between transactional leadership and transformational leadership. Burns explained transactional leadership as the exchange between followers and leaders. Two examples of transactional leadership are when teachers provide grades to students or when bosses give promotions to employees. Burns explained a transformational leader as someone who engages followers in an effort to raise the motivation level. With transformational leadership, the leader is aware of the needs and motivations of the individuals and their work (Sarros & Santora, 2001).

Leithwood, Jantzi, and Steinbach (1999) defined three goals for the transformational school leader. The first goal was to create a positive school culture. To reach this goal, staff members would often observe, collaborate, and plan together. Second, a transformational leader must foster teacher growth and development. Third, a transformational leader needs to facilitate collaborative problem-solving. A transformational leader believes that the staff, as a whole, is able to develop better solutions to problems than they could accomplish alone (Leithwood et al., 1999; Leithwood, Tomlinson, & Genge, 1996).

A transformational leader identifies the changes needed in an organization, creates a vision, and inspirationally guides the organization (Burns, 2003; Kark & Van Dijk, 2007). The transformational leader executes change in such a manner that the members of the group demonstrate commitment by taking ownership of their work (Burns, 2003). An example of an educational transformational leader is a principal who focuses on teacher development to help students attain higher levels of achievement. This leader would employ techniques such as creating a shared vision for success, inspiring and coaching staff, and bringing transparency in decision making to the principal role (Goodwin et al., 2015).

Transformational leadership applied in the field of education was evidenced by the four “I’s” (Leithwood & Sun, 2012). The first I stood for *individual consideration*; this aspect of transformational leadership is demonstrated when an educational leader provides individual time with unengaged teachers to support their understanding of the school’s vision. The leader needs to have “a pulse” of the individuals in the school in order to be effective at individual consideration (Jantzi & Leithwood, 1996; Sarros & Santora, 2001). In the second I, *intellectual stimulation*, a transformational leader discourages the staff from complaining about students at staff meetings and instead replaces those sessions with creating solutions on how to support issues teachers face daily (Leithwood et al., 1996; Staats, 2016). The third I, *inspirational motivation*, is demonstrated when the principal communicates high expectations to all stakeholders. “Failure is not an option” would be a motto that represents this behavior. In a school with an effective transformational principal, high expectations are made clear with staff, parents, and students (Braun et al., 2013; Leithwood, Menzies, Jantzi, & Leithwood, 1996). The fourth I, *idealized influence*, occurred when a transformational educational leader served as a model teacher and learner for others to follow and embrace. This principal participated in professional learning, and the principal expected others to do the same (Jantzi & Leithwood, 1996). Desravines, Aquino, and Fenton (2016) described transformational leaders as those who build effective school cultures by maintaining high performance expectations that nurture students. In the transformational leadership framework, the school culture category contains ways in which leaders can implement a culture that is positive, productive, and intentional in the way it supports both academic and social/emotional learning (Day et al., 2016; Desravines et al., 2016).

House (1976) developed the Charismatic Leadership Theory which is synonymous with the Transformational Leadership Theory (Shamir, House, & Arthur, 1993). House (1992) described a charismatic leader as a strong role model who acts on his/her word. A charismatic leader is highly competent and can communicate his/her ideas in a way that has moral overtones; in other words, these leaders choose to do the right thing (House, 1992; Northouse, 2018). A charismatic leader has high expectations of self and of those around him/her and is able to increase motivation by being part of a greater cause (Northouse, 2018). Transformational leaders tend to have a strong set of internal values and are able to inspire; they motivate their followers to adopt similar values (Sarros & Santora, 2001).

The positive culture of a transformational leadership model assures that principals and their staff are responsive to and respectful of the diversity in their schools (Desravines et al., 2016). Meaningful engagement with parents and families is a critical component of positive and respectful school culture (Braun et al., 2013; Desravines et al., 2016). Transformational principals ensure that families and the community at large are considered key partners in reaching the school's instructional goals (Braun et al., 2013).

Bass and Avolio (1990) development an instrument to measure transformational leadership (MLQ) (Bass & Avolio, 1990). In this scale, the leader rates him/herself along seven leadership styles, ranging from laissez faire to transactional leadership to transformational leadership. The MLQ is most useful when followers, peers, and supervisors complete the questionnaire with regard to the leader. This methodology is called the 360-degree evaluation; it allows leaders to compare their self-evaluations to the perceptions of others (Northouse, 2018; Sarros & Santora, 2001).

Chief among the criticisms of transformational leadership is a lack of conceptual clarity (Northouse, 2018). It can be difficult to define the behaviors and characteristics of leadership. There is a considerable overlap in the four Is, which can make differentiating them from one another difficult (Bass et al., 2003; Braun et al., 2013). The validity of the MLQ has also been challenged because each of the four Is correlate very closely with each other, perhaps reflecting that they may not be distinct factors (Braun et al., 2013). Another criticism of transformational leadership is the fact that overall improvement of organizational effectiveness has not been measured with academic rigor (Northouse, 2018). Although much has been studied on individual transformation, organizational transformation needs further research (Onorato, 2013).

School District Location

The elementary school's location can influence the elementary school principal's transformational leadership behaviors. A rural school may have a small budget and limited resources (May, Huff, & Goldring, 2012). An urban or suburban school, with greater student enrollment and organizational complexity, may present the principal with an entirely different challenge (Goldring, May, & Huff, 2010). Regardless of the school's location, the principal must adapt to the surroundings to fulfill his/her role (Goldring, May, & Huff, 2010; May, Huff, & Goldring, 2012).

Rural school districts across the nation face a variety of challenges unlike suburban or urban districts. The boundaries of the districts may cover many square miles and the communities themselves may be dependent upon agriculture or the extraction of natural resources from the earth (Abshier, et al., 2011; Budge, 2006). These districts and communities can often be isolated and have little infrastructure that is essential for encouraging business

development. As a result, property values decline and create economic distress (Budge, 2006). The living wage jobs of the past are being replaced by lower paying jobs in the service and trade industries. In some communities, the school district is the largest employer in town (Abshier, et al., 2011; Budge, 2006; Wilcox, Angelis, Baker, & Lawson, 2014). Because of these economic challenges, the poverty in these communities can be a significant barrier to the education excellence that schools seek for their students. Superintendents of these school districts must be especially aware of the needs of the community and its students (Rey, 2014; Williams & Nierengarten, 2011).

Derlin and Schneider (1994) indicated significant differences in the way urban principals and their suburban counterparts viewed their role based on location. In this unique study, data were collected from 333 principals and 5,496 teachers in the Milwaukee area. Principal components factor analyses were conducted for four subject groups - urban teachers, urban principals, suburban teachers, and suburban principals. The factor models produced suggested that urban principal satisfaction was more influenced by pay than suburban principal satisfaction. In addition, suburban principal satisfaction was more influenced by impressions of the work environment than urban principal satisfaction. Derlin and Schneider concluded that job satisfaction based on location may be contextual for these groups of educators. Further support is found in the research of Stemple (2004) that upheld both the higher job satisfaction level of suburban principals and the lower levels of job satisfaction reported by urban and rural school principals.

Newby (1999) examined job satisfaction among urban, suburban, and rural middle school principals in Virginia. She found that suburban principals were more satisfied with compensation, supervision, and working conditions than were urban and rural principals. In

addition, she found that principals of large schools were more satisfied with advancement, job security, and overall satisfaction than principals of small schools.

Other researchers have suggested that satisfaction among principals may vary according to size of school (Sparkes & McIntire, 1988) and location of school (Finley, 1991; Newby, 1999). Finley (1991), for instance, studied demographics and job satisfaction among 180 high school principals in Tennessee. Among other things, he found: principals of larger schools (> 1000) had higher satisfaction than principals of smaller schools (< 700), urban and suburban principals had higher satisfaction than rural principals, African-American principals had higher satisfaction than whites or Asian-Americans, older principals had higher satisfaction than younger principals, principals with more administrative experience had higher satisfaction than those with less experience, principals with two or more assistants had higher satisfaction than principals who had zero or one assistant.

Goldring, Huff, May, and Camburn (2008) determined that the school context was important to predicting how principals lead their school. Upon analyzing principal's daily logs, researchers discovered that allocation of time varies across schools, even within the same district (Goldring, May, & Huff, 2010). Principals from more advantaged schools participate in a wider array of activities, while principals in more challenging settings-commonly devote their time to instructional leadership or student issues (Goldring, Huff, May, & Camburn, 2007; Goldring, May, & Huff, 2010). The researchers identified three types of principals: eclectic, instructional, and student-centered. Eclectic principals from less disadvantaged schools had additional free time to spend on leadership activities. Principals who focused on instruction and students worked in schools with more economically disadvantaged students; their daily routines reflected problem solving and de-escalating conflicts.

Gender and Leadership

Males and females demonstrate different strengths in the profession and are perceived differently in their roles as leaders (Schacter, 2017). Erickson and Pitner (1980) determined that gender, more than age, experience, background, or competence, remained a major determinant for individuals in the education profession. Kariys (2018) found that females who enter into managerial positions had concerns about identity, competence, and commitment to the occupation. In the corporate world, females found difficulty in establishing effective mentoring relationships because of gender (Selzer, Howton, & Wallace, 2017). In looking at issues which indicate gender differences in administrative style between men and women, Colflesh (2000) and Schaef (1981) found significant differences in the following areas: leadership and managerial style, communication style, decision-making style, conflict resolution style, and work environment.

Selzer et al. (2017) suggested that females with strong emotional intelligence have enhanced relationship building skills compared to females and males that do not possess this strength. Bar-On (2000) suggested that there is a difference between females and males in regard to social and emotional competence. Bar-On's research concluded that females tend to be more aware of their emotions, demonstrate empathy, relate better interpersonally, and act more socially responsible than men. He found that men appear to have a more positive self-perception, cope better with stress, solve problems effectively, and demonstrate more flexibility and optimism than women. The ability to understand emotions of oneself and others, being aware of emotions, handling emotions in a positive way, and using emotions to improve thinking are a few of the differences.

The differences between men's and women's management styles were reflected in job satisfaction and overall school achievement, according to the specific traits from Edmond's Effective School characteristics (Franz, 2000). Females rated higher than males on the effectiveness of specific criteria, including teacher evaluations and test scores, grade point averages, administrator functioning, and warmth (Brown, 1981; Shakeshaft, 1981; Tibbets, 1980). Survey results from elementary teachers showed that female administrators tend to utilize shared decision making and a more collaborative style of leadership while male administrators tend to use a "top down" chain-of-command managerial style (Eagly, 1992). There was stronger team unity among schools using collaboration and shared decision-making (Diehl & Dzubinski, 2016; Eagly, 1992).

There are many aspects to consider when analyzing the internal and external factors that may present obstacles for women advancing in administration. Internal obstacles, such as one's level of aspiration, motivation, attitudes, beliefs, and self-image, can be overcome individually. External obstacles, such as gender-role stereotyping, discrimination, lack of professional preparation, too few role models and responsibility for family and home care, require institutional and social change (Diehl & Dzubinski, 2016).

Schachter (2017) reported socialization and gender stereotyping as obstacles that keep women from advancing, wherein the woman is blamed for her lack of achievement and her inability to compete in a male-dominated world. An identified barrier limiting the advancement for females relates to the organizational structure; women are found to remain in low-visibility, low-power, and dead-end jobs that are limiting in nature (Diehl & Dzubinski, 2016). Jean-Marie (2013) listed lack of confidence and low self-image as internal obstacles, determining that women do not see themselves as principals and lack confidence to pursue these positions. Other

internal obstacles included difficulty gaining male respect and acceptance, lack of entry to the male network, lack of “authority” and trust (from female employees), and employment discrimination (Jean-Marie, 2013).

Historically, research has been conducted from a male perspective wherein women are viewed with a male framework and from a theoretical background formulated on male behavior (Colflesh, 2000). Liang, Scottile, and Peters (2017) pointed out that people are familiar with the world of white males because it is the dominant perspective in society. Researchers have failed to investigate the female culture and socialization concepts. If we are to understand differences in the way that all people operate, we must examine women and men from all races, ethnicities, and backgrounds. Attention must be paid to the need for leadership theory that acknowledge and incorporate experiences of diverse populations and perspectives (Colflesh, 2000; Helgesen, 1990; Regan & Brooks, 1995; Shakeshaft, 1989; Waggoner, 1998).

Benefits of Educators’ Years of Experience

One predictor of teacher effectiveness may be years of experience (Day & Bakiglu, 1996; Rice, 2010). Successful educators draw upon their formal education, professional development, practical knowledge, and real-world experiences (Germain & Quinn, 2006). Teacher effectiveness is based on a combination of several years of standardized test data and teacher performance (Harris & Sass, 2011; Rice, 2010).

Education may be one of just a few professions in which the job description for a 30-year veteran and a novice are virtually identical (Johnson & Kardos, 2005), but such is the case in the K-12 public schools. If the job description is the same, the way in which these different professionals carry out the job and are regarded by their peers certainly is not (Johnson &

Kardos, 2005; Rice, 2010). Individual teachers bring various strengths and talents to their particular roles, and often these skills are honed and perfected over years of service in the profession (Johnson & Kardos, 2005). Longevity within the profession is revered in such a way that years of experience are rewarded with tenure, higher salaries, and often better teaching assignments (Chubb & Moe, 1988). Salary incentives for years of experience indicate a state or district's willingness to quantify through a dollar figure exactly how much the technical skills and talent improvements attained by virtue of experience are worth (Turner, Camilli, Kroc, & Hoover, 1986).

Veteran teachers are often convinced that they have honed their craft knowledge and teaching skill through a natural development that occurs through their annual experiences in the classroom (Nuthall, 2004). Luft, Bang, and Roehrig (2007), focused specifically on science teachers and the value of experience in fostering a new generation of science teachers. As Luft et al. (2007) discovered, experienced teachers tend to bring a deep understanding of the field of teaching, which comes from years of professional development opportunities and an ongoing dedication to improving their teaching (Luft et al.). Recognizing that experienced teachers offer schools and students certain valuable qualities that only come with years of service, retaining these veterans has become as much of a challenge as retaining those new to the profession.

Alvy (2005) studied this very issue in his analysis of veteran teachers. Alvy found that while our emphasis is often on support programs for our new teachers, veteran teachers are just as much in need of support and encouragement to retain their interest in the profession. As Alvy sees it, the wealth of experience that comes with age should be celebrated, with major efforts aimed at the goal of retaining these cherished teaching veterans. There are several ways to encourage and support our experienced teachers, including making them mentors for younger

teachers, designing differentiated professional growth activities, and providing a school culture that honors experience and wisdom (Alvy, 2005).

Ronald Ferguson (1991) collected data from 900 school districts in Texas. Although the effect of teacher experience was not isolated in this study, but rather grouped together with degree level and licensing exam score. Ferguson found that this grouping of “teacher expertise” accounted for about 40% of the variance in students’ reading and math gains on achievement tests (Ferguson, 1991). This “expertise factor” had more influence on the variance of student that this grouping of “teacher expertise” accounted for about 40% of the variance in students’ reading and math gains on achievement tests (Ferguson, 1991).

Greenwald, Hedges, & Laine (1996) found if a student’s teacher is a novice in a first career teaching position, the student’s gains will likely be less than if the student’s teacher possesses six or more years of teaching experience. This data on teacher experience provided strong evidence that teacher experience does indeed impact teacher effectiveness (Greenwald et al., 1996). Wenglinsky (1998) supported these findings through his analysis of National Assessment of Educational Progress (NAEP) data (Bracey, 1997; Wenglinsky, 1998). The correlation between teaching experience and student achievement had been firmly established.

Fetler (1999) noted these same positive correlations in his school-level study of student achievement in California. While cumulative teacher experience did hold a positive correlation to student achievement, Fetler also discovered a negative effect on student achievement that was proportionally related to the number of beginning teachers in the school (Fetler, 1999; Singh & Stoloff, 2006).

In a study in which data were analyzed from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999, Azaiez and Slate (2017) examined the relationship of principal years of experience as an administrator with student reading and mathematics achievement. They established that students who were enrolled in schools with principals with more than six years of experience had statistically significantly higher reading and mathematics test scores than students who were enrolled in schools with principals with six years or less of experience. Based on their results, Azaiez and Slate (2017) contended that school district leaders should assist new principals making decisions on the goals and objectives they need to emphasize to increase student achievement.

Using an elementary school dataset, Brockmeier, Starr, Green, Pate, & Leech, 2013) examined the extent to which principal tenure, principal stability, or principal experience were predictive of elementary school student performance. The authors used a state dataset that included 1,023 schools from the State of Georgia and Grade 3 as well Grade 5 student scale scores in reading, English/Language Arts, mathematics, science, and social studies. They documented that principal tenure and principal stability were statistically significantly related to student achievement in Grade 3 and Grade 5. As a result, Brockmeier et al. (2013) recommended minimizing principals' turnover and increasing retention of principals to assist with school improvement.

Chapter 3: Methodology

Philosophy and Justification

The purpose of this study was to analyze the perceptions of principals and teachers regarding the transformational leadership behaviors (“leadership behaviors”) of effective elementary school principals across selected demographics. A clear understanding of principals’ and teachers’ perceptions of an effective principal is crucial in the field of education (Fullan, 1992). With effective leadership and solid teacher-principal collaboration, student achievement increases in the form of test results (Fullan, 1992; Kouzes & Posner, 2012). Principals and teachers must understand how leadership behaviors, modeled by the principal, affect their school’s success (Kouzes & Posner, 2012).

Research Design Strategy

This research study incorporated a nonexperimental, mixed-method, cross-sectional research design (Creswell, 2014). The study compared the perceptions regarding which transformational leadership behaviors are most important in effective principals among different demographic groups, categorized by professional role, gender, school district location, and years of experience. An electronic survey was utilized to collect data. The survey was composed of three quantitative sections including a demographic section, a Likert scale rating the importance of transformational leadership behaviors in effective school principals, and a forced choice section identifying the five most important transformational leadership behaviors of an effective principal. One qualitative question asked educators why they selected the transformational leadership behaviors as most important. This question was designed to gather in-depth information, determine trends across respondents, and provide context for the quantitative data.

Transformational Leadership Theory

The theoretical framework for this research study followed the transformational leadership theory. The transformational leadership theory was developed based on the works of Bernard Bass (Staats, 2016) and James MacGregor Burns (Sarros & Santora, 2001). The theory was well-grounded and consistent with the research design which focused on comparing the perceptions of principals and teachers regarding the transformational leadership behaviors of effective elementary school principals. Since Bass and Burns's introduction of transformational leadership, many other theoretical extensions have been offered that form the body of existing research on this leadership style (Sarros & Snatora, 2001; Staats, 2016).

Leithwood, Harris and Hopkins (2008) from the Centre of Leadership Development at the Ontario Institute for Studies in Education and the University of Toronto continued the work of Bass and Burns and embarked on the study of transformational leadership theory in school organizations. Topics such as teacher motivation, teacher collaboration, and organizational health are related to transformational leadership. In the meta-analysis, the self-efficacy of principals and the relationship of this efficacy to student achievement and to teacher motivation was emphasized (Leithwood et. al., 2008). Research supporting problem-solving and collaboration identified teacher leadership as integral to the transformational leadership model (Leithwood et al., 1999). The meta-analysis identified dispositions inherent in transformational leaders, specifically highlighting transformational leaders as change agents. The transformational leadership behaviors were a pivotal aspect to current leadership actions that increased teacher motivation.

Validity

An exhaustive review of literature and alignment of research questions to the literature established content validity. Survey questions were relevantly drafted to the research questions, which were verified by an expert panel to warrant the validity of the survey questions. Consisting of four members, the expert panel had completed doctoral-level research courses. Each panel member received a letter that outlined the research questions and the questions intended to be asked (Appendix D). To ensure for relevance, the panel was requested to examine survey questions and was offered an opportunity to recommend modifications to the questions.

Creswell (2012) explained that validity in research is the degree to which data accurately gauges what is being measured. By employing specific measures, the researcher ensured the accuracy of the findings (Creswell, 2012). As such, the interview questions were developed to accurately address the research questions (Anderson, 2005; Creswell, 2012). Therefore, the results may be replicated with other similar groups, and the findings are aligned with the research questions (Anderson, 2005; Creswell, 2012; Denzin & Lincoln, 2011).

Research Questions/Hypotheses

The following research questions/hypotheses guided this study:

1. Is there a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

H₁₀: There is no statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

H_{1a}: There is a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

2. Is there a statistically significant difference between genders' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

H_{2o}: There is no statistically significant difference between genders' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

H_{2a}: There is a statistically significant difference between genders' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

3. Is there a statistically significant difference between school district locations' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

H_{3o}: There is no statistically significant difference between school district locations' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

H_{3a}: There is a statistically significant difference between school district locations' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

4. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience?

H_{4o}: There is no statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience.

H_{4a}: There is a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience.

5. What transformational leadership behaviors do teachers and principals view as most important to effective principalship?

6. What rationale supports educators' selections of the most important transformational leadership behaviors to effective principalship?

Variables

In the context of this study, the independent variables were the demographic variables of professional position, school district location, gender, and years of experience. The dependent variable was the principals' and elementary teachers' perceptions of the most important transformational leadership behaviors of an effective principal.

Instrumentation/Protocols

The dependent variable of principals' and elementary teachers' perceptions was measured through the collection of responses rating the most important transformational leadership behaviors of an effective principal. The leadership behaviors were adapted from the Balanced Leadership Framework by Marzano, Waters, and McNutty (2005). These researchers conducted a meta-analysis of more than 60 studies to investigate transformational leadership behaviors of principals that had a positive correlation with student academic achievement; they identified 21 principal leadership responsibilities. Perfect correlations of +1.00 or -1.00 are rarely found and

most coefficients of correlation in social research are in the range of .20 to .40 (Cohen, Manion, & Morrison, 2007).

Table 1

The 21 Leadership Responsibilities as defined by Marzano, Waters, and McNulty (2005)

Table 1 The 21 Responsibilities and Their Correlations (<i>r</i>) with Student Academic Achievement		
Responsibility	The Extent to Which the Principal...	Average <i>R</i>
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19
2. Change Agent	Is willing to challenge and actively challenges the status quo	.25
3. Contingent Rewards	Recognizes and rewards individual accomplishments	.24
4. Communication	Establishes strong lines of communication with and among teachers and students	.23
5. Culture	Fosters shared beliefs and a sense of community and cooperation	.25
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28
8. Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	.24
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22
10. Input	Involves teachers in the design and implementation of important decisions and policies	.25
11. Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	.24
12. Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.20
13. Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25
14. Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27
15. Optimizer	Inspires and leads new and challenging innovations	.20
16. Order	Establishes a set of standard operating procedures and routines	.25
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33
21. Visibility	Has quality contact and interactions with teachers and students	.20

Note: Adapted from *School leadership that works: From research to results* (p. 42-43), by R. J. Marzano, T. Waters, & B. A. McNulty, 2005, Alexandria, VA, Association for Supervision and Curriculum Development. Copyright (2005) by the Association for Supervision and Curriculum Development.

Permission was granted by McREL International to adapt the Balanced Leadership Framework for this study (Appendix A). The 21 transformational leadership responsibilities were used to create a survey instrument (Appendix D). However, the term “responsibilities” was presented as “behaviors” in the study based on feedback from the dissertation committee. Based on a rating scale of 1 to 5, with 1 not important, 2 rarely important, 3 somewhat important, 4 very important, and 5 exceedingly important, educators rated the importance of the 21 transformational leadership behaviors to be an effective principal. After rating each leadership behavior individually, respondents were asked to select what they viewed as the five most important leadership behaviors of an effective elementary principal (Appendix D).

Educators were then asked to state the rationale for their selections. The question was designed to gather in-depth information, determine trends across respondents, and provide context for the quantitative data. The qualitative data was also examined demographically to determine the selections and rationale for the transformational behaviors they chose as most important. Qualitative data provides contextual information and offers insights into the respondents’ rationale for their selections.

Sampling Design

Census sampling was used in this study. All public elementary school principals and all elementary classroom teachers serving students in Minnesota who completed the survey constituted the study population. According to Minnesota Statute § 120A.05, elementary schools are defined as those institutions serving students from preschool to sixth grade. There are 950 elementary principals leading in Minnesota’s public schools and within these schools are 30,000 teachers (Maria Zalocker, personal communication, March 28, 2018). In order to get a representative sample of the entire population, a survey was distributed using e-mail addresses of

school principals provided by the Minnesota Department of Education. A survey was e-mailed to each principal, and they were instructed to forward the same survey to each teacher in the school building. All responses from both principals and teachers constituted the sample for this study. A goal was to have a 20% response rate this would include 190 principals and 6,000 teachers. Within these two populations, the goal was to have representative samples by district location, gender identification, and total years of work experience. A minimum number to move forward was to have at least 25 samples within any given subgroup.

Table 2

Estimated number of elementary principals and teachers in Minnesota

Participants	Population	Sample
Principals	950	All who respond to the survey
Teachers	30,000	All who respond to the survey

Data Collection Procedures

A data collection survey was developed using Qualtrics software. Upon approval from Bethel University's Institutional Review Board (IRB), an email (Appendix B), with an informed consent letter (Appendix C) and a link to the Qualtrics survey (Appendix D), was emailed to each public-school elementary principal in the state of Minnesota. The email explained the purpose of the study, why principals and teachers were selected for the study, and a brief discussion of participant rights. Principals forwarded the same survey to each teacher in the school building. A reminder email with a link to the survey was sent one week following the initial email to all principals, reminding them to complete the survey if they have not done so and to forward the email to his/her teacher email distribution list (Appendix E).

Field Test

The Qualtrics Survey was shared with four experts in research in school leadership. The purpose of the field test was to check the clarity of the instructions and to gather feedback from participants regarding the Qualtrics Survey and level of burden to the participants. The data from the field test was not analyzed but used to improve the survey process.

Data Analysis

Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS). An independent samples t-test (also known as a two-sample t-test) was used to analyze data from the following research questions:

1. Is there a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?
2. Is there a statistically significant difference between genders' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?
4. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience?

The One Way Analysis of Variance (ANOVA) was used to analyze data from question 3: Is there a statistically significant difference between school district locations' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

Question 5 asked what five transformational leadership behaviors are viewed as most important to effective principalship. This question was analyzed using a descriptive statistical analysis by summarizing the data through frequencies.

Educators were given the opportunity to respond to one open-ended question, which asked them to provide rationale for their selection of the five most important transformational leadership behaviors. These narratives were coded through an inductive process to explore various themes in principal and teacher responses.

Qualitative responses were reviewed a minimum of six times in order to determine their meaning. Following the steps for qualitative analysis as outlined by Renner and Taylor-Powell (2003), the initial reading focused on the open-ended responses in order to gain an overview of the information gathered from the data. Initial impressions from the first reading were recorded for future reference. During the second reading, meaning units were recorded for each open-ended response. The third reading involved coding the data. According to Saldana (2009), “To codify is to arrange things in a systematic order, to make something part of a system or classification, to categorize” (p. 8). Each unique meaning unit was assigned a code reflective of the text. During the subsequent fourth and fifth readings, it was determined if codes could be combined, separated, or placed into subcategories. The sixth reading determined if the themes that emerged contain sufficient supporting data to be identified as an independent theme. Additional readings were necessary in order to obtain precise findings.

Reliability

Reliability ensures that data collected are constant and that the same techniques are used every time (Creswell, 2014). This research study incorporated a second reviewer with background knowledge in schools and school leadership to code the responses given by

participants. Discussion of the results ensued until a 85% agreement is reached. The outside coder served as a safeguard for proper interpretation of participant narrative by providing an additional perspective, thus reducing bias of the researcher and increasing reliability (Creswell, 2013, 2014; Krathwohl, 2009). At the conclusion of this process, common themes from the two reviewers were identified.

Limitations of Methodology

Every study contains limitations beyond the control of the researcher (Roberts, 2010). Since the distribution of this study relied on principals to forward the email they receive, the first limitation of mixed-method research study is principals who did not open the email or did not forward the email due to what they perceived as higher priorities, resulting in lower response rates (Creswell, 2014; Patten, 2014). Due to this possibility, the researcher did contact all schools with a follow-up email communication. The second limitation was principals who read the email but did not want their teachers to complete the survey. If this was the case, then the collection of teachers' perceptions were not available which was limiting to the study. A third limitation was collecting self-reports from elementary principals and teachers. Muijs (2011) stated that self-report surveys are less reliable because subjects may report what they wish to be true, rather than their reality. As survey responses were voluntary and anonymous, a lack of honesty in responses poses little concern in this study.

A fourth limitation concerned the interpretation and generalizability of the findings (Muijs, 2011); those who respond to surveys generally tend to be those who are interested in the topic of study or research in general (Creswell, 2014; Orcher, 2014). Likewise, they may have chosen not to participate due to low student achievement or mediocre staff morale, thus potentially skewing the results. This may be an accurate theory regarding survey response

behavior but the responses that are received will nevertheless have value, potentially as a starting point for future studies. A fifth limitation was that the study only elicited feedback about leadership behaviors of effective elementary school principals from elementary teachers and elementary principals. Leadership positions excluded from this research included: middle school principals, high school principals, middle and high school assistant principals, and other middle and high school faculty. A comprehensive view of school community included perspectives of many stakeholders; however, for the purpose of investigating the relationship with the stated variables, perceptions were limited to those of teachers and principals. Future studies could extend this research to include other grade spans.

A sixth limitation was that the findings were specific to this sample and limited in generalizability. Only public school districts in Minnesota were assessed, so this study did not reflect schools nationwide. This study did not consider nonpublic, charter, middle, or high schools.

A seventh limitation was that this is the first use of the 21 transformational leadership behaviors in a survey. Therefore, there is not a documented “lessons learned” from any prior use of these leadership behaviors. To address this concern both a field test and a pilot test have been completed to help identify any shortcomings in the survey.

The eighth limitation was partially attributed to the resolution of the data, the expected high ratings of the transformational leadership behaviors, and the potential statistical power of the comparative tests. These behaviors had already been recognized as highly important in the opinion of Marzano, Waters, and McNulty (2005), so it would be of no surprise that survey participants would rate each of the 21 behaviors toward the upper half of the scale. As a result, the mean difference between subgroups may not be as large as one interval on the Likert rating

scale. Additionally, exceptionally small mean differences may be flagged as statistically significant even though the difference might not carry any practical significance. To address this concern, a mean difference of 0.25 was used in conjunction with the t-test analysis. A mean difference of 0.25 was selected because it represents a non-negligible quarter of a Likert interval step.

Ethical Considerations

This study adhered to the principles within the Belmont Report (U.S. Department of Health & Human Services [HHS], 1979) and all guidelines given in the Collaborative Institutional Training Initiative (CITI) training. The respect for people, justice, and decision-making provided guidance for the planning and conducting this study. The selection of the sample was based on their relationship to the research question. No bias was presented in the selection of individuals nor were any subjects coerced into participating in this study. Consent to participate was the first question in the online survey. The consent letter was clear and explained the risks and voluntary nature of the study. Participants were not able to participate in the study without consent (Appendix B).

The online survey did not trace IP addresses. Data was kept confidential and was only used for this study. The study's language, as well as the reporting of the study, sought to be unbiased. There was fairness of distribution of survey results (HHS, 1979) as it will not benefit one group nor deny another group of privilege. Justice was upheld in this study as it seeks to maximize the common good for all so that all educational leaders will benefit.

Chapter IV: Results

Introduction

The purpose of this study was to analyze the perceptions of principals and teachers regarding the transformational leadership behaviors of effective elementary school principals. The study explored whether professional position, gender, school district location, and years of experience influence educators' perceptions of the importance of transformational leadership behaviors of effective elementary school principals. Data was collected as described in Chapter 3 through the use of a Qualtrics survey. A total of 78 principals and 80 teachers responded for a total of 158 responses. However, a number of school districts in Minnesota were restricted by internal procedures that required prior approval for any research survey. This restriction was most notable in the response rate for urban schools. Research question 3 will describe the response distribution by location in more detail.

This chapter presents descriptive statistics and statistical tests evaluating the research questions that guided this study. The primary research questions in this study were presented in Chapter 3 and the analysis follows below.

Findings of the Study

Research question 1. Is there a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

Analysis. An independent sample t-test was conducted to compare the populations of principals and teachers, with a null hypothesis that there would be no difference between principals and teachers in their ratings of each leadership behavior. The number of respondents by profession is displayed in Table 3 below. Summary statistics and t-test results for Question 1

are listed in Appendix A1. There were five behaviors where a statistically significant difference was observed between principals and teachers. Significant results occurred on behaviors 3 (Contingent Rewards), 8 (Focus), 9 (Ideals/Beliefs), 11 (Intellectual Stimulation), and 12 (Involvement in Curriculum, Instruction, and Assessment). All of these behaviors returned p-values less than 0.05 and mean differences greater than the 0.25 practical difference that was established. Additional analysis of behaviors 3, 8, 9, 11, and 12 are presented.

Table 3

Summary of Survey Participants by Profession

Profession	Sample Size
Principal	78
Teacher	80

On behavior 3, principals returned a mean score of 4.08, and teachers returned a mean score of 3.79 for a mean difference of 0.289 and a p-value of 0.016. This figure illustrates that principals viewed recognizing and rewarding individual accomplishments with greater importance than teachers did.

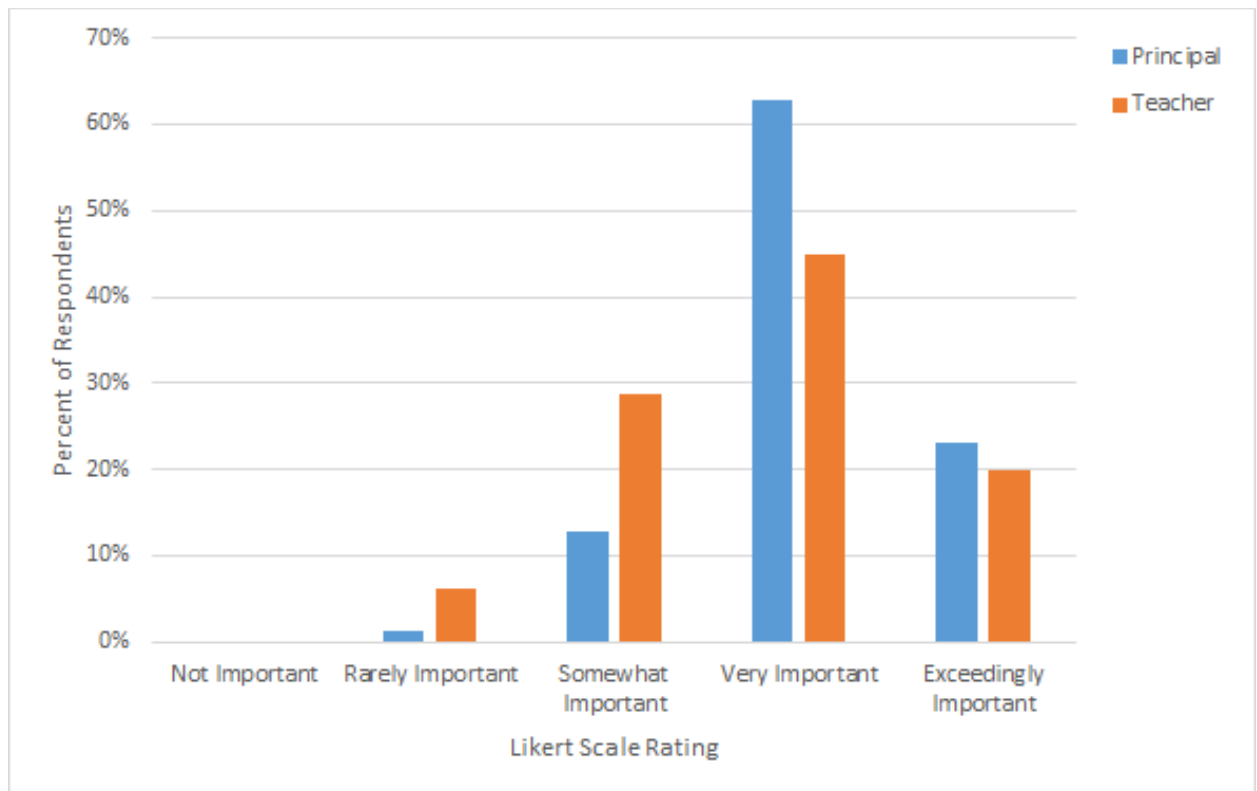


Figure 1. Behavior 3: Recognizes and rewards individual accomplishments.

On behavior 8, establishing clear goals and keeping those goals in the forefront of the school's attention, principals returned a mean score of 4.53, and teachers returned a mean score of 4.24 for a mean difference of 0.288 and a p-value of 0.012. This figure illustrates that principals marked exceedingly important more frequently than teachers. The data suggests principals place a higher value on clear goals than teachers do.

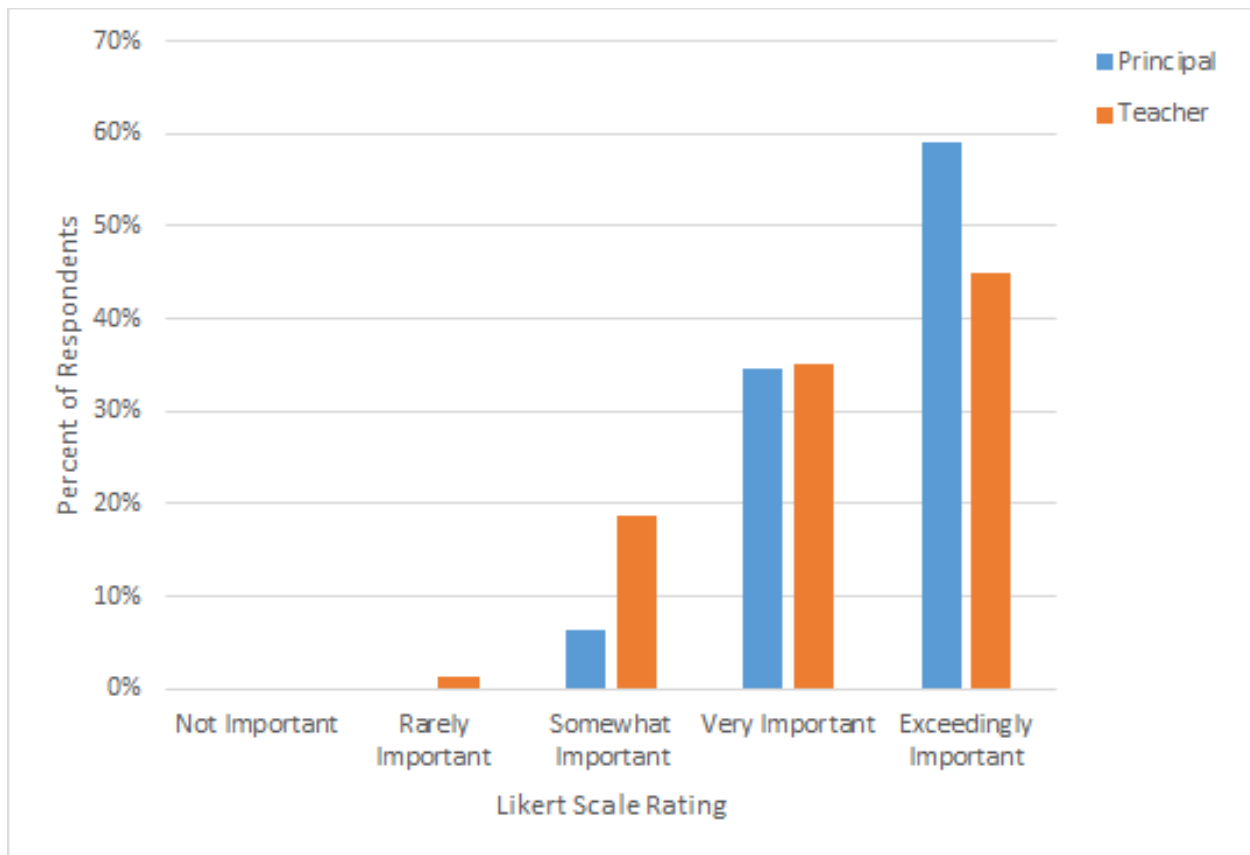


Figure 2. Behavior 8: Establishes clear goals and keeps those goals in the forefront of the school's attention.

On behavior 9 (Ideals/Beliefs), principals returned a mean score of 4.38, and teachers returned a mean score of 4.05 for a mean difference of 0.334 and a p-value of 0.008. The majority of principals scored communicating and operating from strong ideals and beliefs about schooling as exceedingly important whereas the majority of teachers scored this as very important. The data suggests principals place a higher value on strong ideals than teachers do.

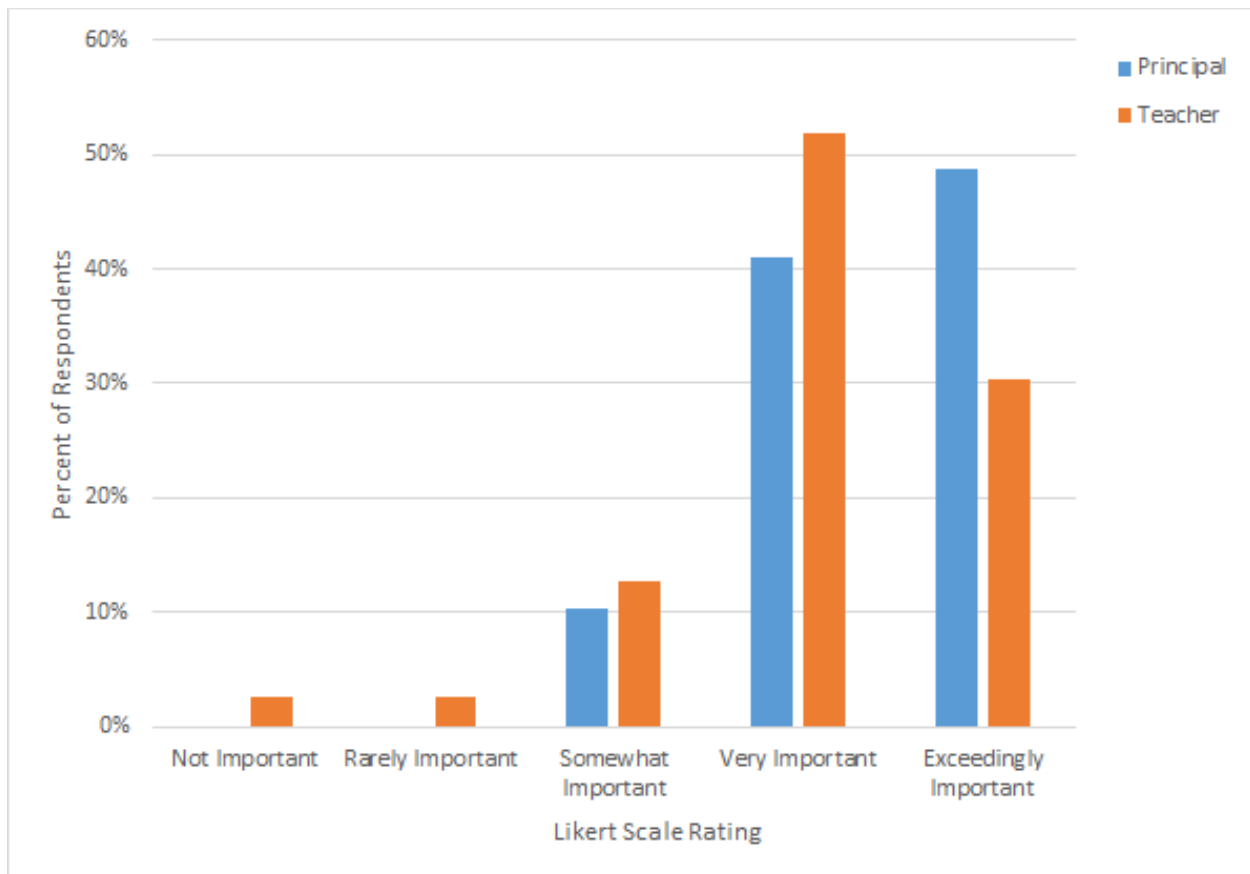


Figure 3. Behavior 9: Communicates and operates from strong ideals and beliefs about schooling.

On behavior 11 (Intellectual Stimulation), principals returned a mean score of 4.01, and teachers returned a mean score of 3.73 for a mean difference of 0.288 and a p-value of 0.019. This figure illustrates the majority of principals and teachers scored intellectual as very important. The data suggests principals place a higher value on strong ideals than teachers do.

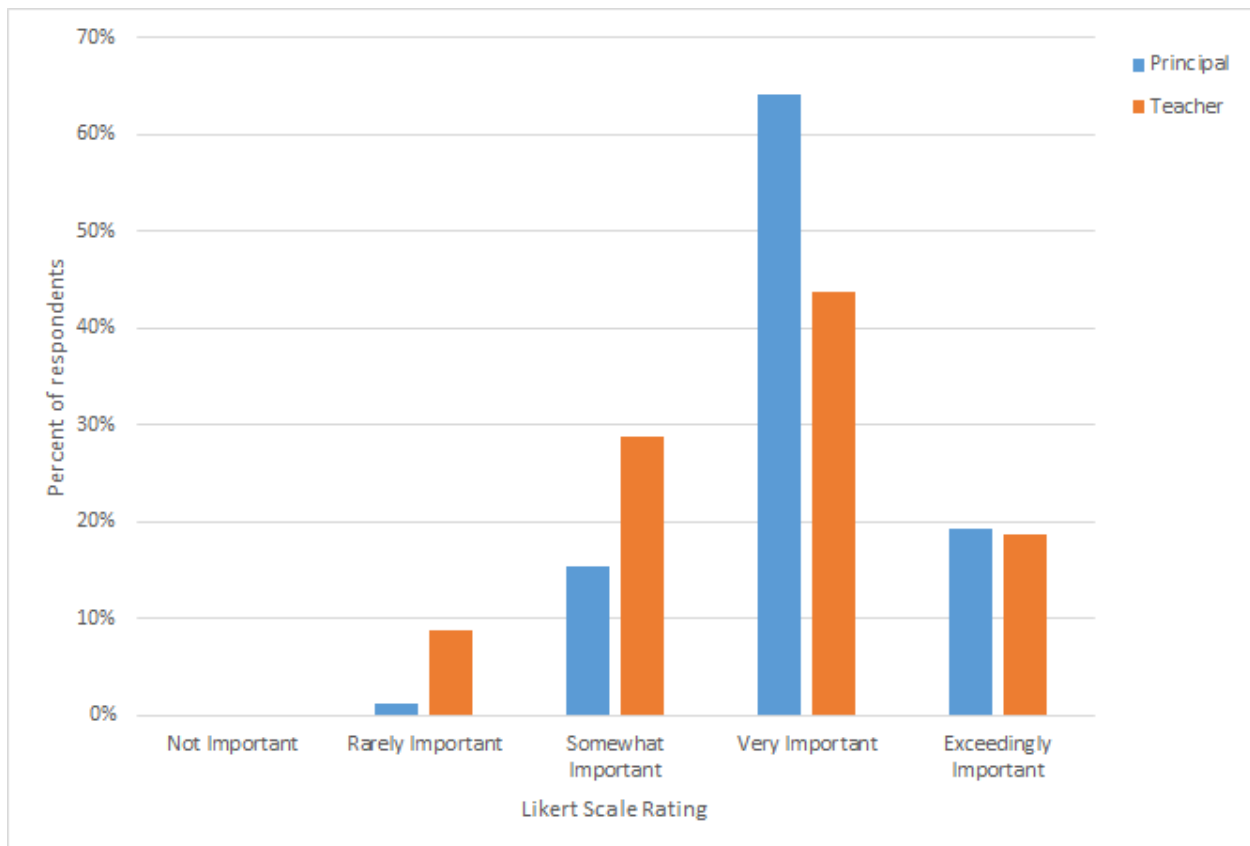


Figure 4. Behavior 11: Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.

On behavior 12 (Involvement in Curriculum, Instruction, and Assessment), principals returned a mean score of 4.01, and teachers returned a mean score of 3.53 for a mean difference of 0.488 and a p-value of 0.001. This was the largest observed mean difference in the study. The

data suggests principals place a higher value on involvement in the teacher's daily classroom responsibilities than teachers. The bar chart for behavior 12 (Involvement in Curriculum, Instruction, and Assessment) shows principals and teachers ranking this behavior as very important. However, there are enough teachers with low scores to bring the teacher average down to 3.53 as compared to the principal average of 4.01.

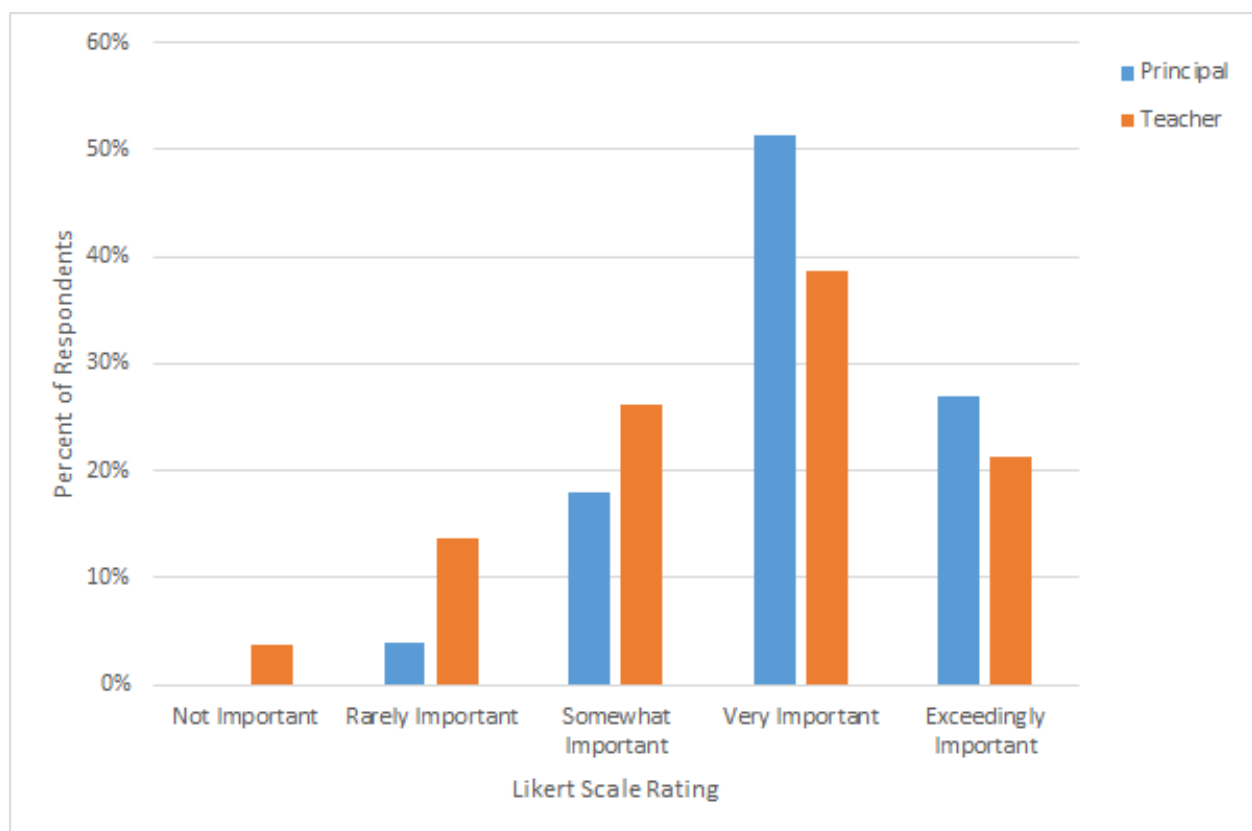


Figure 5. Behavior 12: Directly involved in the design and implementation of curriculum, instruction, and assessment practices.

The hypotheses and findings for Question 1 are listed below in Table 3.

Table 4

Summary of Hypotheses and Findings for Question 1

Hypothesis: There is no difference between principals' and teachers' perceptions of each leadership behaviors' importance to be an effective school principal.			
Behavior	Behavior Name	Mean Difference	Significance (2-tailed)
1	Affirmation	.171	.074
2	Change Agent	.217	.055
3	Contingent Rewards	.289	.016
4	Communication	.033	.651
5	Culture	.140	.185
6	Discipline	-.050	.696
7	Flexibility	.102	.375
8	Focus	.288	.012
9	Ideals/Beliefs	.334	.008
10	Input	.046	.691
11	Intellectual Stimulation	.288	.019
12	Involvement in Curriculum Instruction, and Assessment	.488	.001
13	Knowledge in Curriculum Instruction, and Assessment	.142	.241
14	Monitoring/ Evaluating	.139	.183
15	Optimizer	.043	.733
16	Order	.221	.056
17	Outreach	.202	.066
18	Relationships	.179	.149
19	Resources	.198	.062
20	Situational Awareness	.171	.111
21	Visibility	.108	.157

Research question 2. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' gender?

Analysis. An independent samples t-test was conducted to compare the genders of the participants. Number of respondents by gender are listed below in Table 5. Summary statistics and t-test results are listed in Appendix B1. There was one behavior where a statistically significant difference was observed between genders. Significant results occurred on behavior 18 (Relationships). This behavior returned p-values less than 0.05 and mean differences greater than the 0.25 practical difference that was established.

Table 5

Summary of Survey Participants by Gender

Gender	Sample Size
Female	114
Male	44

On behavior 18 (Relationships), female/woman returned a mean score of 3.96, and male/man returned a mean score of 4.26 for a mean difference of 0.30 and a p-value of 0.030. This figure illustrates men scored demonstrates an awareness of the personal aspects of teachers and staff as more important than woman scored the behavior. The data suggests males place a higher value on awareness of the personal aspects of teachers than females do.

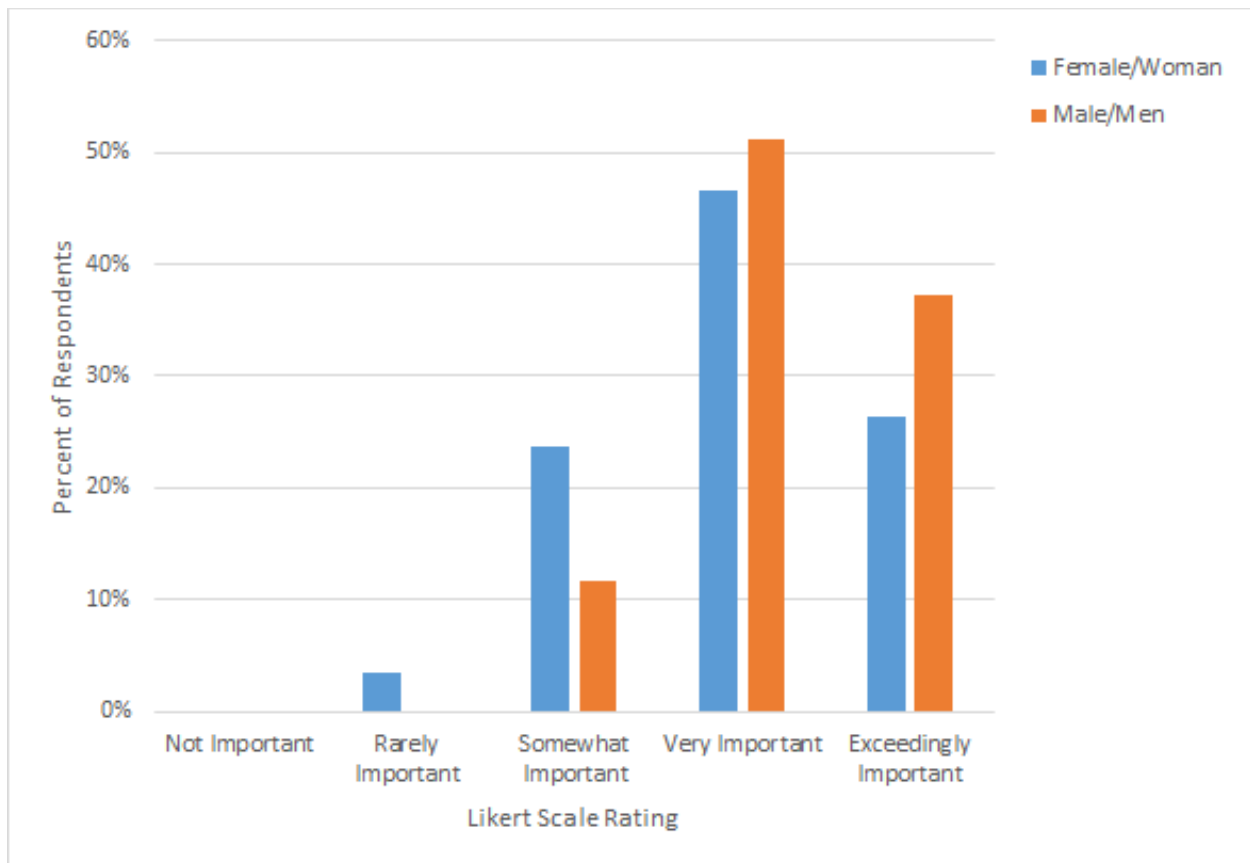


Figure 6. Behavior 18: Demonstrates an awareness of the personal aspects of teachers and staff.

Table 6

Summary of Hypotheses and Findings for Question 2

Hypothesis: There is no difference between male and female perceptions of each leadership behaviors' importance to be an effective school principal.			
Behavior	Behavior Name	Mean Difference	Significance (2-tailed)
1	Affirmation	-.127	.245
2	Change Agent	.020	.868
3	Contingent Rewards	-.159	.209
4	Communication	.138	.118
5	Culture	.201	.088
6	Discipline	-.014	.920
7	Flexibility	-.010	.933
8	Focus	-.009	.946
9	Ideals/Beliefs	-.110	.430
10	Input	.097	.445
11	Intellectual Stimulation	.131	.320
12	Involvement in Curriculum Instruction, and Assessment	-.199	.216
13	Knowledge in Curriculum Instruction, and Assessment	.086	.531
14	Monitoring/ Evaluating	-.013	.912
15	Optimizer	.123	.381
16	Order	-.008	.950
17	Outreach	.073	.564
18	Relationships	-.300	.019
19	Resources	.020	.855
20	Situational Awareness	-.036	.769
21	Visibility	.053	.543

Research question 3. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' school district location?

Analysis. The number of respondents by school district location is shown below in Table 5. After conducting an ANOVA, no statistically significant differences were found based upon educators' school district location. Therefore, the null hypothesis cannot be rejected for any of the 21 leadership behaviors.

Table 7

Summary of Survey Participants by School District Location

Location	Sample Size
Urban	11
Suburban	71
Rural	76

Table 8

Summary of Hypotheses and Findings for Question 3

Hypothesis: There is no difference between school district location perceptions of each leadership behaviors' importance to be an effective school principal.			
Behavior	Behavior Name	R-Squared	Significance (2-tailed)
1	Affirmation	.009	.486
2	Change Agent	.003	.761
3	Contingent Rewards	.036	.059
4	Communication	.017	.258
5	Culture	.019	.216
6	Discipline	.019	.226
7	Flexibility	.000	.984
8	Focus	.025	.139
9	Ideals/Beliefs	.012	.380
10	Input	.016	.274
11	Intellectual Stimulation	.006	.588
12	Involvement in Curriculum Instruction, and Assessment	.015	.315
13	Knowledge in Curriculum Instruction, and Assessment	.037	.055
14	Monitoring/ Evaluating	.008	.509
15	Optimizer	.012	.212
16	Order	.016	.275
17	Outreach	.000	.999
18	Relationships	.003	.746
19	Resources	.005	.686
20	Situational Awareness	.002	.828
21	Visibility	.027	.120

Research question 4. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience?

Analysis. Participants recorded their total years of experience in education. In order to divide the respondents into equal groups, they were separated at 15 or less years versus 16 plus years. After conducting independent samples t-test, no significant difference was found between educators' perceptions and their years of experience. Therefore, the null hypothesis cannot be rejected for any of the 21 leadership behaviors.

Table 9

Summary of Hypotheses and Findings for Question 4

Hypothesis: There is no difference in perception due to experience level of each leadership behaviors' importance to be an effective school principal.			
Behavior	Behavior Name	Mean Difference	Significance (2-tailed)
1	Affirmation	-.029	.788
2	Change Agent	.001	.993
3	Contingent Rewards	-.283	.056
4	Communication	-.017	.843
5	Culture	-.090	.496
6	Discipline	-.157	.324
7	Flexibility	-.050	.719
8	Focus	-.175	.207
9	Ideals/Beliefs	.122	.354
10	Input	-.098	.486
11	Intellectual Stimulation	-.062	.689
12	Involvement in Curriculum Instruction, and Assessment	-.263	.169
13	Knowledge in Curriculum Instruction, and Assessment	-.156	.314
14	Monitoring/ Evaluating	.145	.193
15	Optimizer	.177	.197
16	Order	-.150	.283
17	Outreach	-.100	.454
18	Relationships	-.246	.115
19	Resources	.032	.794
20	Situational Awareness	-.219	.105
21	Visibility	-.036	.687

Research question 5. What transformational leadership behaviors do teachers and principals view as most important to effective principalship?

Analysis. Participants selected 5 of the 21 leadership behaviors and the frequencies were tabulated. Results are shown in Figure 7 below. The leadership behavior that received the most votes was behavior 4, related to strong lines of communication, with 103 votes. The leadership behavior that received the fewest votes was behavior 11, related to best theoretical practices, with 5 votes. While there was a spread in frequencies among the 21 leadership behaviors, there was arguably no clear subset of behaviors that the entire population viewed as being the most important. Figure 7 indicates that every leadership behavior was selected as one of the five most important by five or more participants.

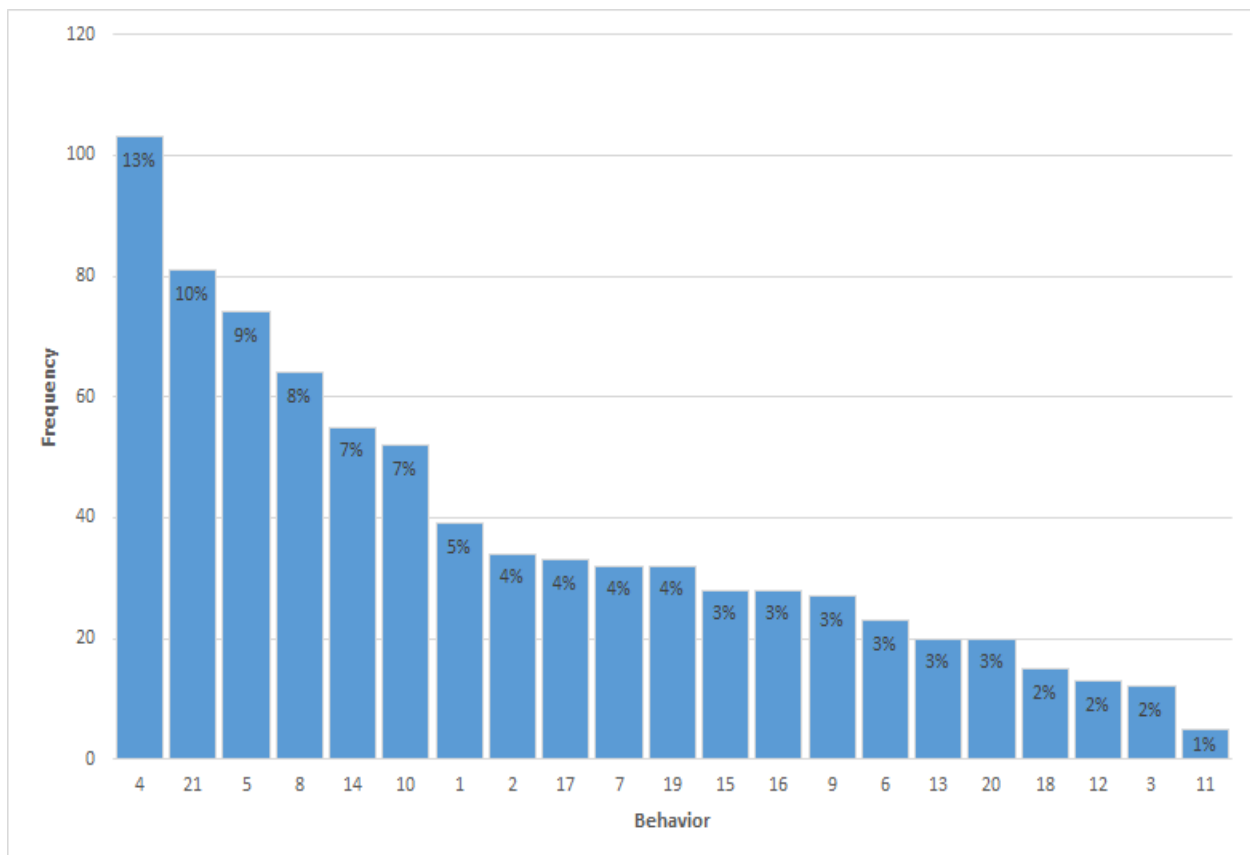


Figure 7. Frequency of most important leadership behaviors sorted by total percentage.

A box plot provided an additional analysis of the results to determine if specific leadership behaviors were viewed as most important to effective principalship. If any behaviors were outliers on the box plot, this could indicate that these behaviors received significantly more or less votes. The box plot shown below in Figure 8 indicates there were no outliers among the 21 leadership behaviors. However, a frequency of 104 votes would have qualified as an outlier, and behavior 4 (Communication), related to strong lines of communication, fell just short with 103 votes.

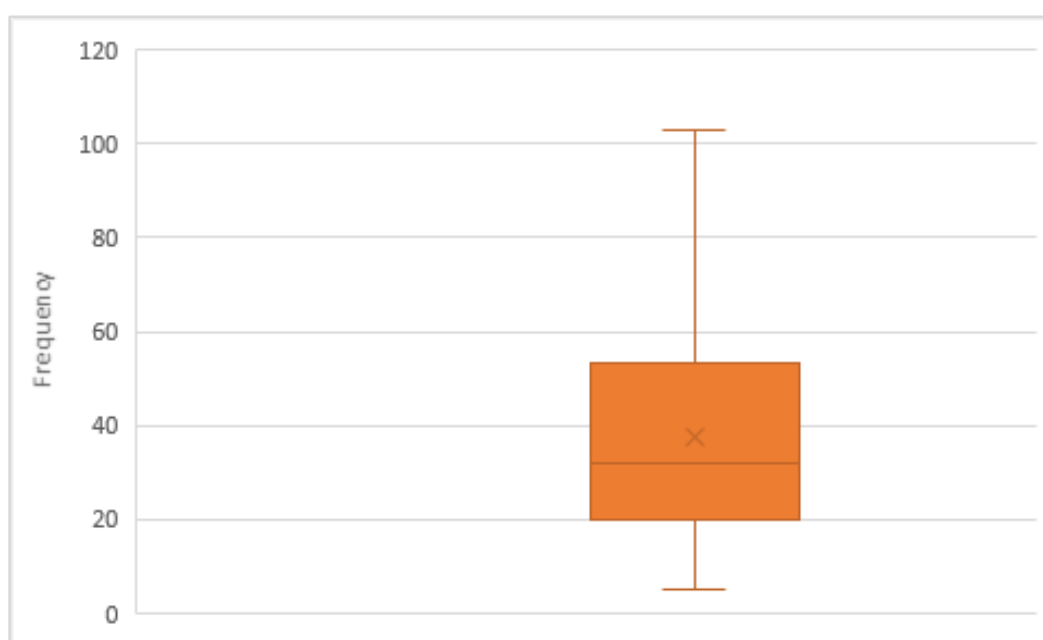


Figure 8. Boxplot of frequency of most important leadership behaviors.

A deeper analysis of the data is provided in Figure 9, which displays the responses by profession. Some of the behaviors were noticeably favored by one profession more than the other. In Table 10, behaviors 8 (Focus), 14 (Ideals/Beliefs) and 1(Affirmation) had a noticeably higher percentage for principals. Behaviors 4 (Communication), 6 (Discipline), and 21 (Visibility) had a noticeably higher percentage for teachers.

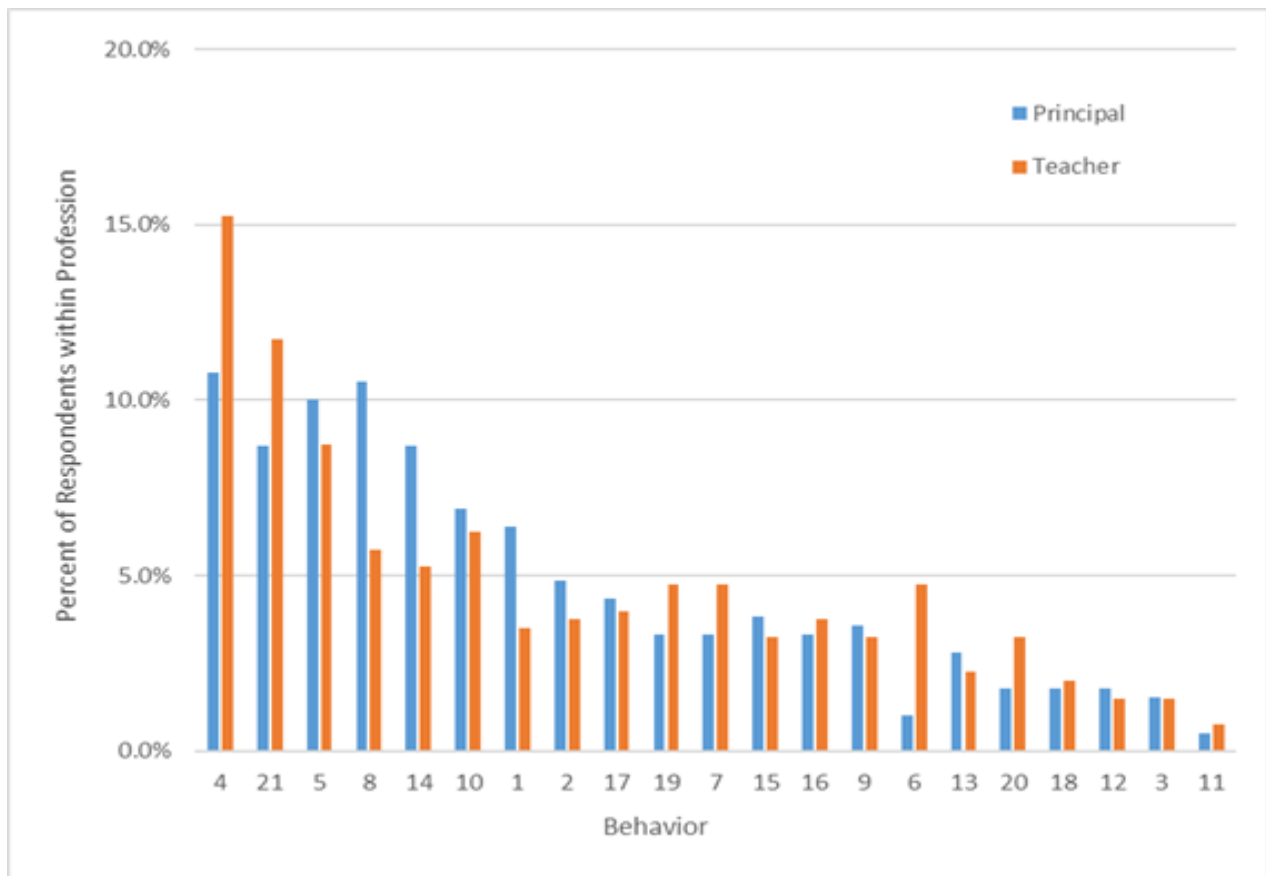


Figure 9. Bar chart of behavior vote distribution within profession sorted by total percentage.

Table 10

Most Extreme Differences in Behavior Vote Distribution by Profession

Behavior	Principal Pctg.	Teacher Pctg.	Difference
8	10.5%	5.8%	4.8%
14	8.7%	5.3%	3.5%
1	6.4%	3.5%	2.9%
21	8.7%	11.8%	-3.0%
6	1.0%	4.8%	-3.7%
4	10.8%	15.3%	-4.5%

Table 11

Summary of Findings for Question 5

Behavior	Frequency
1	39
2	34
3	12
4	103
5	74
6	23
7	32
8	64
9	27
10	52
11	5
12	13
13	20
14	55
15	28
16	28
17	33
18	15
19	32
20	20
21	81

Research question 6. What rationale supports educators' identification of the most important transformational leadership behaviors to effective principalship?

Analysis. Respondents were asked an open-ended question to gain further insight in regards to important transformational leadership behaviors: "Share why you chose these transformational leadership behaviors as most important." A total of 111 responded, with 56 responses from the principals and 55 responses from the teachers. A qualitative analysis was conducted to determine themes present in the responses. Responses were read a total of six times and codified to determine meaning. When a response seemed to belong in multiple themes, the response was reread in the context of existing themes to determine best fit. Responses, coding, and themes were reviewed by an outside, objective analyzer to ensure reliability. There was a 100% consistency in coding for the principal responses and 95% for the teachers' responses. Three resulting themes emerged: Relationship, Communication, and School Improvement/Continuous Improvement. Refer to Appendix O for direct quotes. These themes are analyzed below.

Theme: Relationships

Definition: Interact with others, know staff and show a genuine care for them

This includes: Quality interactions, establishing trust, and knowing staff's interests

One principal said:

Just as teachers need to have a relationship with their students, the principal needs a relationship with their teachers and students too. If there is a relationship, they will work harder and try to reach their goals.

One teacher said. "Relationships are everything - between teachers and students, among staff, with the principal and the school community."

Theme: Communication

Definition: Communicate to staff frequently

This includes: Keeping people well informed and delivering a clear and effective message

One principal said:

Keeping people well informed can cover so many of the other behaviors. Providing staff with a why for important decisions help them understand different points of view which will help them in their classroom.

One teacher said, "To share goals, ideas, and everything in between, an open channel of communication needs to be fostered; strong enough in the good times and bad."

Theme: School Improvement/Continuous Improvement

Definition: Have a vision for the school and monitor school improvement

This includes: Being knowledgeable about instruction, monitoring progress with data, and providing professional development and goals

One principal said, "Teachers need to be involved in setting the goals and the goals need to be kept in the forefront or day to day things take over."

One teacher said:

The goal of any school is to educate students as effectively as possible, so a principal needs to be willing and able to lead her or his staff to excellence in education.

Summary of Findings

This chapter presented an analysis and interpretation of the statistical results of the data collected to evaluate the perceptions of principals and teachers regarding the transformational leadership behaviors of effective elementary school principals. The study explored whether professional position, gender, school district location, and years of experience influence educators' perceptions of the importance of transformational leadership behaviors of effective elementary school principals. Five research questions were answered based on the data generated by the study using the independent samples t-test and a one-way ANOVA.

In question one, which asked educators to identify which transformational leadership behavior is important for principals to be an effective school principal, there were five behaviors where a statistically significant difference was observed between principals and teachers. Significant results occurred on behaviors 3 (Contingent Rewards), 8 (Focus), 9 (Ideals/Beliefs), 11 (Intellectual Stimulation), and 12 (Involvement in Curriculum, Instruction, and Assessment). Principals rated these behaviors as more important than teachers did. All of these behaviors returned p-values less than 0.05 and mean differences greater than the 0.25 practical difference that was established. In question two, which asks educators to identify the transformational behaviors that are most important, based on gender, only behavior 18 (Relationships) returned a statistically significant difference between genders. In questions three and four related to district location and years of experience respectively, the null hypothesis for question three is there is no

statistical difference between school district location's perceptions regarding which transformational leadership behaviors are most important to be an effective school principal. The null hypothesis for question four is there is no statistical difference between educator's perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based on educator's years of experience. none of the null hypothesis could be rejected.

Finally, in question five, there were arguably no clear subset of behaviors that the entire population viewed as being the most important to effective principalship. The leadership behavior that received the most votes was behavior 4 (Communication), related to strong lines of communication, with 103 votes. The leadership behavior that received the fewest votes was behavior 11, related to best theoretical practices, with 5 votes. When respondents were asked open-endedly why they selected the five transformational leadership behaviors as most important, the overall themes that emerged were: relationships, communication, and school improvement/continuous improvement.

Table 12

Summary of Significant Results

Question	Behavior	Behavior Name	Mean Difference	Significance Two-Tailed
1. Professional Position	3	Contingent Rewards	.289	.016
	8	Focus	.288	.012
	9	Ideals/Beliefs	.334	.008
	11	Intellectual Stimulation	.288	.288
	12	Involvement in Curriculum, Instruction, and Assessment	.488	.001
2. Gender	18	Relationships	-.300	.019

Chapter V: Discussion, Implications, Recommendations

Overview of the Study

The purpose of this study was to analyze the perceptions of principals and teachers regarding the transformational leadership behaviors of effective elementary school principals. The study explored whether professional position, gender, school district location, and years of experience influence educators' perceptions of the importance of transformational leadership behaviors of effective elementary school principals. To answer these six research questions, a survey approach was utilized to collect data about the perceptions of principals and teachers. The

independent samples t-test was used to compare responses by professional position, gender, and years of experience. A one way ANOVA was used to compare responses by school district location. In addition, the participants selected 5 of the 21 leadership behaviors they viewed as most important to effective principalship and the votes for each leadership behavior were tabulated. Chapter Five reviews the results of this study, forms conclusions, and offers implications and recommendations for practitioners and the field of academics.

Research Questions and Hypotheses

The following research questions/hypotheses guided this study:

1. Is there a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal?

H_{1o}: There is no statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

H_{1a}: There is a statistically significant difference between principals' and teachers' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal.

2. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' gender?

H_{2o}: There is no statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' gender.

H_{2a}: There is a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' gender.

3. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' school district location?

H_{3o}: There is no statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' school district location.

H_{3a}: There is a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' school district location.

4. Is there a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience?

H_{4o}: There is no statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience.

H_{4a}: There is a statistically significant difference between educators' perceptions regarding which transformational leadership behaviors are most important to be an effective school principal based upon educators' years of experience.

5. What transformational leadership behaviors do teachers and principals view as most important to effective principalship?

6. What rationale supports educators' identification of the most important transformational leadership behaviors to effective principalship?

Conclusions

In question one, there were five behaviors where a statistically significant difference was observed between principals and teachers. Significant results occurred on behaviors The significant behaviors focused on behaviors recognizing and rewarding individual accomplishments (Behavior 3); establishing clear goals and keeping those goals in the forefront of the school's attention (Behavior 8); communicating and operating from strong ideals and beliefs about schooling (Behavior 9); ensuring faculty and staff are aware of the most current theories and practices and making the discussion of these a regular aspect of the school's culture (Behavior 11); and being directly involved in the design and implementation of curriculum, instruction, and assessment practices (Behavior 12). All of these behaviors returned p-values less than 0.05 and mean differences greater than the 0.25 practical difference that was established. Principals returned a higher mean score on all of these behaviors compared to teachers. On behavior 12, principals returned a mean score of 4.01, and teachers returned a mean score of 3.53 for a mean difference of 0.488 and a p-value of 0.001. This was the largest observed mean difference in the study.

A common theme of these five behaviors is that they represent a system view of the organizational components of the school. It would be natural for a principal to have more of a big picture perspective of the school as an organization, as that accounts for the majority of their responsibilities. Teachers may be focused more at the classroom level; therefore, they are potentially not aware of the day to day responsibilities of the principal. This is not unique to a

school organization. For instance, employees in the business sector might not be familiar with the day to day responsibilities of the CEO.

In question two, only behavior 18 (Relationships) returned a statistically significant difference between genders. This significant behavior focused on demonstrating an awareness of the personal aspects of teachers and staff. One could interpret this behavior as representing emotional intelligence. On behavior 18, female/woman returned a mean score of 3.96, and male/man returned a mean score of 4.26 for a mean difference of 0.30 and a p-value of 0.030. These findings may reveal that while men are typically characterized as being less emotionally connected, they acknowledge and value the importance of this behavior (Tschannen-Moran & Gareis, 2015). Therefore, further research on gender-based differences in leadership is recommended.

In question three related to district location, data analysis failed to reject the null hypothesis. However, many of the leadership behaviors trended towards lower ratings from teachers in the urban school district locations compared to teachers in the suburban and rural locations (see Appendix L). While it would be premature to form conclusions based on these trends, this is a question that deserves further study with a sufficient number of respondents from the urban locations.

In question four related to years of experience, the data analysis failed to reject the null hypothesis. In retrospect, there are a number of potential reasons that could explain these results. Examples include non-traditional employees entering the teaching field such as parents returning to teaching after raising their children or career changes from the business sector into teaching. The years of experience threshold was set at fifteen years in the study to balance the sample sizes

in the two groups. A threshold closer to five -seven years might have more accurately captured a difference in perspective between less and more experienced educators (Berliner, 2004).

In question five, there was arguably no clear subset of behaviors that the entire population viewed as being the most important to effective principalship. The leadership behavior that received the most votes was behavior 4, related to strong lines of communication, with 103 votes. The leadership behavior that received the fewest votes was behavior 11, related to best theoretical practices, with 5 votes. The survey showed that communication was a popular choice among teachers and principals, which may be a reflection of communication as integral for both groups to successfully accomplish their work. Theoretical practices might be perceived as the furthest removed from application of what is happening in the classrooms for all teachers.

While principals rated behaviors 3, 8, 9, 11 and 12 statistically greater than teachers, behaviors 3, 11, and 12 received the fewest votes in regard to most important to effective leadership. This indicates that even though there was a large mean difference, principals did not consider behaviors 3, 9, 11, and 12 to be most important to effective principalship relative to other behaviors.

When respondents were asked why they selected the five transformational leadership behaviors as most important to effective principalship, the overall themes that emerged were: relationships, communication, and school improvement/continuous improvement. The themes that were identified in question 6 validated the top five behaviors from question 5. The theme of relationship was represented by behavior 21 (visibility). The theme of communication was represented by behavior 4 (communication). The theme of school improvement/continuous improvement was represented by behavior 8 (focus) and behavior 14 (monitoring and evaluating effectiveness). All three themes were reflected by behavior 5 (culture).

Recommendations for Practitioners

1. Based on the findings from question one, there is a difference in perspective from principals and teachers related to the systematic attributes of their job responsibilities. Principals may want to conduct this survey with their staff to use as a communication tool in improving their understanding of each other's perspective. Principals may be able to alter their leadership styles in order to meet the needs of the staff. The feedback from teachers may be critical in determining the future success of principal-teacher exchange within the school organization.
2. Effective leadership provided by the administrator is crucial to the successful implementation of educational change (Levin & Schrum, 2013; Supovitz & Tognatta, 2013). The perceptions of teachers toward that leadership (which is the main focus of this study) is also crucial to successful change. Since it received the most votes, communication was identified as the one the most important leadership behavior. An example of applying this within the school setting would be for the principal to communicate through weekly announcements, short video clips, emails, face to face meetings and then asking teachers which they find to be the most valuable.
3. Eighteen of the 21 leadership behaviors rated 4.00 (very important) or higher on the 5-point scale, indicating that educators consider these behaviors to be very important for an effective principal. Therefore, principals should evaluate themselves on these behaviors in order to identify areas needing further growth and development.

Table 13

Cumulative Ratings of Each Behavior

Behavior	Behavior Name	Cumulative Mean Rating
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4. The high ratings of the transformational leadership behaviors in this survey by both principals and teachers reinforces the significance of these behaviors as noted by Marzano, Waters, and McNulty (2005). District administrators could use the results of this study to modify their hiring practices to identify transformational school leaders. Specific interviewing techniques and questioning strategies that identify transformational leadership characteristics could be developed and implemented.
5. School districts should examine the balance between daily responsibilities of principals and the transformational leadership behaviors. Daily responsibilities for principals include general managerial duties, disciplining students, meeting with or phoning parents, and coaching or working with teachers. Staff development focused on how principals can incorporate the transformational leadership responsibilities into their existing responsibilities would be helpful.

Recommendations for Academics

1. The ratings from urban locations trended lower on the 21 transformational leadership behaviors (see Appendix L). Question three deserves to be revisited with a greater emphasis on collecting enough respondents from urban locations.
2. The majority of respondents only used half of the Likert scale. It is recommended to expand the survey to a 7-point or 9-point Likert scale on future studies to provide better resolution on the survey data.

3. Expand the research into secondary schools in Minnesota by following the same methodology. It is theorized that some of the transformational behaviors may display different results based on the developmental characteristics of the students and the specialization of the staff.
4. Expand the research to include private and charter schools. It is theorized that some of the transformational behaviors may display different results based on the student population.
5. Given the potential signal of differences in the area of emotional intelligence, further research on gender-based differences on leadership is recommended.

Concluding Comments

One important takeaway from the study was that there were five behaviors where principals returned a higher mean than teachers and the mean difference was statistically significant. A common theme of these five behaviors is that they represent a systems view of the organizational components of the school. A second takeaway was that the top overall themes that emerged from the qualitative question were: relationships, communication, and school improvement/continuous improvement. These three themes validated the top five behaviors identified through the quantitative research.

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Appendix A

Permission to Use Instrument



Helping students, educators, and leaders flourish

April 10, 2018

Becky Jo Gerdes
6451 Shetland Drive Northwest
Rochester, MN 55901

Permission to Use McREL Material

Dear Ms. Gerdes:

Permission is hereby granted to Becky Jo Gerdes to adapt the following material which was created by McREL in the dissertation she is writing:

Figure 4.1 The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement, pp. 42–43 from *School Leadership that Works from Research to Results*

The materials should be marked as to the source of the text and include the statement “Adapted with permission from McREL International.”

This permission is limited to the use and materials specified above. Any change in the use or materials from that specified above requires additional written permission from McREL before such use is made.

Please send McREL a copy of the completed dissertation for our records.

Sincerely,

A handwritten signature in black ink that reads "Maura McGrath". The signature is fluid and cursive, with the first name "Maura" being more prominent than the last name "McGrath".

Maura McGrath
Knowledge Management Specialist

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Appendix B

Email of Introduction

Dear Educator,

I am a doctoral candidate at Bethel University, located in St. Paul, MN. I am writing to request your assistance with a research project I am conducting. The purpose of this study is to learn more about demographic groups' (i.e. professional position, gender, years of experience, and school district location) perceptions regarding which transformational leadership behaviors are most important to be an effective elementary school principal. The goal of this research is to provide supported information for continual improvement in our schools.

I appreciate and value your contribution to this study. Participation includes completing one survey with demographics, rating the importance of transformational leadership behaviors to be an effective school principal, selecting the five most important transformational leadership behaviors and answering one open-ended question. Responses to the survey share your perceptions of how an effective principal should behave. You are not to rate yourself or your current principal. Your responses are completely anonymous and your confidentiality will be maintained throughout this study. Be assured that no individual responses will be disclosed. There are no anticipated risks related to your participation. It is estimated that completing the survey will take about 15 minutes.

If you have any questions about this study, you may contact me (b-gerdes@bethel.edu), or my advisor, Dr. Tracy Reimer (t-reimer@bethel.edu). This study has been reviewed and approved by the Bethel University Institutional Review Board (IRB).

The survey will close on _____, 2019.

Thank you for your work each day in our public schools and for helping me in this valuable study.

After completing the survey, please forward this e-mail to your teacher email distribution list so that their responses can be gathered as part of the study.

Click [HERE](#) to take the survey.

Sincerely,

Becky Gerdes
Bethel University Doctoral Candidate
b-gerdes@bethel.edu

Appendix C

Informed Consent

Dear Educator,

You are invited to participate in a study which assesses leadership behaviors of effective school principals. My goal for the study is to learn more about demographic groups' (i.e. professional position, gender, years of experience, school district location) perceptions regarding which transformational leadership behaviors are most important to be an effective school principal. Results of this study may inform practicing and aspiring principals, principal preparation programs, and future research in the area of education. You have been invited to participate in this study because you are a public school principal or teacher working in an elementary school in Minnesota. This survey is part of a doctoral dissertation study at Bethel University, located in St. Paul, Minnesota

If you elect to participate, you will be asked to respond to 21 survey items concerning your perceptions of important transformational behaviors of effective school principals using a 5-point Likert scale. In addition, you will be asked to select the five most important transformational leadership behaviors and respond to one open-ended question. The survey is estimated to take approximately 15 minutes to complete. Your participation in this study is completely voluntary, and there is no penalty should you decline to participate. In addition, there are no risks for participating in this study and participants will receive no compensation.

Any information that can be identified with you that is obtained through this study will remain strictly confidential and will not be disclosed without your permission. Participants will not be identified or identifiable in any way (i.e. written reports or publications) as a result of this study.

Your decision to participate will not affect your future relationship with Bethel University in any way. And, if you decide to participate, you may choose to withdraw your participation from the study at any time without penalty.

This research project has been reviewed and approved in accordance with Bethel University's Levels of Review for Research with Humans. If you have any questions about the research, research participants' rights, or wish to report a research related injury, please call Dr. Tracy Reimer at 651-635-8502.

By completing this online survey, you are granting consent to participate in this research.

Appendix D
Qualtrics Survey

Section 1

Direction: Select the responses that best represents you.

1. Profession:

_____ I am an elementary principal.

_____ I am an elementary teacher (this includes positions such as art, music, physical education, counselor, or English as a Second Language teacher, etc.).

2. District Location:

_____ Urban: Densely populated area with a highly-developed infrastructure

_____ Suburban: Adjacent to a principal city that is a mixture of residential and business

_____ Rural: Sparsely populated town or countryside

3. Gender Identification:

_____ Female/Woman

_____ Male/Man

_____ Other gender identity

_____ I choose not to respond.

4. Total years working in education (combine years in all positions): _____

Section 2

Below are 21 transformational leadership behaviors.

Transformational leadership is when leaders focus on the interests of their employees, they generate an acceptance of the purpose and mission of the group they lead. This also occurs when leaders motivate employees to look beyond their self-interest for the good of the group (Bass, 1990).

Please read each statement carefully. Then, look at the rating scale and decide how important it is for effective principals to engage in the transformational leadership behavior described.

When selecting your response to each statement:

- Be realistic about the extent to which an effective principal engages in transformational leadership behaviors. You are not to rate yourself or your current principal.
- Be as honest and accurate as possible.
- Answer in terms of how an effective principal typically engages on *most* days, on *most* projects, and with *most* people.
- As you consider these transformational leadership behaviors, feel free to rate them; some behaviors are more important than others. For example, do not give all the leadership behaviors a 5 or a 1.
- If you feel that a statement does not apply, that means that you feel that an effective principal does not need to engage in that particular leadership behavior. In that case, assign a rating of a 2 or lower.

The Rating Scale ranges from 1 to 5. Choose the number that best applies to each statement.

1= Not Important

2=Rarely Important

3=Somewhat Important

4=Very Important

5=Exceedingly Important

	1 = Not Important	2 = Rarely Important	3 = Somewhat Important	4 = Very Important	5 = Exceedingly Important
1. Recognizes and celebrates accomplishments and acknowledges failures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is willing to challenge and actively challenges the status quo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognizes and rewards individual accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Establishes strong lines of communication with and among teachers and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fosters shared beliefs and a sense of community and cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Protects teachers from issues and influences that would detract from their teaching time or focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adapts their leadership behavior to the needs of the current situation and is comfortable with dissent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Establishes clear goals and keeps those goals in the forefront of the school's attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Communicates and operates from strong ideals and beliefs about schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Rarely Important	3 = Somewhat Important	4 = Very Important	5 = Exceedingly Important
10. Involves teachers in the design and implementation of important decisions and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Is knowledgeable about current curriculum, instruction, and assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Monitors the effectiveness of school practices and their impact on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Inspires and leads new and challenging innovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Establishes a set of standard operating procedures and routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 =	2 =	3 =	4 =	5 =
Not	Rarely	Somewhat	Very	Exceedingly
Important	Important	Important	Important	Important

17. Is an advocate and spokesperson for the school to all stakeholders

☐
☐
☐
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18. Demonstrates an awareness of the personal aspects of teachers and staff

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19. Provides teachers with the materials and professional development necessary for the successful execution of their jobs

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21. Has quality contact and interactions with teachers and students

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Section 3

Direction: Select the five most important transformational leadership behaviors.

- ☐ 1. Recognizes and celebrates accomplishments and acknowledges failures
- ☐ 2. Is willing to challenge and actively challenges the status quo
- ☐ 3. Recognizes and rewards individual accomplishments
- ☐ 4. Establishes strong lines of communication with and among teachers and students
- ☐ 5. Fosters shared beliefs and a sense of community and cooperation
- ☐ 6. Protects teachers from issues and influences that would detract from their teaching time or focus

- ☐ 7. Adapts their leadership behavior to the needs of the current situation and is comfortable with dissent
- ☐ 8. Establishes clear goals and keeps those goals in the forefront of the school's attention
- ☐ 9. Communicates and operates from strong ideals and beliefs about schooling
- ☐ 10. Involves teachers in the design and implementation of important decisions and policies
- ☐ 11. Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture
- ☐ 12. Is directly involved in the design and implementation of curriculum, instruction, and assessment practices
- ☐ 13. Is knowledgeable about current curriculum, instruction, and assessment practices
- ☐ 14. Monitors the effectiveness of school practices and their impact on student learning
- ☐ 15. Inspires and leads new and challenging innovations
- ☐ 16. Establishes a set of standard operating procedures and routines
- ☐ 17. Is an advocate and spokesperson for the school to all stakeholders
- ☐ 18. Demonstrates an awareness of the personal aspects of teachers and staff
- ☐ 19. Provides teachers with the materials and professional development necessary for the successful execution of their jobs
- ☐ 20. Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
- ☐ 21. Has quality contact and interactions with teachers and students

Open-Ended Question

Share why you chose transformational leadership behaviors as most important.

Adapted from *School leadership that works: From research to results*, by R. J. Marzano, T. Waters, & B. A. McNulty, 2005, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 2005 by McREL. Used with Permission

Appendix E

Follow Up Email

Dear Educator,

Approximately one week ago you were invited to participate in a study focused on the perceptions regarding which transformational leadership behaviors are most important to be an effective school principal. The opportunity to share your perceptions is still open.

Your responses are completely anonymous and your confidentiality will be maintained throughout this study. There are no anticipated risks to you for your participation.

If you have any questions about this study, you may contact me (b-gerdes@bethel.edu), or my advisor, Dr. Tracy Reimer (t-reimer@bethel.edu). This study has been reviewed and approved by the Bethel University Institutional Review Board (IRB).

The survey will close on _____, 2019.

Thank you for your work each day in our public schools and for considering helping me in this valuable study.

After completing the survey, please forward this e-mail to your teacher email distribution list so that their responses can be gathered as part of the study.

Click [HERE](#) to take the survey.

Sincerely,

Becky Gerdes
Bethel University Doctoral Candidate
b-gerdes@bethel.edu

Appendix F

Summary of Hypotheses and Findings for Question 1

Hypothesis: There is no difference between principals' and teachers' perceptions of each leadership behaviors' importance to be an effective school principal.					
Behaviors	Profession	N	Mean	Std. Deviation	St. Error Mean
1	Principal	78	4.36	.602	.068
	Teacher	80	4.19	.597	.067
2	Principal	78	4.19	.666	.075
	Teacher	80	3.98	.746	.083
3	Principal	78	4.08	.640	.072
	Teacher	80	3.79	.837	.094
4	Principal	78	4.82	.386	.044
	Teacher	80	4.79	.520	.058
5	Principal	78	4.60	.566	.064
	Teacher	80	4.46	.745	.083
6	Principal	78	3.99	.747	.085
	Teacher	80	4.04	.863	.097
7	Principal	78	4.09	.706	.080
	Teacher	80	3.99	.738	.082
8	Principal	78	4.53	.618	.070
	Teacher	80	4.24	.799	.089
9	Principal	78	4.38	.669	.076
	Teacher	79	4.05	.876	.099
10	Principal	78	4.32	.634	.072
	Teacher	80	4.28	.795	.089
11	Principal	78	4.01	.634	.072
	Teacher	80	3.73	.871	.097
12	Principal	78	4.01	.781	.088
	Teacher	80	3.53	1.055	.118
13	Principal	78	4.18	.659	.075
	Teacher	80	4.04	.849	.095
14	Principal	77	4.36	.605	.069
	Teacher	80	4.23	.693	.077
15	Principal	77	4.16	.762	.087
	Teacher	80	4.11	.827	.092
16	Principal	78	4.33	.658	.074
	Teacher	80	4.11	.779	.087
17	Principal	78	4.56	.549	.062
	Teacher	80	4.36	.799	.089
18	Principal	78	4.13	.691	.078
	Teacher	79	3.95	.846	.095
19	Principal	78	4.41	.612	.069
	Teacher	80	4.21	.706	.079
20	Principal	78	4.33	.617	.070
	Teacher	80	4.16	.719	.080
21	Principal	78	4.82	.386	.044
	Teacher	80	4.71	.556	.062

Appendix G

Question 1 Independent Samples Test: Principals vs. Teachers

Hypothesis: There is no difference between principals' and teachers' perceptions of each leadership behaviors' importance to be an effective school principal.								
Behaviors		F	Sig.	t	Sig. (2 tailed)	Mean Difference	95% LCB	95% UCB
1	Equal VAR Assumed	2.216	.139	1.796	.074	.171	-.017	.360
	Equal VAR Not Assumed			1.796	.074	.171	-.017	.360
2	Equal VAR Assumed	.000	.983	1.931	.055	.217	-.005	.440
	Equal VAR Not Assumed			1.933	.055	.217	-.005	.0439
3	Equal VAR Assumed	10.660	.001	2.437	.016	.289	.055	.524
	Equal VAR Not Assumed			2.445	.016	.289	.055	.523
4	Equal VAR Assumed	1.191	.277	.452	.652	.033	-.111	.177
	Equal VAR Not Assumed			.452	.651	.033	-.111	.177
5	Equal VAR Assumed	7.520	.007	1.328	.186	.140	-.068	.348
	Equal VAR Not Assumed			1.332	.185	.140	-.068	.348
6	Equal VAR Assumed	1.044	.308	-.391	.696	-.050	-.304	.204
	Equal VAR Not Assumed			-.392	.696	-.050	-.304	.203
7	Equal VAR Assumed	.003	.960	.890	.375	.102	-.125	.329
	Equal VAR Not Assumed			.890	.375	.102	-.125	.329
8	Equal VAR Assumed	5.547	.020	2.530	.012	.288	.063	.513
	Equal VAR Not Assumed			2.538	.012	.288	.064	.513
9	Equal VAR Assumed	.079	.779	2.683	.008	.334	.088	.580
	Equal VAR Not Assumed			2.688	.008	.334	.088	.580
10	Equal VAR Assumed	3.805	.053	.397	.692	.046	-.181	.272
	Equal VAR Not Assumed			.398	.691	.046	-.180	.271
11	Equal VAR Assumed	18.462	.000	2.369	.019	.288	.048	.528
	Equal VAR Not Assumed			2.378	.019	.288	.049	.527
12	Equal VAR Assumed	15.238	.000	3.296	.001	.488	.195	.780
	Equal VAR Not Assumed			3.309	.001	.488	.196	.779
13	Equal VAR Assumed	.884	.349	1.172	.243	.142	-.097	.381
	Equal VAR Not Assumed			1.176	.241	.142	-.097	.381
14	Equal VAR Assumed	.003	.958	1.333	.184	.139	-.067	.344
	Equal VAR Not Assumed			1.337	.183	.139	-.066	.344
15	Equal VAR Assumed	.483	.488	.341	.733	.043	-.208	.294
	Equal VAR Not Assumed			.342	.733	.043	-.207	.294
16	Equal VAR Assumed	.143	.706	1.922	.056	.221	-.006	.448
	Equal VAR Not Assumed			1.926	.056	.221	-.006	.447
17	Equal VAR Assumed	11.665	.001	1.844	.067	.202	-.014	.418
	Equal VAR Not Assumed			1.852	.066	.202	-.014	.417
18	Equal VAR Assumed	5.463	.21	1.450	.146	.179	-.065	.422
	Equal VAR Not Assumed			1.452	.149	.179	-.065	.422
19	Equal VAR Assumed	.226	.635	1.879	.062	.198	-.010	.406
	Equal VAR Not Assumed			1.882	.062	.198	-.010	.405
20	Equal VAR Assumed	.097	.756	1.600	.112	.171	-.040	.382
	Equal VAR Not Assumed			1.603	.111	.171	-.040	.381
21	Equal VAR Assumed	9.291	.003	1.415	.159	.108	-.043	.259
	Equal VAR Not Assumed			1.422	.157	.108	-.042	.258

Appendix H

Question 2 Summary Statistics: Gender

Hypothesis: There is no difference between male and female perceptions of each leadership behaviors' importance to be an effective school principal.					
Behaviors	Gender	N	Mean	Std. Deviation	St. Error Mean
1	Female/Woman	114	4.24	.599	.056
	Male/Man	44	4.36	.613	.092
2	Female/Woman	114	4.09	.747	.070
	Male/Man	44	4.07	.625	.094
3	Female/Woman	114	3.89	.784	.073
	Male/Man	44	4.05	.680	.103
4	Female/Woman	114	4.84	.433	.041
	Male/Man	44	4.70	.509	.077
5	Female/Woman	114	4.59	.663	.062
	Male/Man	44	4.39	.655	.099
6	Female/Woman	114	4.01	.825	.077
	Male/Man	44	4.02	.762	.115
7	Female/Woman	114	4.04	.740	.069
	Male/Man	44	4.05	.680	.103
8	Female/Woman	114	4.38	.709	.066
	Male/Man	44	4.39	.784	.118
9	Female/Woman	113	4.19	.808	.076
	Male/Man	44	4.30	.765	.115
10	Female/Woman	114	4.32	.723	.068
	Male/Man	44	4.23	.711	.107
11	Female/Woman	114	3.90	.798	.075
	Male/Man	44	3.77	.711	.107
12	Female/Woman	114	3.71	.993	.093
	Male/Man	44	3.91	.858	.129
13	Female/Woman	114	4.13	.759	.071
	Male/Man	44	4.05	.776	.117
14	Female/Woman	114	4.29	.662	.062
	Male/Man	43	4.30	.638	.097
15	Female/Woman	113	4.17	.801	.075
	Male/Man	44	4.05	.776	.117
16	Female/Woman	114	4.22	.738	.069
	Male/Man	44	4.23	.711	.107
17	Female/Woman	114	4.48	.681	.064
	Male/Man	44	4.41	.726	.109
18	Female/Woman	114	3.96	.803	.075
	Male/Man	43	4.26	.658	.100
19	Female/Woman	114	4.32	.695	.065
	Male/Man	44	4.30	.594	.090
20	Female/Woman	114	4.24	.669	.063
	Male/Man	44	4.27	.694	.105
21	Female/Woman	114	4.78	.475	.045
	Male/Man	44	4.73	.499	.075

Appendix I

Question 2 Independent Samples Test: Gender

Hypothesis: There is no difference between male and female perceptions of each leadership behaviors' importance to be an effective school principal.								
Behaviors		F	Sig.	t	Sig. (2 tailed)	Mean Difference	95% LCB	95% UCB
1	Equal VAR Assumed	.937	.334	-1.184	.238	-.127	-.338	.085
	Equal VAR Not Assumed			-1.172	.245	-.127	-.342	.089
2	Equal VAR Assumed	3.375	.068	.154	.878	.020	-.231	.270
	Equal VAR Not Assumed			.166	.868	.020	-.214	.253
3	Equal VAR Assumed	2.689	.103	-1.87	.237	-.159	-.425	.106
	Equal VAR Not Assumed			-1.264	.209	-.159	-.410	.091
4	Equal VAR Assumed	7.858	.006	1.703	.091	.138	-.022	.297
	Equal VAR Not Assumed			1.584	.118	.138	-.036	.311
5	Equal VAR Assumed	.233	.630	1.718	.088	.201	-.030	.433
	Equal VAR Not Assumed			1.727	.088	.201	-.031	.433
6	Equal VAR Assumed	.050	.823	-.097	.923	-.014	-.297	.269
	Equal VAR Not Assumed			-1.01	.920	-.014	-.289	.261
7	Equal VAR Assumed	.615	.434	-.081	.936	-.010	-.264	.243
	Equal VAR Not Assumed			-.084	.933	-.010	-.257	.236
8	Equal VAR Assumed	.356	.552	-.071	.944	-.009	-.265	.247
	Equal VAR Not Assumed			-.068	.946	-.009	-.279	.261
9	Equal VAR Assumed	.157	.692	-.775	.440	-.110	-.389	.170
	Equal VAR Not Assumed			-.794	.430	-.110	-.384	.165
10	Equal VAR Assumed	.083	.774	.762	.447	.097	-.155	.349
	Equal VAR Not Assumed			.768	.445	.097	-.155	.350
11	Equal VAR Assumed	.004	.951	.951	.343	.131	-.141	.402
	Equal VAR Not Assumed			1.001	.320	.131	-.129	.390
12	Equal VAR Assumed	4.454	.036	-1.168	.245	-.199	-.534	.137
	Equal VAR Not Assumed			-1.247	.216	-.199	-.515	.118
13	Equal VAR Assumed	1.665	.199	.636	.526	.086	-.182	.354
	Equal VAR Not Assumed			.629	.531	.086	-.187	.359
14	Equal VAR Assumed	.003	.960	-.110	.913	-.013	-.244	.219
	Equal VAR Not Assumed			-.111	.912	-.013	-.242	.217
15	Equal VAR Assumed	.235	.629	.870	.386	.123	-.156	.401
	Equal VAR Not Assumed			.882	.381	.123	-.154	.400
16	Equal VAR Assumed	.121	.729	-.062	.951	-.008	-.264	.248
	Equal VAR Not Assumed			-.063	.950	-.008	-.262	.246
17	Equal VAR Assumed	.098	.755	.596	.552	.073	-.170	.317
	Equal VAR Not Assumed			.579	.564	.073	-.179	.326
18	Equal VAR Assumed	.168	.682	-2.186	.030	-.300	-.570	-.029
	Equal VAR Not Assumed			-2.390	.019	-.300	-.549	-.051
19	Equal VAR Assumed	.988	.322	.171	.864	.020	-.214	.255
	Equal VAR Not Assumed			.184	.855	.020	-.200	.240
20	Equal VAR Assumed	.492	.484	-.299	.765	-.036	-.273	.201
	Equal VAR Not Assumed			-.294	.769	-.036	-.279	.207
21	Equal VAR Assumed	1.031	.311	.625	.533	.053	-.116	.222
	Equal VAR Not Assumed			.611	.543	.053	-.121	.228

Appendix J

Question 3 Test of Homogeneity of Variances Based on Mean: School District Location

Hypothesis: There is no difference between school district location perceptions of each leadership behaviors' importance to be an effective school principal.				
Behaviors	Levene Statistic	df1	df2	Sig.
1	.106	2	155	.900
2	1.431	2	155	.242
3	1.462	2	155	.235
4	5.073	2	155	.007
5	5.280	2	155	.006
6	.194	2	155	.824
7	2.606	2	155	.077
8	1.126	2	155	.327
9	1.162	2	154	.316
10	.352	2	155	.704
11	1.187	2	155	.308
12	1.328	2	155	.268
13	.554	2	155	.576
14	.378	2	154	.686
15	.011	2	154	.989
16	.955	2	155	.387
17	2.040	2	155	.134
18	3.693	2	154	.027
19	1.227	2	155	.296
20	.643	2	155	.527
21	7.959	2	155	.001

Appendix K

Question 3 ANOVA: School District Location

Hypothesis: There is no difference between school district location perceptions of each leadership behaviors' importance to be an effective school principal.						
Behaviors		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	.531	2	.265	.725	.486
	Within Groups	56.767	155	.366		
	Total	57.297	157			
2	Between Groups	.282	2	.141	.274	.761
	Within Groups	79.649	155	.514		
	Total	79.930	157			
3	Between Groups	3.241	2	1.620	2.887	.059
	Within Groups	86.994	155	.561		
	Total	90.234	157			
4	Between Groups	.570	2	.285	1.366	.258
	Within Groups	32.348	155	.209		
	Total	32.918	157			
5	Between Groups	1.359	2	.680	1.549	.216
	Within Groups	67.983	155	.439		
	Total	69.342	157			
6	Between Groups	1.936	2	.968	1.500	.226
	Within Groups	100.038	155	.645		
	Total	101.975	157			
7	Between Groups	.017	2	.009	.016	.984
	Within Groups	81.755	155	.527		
	Total	81.772	157			
8	Between Groups	2.090	2	1.045	1.996	.139
	Within Groups	81.126	155	.523		
	Total	83.215	157			
9	Between Groups	1.230	2	.615	.972	.380
	Within Groups	97.407	154	.633		
	Total	98.637	156			
10	Between Groups	1.343	2	.671	1.306	.274
	Within Groups	79.676	155	.514		
	Total	81.019	157			
11	Between Groups	.644	2	.322	.533	.588
	Within Groups	93.565	155	.604		
	Total	94.209	157			
12	Between Groups	2.135	2	1.068	1.164	.315
	Within Groups	142.200	155	.917		
	Total	144.335	157			
13	Between Groups	3.346	2	1.673	2.953	.055
	Within Groups	87.825	155	.567		
	Total	91.171	157			
14	Between Groups	.580	2	.290	.678	.509
	Within Groups	65.942	154	.428		
	Total	66.522	156			
15	Between Groups	1.961	2	.981	1.569	.212
	Within Groups	96.230	154	.625		
	Total	98.191	156			
16	Between Groups	1.377	2	.688	1.303	.275
	Within Groups	81.870	155	.528		
	Total	83.247	157			
17	Between Groups	.001	2	.001	.001	.999
	Within Groups	75.271	155	.486		
	Total	75.272	157			
18	Between Groups	.356	2	.178	.293	.746
	Within Groups	93.415	154	.607		
	Total	93.771	156			
19	Between Groups	.339	2	.169	.378	.686
	Within Groups	69.465	155	.448		
	Total	69.804	157			
20	Between Groups	.173	2	.087	.189	.828
	Within Groups	71.200	155	.459		
	Total	71.373	157			
21	Between Groups	.982	2	.491	2.153	.120
	Within Groups	35.353	155	.228		
	Total	36.335	157			

Appendix L

Question 3 Summary Statistics: School District Location

Hypothesis: There is no difference between school district location perceptions of each leadership behaviors' importance to be an effective school principal.				
Behaviors	Mean Rural	Mean Suburban	Mean Urban	Max Difference
1	4.316	4.254	4.091	0.225
2	4.053	4.127	4.000	0.127
3	4.079	3.789	3.818	0.290
4	4.855	4.775	4.636	0.219
5	4.461	4.563	4.818	0.358
6	4.000	4.085	3.636	0.449
7	4.039	4.042	4.000	0.042
8	4.276	4.507	4.273	0.234
9	4.267	4.212	3.909	0.358
10	4.276	4.366	4.000	0.366
11	3.868	3.831	4.091	0.260
12	3.868	3.704	3.455	0.413
13	4.211	4.070	3.636	0.575
14	4.333	4.282	4.091	0.242
15	4.158	4.171	3.727	0.444
16	4.132	4.324	4.182	0.192
17	4.461	4.465	4.455	0.010
18	4.080	4.014	3.909	0.171
19	4.289	4.352	4.182	0.170
20	4.224	4.282	4.182	0.099
21	4.684	4.845	4.818	0.161

Appendix M

Question 4 Summary Statistics: Years Working in Education

Hypothesis: There is no difference in perception due to experience level of each leadership behaviors' importance to be an effective school principal.					
Behaviors	Years Working in Education	N	Mean	Std. Deviation	St. Error Mean
1	0-15	43	4.26	.581	.089
	16+	109	4.28	.610	.058
2	0-15	43	4.09	.781	.119
	16+	109	4.09	.688	.066
3	0-15	43	3.74	.848	.129
	16+	109	4.03	.700	.067
4	0-15	43	4.79	.466	.071
	16+	109	4.81	.461	.044
5	0-15	43	4.49	.768	.117
	16+	109	4.58	.613	.059
6	0-15	43	3.91	.921	.140
	16+	109	4.06	.761	.073
7	0-15	43	4.02	.801	.122
	16+	109	4.07	.690	.066
8	0-15	43	4.26	.790	.120
	16+	109	4.43	.699	.067
9	0-15	43	4.33	.680	.104
	16+	108	4.20	.829	.080
10	0-15	43	4.23	.812	.124
	16+	109	4.33	.667	.064
11	0-15	43	3.84	.898	.137
	16+	109	3.90	.732	.070
12	0-15	43	3.58	1.096	.167
	16+	109	3.84	.915	.088
13	0-15	43	4.00	.900	.137
	16+	109	4.16	.722	.069
14	0-15	43	4.40	.583	.089
	16+	108	4.25	.685	.066
15	0-15	43	4.28	.734	.112
	16+	108	4.10	.808	.078
16	0-15	43	4.12	.793	.121
	16+	109	4.27	.702	.067
17	0-15	43	4.40	.760	.116
	16+	109	4.50	.675	.065
18	0-15	43	3.88	.905	.138
	16+	108	4.13	.712	.068
19	0-15	43	4.33	.680	.104
	16+	109	4.29	.671	.064
20	0-15	43	4.09	.781	.119
	16+	109	4.31	.619	.059
21	0-15	43	4.74	.492	.075
	16+	109	4.78	.478	.046

Appendix N

Question 4 Independent Samples Test: Total Years Working in Education

Hypothesis: There is no difference in perception due to experience level of each leadership behaviors' importance to be an effective school principal.								
Behaviors		F	Sig.	t	Sig. (2 tailed)	Mean Difference	95% LCB	95% UCB
1	Equal VAR Assumed	.537	.465	-.264	.792	-.029	-.243	.186
	Equal VAR Not Assumed			-.269	.788	-.029	-.240	.183
2	Equal VAR Assumed	.776	.380	.010	.992	.001	-.253	.256
	Equal VAR Not Assumed			.009	.993	.001	-.270	.273
3	Equal VAR Assumed	6.246	.014	-2.11	.036	-.283	-.548	.018
	Equal VAR Not Assumed			-1.946	.056	-.283	-.574	.007
4	Equal VAR Assumed	.147	.702	-.200	.842	-.017	-.181	.148
	Equal VAR Not Assumed			-.199	.843	-.017	-.183	.150
5	Equal VAR Assumed	3.001	.085	-.754	.452	-.090	-.324	.145
	Equal VAR Not Assumed			-.684	.496	-.090	-.351	.172
6	Equal VAR Assumed	2.539	.113	-1.079	.282	-.157	-.445	.131
	Equal VAR Not Assumed			-.994	.324	-.157	-.473	.159
7	Equal VAR Assumed	.540	.464	-.385	.701	-.050	-.307	.207
	Equal VAR Not Assumed			-.361	.719	-.050	-.327	.227
8	Equal VAR Assumed	.260	.611	-1.343	.181	-.175	-.433	.083
	Equal VAR Not Assumed			-1.273	.207	-.175	-.450	.099
9	Equal VAR Assumed	.617	.433	.856	.394	.122	-.160	.403
	Equal VAR Not Assumed			.931	.354	.122	-.138	.382
10	Equal VAR Assumed	2.385	.125	-.763	.446	-.098	-.351	.155
	Equal VAR Not Assumed			-.701	.486	-.098	-.376	.180
11	Equal VAR Assumed	5.365	.022	-.439	.661	-.062	-.340	.216
	Equal VAR Not Assumed			-.402	.689	-.062	-.369	.245
12	Equal VAR Assumed	3.806	.053	-1.505	.134	-.263	-.607	.082
	Equal VAR Not Assumed			-1.392	.169	-.263	-.639	.114
13	Equal VAR Assumed	1.061	.305	-1.116	.266	-.156	-.432	.120
	Equal VAR Not Assumed			-1.015	.314	-.156	-.463	.151
14	Equal VAR Assumed	.109	.742	1.225	.223	.145	-.089	.380
	Equal VAR Not Assumed			1.313	.193	.145	-.075	.365
15	Equal VAR Assumed	.004	.952	1.247	.214	.177	-.104	.458
	Equal VAR Not Assumed			1.300	.197	.177	-.094	.448
16	Equal VAR Assumed	.002	.963	-1.141	.256	-.150	-.409	.110
	Equal VAR Not Assumed			-1.082	.283	-.150	-.429	.126
17	Equal VAR Assumed	2.307	.131	-.794	.429	-.100	-.349	.149
	Equal VAR Not Assumed			-.754	.454	-.100	-.365	.165
18	Equal VAR Assumed	3.737	.055	-1.768	.079	-.246	-.521	.029
	Equal VAR Not Assumed			-1.596	.115	-.246	-.554	.062
19	Equal VAR Assumed	.602	.436	.264	.792	.032	-.208	.272
	Equal VAR Not Assumed			.262	.794	.032	-.211	.275
20	Equal VAR Assumed	.529	.468	-1.819	.071	-.219	-.457	.019
	Equal VAR Not Assumed			-1.645	.105	-.219	-.485	.047
21	Equal VAR Assumed	.440	.508	-.410	.682	-.036	-.207	.136
	Equal VAR Not Assumed			-.405	.687	-.036	-.211	.140

Appendix O

Quotes from Principals and Teacher Supporting Themes

I am an elementary principal.

- Share why you chose transformational leadership behaviors as most important.
- Just as teachers need to have a relationship with their students, the principal needs a relationship with their teachers and students too. If there is a relationship, they will work harder and try to reach their goals. Teachers need to be involved in setting the goals and the goals need to be kept in the forefront or day to day things take over. Communication must be effective or things will begin to break down. Teachers work so hard and need to be recognized and celebrated when things go well. Teachers just keep going and don't step back and reflect on what has gone well so the principal needs to make sure that happens.
- To lead our schools to the next phase, transformational leadership is vital to making positive changes.
- In order to be an effective leader, I need to be knowledgeable on innovative practices, know my constituents and share my passion.
- The staff look to me as the guide of how they should behave, react, learn, celebrate, and adapt. I have to model the expectations so they have an example of how to move forward.
- From personal experience
- I think these have the biggest impact on transforming a school.
- In weighing and balancing the options, I strove to choose the 5 overarching behaviors that aren't also shared leadership behaviors with staff.
- The leader needs a vision, they need to make sure the teachers have what they need and they must build relationships with all stakeholders.
- I think that it is important to truly believe in the value and concept of public education. The idea that all students have access to quality education is the foundation of our public-school system. Being an advocate for all students is key to this concept. All of the transformational leadership behaviors are good in theory but the gap between theory and

reality is often wide in public schools. This is why I have focused on practical qualities such as interactions and procedures.

- As school is a reflection of its community. That includes the strengths and growth areas. Involving onsite and community stakeholders in your school and its mission is vital to a school's success.
- When the right climate is established, staff and students will step up and help guide a positive direction for the school. Principals can't do it all on their own.
- As I was selecting the importance level (1-5 scale) I felt as though the answer could and should be 5 for all of them. They are important. Choosing the top 5 is difficult. I focused on relationship and communication, and certainly could have chosen more.
- Keeping people well informed can cover so many of the other behaviors. Providing staff with a why for important decisions help them understand different points of view which will help them in their classroom. All stakeholders need to see you in the community interacting with others in your leadership role and as part of the community. Example in addition to being a school leader, I coach grade 2 basketball, youth football, preschool t-ball, and teach Sunday School. All those activities I do work with parents and are on the same level as them. They see me as a team player. Kids see me as a person who cares about them and it helps me do my job in those tough moments. You have to inspire your staff to the next challenge. Sure, they can balk change- but I've always told them we can't stop change from coming to our doorstep on its own and have to be able to adapt.
- Strong relationships are a critical aspect of a highly functional school; relationships between teachers and students, teachers and families, admin and students/staff/families. Relationships build trust and trust allows dissent, openness, and transparency while building collaboration. A positive school culture contributes to the academic success of students and empowers teachers to work hard. Explicit goals and a focus on effective pedagogy help to maximize the instructional time; time being a limited commodity.
- Need to build relationships and have clear communication
- Transformational leaders need to be innovative and have the ability to get 80% of staff "on the bus" and moving in the chosen direction. They need to nurture the egos of teachers, keep them involved, and reinforce the work that they are doing to keep them motivated.

- Identifies culture to make the transformations purposeful.
- I feel it is important to have and for all to know the goals of the district and school. Relationships and interaction with staff and students are critical to know whether or not goals are being met. Reviewing assessment data is critical for guiding and helping monitor current practices to see if we are meeting our goals and making growth. If we are not then we must change the status quo to help meet the goals and make growth. Doing the same thing over and over without changes in results gets us nowhere. In order to make change we must have trusting relationships and good communication.
- Leadership has to be about relationships, clear expectations monitored for student learning. If there are too many goals, nothing gets done, so they need to be focused and at the center of decisions. Transformational means changing the status quo to do better.
- Involving teachers and students in making decisions about their work empowers them to lead and do the work -- there is buy in. Communication and relationships are critical to surviving the ups and downs of a school year. Leaders need to be aware of what is working and what we should let go to improve/enhance student achievement. Teachers complain about too much on their plates -- they need to know it's okay to get rid of things that aren't working.
- My essentials and non-negotiables as a building administrator and community leader is to preserve and uphold the health, safety and welfare of those in my building. Being proactive is a key component to doing so. I am dedicated to assuring student success and academic excellence therefore being an effective communicator, maintaining goals and the process of them and being deliberate with students and staff is who I am as a leader.
- Transformational leadership behaviors are exceptionally important to the continued success of the students, the school, and the faculty. As soon as stagnation sets in to a school system, in any form, the system immediately begins to lag behind. In education, like most businesses, we must always look for the manner in which we approach continuous improvement and strive for constant growth.
- They seem broad enough to make a difference and focus on steps to impact student learning.

- I believe the options selected are essential to operations, knowing staff and their needs, as well as being that spokesperson for the school whether it be good or bad. The Principal is the one that needs to be able to take the heat and deflect it and protect their teachers.
- Principals need to establish the school culture and foster it. They need to be supportive and understanding of the curriculum and instructional needs of the teachers.
- You cannot be successful unless we are all on board and comfortable with expectations.
- All of these practices are extremely important and in varying degrees. These five were chosen as it hopefully represents the complete picture: relationships, setting goals, monitoring goals, setting high standards, and including diverse perspectives.
- If you are going to change a school and move it forward, you need to have a strong foundation in education - best practices, standards alignment, assessment practices, DOK. Then you need to create a culture of learning among staff, collaboration and cooperation. To do this you need to have communicate your beliefs and values in student learning, set goals and work together to achieve those goals. It is equally important to be able to monitor the effectiveness of your program and teaching practices.
- Leaders need to adapt to the environment and situations around them.
- We need to have a clear goal that is what the students need to be successful. Through good communication and a process to obtain the goal we can move forward. As we try new things, we need to be aware of what works and what needs to change.
- Great principals need to be aware of the effectiveness of school practices and are impacting student learning. The principal is also responsible for providing teachers with materials and PD to do their job successfully. With that being said, principals need to be at the forefront of the latest curriculum trends and professional development.
- Staff have the greatest impact on student achievement. Nurturing them and honoring them is the key for all schools to be successful.
- I am familiar with the 21 Responsibilities of a Transformational Leader and have studied this work from Marzano. I have a deep knowledge and experience of the importance of building relationships and establishing quality interactions with others, communicating beliefs and goals for the school, and being responsible for monitoring the effectiveness of school practices and its effect on student achievement.

- You need to provide teachers with materials, provide the professional development for them to be successful. At the same time, you need to have the relationships to establish trust along with celebrations give staff pride in the difference they are making. Creating a culture is also very important. The relationships and trust allow teacher to take risks to help students learn.
- I believe that they are most essential to student learning and to the overall positive function of a school system. Transformational leadership is about establishing a culture of excellence and an environment in which all stakeholders are held to a higher standard. It's about using relationships as a lever to motivate, inspire, and challenge one-another to grow and achieve at high levels. It's about making positive differences in people's lives and giving them opportunities to change their future through the power of a high-quality education.
- Building relationships and having clear communication with staff, students and families develops trust. Trust helps leaders during times of change and challenges a school may be encountering.
- Having a common vision for where we are going as a school is extremely important in moving the school forward. Individual agendas and unclear goals will keep a school stagnant. To move forward teachers need effective two-way communication strategies to share information and the necessary resources to get there.
- All of these behaviors are important, but the ones I selected are the most practical and applicable in my position. Theory versus application often has gaps. These are the behaviors I apply each and every day in my professional life. Overall, effective and efficient communication is an underlying skill which carries through all others.
- It is important to me as a principal that I recognize staff for accomplishments and hard work. In addition, it is equally important to address growth areas for others and myself. Lines of communication must be transparent and strong. If you are not clear, staff and students will create their own narrative. Sense of community and cooperation give a sense of belonging and staff will work harder to achieve goals. Leaders must adapt leadership to the current state of functioning. I am the principal of 2 schools and I run each school differently and approach things in a unique way based the on the culture, to get results. I must get feedback and include teachers in decisions for shared leadership.

When others are helping to make decisions, things move quicker and peers like to hear from their respected peers that they had a hand in developing something.

- Because this business is about relationships and student learning.
- Creating a community of adults is extremely important. Everyone needs to feel like they belong, like they are important, and can give input. I believe all the aspects I chose are tantamount to creating a cohesive community.
- This is what keeps us all moving forward and being most effective for our students.
- 4: It is very important to have good communication to make sure the goal of educating students is what we are always working toward. 7: Every good leader needs to be able to adapt to each situation. The level of leadership changes with each situation. There will always be people not happy with decisions. 12: The school leader needs to be up to date on curriculum and instruction in the building and how soon the cycle is to replace curriculum. 18: A good leader needs to know the staff and what is important to them outside of work to know what is affecting them at work. 19: In order to be effective, teachers need quality professional development and materials to enhance teaching.
- Overall, I think the number one focus a principal must keep a close eye on is creating/keeping a positive school culture (relationships with staff). Trust, Compassion, Stability and Hope
- In any position in education, relationships need to be at the forefront of everything that you do. Staff that know that you care about them will move mountains for you.
- I chose all of these based on establishing Trust. I believe that Principals must be trusted by the staff in order to be successful. You build trust by being constant and you must have good communication with your staff.
- I believe that building relationships is the only way to move a building. Tracking student learning and using that data to make decisions is important to guide decisions. The trends in data need to demonstrate what you should celebrate and where you need to set goals.
- I chose these behaviors because they are the ones that stand out to me as the ones that have the most long-lasting impact and will help move a school forward as it strives for continuous improvement.
- I believe that it is extremely important to involve staff in the decision-making and data analysis process. Having good relationships with teachers and fostering shared-leadership

builds a trusting and supportive environment that both staff and students can thrive in, academically, socially and emotionally.

- Relationships before content and accountability. We need to believe in staff and students. We need to provide them with the resources to do their jobs.
- To actually be a transformational leader, you need to be willing and able to take a risk, communicate your values and beliefs, and be open and honest in your communications with students, staff and parents/guardians. Principals need to establish a relationship with their people to promote change and model expectations. The leader must build a climate of compassion, caring and commitment to others in a model of service. The principal supports teachers and students with what they need to promote learning, develops teacher-leaders and allows every staff member to do what they do best! Inspire each and every day!
- In a school setting the most important aspect is that of the innovator, all while having his/her eyes on the goal of the school which is to provide quality instruction in order to ensure success at the next level. These five behaviors are what I believe would best achieve that.
- Difficult to keep to just 5 items. I believe that as a transformational leader you have to be the face and the voice when it comes to supporting change and pushing the status quo.
- In my experience, I have found that really building a community of people who share a common commitment and direction is best for student learning. I need to know what teachers are actually working on and how easy or hard the expectations are for them, so I can lead accordingly. Being clear as a leader is crucial to the climate in the building. So is being direct when issues arise.
- A lot of these revolve around having a clear goal in mind, communicating those goals and expectations with your staff and students, and then having the relationship between the parties to work together toward those goals.
- I was looking for the items that are related to building a culture of learning and collaboration, with strong relationships and trust. Also, good communication, clearly understood process and structures, and fostering shared beliefs.

I am an elementary teacher (*this includes positions such as art, music, physical education, counselor, or English as a Second Language teacher, etc.*).

- Share why you chose transformational leadership behaviors as most important.
- Theories are in constant change so having someone being aware of changes to share with staff
- Teachers are more directly involved in the day-to-day work with children. Principals should take the opinions of teachers very seriously and back them on their decisions and trust that they know the students best. Especially when teachers present evidence based research support for what they are doing. They should also constantly be driving the school forward with new ideas, and not be so afraid of parent response to change if they can back decisions with research. Students would learn more if teachers were more involved in decision making, and more trust and freedom was handed over to them. Principals often seem afraid to question status quo/change because they will have to deal with parent questions. Education needs to be more innovative, like other occupations otherwise we get stuck and continually deal with the same problems and issues year after year.
- Quality interactions, knowledge of the curriculum and instruction and being able to provide appropriate professional development are things that I hear other teachers complain about when they are not in place. The principal needs to have a vision of how to implement the curriculum using best practice and when s/he sees gaps, s/he needs to design PD to close those gaps; just like we do for students. The building's goals should drive the PD that is needed and fostering a sense of community is how we get 'our students' to learn. A community is built through quality interactions and trust. No one is pushing students off on another teacher. We all work to make sure no one falls through the cracks.
- these are things I appreciate in a strong principal.
- The behaviors I chose almost all directly affect students and their learning.
- I think that transformational leadership behaviors are important because while the leaders need to have their finger on the pulse of the school community, leaders need to be able to adapt to changes, while not micro managing those they are leading. And to delegate

responsibilities, they need to be aware of strengths, weaknesses, and the appropriate timing for growth in those individuals.

- These five stood out to me as ones that are necessary for a leader to have.
- I think recognizing teachers in their accomplishments makes them want to work harder.
- Teachers need the support of the principal in a way that allows them to focus on the teaching of students. Expectations need to be clearly communicated and outside distractions that don't directly apply to the job of teaching students should be handled by administration. The principal needs to be responsible for the overall management of teachers and students through consistent and clear routines and policies. Although teaching staff should have input and some shared responsibility in such school policies, the enforcement of these should fall on the shoulders of the principal. Staff development and required materials for instruction need to be readily available to teachers to enable them to be effective in the classroom. This includes instruction, behavior management, and student relationships. Having a supportive administration, allows teachers to work well with students, and experience personal success with less stress and anxiety. The ultimate desired result is student learning, so the trickle-down effect needs to start with administration, and flow through teachers to the students.
- Relationships are everything - between teachers and students, among staff, with the principal and the school community. Rigor and high expectations keeps everyone focused on the goal. Relevance- making sure the staff is using data for teaching, using the most updated teaching practices and materials and all the while, teaching to the whole child.
- 4 - To share goals, ideas, and everything in between, an open channel of communication needs to be fostered; strong enough in the good times and bad 6 - Teachers want to teach and work on their craft 100% of the time 7 - A good leader will take into account their staff and work for them/with them 9 - If a principal is more passionate about their role as a supervisor(i.e. "Being the one in charge) and not because of the work they're doing for students, then morale suffers 14 - Teachers need follow-up just as much as a student needs feedback
- I believe the best leaders are collaborative and lead by example. Educators are nurturers and communicators by nature, and therefore respond best to those leaders that foster a

sense of trust, communication and belonging in the building. Additionally, principals need to be able to make difficult decisions and be comfortable knowing that there will always be dissension and that is okay, often staff members simply need to be heard.

Finally, the goal of any school is to educate students as effectively as possible, so a principal needs to be willing and able to lead her or his staff to excellence in education.

- All of these allow the school to run smoothly and carefully and allows all stakeholders to have a voice in a school with a head leader.
- "People don't care how much you know until they know how much you care." - Theodore Roosevelt, I believe there needs to be a culture of trust, cooperation and ownership in order for a school to function effectively. Quality contact and interactions help develop this culture and a sense of community. In order for people to really "buy into" an idea or new policy, they need to be a part of the decision-making process. The ownership will most likely ensure the success of a new policy or practice. Communication is key to any successful relationship or community. This should not only be between students, teachers and the principal but with parents as well. Quality interactions and frequent contact will help build these relationships and sense of community. Teachers need to have access to materials, training, etc. in order to keep current and on the cutting edge of instruction. An effective leader will make these things available.
- A leader is someone who can show which way the ship is supposed to be going and ensure it stays on that path. This matters because he/she should be able to advocate for the school to all of the stakeholders. He or she recognizes that quality interactions with both teachers and students are necessary to foster that sense of cooperation in day-to-day operation and in undertaking new initiatives.
- Principals need to be engaged in what teachers are teaching. They also need to be present with their staff.
- Communication, trust, and relationships stand out to me as the most important components for transformational leadership.
- It is difficult to transform a school if the status quo is accepted as the norm.
- Effective leaders must support collaborative change to support continuous improvement. They do not have to be the expert, but must provide learning opportunities to those that teach to continue to improve their practice. Also, without clear communication teachers

will not know what is expected of them, what is happening day to day, or where to go to seek help and support.

- Positive and open relationships build community within the staff, with students, and with the families coming to the school. These relationships are key when asking staff and families to trust that new initiatives are in the best interest of the entire school community. Principals who make connections with their staff, students, and community will hear more and honest feedback about what all the stakeholders need to make their experiences better.
- I value a leader who can lead but is also open to the ideas of others (non-authoritarian). I think the principal should be one of the strongest teachers in the school.
- Practicing effective communication with faculty, staff, and the entire school community is key! Quality interaction, effective communication, and involving teachers in important decisions can build moral and empower all!
- I feel communication and advocacy are an extremely important to support students and teachers.
- The principal should be able to count on teachers to stay current with trends in teaching, best resources available, and curriculum. Teachers must be able to count on school leaders to support them and advocate for the teachers. The community must come first in order for successful teaching to happen with the team.
- I think relationships are the building blocks of a good educational atmosphere. The learning will come more naturally if the people all work together and show they care about each other.
- It is important to have a leader that can lead, not worry about not pleasing everyone. The leader also has to have a relationship with the teachers and students that is quality and not fluffy. Needs to be willing to run the school without giving in once a decision is made. Standards need to be set high and kept high so students are successful in life.
- Getting people to know what you believe in gives them insight to the values that drive decision making. Having common goal(s) leads everyone in one direction. This combined with teacher buy in is a powerful formula for success. Having predictable routines helps staff stay focused on the goals (reduces the undercurrents). Getting proper PD experiences gives a common voice for people to follow that is sound in practice.

Sometimes having a consultant's voice allows you to carry the information even if you don't have a strong personal relationship with every teacher.

- I think that a good leader needs to build strong relationships with staff, student and the community. To do this, strong lines of communication and quality interactions must exist and take place. I also feel that a strong school has clear goals and they are backed by innovation and clear procedures and policies that staff are secure with and are using. Just like students, staff want to know what is valued, how to proceed to ensure satisfactory performance and what is needed to grow and become better (innovation).
- Makes the most difference for the lives of students.
- Principals should be focused on relations with staff and students to make good working relationships.
- The interpersonal relationships create a cooperative environment between admin, staff and students. without these in place the best ideas and curricula will go nowhere!
- I feel building a strong community of students, staff and family is the key to a successful school.
- Communication is key in any school. Without clear and consistent communication, the rest cannot be achieved successfully.
- Principals are the "face" of the school. They need to know about what is happening in the school by communicating regularly with staff and students. One way to do that is by being at their school and being visible to others. Being visible also helps to establish and keep a consistent routine in the school day. Staff can rely on their principal to help with issues, celebrations, and problems.
- Because I feel communication and building relationships with both teachers, students, parents, paraprofessionals is key to leadership.
- In my experience, as someone who has a leadership master's but am currently not employed in this capacity, it is tremendously important for leaders to have good communication and to communicate clear goals. Leaders help to set the climate of a school. This can only be done with consistent operating procedures and routines. In this way, everyone knows what the expectations are.

- I think that communication within a school system is so important and starts directly with the principal. When the principal does not include teachers/staff in the communication then the system itself really struggles. All the aspects I selected relate to communication.
- I think it is important for the principal to make relationships with their staff.
- These are all examples of a principal who works to support and listen to the teaching staff and works to stay involved without being overbearing!
- A Principal needs to have a good pulse on the climate of the school with both students and staff. Expecting professionalism from the staff they work with is what helps hold education in high regard as a whole and having a Principal that understands the personal piece of the equation for teachers is just as important. As with any change, the theory and pedagogy behind the change must be well known to allow the best opportunity for the change to be successful. Having quality professional development and support of the teachers that are implementing the instruction is paramount in showing teachers that they had a plan and not just jumped on another trend in education. Constant change without PD support leads to stress on those that have to implement it. Being faced with tough decisions as a leader is inevitable. A principal that understands their decisions often won't please everyone but has solid rationale behind their decisions for the betterment of the students and staff they lead will ultimately be what earns the respect of the staff they work with. Change isn't always comfortable, but change is sometimes necessary to strengthen.
- I believe these leadership behaviors most directly affect student learning.
- I believe that communication is a key to leadership that principals must have as it is the gateway to sharing professional development, encouraging staff to try innovative practices, establishing a shared vision for the school supported by shared language, etc. Communication skills are also at the forefront of establishing and maintaining quality, ongoing interactions with staff and students. While innovation and creativity are ideals to be fostered, I also believe that it is important for leaders to provide guidance, be it via policy and/or procedure, so that people can operate with clear expectations in mind.
- Communication is a key element in the ongoing workings of a school. We need to monitor the effectiveness of school practices to check if we are moving in the right directions.

- Communication is the KEY to good leadership.
- Importance
- The best principals are the ones who have taught before becoming admin because they have experience in what works and doesn't work in classrooms. Their job is to advocate for their school and the unique way their students learn. They should know what's best for their school and not pressure teachers to follow what's popular or new. It takes time to figure out what works and schools don't work if things are constantly changing. Teachers, staff and students are then always playing catch-up.
- Most of the ones I selected reflect my belief that with most things in education, it is about relationships with those you work with. A strong relationship with stakeholders will aid in transformational leadership.
- Acknowledging the accomplishments even little things that teachers do to be successful in the classroom. Finding ways to ease teacher's workload versus putting more work on the teacher's shoulders.
- Relationships with staff and students is the biggest factor in being a transformational leader.
- I believe it's important to celebrate students and staff because positive motivation will lead to so many new and exciting things. This includes having clear and open communication and the willingness to learn about new things happening in the education world.
- Because you asked me to rate them
- A positive community is best for everyone!
- Principals should be visible and approachable to staff and students. They set the tone and culture for the building and help schools focus on achieving a goal.
- I think relationships are the most important thing that you should have in your building. I tried to select what I thought would best support a good culture.