EFFECTS OF TRANSFORMATIONAL LEADERSHIP PRACTICES

IN TEXAS SUBURBAN SCHOOL DISTRICTS AND THEIR IMPACT

ON STUDENT ACHIEVEMENT: A COHORT STUDY

A Record of Study

by

LINA G. ESQUIVEL

Submitted to the Office of Graduate and Professional Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Chair of Committee,	Roger D. Goddard
Committee Members,	James J. Scheurich
	Abelardo Saavedra
	Janet Hammer
Head of Department,	Fredrick Nafukho

December 2014

Major Subject: Educational Administration

ABSTRACT

The purpose of this quantitative study was to review whether or not teachers'
perceptions of transformational leadership had an effect on student achievement. This
study was one of five studies which examined leadership practices of principals in five
suburban school districts in southeast Texas. The other studies in this cohort focused on
teachers' perceptions of optimism, trust, academic press, collective efficacy and
instructional leadership. There have been other studies which have reviewed the effects
of leadership characteristics on student outcomes. None of these studies, however, have
examined collective efficacy, academic press, optimism, trust, instructional leadership or
transformational leadership in suburban schools serving large proportions of Hispanic
students. Therefore, this research was planned to determine the degree to which these
leadership and school climate characteristics make a difference in academic achievement
in Texas schools with these characteristics.

Literature review included articles linking principal transformational leadership
with teacher motivation and student achievement and performance in the classroom.
Also included in the literature review was a history of transformational leadership and its
evolution through the political, business and educational sectors. In addition, review of
literature offered comparison of transformational, transactional, instructional and
distributive models.

Specific population of individuals and sites for this study were chosen because
they could inform an understanding of the research problem. A statistical analysis was

conducted in regards to a positive correlation between the effects of principals'

transformational leadership on students' reading and mathematics achievement. The

study found a statistically significant relationship between transformational leadership

(when factored in with other components) and student achievement in reading as

measured by the Texas Assessment of Knowledge and Skills (TAKS). In contrast to this,

the study found no relationship between transformational leadership and student

achievement in mathematics as measured by the Texas Assessment of Knowledge and

Skills (TAKS).

DEDICATION

I dedicate this doctoral experience to my family who have remained supportive throughout this entire process.

To Ricardo A. Esquivel, my wonderful and patient husband, who above all, encouraged me to persevere and to never waver from the ultimate goal. Ricardo, this truly would not have been possible without your steady support.

To my daughter Andrea, you were just starting high school when I first began working on my doctorate. Your transition from teenager to young adult has allowed me to catch a glimpse, if only for just a moment, into the future. Your humor and interesting anecdotes filled many an afternoon of driving time to College Station. I thank God every day for the beautiful daughter that he sent my way.

To my parents, Lupita and Alfredo Espinoza, for instilling in me the motivation to never give up, to always push ahead regardless of the real or perceived obstacles. Dad, even though you are no longer with us, your work ethic continues to be a focal point in my life. Mom, thank you for remaining steadfast in spite of all that you encountered in life. I have always felt your presence in everything I do. You have always been there, just a step behind, guiding, encouraging, cheering and offering your support.

To my siblings, Alejandra, Elena, Rosalba and Alfredo, thank you for your encouragement. Through us, and with our parents' assistance, a new generation has emerged; one that places a high value in education and in reaching set goals. It is my hope that we continue to pass these essential values on to the next generation.

ACKNOWLEDGEMENTS

I wish to thank Dr. Roger Goddard for his unwavering support and utmost patience. Your guidance, suggestions and feedback have been key through my doctoral journey. I will be forever grateful for your continued willingness to be the mentor who guided me effortlessly down this very rewarding but challenging doctoral path.

To Dr. Jim Scheurich, thank you for your on-target and current research on what defines a successful school principal. It is this research which became the inspiration, the true vehicle for the focus of my paper.

To Dr. Abelardo Saavedra, thank you for your feedback and for your proven leadership of our public school systems. Your journey as an educator and as a leader in Texas and throughout the nation, prove that having the resilience and the vision to improve public education is crucial to the success of our youth.

To Dr. Janet Hammer, thank you for your kindness and for your words of wisdom. Your feedback has proven invaluable to my arriving at this point.

To the Educational Leadership department staff and faculty, thank you for your guidance and for always being able and willing to provide valuable and needed assistance.

To all of the members of our amazing doctoral cohort group #3 at Texas A&M, thank you for your never-ending support. I will forever treasure all of our shared experiences.

To current and former district leaders at Galena Park ISD, Dr. Mark Henry, Crystal Murray, Crockett Dubose and many others. Thank you for your continued mentoring as I traverse the journey of becoming a district leader. Your confidence and belief in me were a huge part of my starting and continuing this doctoral journey.

To my former staff at MacArthur Elementary, thank you for allowing me to be your leader. Your dedication to our students and to the school community mirrored the reason why I have chosen to devote most of my adult life to this very rich and honorable profession.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION

Our public school system is in a state of uncertainty. School leaders today are being charged with meeting the educational demands of an ever-changing student demographic (Goldring & Greenfield, 2002; Nolan & Stitzlein, 2011). Educators must be able to effectively deal with high poverty rates, low scores, and unmotivated students (Marshall & Oliva, 2010). The economy has also placed an additional burden on the fiscal state of public schools (Goldring & Greenfield, 2002). Principals are being held accountable to do "more with less" as public funds for education diminish (Hoyle, Bjork, Collier & Glass, 2005; Nolan & Stitlein, 2011). Federal and state accountability standards have added another component to the goal of creating successful schools. These federal and state mandates have produced an expectation for school leaders to ensure equitable outcomes for all students (Linn, Baker, & Betebenner, 2002; Marshall & Oliva, 2010). The *No Child Left Behind Act* of 2001 (*NCLB*) put a spotlight on the student achievement gap and has amplified pressure on school systems to address educational inequities (Marshall & Oliva, 2010). This movement of increased accountability for schools is partly the government's response to securing a reduction in the gap between various groups of student demographics (Vick & Packard, 2008). Dropout rates for African American and Hispanic students are at an all-time high (Goldring & Greenfield, 2002; Scheurich & Skrla, 2003). In the meantime, district and campus leaders around the country continue to work on plans to increase the graduation rates of the at-risk, low socio-economic high school student population (Vick & Packard, 2008).

The current requirements posed by all the factors described above will continue to keep educational leadership at the forefront of today's news. Progressively more complex and varied school settings are shaping the demand for the next generation of school leaders (Goldring & Greenfield, 2002). This emphasizes the need for campus leaders to be aware of the challenges presented by the current and changing framework of economic, social, and political contexts (Leithwood & Sun, 2012; Louis, Leithwood, Wahlstrom & Anderson, 2010).

Exceptional leaders are described as being "good communicators" and having "excellent interpersonal skills" (Moolenaar & Sleegers, 2010). Effective leaders must be able to exert influence on others around them in order to get things accomplished (Bass, 1985; Bass & Avolio, 1993; Bass & Riggio, 2006). Outstanding leaders should be passionate about what they are doing and inspire rather than command (Leithwood, 1992). They must know how to work with different people and different personalities. A leader needs to not only have good ideas, but also be able to implement those ideas. Similarly, a great leader should have integrity and a set of values and be able to make decisions based on those values (Kuhnert & Lewis, 1987; Leithwood, 1992). A leader's key role is to shape a system and articulate a vision for the group (Leithwood, 1992; Oshry, 1995; Williams, 2005). A strong campus leader who effectively communicates his or her vision and expectations is one who will most certainly bring about any needed changes (Edmonds, 1979; Printy, Marks & Bowers, 2009). The role of principals and other administrators has grown and evolved from decade to decade during the last 30 to 40 years (Harris & Spillane, 2008). State and federal accountability measures are in

essence dictating an increased focus on incorporating data-driven decisions in the education arena (Jung & Avolio, 2000; Leithwood & Jantzi, 2006; Marks & Printy, 2003). The search is on for leaders who are no longer expected to work on their own, but who work alongside others, for the common good (Hallinger, 2005). Increasingly, most campus leaders are required to respond to this new line of accountability measures with less money, less resources but must still aim for higher and improved results (Harris & Spillane, 2008). The effects of the climate of reform brought about by the *No Child Left Behind Act of 2001* are still being felt almost a decade and a half later.

Statement of the Problem

The study of leadership is one which has been steadily examined and researched over the years. The role of the principal has been subjected to various changes through the years and has been known to play a key role in the academic performance of students (Andrews & Soder, 1987). Andrews and Soder (1987) have found that teacher perceptions of their campus leader are essential to increasing student achievement. Through the past few decades, many researchers have focused on the ever evolving relationship between a campus leader and student outcomes (Harris & Spillane, 2008). In their review of research from 1980-1995, Hallinger and colleagues examined the role of the principalship and its progression in the United States (Hallinger & Heck, 1996). Specifically, Hallinger examined the principal as a program manager, as an instructional leader, and lastly as a transformational leader (Hallinger & Heck, 1996). According to Hallinger, the 1960s and 1970s saw the campus principal as an administrative manager, one who was in charge of administering the newly funded federal programs brought

3

about by the evolving legislation of the times. These programs (i.e. special education, compensatory education, bilingual education, etc.) included funds which provided support to federally protected student populations (Hallinger, 1992; Hallinger & Heck, 1996). Principals spend most of their time in the performance of meeting federal guidelines and timelines and less time focusing on the actual improvement of student achievement. The 1980s brought about emerging research which pointed to the campus principal as being the instructional leader who brought about specific and improved student outcomes (Edmonds, 1979). Thus, the improvement of learning outcomes came to the forefront of educational policies during this period. Correspondingly, the focus shifted to the development and improvement of campus leaders who would in turn bring about the much needed and necessary change in instructional outcomes (Hallinger, 2003, 2005). The 1990s led to an acknowledgement that the educational system had proven to be inadequate in bringing about the necessary change in school improvement. Crucial changes were therefore required in the way schools were organized, the professional roles of teachers and principals (Hallinger & Heck, 1998). The spotlight again shifted to those who were in the trenches, so to speak, working directly with students and parents in enacting an increased student level of achievement (Hallinger, 2000). Therefore, the responsibility for making both instructional and budgetary decisions was once again transferred back to the campus. During this time, site-based models emerged where school administrators, teachers and parents together made decisions which affected their individual campus (Hallinger, 2007). This meant that the school became the "change agent" in charge of making necessary adjustments to curriculum and other campus

4

programs. School leadership changed from the principal being the sole responsible entity to one that included teachers and parents in the mix (Hallinger, 1992). The instructional leadership model which posited the principal as a central figure to enacting change gave way to a model in which the leader would now be the one who inspired and "transformed" his or her followers to aspire to a higher level of improved results (Leithwood, 1992). Consulting and working with others in achieving common goals were at the forefront of transformational leadership. This leadership model centered around the notion of a visionary leader who engaged, motivated and led followers to aspire and meet improved outcomes (Leithwood, 1992).

One study specifically looked at the re-organization of elementary schools in the Chicago public school system (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010). Bryk et al. (2010) identified an interactive set of practices (five essential supports and fourteen indicators), that were found to have an effect on the improvement in schools. The first essential support focused on leadership as the driver for change. Bryk et al. (2010) theorized that a school leader should be the person not only guiding others but also providing a vision for the group. Similarly, Bryk et al. (2010) suggested that principals are the catalytic agents for systemic improvement at a campus. Just like Bryk et al. (2010), Scheurich and Skrla (2003) found many factors, which are direct and positive contributors to developing schools that are both equitable and excellent. Scheurich and Skrla cite Glickman (2002) when stating that any significant transformation of any organization necessitates both a strong and outstanding leadership. An outstanding leader is key in order for an urban school/school district to achieve

equity and excellence (Scheurich & Skrla, 2003). With this in mind, the positive short and long-term impact of transformational leadership on school leadership, where visionary school leaders are able to motivate followers to reach higher goals, is important (Burns, 1978, 2003; Leithwood, 1992, 1994, 2001). Transformational leaders who have a vision for the future and who are able to effectively deal with the many challenges posed by today's educational environment, are the type of leaders needed in today's schools.

Purpose of the Study

The central purpose of this study was to investigate the possible link between teachers' perceptions of transformational leadership practices and student achievement at elementary campuses located in suburban school districts in southeast Texas. Data for this quantitative study was collected from 97 participating elementary schools located in 5 different districts. In addition, the subsequent purpose for this study was to distinguish specific demographic variables (i.e. ethnicity, socioeconomic status, and gender) and their link to transformational leadership and student performance. The analysis of data for student outcomes in all of these schools provide an understanding of the principal leadership and its impact on student performance.

Significance of the Study

One issue that has not received specific attention in the field of investigation is the study of the effects of transformational leadership in Texas suburban districts and their perceived effect on student achievement. Having a capable leader can make the difference in having a successful campus (Scheurich & Skrla, 2003). Research stipulates

that strong and committed leaders will continuously search for ways in which to meet the varied needs of their students. A knowledgeable and dedicated leader can potentially be the turning point between having a successful versus an unsuccessful school (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Thus, this study will be guided by a framework which identifies the influence of leadership on student achievement as mediated by both school and classroom level conditions. Transformational leadership starts with the development of a vision, a view of the future that will excite and convert potential followers (Bass, 1985, 1999). The framework for this study was adapted from prior research on transformational leadership by James Burns, Bernard Bass, Kenneth Leithwood, and Doris Jantzi. Results of research by Leithwood and Jantzi (1999, 2000) identify six dimensions of transformational leadership: Building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations; and developing structures to foster participation in school decisions. Previous research has applied transformational leadership to show that a leader and that leader's characteristics can not only bring about positive change and increase student achievement in a school setting but also that its effects are greater than that of socioeconomic status or ethnic background (Geijsel, Sleegers, Leithwood & Jantzi, 2003). This study is a significant contributor to the transformational leadership field in the following ways: (a) The development of a framework for examining teachers' perceptions of transformational leadership and its effect on student achievement in suburban districts (b) The effects of transformational leadership on suburban districts with medium-high percentages of

Hispanic students from low-income backgrounds.

Research Questions

This study will be guided by the following research questions:

1. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS reading achievement in Texas suburban school districts?

2. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS mathematics achievement in Texas suburban school districts?

Research Hypotheses

Given that teachers' perceptions of transformational leadership can positively influence a student's math and reading achievement, the alternative hypothesis is:

H1: The degree of transformational leadership as experienced by elementary teachers is positively related to students' achievement in the 5th grade reading TAKS tests.

H2: The degree of transformational leadership as experienced by elementary teachers is positively related to students' achievement in the 5th grade mathematics TAKS tests.

Assumptions

1. The respondents understood the purpose and language of the instrument and answered questions competently, honestly, and objectively.

2. The instrumentation utilized in the study measured teacher perceptions of principals' transformational leadership practices in Texas suburban elementary schools.

3. The researcher was unbiased in the gathering and analysis of survey data.

4. Analysis of the data collected correctly indicated the intention of the respondents.

Limitations

1. This study was restricted to data gathered from teachers in suburban southeast Texas school districts.

2. Because of the use of convenience sampling, results from this study were not generalized to any other Texas schools with comparable demographics.

3. The scope of this study was exclusively limited to 2011-2012 surveyed teachers employed in participating school districts.

Operational Definitions

Academic Excellence Indicator System (AEIS): A statewide system of reports providing information on the performance of students in every public school and district in the state of Texas. AEIS reports provide district and campus performance ratings based on the Texas Assessment of Knowledge and Skills test as well as specific profile information regarding staff, finances, and programs. Annual AEIS reports are released each fall (Texas Education Agency, 2012).

Demographic Variables: Indicators such as sex, race, socioeconomic status, limited English proficiency status, etc. are used by TEA to report student performance data.

Leadership: A combination of various traits or characteristics that individuals have
which enable them to induce others to accomplish tasks (Northouse, 2004).

Major Suburban District: A school district that is contiguous to a major urban district
in Texas and whose enrollment is at least 3 percent that of the nearest major
urban district, or at least 4,500 students; *or* a school district that is not contiguous
to a major urban district, is in the same county as a major urban district, and
whose student enrollment is at least 15 percent that of the nearest major urban
district in the county or at least 4,500 students (Texas Education Agency, 2009).

Motivation Theory: Maslow's (1943) Motivation Theory suggests that human beings
have a hierarchy of needs and will act in a way which will first address basic
needs before moving on to satisfy other, higher-level needs.

Public Education Information Management System (PEIMS): Includes all data
requested and received by TEA about public education, including student
demographic and academic performance, personnel, financial and organizational
information (Texas Education Agency, 2012).

Principal: The head of a school; a person who has controlling authority or is in a leading
position at an educational institution (Merriam Webster's Online Dictionary,
2012).

Student: A learner who attends a Texas public school.

Teacher: A person who is certified by the Texas State Board of Education as a
professional educator licensed to teach in the state of Texas and who is currently
employed by a public school district in the state of Texas.

Texas A&M Study of School Organization and Instructional Practices (TSSIOP):

Surveys used to determine teachers' perceptions of optimism, collective efficacy,

trust, instructional leadership, transformational leadership, and academic press.

Formulated by a group of doctoral students at Texas A&M University under the

leadership of Dr. Roger D. Goddard.

Texas Assessment of Knowledge and Skills (TAKS): State mandated annual

assessment administered in Texas public schools in grades 3-11 through the

2011-2012 school year (Texas Education Agency, 2012).

Texas Education Agency (TEA): Agency which oversees public education in the state

of Texas. TEA comprises the commissioner of education and agency staff. The

TEA and the State Board of Education (SBOE) guide and monitor activities and

programs related to public education in Texas. The SBOE consists of 15 elected

members representing different regions of the state with one member who is

appointed chair by the governor (TEA Website, 2012).

Transformational Leadership: A process in which the leader takes action to try to

increase the awareness of what is right and important. It is a process to raise

motivational maturity and to move beyond the persons' own self-interests for the

good of the school or society (Leithwood, 1992).

<div align="center">

Organization of the Study

</div>

There are five chapters in this record of study. Chapter I presents an introduction

to the study as well as an explanation of the problem. Two research questions,

assumptions of the study, and working definitions close out Chapter I. Chapter II

contributes a history of research on leadership in schools, leadership as a "construct, as well as background information on transformational, transactional, instructional, and distributive leadership models. The methodology used in the study, including the population, instrumentation procedures, research questions and hypothesis, is addressed in Chapter III. Chapter IV offers a comprehensive description of the data analysis. As a final point, Chapter V concludes the record of study which incorporates study findings, assertions, and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter includes a review of literature on transformational leadership and is divided into six distinct sections. The first section offers a review of leadership in schools and their impact on public schools. Leadership in schools and the role of principals in exacting change and improving schools is also examined in this section. A focal point of this study is the relationship between effective leadership and student outcomes. The second section presents leadership as a construct and provides a working definition of leadership. A history of transformational leadership and its evolution through the political, business and educational sectors is presented in the third section. This section also articulates and specifically elaborates on transformational leadership and includes a comparison with transactional leadership. A fundamental tenet of transformational leadership: the significance and impact of a "moral leader", is also advanced in Chapter II. The fourth section presents a comparison of transformational and instructional leadership theory tenets. The fifth section offers a review of transformational and distributive theories. Finally, the last section addresses the topic of transformational leadership and its future in the realm of school leadership. Thus, the recurrent theme, central to the focus of this study, is a moral, visionary, "leadership of influence", able to effect change in the role of the principalship.

Leadership in Schools

Certainly, the leadership of a school is an important factor that seems to have an impact on the success of schools today (Hoy, 1992; Tarter, Sabo & Hoy, 1995; Verona

& Young, 2001). The fact is that students spend the majority of their day at school and are therefore greatly influenced by their teachers' demeanor, thoughts, and behavior patterns. Effective school principals who successfully work with teachers are a key component in producing successful students (Leithwood & Jantzi, 2005; Leithwood & Riehl, 2003). The role of the school principal is critical to enhancing educational change and improvement in schools (Marshall & Oliva, 2010). This intensified focus between school leadership and school effectiveness emerged in the 1980s (Marshall & Oliva, 2010). It was during this time that an educational accountability movement developed as well (Goldring & Greenfield, 2002). In 1983, *A Nation at Risk*, a report published by the "National Commission on Excellence in Education", shifted the focus of public education in the United States from one of equity, to one of achievement (Westbury, 1984). *A Nation at Risk* chronicled and emphasized the academic deficiencies of students attending American schools (Westbury, 1984). Undoubtedly, the success of our teacher workforce, and consequently the success of our students, is closely linked to the leadership of the campus principal.

The role of the principal has evolved into a more demanding job in large part due to the recent educational reforms (DiPaola & Tschannen-Moran, 2003). Campus principals and their effect on students and teachers has become a focal point of current educational literature. Similarly, Scheurich and Skrla (2003) also agree that a school leader should feel an ethical and moral obligation to ensure that our schools are equitable for all students. Taking this into account, Hallinger and Heck (1996) conducted large scale studies from 1988 through 1995 on the effects of leadership on student learning

focusing on the nature, impact, and effect that principals have on teachers. Research shows that the role of the principalship has an impact on a campus, its teachers and its students (Hallinger & Heck, 1996).

Likewise, Waters, Marzano and McNulty conducted an examination of the effects of leadership practices on student achievement (Waters et al., 2003). Their quantitative meta-analysis study looked at more than 5,000 studies on leadership and close to 30 years of research. Two thousand eight hundred ninety-four schools were part of these 70 studies with about 1.1 million students and 14,000 teachers. Waters et al. (2003) chose these 70 studies based on their alignment with the criteria below for design, control, data analysis, and rigor:

- Quantitative student achievement data.

- Student achievement measured on standardized, norm-referenced tests or other objective measure of achievement.

- Student achievement as the dependent variable.

- Teacher perceptions of leadership as the independent variable.

The authors then created a "balanced leadership" framework that detailed the knowledge, skills, strategies, resources and tools necessary for educational leaders to advance student achievement. Waters et al. (2003) found 21 leadership responsibilities, which highlighted a significant correlation with student achievement. These leadership responsibilities are as follows: responsibilities, culture, order, discipline, resources, curriculum/instruction/assessment, focus, knowledge of curriculum, visibility, contingent rewards, communication, outreach, input, affirmation, relationship, change

agent, optimizer, ideals/beliefs, monitors/evaluates, flexibility, situational awareness, and intellectual stimulation (Waters et al., 2003). Their meta-analysis found that there is indeed a substantial relationship between leadership and student achievement.

In much the same way, Robinson, Lloyd and Rowe (2008) studied the relationship between leadership and student outcomes. Robinson et al. (2008) conducted a meta-analysis of 27 published studies examining the relationship between leadership and student outcomes. The first meta-analysis looked at 22 of the 27 studies and researched a comparison of the effects of transformational and instructional leadership on student outcomes. Robinson et al. (2008) discovered the following five sets of leadership practices from their first meta-analytic study:

- Establishing goals and expectations.

- Resourcing goals and expectations, resourcing strategically.

- Planning, coordinating and evaluating teaching and the curriculum.

- Promoting and participating in teacher learning and development.

- Ensuring an orderly and supportive environment.

Their second meta-analysis revealed strong average effects for the leadership dimension involving promoting and participating in teacher learning and development. Research findings by Robinson et al. (2008) strongly support the notion that the way in which a school leader behaves and the leader's characteristics can bring about positive change and increase student achievement in a school setting (Hoy, 1992; Tarter, Sabo &

Hoy, 1995; Verona & Young, 2001). Consequently, Leithwood's research into

transformational leadership with its focus on school leaders and their behavior, is

fundamentally significant to the study of school leaders' effectiveness (Leithwood, 1992,

1994). With this in mind, it is important that current and future campus leaders focus on

"transforming" their followers and assume the responsibility of becoming a moral

compass to their subordinates as they search for ways to achieve current common goals

(Burns, 1978, Leithwood 1992, 1996, 2001).

Leadership as a "Construct"

Gall, Gall, and Borg (2007) defined a construct as being inferred from

commonalities which underlie observable phenomena and can be utilized to explain

those phenomena. Torraco (1994) defined a theory as a "system for explaining a set of

phenomenon that specifies key concepts" (Torraco & Holton, 2002). A great deal is

made of a person's title, yet little power exists in a title alone. In addition, reaching

consensus or agreement on the specific qualities of an effective leader has not been an

easy task. At the core of most leadership definitions is providing direction and exercising

influence (Leithwood & Riehl, 2003). Effective leaders must be able to exert influence

on others around them in order to get things accomplished. The concept of leadership

can also be defined as the way in which a leader is able to influence his or her followers

(Northouse, 2004). Northouse (2004) further proposed that leadership is a combination

of various traits or characteristics that individuals have which enable them to induce

others to accomplish tasks. Likewise, leadership can be characterized as an "invitation to

greatness that we extend to others around us" (Sanborn, 2006). Sanborn (2006) affirms

17

that some people are considered by many to be true leaders who bring about desired

change. In the same way, leadership can be explained as an activity which is influenced

by position, type of performance, and role in the system (Thomas, 2008). An individual

who is a leader will oftentimes go above and beyond the call of duty (Thomas, 2008).

In their book, *Reframing Organizations*, Bolman and Deal (2008) put forth that

leaders are visionaries who are focused and who involve others around them to arrive at

a plausible solution to a specific situation or concern. Just like Leithwood (1992, 1994),

Bolman and Deal (2008) contend that systemic educational changes hinge on the role of

visionary and transforming campus and district leaders. A case in point is

transformational leadership which as a construct is defined as a style of leadership in

which the leader identifies the needed change, creates a vision to guide the change

through inspiration, and executes the change with the commitment of the members of the

group (Burns, 1978, 2003; Leithwood, 1992). A transformational leader focuses on

"transforming" others to help each other, to look out for each for each other, to be

encouraging and harmonious, and to look out for the organization as a whole. With this

style of leadership, the leader enhances the motivation, morale and performance of his

followers through a variety of mechanisms. These mechanisms include connecting the

followers' sense of identity and self to a specific vision, being a role model for

followers, challenging followers to take greater ownership of their work, and

understanding the strengths and weaknesses of followers. This in turn allows the leader

to align followers with tasks that optimize their effectiveness. In this manner,

transformational leadership asserts that effective leaders are critical to the continued

evolution and success of schools today (Leithwood & Jantzi, 2006).

Transformational vs. Transactional Leadership

The term "transformational leadership" was first introduced by James "Jim"

Victor Downton in 1973 in his book, *Rebel Leadership: Commitment and Charisma in a*

Revolutionary Process (as cited in Jessop, 1974). Downton sought to examine the leader-

follower relationship as it applied to social movements. Likewise, Downton also

presented a theoretical understanding and explanation of social movements amidst the

leader-follower dynamic. He wrote his book during the early 1970s, a time when society

was experiencing the leftover vestiges of the civil rights struggle, as well as dealing with

the end of the Vietnam War. Four major themes were presented by Downton in his book:

the end of the world, the Bolshevik movement, the Nazi revolution and the Black

Muslim movement which were closely linked to the events of that time. Downton

articulated the concept of a transformational "rebel" leader as having followers who

strongly identified with the "charismatic" personality of their leader. His theory of

"transactional leadership recognized social reciprocity between leader and follower.

Transactional leadership was to be the structure linking two sets of conceptual systems:

the functional problems and capabilities of social systems.

James MacGregor Burns introduced and expanded the concept of

transformational leadership in his book *Leadership* published in 1978. Burns' theory

brought forth a set of political leadership and character traits to the research on

leadership (English, 2006). Burns' leadership construct focused on two concepts:

19

motivation and morality. Burns (1978) proposed that most relationships between leaders

and followers are transactional, essentially an exchange of one thing for another. The

"transforming" leader is able to recognize an existing need of a potential follower and

also looks for potential motives in followers (Burns, 1978). Burns also envisioned a

moral aspect to his leadership theory emerging from this leader-follower relationship

where the leader aspired to be a moral example to his followers. Burns felt that there is a

difference between a good and an evil leader and differentiating between these two

constructs became one of his goals. Burns further proposed that only moral leaders could

be transformational or transactional. In doing so, he put forth another dimension—that of

a pseudotransformational leader. In essence, leaders who posed harm to others or who

were deemed to be evil could not aspire to be transformational or transactional leaders

(Burns, 1978). According to Burns (1978), most relationships between leaders and

followers, workers and bosses are transactional because of the innate exchange nature

inherent in the relationship. As leaders and followers go through the individual stages of

needs, values and morality, a base is formed for collective responsibility and common

goals. Leaders and followers engage in such a way that both individuals are raised to

higher levels of motivation and morality.

In his book, *Transforming Leadership: A New Pursuit of Happiness*, (2003),

Burns restates his earlier work's focus that there are moral and ethical implications to the

work of a leader which implies that further research is needed. Burns stipulated that

leadership in governments affects millions of people around the world. In order for a

leader to be effective, he or she cannot just be invested in the "power" of their position

20

(Burns, 2003). Burns proposed that current leaders have a moral obligation to attend to the needs of the population at large. Burns further stipulated that people in leadership positions should search for solutions to world problems and issues that exist in our society today. Transforming the world and bringing happiness to those in dire straits is something that Burns argued to be more the moral responsibility of any person in a position of leadership.

Tichy and Ulrich (1984) added on to Burns' concept of transformational leadership. The authors stipulated that transformational leaders must also be able to develop and communicate a "new vision" to their followers. A "transforming" leader must motivate others to not only see this new vision but to make a personal commitment to follow it. Tichy and Ulrich (1984) concurred with Burns on the need for a transformational type of leader who would motivate and lead the country successfully. Their argument centered on the fact that transformational and not transactional leadership would provide the required revitalization of organizations in the business sector. Tichy and Ulrich (1984) introduced the following set of four assumptions for transformational leaders:

1. Trigger events indicate change is needed.
2. Change unleashes mixed feelings.
3. Quick-fix leadership leads to decline.
4. Revitalization requires transformational leadership.

Tichy and Ulrich (1984) also suggested three identifiable activities associated with transformational leadership: the creation of a vision, mobilization of commitment, and institutionalization of change. This set of activities would be instrumental in identifying a transformational leader (Tichy and Ulrich, 1984). Tichy and Ulrich (1984) reiterated that transformational leaders must understand a variety of concepts such as equity, power and the dynamics of decision-making. In this aspect, Tichy and Ulrich's views on transformational leadership closely mirror Bernard Bass' views on this type of leadership.

Bernard M. Bass (1985) further expanded and applied Burns' theories to the political and social movements of the time. Bass' (1985) theory continues to be applicable to the issues, pressures, and challenges which face the educators of today. More stringent federal and state mandates pertaining to student scores and accountability, provide the backdrop for current social and political issues presently affecting the education world. It should be noted that Bass (1985) made specific distinctions between transformational and transactional leadership. He identified two factors which make up transactional leadership: contingent rewards and management-by exception. The transactional leader-follower relationship is typically characterized by exchanges between leaders and followers. Bass asserts that managers engage in a type of "transaction" every time they provide contingent rewards to subordinates and contracts in exchange for good performance (Bass, 1985). He describes a transactional leader as one who provides contingent rewards to subordinates and contracts in exchange for good performance (Bass, 1985). A transactional leader who also ensures that employees are

following rules and regulations and takes corrective action if needed (management-by-exception). In addition, a transactional leader intervenes only if necessary and/or if the organization standards are not being met.

Bass also alluded to Burns' definition of transformational leadership in that the leader recognizes his followers needs in order to further engage the full person of the follower to a higher level of need. Bass cited Maslow's Hierarchy of Needs (1943) to explain a follower's higher level of needs. According to Bass, transformational leadership includes the following:

- Universally applicable regardless of the country of origin or the culture.

- Able to motivate employees to do more than they had originally expected to accomplish.

- Hierarchically superior to transactional theory since it is able to explain subordinates' needs.

- Able to heighten and elevate past what transactional theory accomplishes.

- A way to change the culture of a company or organization whereas transactional leadership only works within the parameters of the culture of the organization or company as it exists.

Bass also defines transformational leadership as "superior leadership" performance which occurs when (a) leaders place the needs of their employees above their own; (b) an awareness of the group's purpose and mission is present; (c) leaders motivate their employees to look out first for the good of the group rather than self-interest (Bass, 1985). Bass proposes that transformational leaders can do this in one or

more ways: either in a charismatic manner inspiring others to follow them by meeting

the emotional needs of their followers, or by intellectually motivating them (Bass, 1985).

Bass further defines transformational leadership as having an ethical, moral component

where a leader's character is an important component of leadership. Leadership in

essence, is there as more of a "moral compass" which in turn provides for long-term

personal developments. Bass also reports that employees put forth extra more effort

when they report to a transformational rather than to a transactional leader (Bass, 1985).

Bass describes that it is possible to learn how to become a transformational leader. He

cites Socrates and Confucius as examples of idealized influence. Each of these historical

figures proposed the highest ethical standards to their followers. They were also

recognized and seen by their followers as leaders, an important component of being a

leader. Bass and his colleagues (1985, 1999) developed the following four components

of transformational leadership:

1. Charismatic or Idealized Influence: Leaders are the "ideal" role models for

   followers. A high standard of moral and ethical conduct is expected under this

   component.

2. Inspirational Motivation: These leaders are described as having the ability to inspire

   followers to commit to shared high expectations and a common vision for the

   organization.

3. Intellectual Stimulation: Leaders under this component encourage followers to be

   creative and to "think outside the box" when resolving issues within the

   organization.

4. Individualized Consideration: Under this component, leaders are able to provide a supportive environment and listen to the needs of their followers. Burns and Bass differ in the way they each view transactional and transformational leadership. Burns stipulated that the transactional leader approaches followers with an eye to exchanging one thing for another while Bass' transactional leader pursues a cost benefit, an economic exchange to meet a subordinate's current material and psychic needs in return for "contracted" services rendered by the subordinate. According to Bass,

Burns' theory does not sufficiently focus on the (a) follower's needs and wants, (b) restricts transformational leadership to moral ends, and (c), only offers a single continuum from transactional to transformational theory. Transactional leaders contribute confidence and desire by clarifying the expected performance to their staff (Bass, 1985). Transformational leaders induce additional effort by further sharply increasing subordinate confidence and by elevating the value of outcomes for the subordinate (Bass, 1985). What the transactional leader accomplishes, the transformational leader is able to "heighten" and "elevate" the value of outcomes (Bass, 1985). The transactional leader works within the organizational culture as it exists, whereas the transformational leader changes the organizational culture.   Bennis and Nanus (1985) also describe transformational leaders as being different from transactional leaders or managers. Transformational leaders are able to engage followers and enable them to become self-empowered leaders who go on to also become change agents. A transformational leader's responsibility is to be able to articulate his or her vision and

values so that new self-empowered leaders know in what direction to proceed (Bennis & Nanus, 1985). Bennis and Nanus developed four strategies for transformational leadership:

1. Attention through vision: The leader creates a focus with a mental image (vision) of a desired and possible future.

2. Meaning through communication: The leader influences, organizes, and shares meaning with the group.

3. Trust through positioning: The leader clearly, consistently, and reliably communicates and stands firm with his or her position.

4. Deployment of self through positive self-regard and the Wallenda factor: The leader knows his or her own worth and continually works on developing skills.

Kuhnert and Lewis (1987) refined and expounded on the concept of transformational leadership as put forth by Burns (1978) and Bass (1985). Kuhnert and Lewis (1987) explained not only the actions and impact shown by transformational leaders, but also provide an explanation of the internal processes generating the actions of transactional or transformational leaders. The authors utilize Kegan's (1982) constructive/developmental personality theory as a framework to understand and explain the processes through which various leaders surface (Kuhnert & Lewis, 1987). Kuhnert and Lewis (1987) defined and identified three of Kegan's six stages of development in their research on transformational and transactional theories. Through their theory, Kuhnert and Lewis (1987) differentiated between transactional and transformational leadership while at the

same time emphasizing a leader's development over time. This theory led to an emphasis on "change and growth" in a leader's perspective instead of focusing on the categorization of behaviors. Kuhnert and Lewis (1987) transformational theory also searched for a link between the leader's behavior and the followers' actions.

Hater and Bass (1988) studied a sample similar to Bass' 1985 study consisting of similar groups of managers. The authors utilized Bass' Multifactor Leadership Questionnaire or MLQ (1985) to measure the perceptions of transformational and transactional leadership. Hater and Bass (1988) found that transformational leadership adds to the predictions of subordinates' ratings beyond that of transformational leadership. Impacting their study is the authors' assertion that the United States workforce is better educated than ever before. Their conclusion is that a better prepared and educated workforce will do better under the leadership of someone who transmits a sense of resolution and vision for the group.

Bass and Avolio (1989) critiqued and built on Burns' earlier work on leadership. They further defined transformational leadership as having four major components: charisma, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1989). Their contention was that group members identify with the charismatic leader's aspirations and want to simulate and copy the leader (Bass & Avolio, 1989). Their study on transformational and transactional leadership administered five scales representing both styles of leadership to eighty-seven participants (Bass & Avolio, 1989). Results from their study showed that participants viewed transformational leadership as being closer to their image of the ideal leader than

27

transactional leadership. When the leadership is transformational, the leader's charisma is confident and provides a vision for the followers (Burns, 1978, 2003; Leithwood, 1992, 1996, 2001). Inspirational motivation provides challenges for the group members and sets standards for emulation. Its intellectual stimulation assists group members to come up with varied solutions to issues or problems. Finally, the individualized consideration component of transformational leadership treats each group member as an individual and provides mentoring opportunities for growth (Bass, 1985). Bass and Avolio further stipulated that in order to achieve optimal effectiveness, leaders should be both transformational and transactional.

According to Leithwood (1992), instructional leadership as a construct did not sufficiently explain the characteristics necessary to describe a successful school leader. Leithwood (1992) advocated the use of "facilitative" as opposed to "coercive" or "transactional" leadership in order to bring about consistent and positive change to schools. A "transforming" leader is one who facilitates change in the school in a caring, patient manner. It is not surprising that Leithwood (1994) points to people effects as a foundational block of the transformational model. Continuing his work on transformational leadership, Leithwood, in collaboration with Jantzi (1999), spread theories of leadership and brought the work of Bass and Avolio into the educational leadership arena. According to Leithwood and Jantzi (1999), transformational leadership began with the development of a vision, a view of the future which would excite and convert potential followers. A "transforming" leader expedites change by listening and providing timely and specific feedback to staff. Leithwood and Jantzi (1999) envisioned

28

transformational leadership as having a specific focus in making a difference and promoting followers' collective growth. The context created by educational policies acts as a strong influence on the behavior of school leaders (Leithwood & Jantzi, 2006; Leithwood & Wahlstrom, 2008). It is important to note that the current educational climate demands that school leaders focus not only on specific student outcomes, but also on how principal leadership affect student outcomes. Transformational leadership seeks to create a climate where staff feels comfortable and safe to continuously engage in learning.

Historically, transactional theory has been viewed as having positive results (Howell & Avolio, 1993). The assumption is that the follower will perform a task that previously has been agreed upon, and will in turn receive the expected reward. However, Howell and Avolio found this is not always the case. The researchers found that in predicting performance transformational leadership behaviors are viewed more positively than those of a transactional model (Howell & Avolio, 1993).

As previously stated in Chapter I, Leithwood and Jantzi (1999, 2000), identified six dimensions of transformational leadership: building school vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations, and developing structures to foster participation in school decisions. Using their prior research on distributed leadership, Leithwood and Jantzi (1999) studied the effects of principal and teacher leadership on student engagement. The authors surveyed a large district serving urban, rural, and suburban student populations in which teachers and

29

students were asked about the leadership of the campus, school conditions, student

engagement, and family educational culture (Leithwood & Jantzi, 1999). Leithwood &

Jantzi (1999) utilized two different surveys to sample a large school district with

approximately 58,000 urban, suburban, rural elementary and secondary students. One

survey was a teacher instrument that collected information from teachers on school and

classroom conditions and transformational leadership. Leithwood and Jantzi (1999) used

the "Organizational Conditions and School Leadership" survey, which contained 214

items measuring five sets of school conditions, two sets of classroom conditions, and the

perceived influence of teachers and principal leadership in the school, and was rated on a

5-point Likert scale (strongly disagree to strongly agree). The second survey was a

student instrument that collected information from students on their engagement with

school and their families' educational culture (Leithwood & Jantzi, 1999). Leithwood

and Jantzi (1999) used the "Student Engagement & Family Culture" survey that

contained a total of 61 items measuring student participation in school activities. The

student survey utilized the same 5-point Likert scale as the teacher survey. In addition,

two forms of the teacher survey were used for a total of 1,762 teacher responses. SPSS

was utilized to aggregate data to the school level and to calculate means, standard

deviation, and reliability coefficients for all scales measuring variables. LISREL was

applied to assess the direct and indirect effects of leadership on student engagement.

Results from the study found that transformational leadership has significant direct

effects on organizational conditions with student engagement as the dependent variable

30

(Leithwood & Jantzi, 1999). Leithwood and Jantzi's (1999) study was instrumental because it placed a focus on the transformational leadership of not only those in administrative roles, but also on others who support the principal or administrator on the campus.

Further evidence supporting the benefits of transformational leadership practices on school settings was reflected in Leithwood and Jantzi's 2006 study of English schools. Their study tested the effects of a school specific model of transformational leadership practices and the appropriateness of transformational leadership in schools faced with significant challenges for change (Leithwood & Jantzi, 2006). While transformational leadership focuses on emotions and values, the authors also focused their study on three other broad categories: setting directions, developing people, and redesigning the organization (Leithwood & Jantzi, 2006). Leithwood and Jantzi's (2006) study centered on the effects of transformational leadership on teachers, their classroom practices, and student learning. Their study took place in the context of large-scale efforts initiated by government entities with the goal of improving school practices. Leithwood and Jantzi (2006) also examined teachers' motivations, capacities, and work settings and their effects on school and classroom practices. Data for their study was collected as part of a larger external evaluation of England's National Literacy and Numeracy strategies and carried out over a four-year period. Two thousand, two hundred and ninety teachers from 655 elementary schools responded to two forms of surveys. Researchers surveyed staff in varied roles but used only teacher data for their study. Two types of Likert-type surveys were used to measure all constructs in their framework

31

(except for student achievement). Student performance information was collected through the "England's Qualifications and Curriculum Authority" for English and mathematics for the years 1997 through 2000 (Leithwood & Jantzi, 2006). Survey responses were aggregated using the statistical software package, SPSS, to calculate means, standard deviations, reliability co-efficients, and other statistical data. A structural equation model, LISREL, was utilized to inform the direct and indirect effects of leadership on motivation, capacity and situation, and the effects of all these variables on teacher practices. Evidence from this study suggests that transformational leadership exercises strong and direct effects on teachers' capacities and is an important influence on the likelihood that teachers will change their classroom practices (Leithwood & Jantzi, 2006).

Ross and Gray (2006) also focused on transformational leadership and its effect on teacher outcomes. Their research revealed that teachers in schools where the leader is transformational are more apt than other teachers to be happy and express satisfaction with their principal (Ross & Gray, 2006). As a result, teachers with transformational leaders tend to put in extra effort and are more committed to the organization (Ross & Gray, 2006). Just like Ross and Gray (2006), Griffith (2004) also studied the relationship between a principal's transformational leadership, school satisfaction, and performance. Griffith (2004) focused on the direct effect of principal transformational leadership to school staff turnover and school performance as well as the indirect effects through school staff job satisfaction. For his study, Griffith surveyed 8,535 elementary school staff. Out of the 8,535 staff surveyed, 3,291 staff members or 39 percent completed the

questionnaires (Griffith, 2004). Schools included in this study were all elementary

schools in a large metropolitan, suburban school district. The schools varied in the socio-

demographic make-up of the school structural, student population, and staff

characteristics. School-aggregated student achievement test scores were obtained from

school archives. A structural equation model, SEM, was used to examine the direct

effect of principal transformational leadership on school staff turnover and school

performance (Griffith, 2004). The SEM was also used to examine the indirect effect of

staff job satisfaction on relations between principal transformational leadership and

school staff turnover and between principal transformational leadership and school

performance. The hierarchical liner modeling (HLM) was used to examine the cross

level effect of school staff job satisfaction and principal transformational leadership on

achievement disparities between minority and non-minority students or the variability in

minority-achievement slopes across the schools (Hofman & Gavin, 1998). The following

three components of transformational leadership served as predictor variables of staff job

satisfaction and organizational performance. Survey items were chosen to represent the

three components of transformational leadership (Bass, 1985; Burns, 1978):

1. Charisma or inspiration: The ability of leaders to provide a clear sense of mission,
   which in turn they convey to followers and develop a sense of loyalty and
   commitment.

2. Individualized consideration: The leader's willing delegation of projects to followers
   to stimulate and create learning experiences and the leader's treatment of each
   follower as unique individuals.

3. Intellectual stimulation: The leader's provision of opportunities for followers to

    rethink traditional procedures and to examine situations in new and novel ways.

Results from Griffith's (2004) study demonstrated that staff reports of principal

behaviors could be described in terms of the three components of transformational

leadership: inspiration or charisma, individualized consideration, and intellectual

stimulation. Principal transformational leadership presented an indirect effect, through

staff job satisfaction, on school staff turnover, and on school-aggregated student

achievement progress. Finally, higher levels of school staff job satisfaction were

associated with smaller achievement gaps between minority and non-minority students.

This result was more evident among schools having higher levels of principal

transformational leadership. Results were discussed in relation to the role of

transformational leadership in school performance and in recruiting, training, and

evaluating school principals. Hence, results from this study further add to the evidence

that transformational leadership theory depicts effective leadership in numerous

contexts, which includes public educational settings.

Transformational vs. Instructional Leadership

Progressively, a specific focus has been placed more and more on the external

environment as well as the local context and their link to the effectiveness of any

specific leadership model (Leithwood, 1996; Leithwood & Jantzi, 1999; Hallinger,

2003). Current research in the area of school leadership has been guided by two main

leadership frameworks: transformational and instructional (Hallinger, 2003). These

frameworks appear to be evolving and adjusting to the changing needs of schools in the

context of global educational reform. Central to this undertaking is an increased focus on the school leadership exerted by campus administrators and teachers in their search to improve educational outcomes (Heck, 1992; Leithwood, 1992; Leithwood & Jantzi, 1999; Southworth, 2002). The increased focus on instructional leadership models arose from 1980s studies on effective schools (Edmonds, 1979). Edmonds' research documented principals' "strong, directive, leadership" aimed at curriculum and instruction as a distinctive trait of elementary schools that were effective at working with students in poor, urban communities (Edmonds, 1979). This model was the basis for many of the theories regarding effective school leadership in the 1980s and early 1990s (Hallinger, 1992; Hallinger & Wimpelberg, 1992).

One goal of the transformational leadership is to focus on developing an organization's capacity to update and "transform" itself (Bass, 1999). It seeks to put together an organization's capacity to decide on its purposes and to assist in the development of changes to practices of teaching and learning. Transformational leadership further concentrates on developing a shared vision and a shared commitment to school conversion or modification (Leithwood, 1992, 1994). In contrast, the instructional leadership model did not progress from studies centering on instructional leaders. Rather, this model developed from studies that researched change implementation, school effectiveness (Edmonds, 1979) and program improvement (Leithwood & Montgomery, 1982). An examination of past research into leadership revealed that the skillful leadership of campus principals was a crucial contributing factor when it came to describing successful change, school improvement, or school

35

effectiveness (Hallinger & Murphy, 1986). Instructional leadership's emphasis is predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school (Bamburg & Andrews, 1990; Hallinger & Murphy, 1985). Additionally, inherent in the fact that research into effective schools concentrated on poor urban schools in need of substantial change, led researchers to conclude that instructional leaders needed to be "strong, directive leaders" (Edmonds, 1979; Hallinger & Murphy, 1986). Likewise, instructional leaders pattern their management style using a mixture of both expertise and charisma. They are both energetic and proactive individuals, who are deeply rooted in curriculum and instruction. Instructional leaders are also confident when working with teachers on the improvement of teaching and learning (Cuban, 1984; Hallinger & Murphy, 1986). Furthermore, instructional leaders are goal-oriented, and give their full attention to the development of student academic results.

The most recent envisioning of instructional leadership was advanced by Hallinger (2000). Hallinger's model proposes three measurements of the instructional leadership construct: a) instructional leaders are seen by others as culture builders, leading with charisma and charm; b) instructional leaders are focused on the continued improvement of student academic goals; c) instructional leaders look to promote a positive school climate; they strive to form an "academic press" that cultivates high expectations and standards for both students and teachers (Mortimore, 1993; Purkey & Smith, 1983). The first dimension concentrates on how the school's mission is framed by the school's goals and how those goals are communicated. The second dimension,

managing the instructional program, details how instruction is supervised and evaluated. In addition, it also seeks to coordinate the curriculum and monitor student progress. The third dimension, promoting a positive school learning climate, seeks to protect instructional time and maintain high visibility. It also fosters professional development as well as providing incentives for teachers and for learning. In this model of leadership, the principal is significant to instructional changes which may occur on a campus (Hallinger, 2003) Continued school leadership research has found that school context does have an effect on the type of instructional leadership exercised by principals (Hallinger & Heck, 1996, Hallinger, 2003).

In much the same way, transformational leadership strives to provide individualized support, vision, shared goals, culture building, intellectual stimulation, modeling, high expectations, and rewards (Bass, 1999, Leithwood, 1996, 2001). The transformational leadership model does not profess that the principal is the one and only contributor who effects change in a school (Bass, 1999; Leithwood, 1992, 1996, 2001). This view espouses that leadership is a shared factor between teachers and principals. In this fashion, the transformational leadership model seeks to encourage people by emulating a bottom-up vs. a top-down approach to leading. Due to the changing face of education definitions for both models have evolved over time (Hallinger, 2003, 2007). Hallinger suggests the following distinctive features which differentiate each model:

- Top-down vs. bottom-up focus on approach to school improvement.

- First-order or second-order target for change.

- Managerial or transactional vs. transformational relationship to staff.

37

Some agree in categorizing instructional leadership as a top-down approach to school leadership which at times can be transactional in nature (Barth, 1990; Day; 2001, & Hallinger, 2003). The principal is seen as planning and arranging improvements in the school. Transformational leadership is often considered a type of "shared" or "distributive" type of leadership. Rather than having one single individual (the principal) coordinating and controlling from above, transformational leadership focuses on stimulating change through a bottom-up participatory process (Day, 2001).

To be sure, there are certain distinctions between transformational and instructional leadership models (Hallinger, 1992, 2003, 2005). The first distinction between transformational and instructional leadership is that it contrasts leadership that focuses on management of existing relationships and maintenance of the status quo with leadership that seeks to envision and create the future by synthesizing and extending the aspirations of members of the organizational community. The second distinction pertains to the fact that instructional leadership can at times be described as transactional in nature in the sense that it strives to manage and control organizational members and moves them in the direction of a pre-determined set of goals (Hallinger, 2003). The third distinction proposes that effective leadership necessitates both transactional and transformational fundamentals. Instructional leadership mandates the following type of first and second order changes in regards to school leadership:

- First order changes in the school (i.e. principal setting school-wide goals, direct supervision of teaching, and coordination of the curriculum (Hallinger et al., 1996; Leitner, 1994).

- Second order changes in the school – transformational leadership increase the capacity of others in the school to produce first –order effects on learning.

Transformational leadership seeks to generate a climate in which teachers feel comfortable involving themselves in continuous and routine staff development and they share this knowledge with others. In transformational leadership, principals initiate the conditions under which others are committed and inspire others to become self-motivated in working towards the improvement of the school without specific direction from above. Transformational leadership highlights "people effects" as a cornerstone of the model (Bass, 1999; Leithwood, 1992, 1994). The principal efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instructional practices. Leithwood also found that principal effects are also achieved through fostering group goals, modeling desired behavior for others, providing intellectual stimulation, and individualized support (Leithwood, 1992, 1994). In these schools, principals were better at:

- Supporting staff;
- Providing recognition;
- Knowing problems of school;
- Were more approachable;
- Follow through;
- Seeking new ideas;
- Spending considerable time developing human resources (staff).

Recent research also points to a possible connection between transformational, transactional, and instructional leadership models. Marks and Printy's (2003) study centered on studying the following premises:

- What is the relationship between transformational and shared instructional leadership in restructuring elementary, middle and high schools?

- How do schools with varying approaches to leadership differ according to their demographics, organization, and performance?

- What is the effect of transformational and shared instructional leadership on school performance as measured by the quality of pedagogy and the achievement of students?

This quantitative and qualitative study surveyed a group of 300 schools which were nominated to a nationally recognized pool (Marks & Printy, 2003). A total of twenty-four elementary, middle, and high schools, eight schools from each grade level were chosen to participate in their study. The chosen schools were part of a group of schools nominated for making considerable progress in their reform efforts. Most of the schools in this particular group were urban schools with high proportions of economically disadvantaged and non-white students. The survey instrument questioned teachers about their specific instructional practices, professional activities, as well as perceptions of their school and organization. Three separate researchers devoted one week in the fall and one week in the spring on site for each of the years of the study's duration. The results were as follows:

- 9 schools, 3 at each grade level, scored low on both forms of leadership.

- 6 schools , 2 at each grade level, scored high on transformational leadership, low on shared instructional leadership;

- 7 schools –2 elementary, 2 middle, and 3 high schools—scored high on both transformational and shared instructional leadership.

The authors found that transformational leadership is an insufficient condition for instructional leadership. The co-existence of both transformational and instructional leadership does influence school performance and the achievement of its students. Thus, a visionary campus leader who successfully motivates staff (followers) to reach optimal instructional performance will undoubtedly influence student achievement. It is only when teachers perceive their campus principal as being instructionally competent that they are willing to commit to getting involved. Overall, results of their study pointed to the absence of instructional leadership in those schools where transformational leadership was also lacking. The study also revealed an "overlap" of transformational and instructional leadership components (Marks & Printy, 2003). Furthermore, a principal would need to exhibit the marks of a transformational leadership model in order for the instructional behaviors from their staff to emerge and improve school performance. Marks and Printy's (2003) research works on the assumption that both transformational and instructional leadership paradigms are important to improve. The authors noted that instructional leadership could no longer be the only change in leadership in schools. In this era of ever evolving stakes, the principal needed transformational leadership qualities to exact needed change, new ideas and influence,

and an attention specific to the individuals involved (Leithwood, 1996, Marks & Printy, 2003). Additionally, Marks and Printy noted that the variations in their study focused on only one specific sample. Thus, the results of this study are unique and cannot be generalized to other settings. Principals who already are transformational leaders also engage in the instructional component which accompanies their being the instructional leader of a campus. This in essence translates to an "integrated" type of leadership, one in which both transformational and instructional qualities are able to exist side-by-side. Marks and Printy (2003) resolved that when transformational and instructional leadership coexist in a combined form of leadership, the influence on school performance, as measured by the quality of its pedagogy and the achievement of its students, is considerable.

Transformational vs. Distributive Leadership

Recent theories have focused on leader-centric types of leadership that point to the follower as a subordinate (Spillane & Sherer, 2004; Harris & Spillane, 2008). In essence, developing new patterns of interdependence and coordination have cemented the way for the surfacing of distributed practice (Spillane, Halverson, & Diamond, 2000; Spillane & Holton, 2005). Distributive leadership is visible in the nonstop interaction of various leaders as it stretches across social and situational contexts. It is the very presence of various leaders which permits a role "over-lap" which in turn provides for mutual reinforcement and reduces the possibility of making decision errors (Harris & Spillane, 2008).

Gibb (1954), an Australian psychologist, is credited with first coining the term "distributive leadership". Leadership, according to Gibb, should be seen as the result of shared functions among individuals rather than as the monopoly of one individual over a group (Gibb, 1954). Although still in its early stages, research into distributive leadership is quickly emerging as a new, alternative way of exploring the concept of leadership. Leadership models have in the past focused on the lone individual leader whereas recent educational research into leadership incorporates the belief that leadership can occur in the context of a group (Gronn, 2002). Distributive theory has therefore broadened the unit of analysis to include a more revised conception of leadership (Gronn, 2002). Gronn (2002) posits distributive leadership as a viable alternative to focused leadership. He identifies two types of distributed leadership: additive and holistic (Gronn, 2002). An additive form of distributive leadership is one where people participate in leadership practices without taking into account the leadership activities of others in the organization. Whereas the holistic leadership model denotes the practice of consciously interacting with current and managed collaborative patterns that encompass some or all of the leadership sources. Job requirements in today's educational settings exact work assignments which are becoming more flexible and more boundary-less. Gronn (2000, 2002) points out that in recent years, schools are geared more towards working in teams. Site-based decision making teams and grade level groups working alongside campus administrators are two examples of the ways that educators work in teams in schools today. This additive view of leadership implies that leadership is divided among some, or all of the team members. Gronn (2000) contends

43

that in the context of the current focus on improving student achievement, the focus is no longer placed solely on the leader or the campus principal, but now rests on the shoulders of both formal and informal leaders on campus (Spillane & Sherer, 2004). Power today is thought of as a focused phenomenon that can either be concentrated or distributed among actual or possible power holders (Harris & Spillane, 2008). The distribution of leadership is thus equivalent to the distribution of power (Gronn, 2000, 2002). The distributive leadership model is a good fit in today's educational environment where a succinct division of labor exists among all parties involved in order to achieve desired outcomes.

Studies focusing on distributive leadership theory have also taken place in the United States. A 4-year longitudinal study of thirteen elementary schools in Chicago point to the significance of the school or organization, rather than a lone individual, as the foundation for leadership improvement (Spillane & Sherer, 2004). Another study in Australia concerning the investigation of leadership, focused on co-principalships at 3 Catholic secondary schools with a system of dual authority and an idea of a shared role space re-conceptualization of formal role performance. As formal and informal groups interact in a setting, distributive leadership emerges as they come together to solve and address common problems (Harris & Spillane, 2008). According to Spillane (2006), distributive leadership believes it is inaccurate to place the concept of leadership solely on the shoulders of one individual. Spillane's contention is that principals alone do not and cannot manage the day-to-day routines of managing a school. He puts forth his view that it is the actual interaction between a leader and his followers that compose a

distributive model of leadership. Thereby, a leader is not the "all-knowing" out-of-this world leader who will "save" a school. Rather, distributive leadership practices focus on the fact that leadership is not something that happens to followers, because followers themselves then become a part of the model. The emphasis is not on the actual leadership but on the interactions between leaders and followers.

Spillane also argues that leadership functions are usually "distributed" among several individuals who work interdependently of one another (Spillane, 2006). It is this interdependency that is at the center of distributed leadership. Distributive leadership is more about the actual practice of leadership and less about a specific leader or leaders. Groups may distributive practice in the following three ways: Collaborative, collective, and coordinated (Spillane & Sherer, 2004; Spillane & Diamond, 2007). For example, Spillane explains how a campus principal and assistant principal work interdependently of one another in formally evaluating campus teachers (Spillane, 2006). This behavior provides the basis for distributive leadership to be centered on the interdependent interactions of leaders. Spillane considers that "structures, routines, and tools" are the gateway by which people interact in distributive leadership (2006). Student assessment data is identified as a tool used in the distributive leadership model (Spillane, 2006). The assessment data in turn directs the focus to the curriculum and content being taught in schools. Spillane believes that distributive leadership theory is similar to a contingency perspective of leadership except for the following two points:

- Situation is a definitive tool by which school leaders interact with followers.

- Specific aspects of a certain situation can either empower or restrict practice.

45

However, due to the fact that the basis for distributive theory is contextual in practice, can prove to be either positive or negative for an organization. A "flattening" of the decision-making hierarchy in a distributive model can also hinder rather than improve an organization's performance (Spillane, 2006).

Distributive leadership looks to a network of individuals working interdependently in order to address some of the problems facings schools today. Transformational leadership theory centers on success being attributed to one leader who is both charismatic and visionary, able to persuade his followers to focus their efforts for the benefit of the organization (Bass & Avolio, 1993; Bass, 1999; Leithwood, 1992, 1994). Distributive leadership also closely reflects the current environment of high stakes testing and accountability. Transformational leadership emphasizes the actions or behavior of one individual; while distributive leadership emphasizes the leadership practices originating from the interactions of leaders, followers, and specific situations (Leithwood & Jantzi, 1999; Spillane & Sherer, 2004, Spillane, 2006). Still, Spillane does not agree entirely that distributed leadership theory is the end-all solution for problems facing public schools today (Leithwood & Sun, 2012). Additionally, focused research into the manner in which leadership is actually distributed is still needed. In the meantime, distributive theory can serve as a diagnostic toll to critically ascertain and address the challenges facing schools today.

Summary: The Future

Leaders today exert a lot of influence on those who work with and for them. The ever- changing world of education necessitates that district and campus leaders pay close

attention to accountability and school improvement (Hallinger, 2005). Research shows

that most leaders engage in both transformational and transactional leadership styles in

different amounts and at different times (Hallinger, 2005). Thus, both transformational

and transactional leadership characteristics are likely to be shown by the same individual

in varied amounts and intensities (Bass, 1985). School districts are being directed to

define and implement measures by which all student populations are successful. Districts

across the country are being required by law to turn in specific plans which identify how

the district will meet their state's accountability system requirements. Districts are also

expected to provide meaningful and relevant professional development opportunities for

teachers and staff that will improve their instruction and skill sets. The current

accountability systems mandate districts to outline and submit plans with specific

information pertaining to student and teacher improvement in addition to the expected

impact this "improvement" will have on student achievement. NCLB law also mandates

that all classroom teachers be 100% qualified for the subjects/grade levels they currently

teach. The hope is that a highly qualified teacher will be adequately trained to teach their

specific subject; this in turn will produce higher student achievement levels and success.

Federal mandates also regulate "Adequate Yearly Progress" or AYP attained by school

districts around the nation. Additionally, school districts are being asked to provide a

"prudent stewardship" of the financial resources available to them to support student

success (Goldring & Greenfield, 2002).

Clearly, a new challenging way of looking at school and district leadership seems

to be emerging. A meta-analysis conducted by Waters, Marzano and McNulty (2003)

found that there is a sizeable relationship between leadership and student achievement. Waters et al. (2003), also found that while campus leaders can have a positive effect on student achievement, alternately, they can also have a negative impact on achievement. A focused plan that concentrates on specific and effective classroom practices will yield a positive impact on student achievement. In addition, many of the current studies, which are taking, place today somehow correlate with both the instructional and distributive component of schools (Leithwood, Mascall, & Strauss, 2009). It is obvious that school principals, or even school superintendents, certainly cannot run a school or a school district all by themselves. Superintendents rely on their staff to assist them in ensuring a district runs efficiently. It seems clear that demands for greater accountability from federal and state governments are here to stay and are not going away in the near future (Spillane, 1999; Griffith, 2004; Spillane & Holton, 2005; Leithwood & Jantzi, 2006). The impact of this increased accountability on school settings will remain a viable focus of research (Spillane, 1999; Leithwood & Jantzi, 2006). The situational context as it pertains to school accountability and improved student achievement, will continue to impact the role of school leaders in educational settings. Widespread requirements on schools are currently exacting a call for profound changes that in all likelihood will elevate the relevance of distributed leadership in schools today.

The major components of transformational leadership: motivating followers to share common vision and goals, empowering them to achieve this vision, and providing the necessary resources to develop followers' potential could be used as a training ground for future district and campus leaders. Transformational leadership qualities,

such as being able to motivate employees, having a vision, being passionate about personal beliefs and vision, and forgetting self-interest for the common good, are qualities which universal and applicable to leader-follower contexts around the world. Table 1 below shows the main precepts as it pertains to transformational leadership:

TABLE 1

Transformational Leadership Styles

Leadership Style	Description
Idealized Influence	Leaders are trustworthy, dependable models
Inspiration	Leaders motivate and inspire followers and exalt team spirit
Intellectual stimulation	Leaders stimulate and foster innovation and creativity
Individual consideration	Leaders pay special attention to each individual's needs and differences; they listen effectively

Leithwood, 1992, 1996

The past twenty-five years have found a continued to focus on research involving both transformational and instructional leadership models and the apparent tension between these two leadership approaches (Hallinger, 2007). Instructional leadership model came about due to the changing educational landscape of the 1980's with its emphasis on instruction. The following illustrate the tenets which are part of the instructional leadership model (Hallinger, 2003):

49

- Development of the school's central mission and goals.

- Coordination, monitoring, and evaluation of curricular instruction, and evaluation of learning.

- Promotion of a good environment for learning. (Development of a supportive work context).

Transformational leadership model came into the education world as a result of the restructuring of schools that occurred in the 1990's. As the new millennium approached, a second round of instructional leadership coupled with the increased accountability emerged.

TABLE 2

Transformational and Instructional Leadership Models - Comparison

Transformational	Instructional
Modeling of Behavior High Expectations	Maintaining High Visibility
Provide Intellectual Stimulation	Provide Professional Development
Culture Building	Evaluate Instruction
Shared Goals / Clear Vision	Communicate Clear Goals
Provide Individualized support	Provide Incentives for Teachers Provide Incentives for Learning

(Leithwood, 1992; Hallinger & Murphy, 1985)

Transformational leadership models exact a need for high expectations and culture building. Instructional leadership entails the communication of clear goals and the evaluation of appropriate instruction. Both models' end-goal, however, involve a laser focus on improved student outcomes. Shared instructional leadership occurs when school leaders and teachers were empowered to make decisions pertaining to their campus (Marks and Printy, 2003). Table 2 demonstrates how transformational leadership focuses more on the ability to have a stronger connection with change, innovation, and development processes, whereas instructional competencies are more linked with the achievement of results. Marks and Printy (2003) stipulated that principals who applied an effective leadership style used their ability to stimulate subordinates (transformational leadership), while at the same time employing specific abilities to achieve teaching and learning objectives (instructional leadership).

A meta-analytic study of 79 unpublished studies on the nature of transformational leadership and its impact on school organization, teachers, and students was conducted by Leithwood & Sun in 2012. They found eleven specific leadership practices in their research, which, as a whole, had moderate positive effects on a wide range of consequential school conditions. Leithwood and Sun (2012) also found moderate strong positive effects on individual teacher internal states. Their research supports the statement that transformational leadership had small but significant positive effects on student achievement

Additional review of literature point to the fact that throughout the years, researchers have viewed the principal's leadership qualities and abilities as having an

impact on student outcomes. In their ethnographic study of transformational behaviors of principals, Balyer (2012) interviewed 30 teachers from 6 different schools in Istanbul, Turkey. Key items identified by Balyer (2012) in his study point to the already identified transformational leadership behaviors of serving the needs of others, charismatic leadership qualities, setting a shared vision, promoting trust and a willingness to work alongside others. Moolenaar, Daly, and Sleegers (2010) also examined the relationship between principals' positions on their individual campuses in combination with transformational leadership and the school's climate. Their study took place in the Netherlands with 702 teachers, 51 principals in 51 elementary schools. The authors utilized a social network analysis and multi-level analysis where a Likert style quantitative questionnaire was sued for transformational leadership and innovative climate. Their findings revealed that transformational leadership was positively correlated with the school's innovative climate. In addition, transformational leadership seems to provide a beginning point which supports a school climate that lends itself to increased innovation and risk-taking. This in turn lends itself to finding new and productive solutions for increased student achievement. A transformational leader who puts forth a shared vision for goal formation tends to produce increased and positive relationship which in turn will work to enhance school's efforts to improve academic results. Transformational leaders also provide intellectual stimulation which will in turn develop more transformational leaders. When teachers trust their campus leader, a trust in their own abilities merges which leads to a compact and solidified effort to accomplish set goals. Charismatic attributes in a leader have also proven to be the

motivation that followers need in order to move forward and meet their goals. A

transformational leader presents his vision and in doing so, encourages his followers to

follow the same vision and goals.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter is to describe the research methodology implemented by this cohort study of teachers' perceptions of effective leadership practices and their effect on student performance as demonstrated by Texas elementary school principals. Specifically, this quantitative study examined the effects of teachers' perceptions of transformational leadership in suburban-urban school districts in Texas and their impact on student achievement with medium-high percentages of minority and low-income students. Chapter III is divided into 7 separate sections: a description of the population, the instrumentation used in the research, the procedures followed throughout the study, the research questions and research hypothesis guiding the study, the data analysis used to examine the information collected, and a summary of the methodology.

Population

Purposeful sampling was used for this study. The researcher selected this specific population of individuals and sites for this study because they could inform an understanding of the research problem and central phenomenon of this study (Creswell, 2007). The researcher analyzed both public and private documents such as the 2008, 2009, and 2010 TAKS scores and reports generated by TEA, as well as PEIMS reports generated by both TEA and individual school districts. TAKS reports include TAKS scores for individual students in relation to mathematics and reading. For purposes of this study, the researcher only focused on 4th and 5th grade math and reading scores.

The sample population used for this study were pre-kindergarten through fifth grade classroom teachers currently employed in five suburban school districts in southeast Texas (Districts A-E). The sample was limited to elementary, certified classroom teachers, at five specific suburban, Texas public school districts. A breakdown of the total student distribution for all five districts is illustrated in the table below:

TABLE 3

Total Student Distribution by District

	District A	District B	District C	District D	District E
Total Student Population	38,250	68,710	21,557	24,535	60,573
African American	8.5%	29.4%	17%	18%	9.4%
Hispanic	17.9%	25.9%	75%	46.4%	34.1%
White	61.4%	20.3%	5.6%	29.2%	43.1%
Economically Disadvantaged	25.4%	35.8%	78.4%	48.6%	30.2%
Limited English Proficient (LEP)	7.8%	13.5%	28.5%	14.3%	13.7%
At-Risk	25.8%	41.3%	53.5%	44.8%	33.8%

SOURCE: Texas Education Agency (2012)

As shown in Table 3, the percentage range for Hispanic students in these five districts range from 17.9% in District A to 75% in District C. The percentage range for African American students range from 8.5% in District A to 29.4% for District B (Table 1). A

breakdown of the total staff and teacher distribution for all five districts is shown in Table

4:

TABLE 4

Total Staff and Teacher Distribution by District

	District A	District B	District C	District D	District E
Total Staff	4,963	8,450	3,103	3,128	7,655
Total Teachers	2,629	4,134	1,536	1,532	3,868
African American	4.1%	26.1%	24.5%	11.1%	4.7%
Hispanic	8.7%	11.1%	27.7%	15.4%	11.7%
White	84.1%	56.1%	41.5%	71.7%	80.4%

SOURCE: Texas Education Agency (2012)

In order to obtain demographic data, respondents were instructed to provide the

following information on the survey: gender, ethnicity, number of teachers at current

school, total years in the teaching profession, and current teaching assignment, as well as

the highest level of education completed.

Instrumentation

This cohort study collected data on trust, academic press, optimism, collective

efficacy, as well as instructional and transformational leadership. Survey scales for all

topics were divided into three different surveys (Survey A, B & C). Surveys A, B and C

were all administered to participating school classroom teachers. The twenty-seven

survey items for transformational leadership were all located in Survey A (Appendix B).

Also, performance data for students was obtained from each district's testing department

in addition to data gathered through the Texas Education Agency's Academic Excellence

Indicator System (AEIS) database (Appendix F).

Procedures

The researcher obtained permission from Dr. Kenneth Leithwood, developer of

the "Transformational Leadership Survey". A 27-item transformational leadership scale

created by Dr. Leithwood in 1999, modified in 2004 (University of Toronto, Canada)

and in 2010, was the instrument used to collect data for the study (Appendix A).

Responses to the survey were measured on a six-point Likert scale. Written authorization

to conduct the survey administration at each school district was previously obtained

from the superintendent at each participating school district (Appendixes C & D).

Surveys for this study were administered to classroom teachers in participating schools

in the fall of 2010 and in the spring of 2011 (Appendix B). The survey was distributed to

each participant during campus staff meetings. The privacy and anonymity of the study

participants was protected. Personal names or school geographical information were not

used in this study. The information gathered from the survey was categorized, analyzed,

and reported in an effort to maintain the privacy of each study participant. Surveys were

encoded with a numerical system in place to maintain anonymity. Participating districts

were identified by letter names (i.e. District A, District B, etc.) and were not identified

by any specific district name. A brief explanation of the study was provided to study

participants in a letter format (Appendix E). Participants were reassured that survey responses would be kept confidential and that results from the study would be disseminated as group data.

Research Questions

This study will be guided by the following research questions:

1. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS reading achievement in Texas suburban school districts?

2. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS mathematics achievement in Texas suburban school districts?

Research Hypotheses

The null hypothesis for this research is as follows:

Ho: There is no relationship between elementary school teachers' perceptions of transformational leadership and 5th grade TAKS achievement in math and reading in Texas suburban-urban schools.

Given that teachers' perceptions of transformational leadership can positively influence a student's math and reading achievement, the alternative hypothesis is:

H1: The degree of transformational leadership as experienced by elementary teachers is positively related to students' achievement in the 5th grade reading TAKS tests.

H2: The degree of transformational leadership as experienced by elementary teachers is positively related to students' achievement in the 5th grade mathematics TAKS tests.

Research Variables

Teachers' Perceptions of Principal's Transformational Leadership

The first independent variable of interest in this analysis was teachers' perceptions of the principal's transformational leadership.

Students' Race

The second independent variable of interest in this analysis was whether a student was Hispanic, Black, White, or "Other". Four dummy variables were created for this independent variable to identify whether a student was Hispanic (1=Yes, 0=No), Black or African-American (1=Yes, 0=No), White (1=Yes, 0=No), or an "Other" (Asian, American Indian, Multiracial).

Students' Socioeconomic Status

The third independent variable of interest in this analysis was students' socioeconomic status. Students' socioeconomic status is based on free and reduced lunch qualification as determined by income eligibility guidelines disseminated by the United States Department of Agriculture (Texas Education Agency, 2012).

5th Grade Mathematics Achievement

The principal outcome of interest in this research was students' 5th grade mathematics achievement. This is a scale score which is able to be interpreted across various sets of test questions. Scale scores allowed for specific comparisons of student

outcomes between distinct sets of test questions from different test administrations (Texas Education Agency, 2012). As such, it is an estimate of achievement relative to the population of 5th graders in the spring of 2009 and 2010 (TEA, 2012).

5th Grade Reading Achievement

The principal outcome of interest in this research was students' 5th grade reading achievement. This is a scale score which is able to be interpreted across various sets of test questions. Scale scores allowed for specific comparisons of student outcomes between distinct sets of test questions from different test administrations (Texas Education Agency, 2012). As such, it is an estimate of achievement relative to the population of 5th graders in the spring of 2009 and 2010.

Data Analysis

This section details the factor analysis techniques utilized to create a measure of the degree to which teachers' perceptions of transformational leadership affect student achievement and the multiple regression techniques employed to test the relationship between teacher perceptions of transformational leadership and student achievement in the 5th grade. For the purpose of data analysis, survey results and other data obtained from each school district and AEIS reports were compiled and entered into an electronic database using a statistical software program. Descriptive statistics, analysis of variance, and scree scatter plots were utilized in order to interpret the data.

Factor Analysis

Items in the transformational leadership scale were examined using exploratory factor analysis to determine whether there is empirical support for the construction of a

latent factor measuring the degree of teacher perceptions of their principal's leadership and the attention given to students' success in both math and reading. Principal components analysis were utilized and factor scores were extracted for use in multiple regression.

Multiple Regression Analysis

A multiple regression analysis was employed to test the primary research question involving the relationship between teacher perceptions of transformational leadership and mathematics and reading achievement in elementary school. The following are specific models employed for this research:

$YRead_i = B0 + BSESX_i + BPriorReadX_i + BTLX_i + BRaceHX_i + BRaceBX_i + BRaceWiX_i + BRaceOX_i + e_i.$

$YMath_i = B0 + BSESX_i + BPriorMathX_i + BTLX_i + BRaceHX_i + BRaceBX_i + BRaceWiX_i + BRaceOX_i + e_i.$

The equations above describe the models in which the effects of teacher perceptions of transformational leadership in the classroom on 5th grade math and reading achievement $(BTLX_i)$ were estimated after controlling for the effects of students' SES, 4th and 5th grade math and reading achievement, and student's race (student is Hispanic, Black, White, or Other).

Summary of Methodology

Chapter III specified the process that was followed to collect data for this study. Also included was a description of the setting, the participants and student and teacher

demographics for each school district. The instrumentation as well as the data analysis

employed in the study were also described.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to examine whether or not teachers' perceptions of transformational leadership had an effect on students' math and reading achievement. A twenty-seven item transformational leadership scale developed by Dr. Kenneth Leithwood was utilized to survey data for this study. A description of the population and participants is provided along with the instrumentation and procedures used in the study. Furthermore, a description and rationale supporting the use of regression analysis is provided. The effects of each predictor: gender, socio-economic status, race/ethnicity, and school size, are reported for each outcome. Chapter IV concludes with a comprehensive summary of the findings and progresses into the implications of the study in Chapter V.

Procedures and Presentation

Survey instruments were administered in person to participating teachers in elementary schools in five public school districts in southeast Texas. A total of ninety-seven campuses participated in the study. The researcher, along with the rest of the members of the cohort administered the survey instruments at participating campuses in each of the five stipulated school districts. In order to avoid researcher bias (Gall, Gall, & Borg, 2007), the researcher's own campus did not form a part of this study. The questions below are the foundational basis for research into the topic of transformational

leadership. The quantitative results are the source of the perceived effects of transformational leadership on student achievement.

Q1: What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS reading achievement in Texas suburban school districts?

Ho1.1: There is no relationship between elementary school teachers' perceptions of transformational leadership and 5th grade TAKS achievement in reading in Texas suburban schools.

Q2: What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS mathematics achievement in Texas suburban school districts?

Ho1:2: There is no relationship between elementary school teachers' perceptions of transformational leadership and 5th grade TAKS achievement in mathematics in Texas suburban schools.

Demographic Data

This section presents a summary of the demographic data describing the sample. In total, ninety-seven schools in five Texas public school districts were surveyed in this study (Table 5). Tables 5 through 11 provide descriptive statistics about the population surveyed.

The survey responses for each teacher were factor analyzed at the school level to construct a single transformational leadership score for each campus.

TABLE 5

Total Number of Schools Surveyed by District

N	District A	District B	District C	District D	District E
97	16	24	13	23	21

Table 6 details the number of teachers surveyed in all five districts combined. The mean number of teacher surveyed on each campus was 32.02 with a standard deviation of 8.04. The lowest number of teachers surveyed at any one campus was 17. The highest number of teachers surveyed per campus was 56.

TABLE 6

Total Number of Teachers Surveyed

N	Minimum	Maximum	Mean	Standard Deviation
3106	17	56	32.02	8.05

Table 7 illustrates the total number of teachers surveyed by district. A total of three-thousand, one hundred and six elementary school teachers were surveyed as part of this study. District had the greatest number of teachers surveyed (824). District C had the lowest number of teachers surveyed (360).

TABLE 7

Number of Teachers Surveyed by District

N	District A	District B	District C	District D	District E
3106	448	824	360	841	633

Table 8 illustrates the total number of years of experience teachers had at each school. The minimum years of experience was 1.71. The average number of teacher years of experience was 6.20 with a maximum of 12.69.

TABLE 8

Teacher Experience: Average Number of Years at Current School

Minimum	Maximum	Average Years	Standard Deviation
1.71	12.69	6.20	2.228

Table 9 below illustrates the total number of years' experience teachers had in their current teaching assignment. The minimum average number of years' experience was 2.13. The mean number of years teachers had in their current teaching assignment was 3.67. The maximum average number of years for teachers' current teaching position was 4.80.

TABLE 9

Teacher Experience: Average Number of Years in Current Teaching Assignment

Minimum	Maximum	Mean	Standard Deviation
2.13	4.80	3.67	.352

A total of 3,106 teachers were surveyed in 97 schools serving approximately 70,547 students (Table 7 & 10). Each campus surveyed in this study serves an average of 727 students (Table 10). The minimum number of students for each school surveyed was 253. The maximum number of students at each surveyed campus was 1,288 (Table 10).

TABLE 10

Number of Students in Schools Surveyed

N	Mean	Minimum	Maximum	Standard Deviation
70,547	727.29	253	1,288	192.236

Table 11 presents student demographic information from all participating school districts.

TABLE 11

Student Descriptives (N=97)

	Minimum	Maximum	Mean	Standard Deviation
% African American	5.40	94.00	41.21	26.05
% Hispanic	1.00	83.90	15.39	14.50
% White	.30	76.10	30.63	24.05

For each of the 97 schools examined a mean score was calculated for each item in the transformational leadership survey. The psychometric analysis at the school level began with a factor analysis of the twenty-seven transformational leadership items to see if the variables tapped a single underlying construct. The communalities, which show how much of the item variance is accounted for by an extractor factor, are shown in Table 13. All communalities are relatively high. As can be observed there are no items that have especially low correlations to the underlying latent variable. Based on the scree plot and component matrix, all twenty-seven items were incorporated to create a factor score for each school representing the degree of transformational leadership teacher perceived in their principals.

Listed in Table 12 are the eigenvalues associated with each linear component or factor, before extraction, after extraction, and after rotation. Before extraction SPSS has identified 27 linear components within the data set. The eigenvalues associated with

each factor represent the variance explained by that particular linear component. SPSS also displays the eigenvalue in terms of the percentage of variance explained. SPSS extracted all factors with eigenvalues greater than 1 which leaves us with 2 factors. The eigenvalues associated with these factors are displayed and the percentage of variance explained is in the columns labeled "Extraction Sums of Squared Loadings". Factor 1 explains 74% of total variance whereas factor two explained less than 5% of the variance. Therefore, the first factor was retained as the measure of transformational leadership.

TABLE 12

Total Variance Explained

	Initial Eigenvalues			Extraction of Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20.035	74.204	74.204	20.035	74.204	74.204
2	1.314	4.868	79.072	1.314	4868.000	79.072
3	.820	3.037	82.109			
4	.760	2.816	84.925			
5	.621	2.299	87.225			
6	.453	1.677	88.902			
7	.386	1.430	90.331			
8	.354	1.311	91.642			
9	.295	1.093	92.735			
10	.259	.958	93.693			
11	.218	.809	94.502			
12	.181	.670	95.172			
13	.162	.598	95.770			
14	.154	.572	96.342			
15	.126	.468	96.810			
16	.114	.421	97.231			
17	.109	.403	97.634			
18	.099	.366	98.000			

TABLE 12 Continued

_____

	Initial Eigenvalues			Extraction of Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
19	.090	.333	98.333			
20	.078	.288	98.621			
21	.074	.276	98.867			
22	.068	.252	99.149			
23	.064	.239	99.388			
24	.053	.198	99.586			
25	.043	.160	99.746			
26	.037	.137	99.883			
27	.032	.117	100.000			

Extraction Method: Principal Component Analysis

The table below shows the table of communalities before and after extraction.

The column labeled "Extraction" reflects the common variance in the data structure.

Seventy-eight point three percent of the variance associated with question 1 is common,

or shared, variance. The amount of variance in each variable that can be explained by the

retained factors is represented by the communalities after extraction.

TABLE 13

Communalities of 27-Item Transformational Leadership Scale

	Item	Initial	Extraction
TL1_mean	The principal gives us a sense of overall purpose.	1.000	.783
TL2_mean	The principal helps clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	1.000	.798
TL3_mean	The principal communicates school mission to staff and students.	1.000	.667
TL4_mean	The principal works toward whole staff consensus in Establishing priorities for school goals.	1.000	.846

70

TABLE 13 Continued

Item	Initial	Extraction
TL5_mean	The principal shows respect for staff by treating us as professionals.	1.000	.873
TL6_mean	The principal sets a respectful tone for interaction with students.	1.000	.795
TL7_mean	The principal demonstrates a willingness to change his/her own practices in light of new understandings.	1.000	.812
TL8_mean	The principal promotes an atmosphere of caring and trust among staff.	1.000	.906
TL9_mean	The principal delegates leadership for activities critical for achieving goals.	1.000	.825
TL10_mean	The principal distributes leadership broadly among the staff representing various viewpoints in leadership positions.	1.000	.828
TL11_mean	The principal ensures that we have adequate involvement in decision-making related to programs and instructions.	1.000	.872
TL12_mean	The principal supports an effective committee structure for decision-making.	1.000	.887
TL13_mean	The principal facilitates effective communication among staff.	1.000	.833
TL14_mean	The principal is a source of new ideas for my professional learning.	1.000	.650
TL15_mean	The principal stimulates me to think about what I am doing for my students.	1.000	.772
TL16_mean	The principal encourages me to pursue my own goals for learning.	1.000	.818
TL17_mean	The principal encourages us to evaluate our practices and refine them as needed.	1.000	.838
TL18_mean	The principal encourages us to develop/review individual professional growth goals consistent with school goals and priorities.	1.000	.818
TL19_mean	The principal takes my opinion into consideration when initiating actions that affect my work.	1.000	.785
TL20_mean	The principal is aware of my unique needs and expertise.	1.000	.675
TL21_mean	The principal is inclusive, does not show favoritism toward individuals or groups.	1.000	.643
TL22_mean	The principal has high expectations for us as professionals.	1.000	.805
TL23_mean	The principal holds high expectations for students.	1.000	.830
TL24_mean	The principal expects us to be effective innovators.	1.000	.673
TL25_mean	The principal values the contributions of all staff members equally.	1.000	.754
TL26_mean	The principal has secured a high degree of autonomy for the school.	1.000	.847
TL27_mean	The principal established a productive working relationship with the community.	1.000	.698

Extraction Method: Principal Component Analysis

71

The next table (Table 14) also shows the component matrix before rotation. This matrix contains the loadings of each variable onto each factor.

TABLE 14

Component Matrix of Factor Analysis (1)

Item		Component	
		1	2
TL1_mean	The principal gives us a sense of overall purpose.	.883	.047
TL2_mean	The principal helps clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	.889	.082
TL3_mean	The principal communicates school mission to staff and students.	.807	.126
TL4_mean	The principal works toward whole staff consensus in establishing priorities for school goals.	.911	-.123
TL5_mean	The principal shows respect for staff by treating us as professionals.	.872	-.334
TL6_mean	The principal sets a respectful tone for interaction with students.	.890	-.056
TL7_mean	The principal demonstrates a willingness to change his/her own practices in light of new understandings.	.878	-.204
TL8_mean	The principal promotes an atmosphere of caring and trust among staff	.919	-.249
TL9_mean	The principal delegates leadership for activities critical for achieving goals.	.905	-.075
TL10_mean	The principal distributes leadership broadly among the staff representing various viewpoints in leadership positions.	.893	-.178
TL11_mean	The principal ensures that we have adequate involvement in decision-making related to programs and instructions.	.893	-.272
TL12_mean	The principal supports an effective committee structure for decision-making.	.925	-.176
TL13_mean	The principal facilitates effective communication among staff.	.893	-.186
TL14_mean	The principal is a source of new ideas for my professional learning.	.801	.094
TL15_mean	The principal stimulates me to think about what I am doing for my students.	.876	.070
TL16_mean	The principal encourages me to pursue my own goals for learning.	.900	.088
TL17_mean	The principal encourages us to evaluate our practices and refine them as needed.	.833	.378

72

TABLE 14 Continued

Item		Component 1	Component 2
TL18_mean	The principal encourages us to develop/review individual professional growth goals consistent with school goals and priorities.	.843	.357
TL19_mean	The principal takes my opinion into consideration when Initiating actions that affect my work.	.876	-.135
TL20_mean	The principal is aware of my unique needs and expertise.	.822	.018
TL21_mean	The principal is inclusive, does not show favoritism toward individuals or groups.	.794	-.112
TL22_mean	The principal has high expectations for us as professionals.	.815	.374
TL23_mean	The principal holds high expectations for students.	.741	.530
TL24_mean	The principal expects us to be effective innovators.	.759	.310
TL25_mean	The principal values the contributions of all staff members equally.	.847	-.191
TL26_mean	The principal has secured a high degree of autonomy for the school.	.919	.046
TL27_mean	The principal established a productive working relationship with the community.	.835	-.012

Extraction Method: Principal Component Analysis

A second component matrix was run where all loadings in component 1 that were less than .8 were suppressed in the output (TL21, TL23, and TL24). After extraction, component 2 explains 4.223 of the variance in the items (Table 15). 80.552% of the variance in our items was explained by the 3 extracted components (Table 15).

TABLE 15

Total Variance Explained (1)

	Initial Eigenvalues			Extraction of Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.319	76.328	76.328	18.319	76.328	76.328
2	1.040	4.223	80.552	1.014	4.223	80.552
3	.749	3.120	83.671			
4	.598	2.491	86.163			
5	.526	2.193	88.356			
6	.381	1.587	89.943			
7	.372	1.552	91.494			
8	.275	1.146	92.641			
9	.249	1.039	93.680			
10	.190	.793	94.473			
11	.178	.741	95.214			
12	.160	.668	95.882			
13	.142	.592	96.475			
14	.129	.536	97.010			
15	.111	.464	97.474			
16	.106	.443	97.917			
17	.098	.408	98.325			
18	.084	.348	98.673			
19	.072	.299	98.973			
20	.070	.292	99.264			
21	.055	.227	99.492			
22	.045	.188	99.679			
23	.043	.179	99.858			
24	.034	.142	100.000			

Extraction Method: Principal Component Analysis

Table 16 shows the Component Matrix after rotation where, under component 1, all loadings are expected to be lower than .8.

TABLE 16

Component Matrix of Factor Analysis (2)

| Item | | Component | |
		1	2
TL1_mean	The principal gives us a sense of overall purpose.	.890	.053
TL2_mean	The principal helps clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	.891	.046
TL3_mean	The principal communicates school mission to staff and students.	.803	.053
TL4_mean	The principal works toward whole staff consensus in establishing priorities for school goals.	.916	-.142
TL5_mean	The principal shows respect for staff by treating us as professionals.	.884	-.279
TL6_mean	The principal sets a respectful tone for interaction with students.	.895	-.036
TL7_mean	The principal demonstrates a willingness to change his/her own practices in light of new understandings.	.885	-.189
TL8_mean	The principal promotes an atmosphere of caring and trust among staff.	.925	-.227
TL9_mean	The principal delegates leadership for activities critical for achieving goals.	.908	-.115
TL10_mean	The principal distributes leadership broadly among the staff representing various viewpoints in leadership positions.	.895	-.194
TL11_mean	The principal ensures that we have adequate involvement in decision-making related to programs and instructions.	.902	-.233
TL12_mean	The principal supports an effective committee structure for decision-making.	.930	-.141
TL13_mean	The principal facilitates effective communication among staff.	.895	-.196
TL14_mean	The principal is a source of new ideas for my professional learning.	.799	.157
TL15_mean	The principal stimulates me to think about what I am doing for my students.	.874	.152
TL16_mean	The principal encourages me to pursue my own goals for learning.	.901	.197
TL17_mean	The principal encourages us to evaluate our practices and refine them as needed.	.825	.464
TL18_mean	The principal encourages us to develop/review individual professional growth goals consistent with school goals and priorities.	.836	.435
TL19_mean	The principal takes my opinion into consideration when initiating actions that affect my work.	.878	-.043
TL20_mean	The principal is aware of my unique needs and expertise.	.823	.108
TL22_mean	The principal has high expectations for us as professionals.	.801	.364
TL25_mean	The principal values the contributions of all staff members equally.	.843	-.132
TL26_mean	The principal has secured a high degree of autonomy for the school.	.914	.041
TL27_mean	The principal established a productive working relationship with the community.	.832	-.002

Extraction Method: Principal Component Analysis

A third component matrix was run to ensure all loadings were less than .8 with 2 components extracted. TL14 was suppressed for component 1 as the loading factored .799 (< .8). Items TL14, TL21, TL23, and TL24 were all suppressed to make one factor model for this study. Component 1 now explains 76.932 of the variance in the items. Specifically, in the items' variance, co-variance matrix. 76.932 of the variance in our items was explained by the 4 extracted components.

TABLE 17

Total Variance Explained (2)

	Initial Eigenvalues			Extraction of Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.694	76.932	76.932	17.694	76.932	76.932
2	.999	4.344	81.276			
3	.749	3.255	84.531			
4	.545	2.370	86.901			
5	.420	1.825	88.726			
6	.381	1.656	90.382			
7	.312	1.356	91.738			
8	.275	1.196	92.934			
9	.230	.999	93.933			
10	.187	.813	94.746			
11	.176	.766	95.512			
12	.150	.652	96.165			
13	.142	.568	96.733			
14	.129	.559	97.292			
15	.106	.462	97.753			
16	.100	.434	98.187			
17	.086	.372	98.559			
18	.072	.315	98.874			
19	.071	.311	99.185			
20	.057	.249	99.434			
21	.051	.223	99.657			
22	.045	.195	99.851			
23	.034	.149	100.000			

The descriptive statistics for the variables in the multiple regression are examined below.

TABLE 18

Descriptive Statistics – Mathematics and Reading

Item	N	Mean	Std. Deviation
Math_4[th] SS	97	677.3954	34.69378
Math_5[th] SS	97	725.8114	36.12990
Reading_4[th] SS	97	670.3954	34.67782
Reading_5[th] SS	97	728.0743	32.74956
TrsLead	97	4.9175	.43801
% White	97	30.6309	24.05129
% African American	97	15.3918	14.49743
% Eco Dis	97	46.4862	30.55255
% Hispanic	97	41.2122	26.04711

Ninety-seven schools were surveyed across five school districts. The mean for math TAKS 4th grade was 677.3954 with a standard deviation of 34.69378. The mean for 5th grade TAKS math was 725.8114. The mean for reading 4th grade TAKS student scores was 670.3954 with a standard deviation of 34.67782. The mean for 5th grade reading student scores is 728.0743. Transformational leadership had a mean of 4.9175

with a standard deviation of .43801. The percentage of African American was 15.3918 with a standard deviation of 14.49743. The percentage of White was 30.6309 with a standard deviation of 24.05129. The percentage of Hispanic was 41.2122 with a standard deviation of 26.04711.

Results of Related Research Questions

Analysis of Research Question #1

Q1: What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS reading achievement in Texas suburban school districts?

Ho1.1: There is no relationship between elementary school teachers' perceptions of transformational leadership and 5th grade TAKS achievement in reading in Texas suburban schools

The purpose of this research question was to establish whether teachers' perceptions of their principal's transformational leadership skills had any effect on fifth grade student reading achievement in the Texas Assessment of Academic Skills (TAKS).

Multiple regression analysis

Multiple regression analysis was employed to test the primary research question involving the relationship between the transformational leadership variable and its relation to 5th grade reading scores accounting for all other variables. The specific model employed for this research was as follows:

$$Y_{Readi} = B_0 + B_{TL}X_i + B_{Prior\ Read}X_i + B_WX_i + B_{AA}X_i + B_HX_i + e_i$$

78

FIGURE 1

Transformational Leadership and Reading 5th Grade TAKS Scores
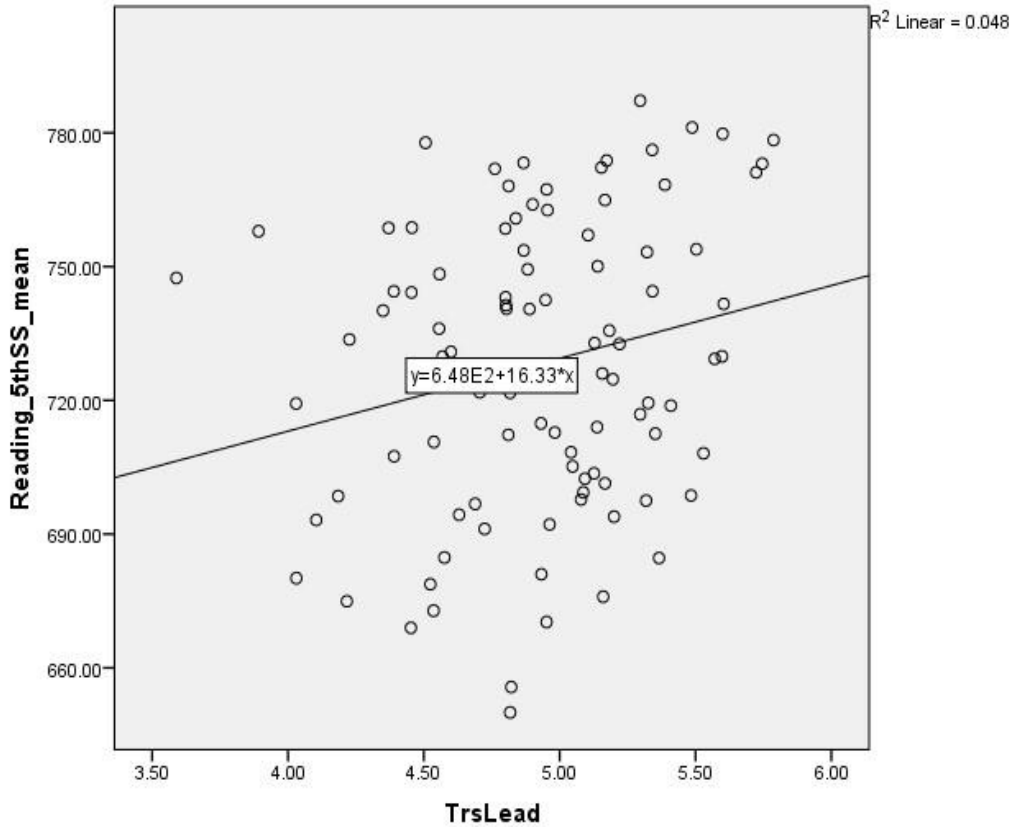
The scatterplot above (Figure 1) represents a moderate linear correlation between the perceived effects of transformational leadership versus the mean of reading 5th grade scores. It is clear from the scatterplot that as the effects of transformational leadership increase, 5th grade reading scores tend to increase as well.

A Pearson correlation was conducted to determine whether a relationship between 5th grade reading scores and the perceived effects of transformational leadership

existed (Table 19). The results revealed a significant and positive relationship at the .05 level ($r=.218$, $r^2=.05$, $n=97$, $p=.032$). The correlation was moderate in strength. Higher reading scores in 5th grade were associated with higher perceived effects of transformational leadership accounting for all other variables. Table 19 also illustrates a significant and positive relationship at the .01 level between the perceived effects of transformational leadership and 4th grade reading scores ($r=.264$, $r^2=.07$, $n=97$, $p=.009$). Higher reading scores in 4th grade were associated with higher perceived effects of transformational leadership.

TABLE 19

Pearson Correlations – Reading (N=97)

	Trs Lead	Reading _4th	Reading _5th	% African American	% White	% Hispanic
Trs Lead	1	.264**	.218*	-.225*	.126	.030
Reading_4th	.264**	1	.754**	-.309**	.653**	-.652
Reading_5th	.218*	.754**	1	-.420**	.783**	-.783**
% African American	-.225**	-.309**	-.420**	1	-.510**	-.009
% White	.126	.653**	.783**	-.510**	1	-.722**
% Hispanic	.030	-.652**	-.783**	-.009	-.722**	1

*. Correlation is significant at the 0.05 level (2-tailed)
**. Correlation is significant at the 0.01 level (2-tailed)

Results also revealed a very strong correlation between student performance as measured by 4th grade reading scores and 5th grade reading scores (Table 19). The results revealed a significant and positive relationship at the .01 level (r=.754, r^2=.60, n=97, p=.000). Higher reading scores in 4th grade were associated with higher reading scores in 5th grade. Table 19 shows a very strong correlation between student performance as measured by 5th grade reading scores and percent White. Results revealed a significant and positive relationship at the .01 level (r=.783, r^2=.61, n=97, p=.000). Higher reading scores in 5th grade were significantly associated with higher percent White. In contrast, Table 19 reveals a very strong but negative correlation between student performance as measured by 5th grade reading scores and percent Hispanic (r=-.783, r^2=.61, n=97, p=.000). The higher the percent Hispanic, the lower the 5th grade reading scores. Table 19 shows a moderate but negative correlation between the perceived effects of transformational leadership and percent African American (r=-.225, r^2=.05, n=97, p=.027). The p-value at .027 is below the alpha (.05) and is therefore statistically significant. One can conclude that the perceived effects of transformational leadership are negatively related to the percent of African American.

TABLE 20

ANOVA – Reading 5th Grade

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	85651.547	5	17130.309	90.047	.000[b]
Residual	17311.700	91	190.238		
Total	102963.247	96			

a. Dependent Variable: Reading_5th Gr. Mean
b. Predictors: (Constant), Reading_4th Gr. Mean, TrsLead, %African American, %Hispanic, %White

Table 20 shows the output of the ANOVA analysis. The data presents a statistically

significant difference between our group means. We can see that the p-value is $<.001$

and we can thus, reject the null.

TABLE 21

Unstandardized and Standardized Coefficients – Transformational Leadership and Reading

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
Constant	623.753	42.947		14.524	0.000
Trns Lead	8.633	3.484	0.115	2.478	0.015
% African American	- 0.836	0.151	-0.370	-5.552	0.000
% Hispanic	- 0.890	0.113	-0.708	-7.856	0.000
% White	-0.067	0.127	-0.049	-0.523	0.602
Reading_4th SS Mean	0.169	0.062	0.179	2.726	0.008

Dependent Variable: Reading – 5th Grade TAKS

Table 21 shows us that the constant ("a", or the Y-intercept) in the regression equation is 623.753 which is significantly different from zero. We can also see that the p-value is significant (p=.000, p< .05), which means that the relationship between transformational leadership and reading is statistically significant. This means that there is a relationship between transformational leadership and the outcome p=.015. The beta coefficient illustrates how strongly transformational leadership effects are associated with higher student success in reading TAKS. The regression coefficient for the effects of transformational leadership is 8.633 which means that for every score change or unit increase in transformational leadership, we would expect an 8.633 increase in 5th grade reading scores (t=2.478, p=0.015), holding constant for all other predictors. The regression coefficient for the effects of African American is -0.836 which denotes that for every score change or unit increase in the percentage of African American, a -0.836 decrease in 5th grade TAKS reading scores (t=-5.552, p=.000) would be expected, holding constant for all other predictors. The effect of the percentage of Hispanic students (b=-0.890, p=.000) is statistically significant. Its coefficient is negative indicating that the greater the percentage of Hispanic students. The coefficient for reading 4th grade is .169 with p-value of .008. So, for every unit increase in Reading 4th grade a .17 unit increase in reading 5th grade is predicted, holding all other variables constant.

TABLE 22

Model Summary – Reading 5th Grade

R	R Square	Adjusted R Square	Std Error of the Estimate
912	.831	.824	13.73812

a. Dependent Variable: Reading – 5th Gr. Mean
b. All requested variables entered

Table 22 also shows that the R-square is .831; therefore about 83.1% of the variation in 5th grade reading scores is explained by transformational leadership holding all other predictors constant (percentage of African American, Hispanic and White students, 4th Gr. Reading).

Analysis of Research Question #2

Q2: What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS mathematics achievement in Texas suburban school districts?

Ho1:2: There is no relationship between elementary school teachers' perceptions of transformational leadership and 5th grade TAKS achievement in mathematics in Texas suburban schools.

The intent of this research question was to establish whether teachers' perceptions of their principal's transformational leadership skills had any effect on fifth grade student mathematics achievement in the Texas Assessment of Academic Skills (TAKS).

Multiple Regression Analysis

Multiple regression analysis was employed to test the secondary research question involving the relationship between the transformational leadership variable and its relation to 5th grade mathematics scores accounting for 4th grade reading scores, race of student (whether student is White, African American, or Hispanic), and socioeconomic status (whether student is economically disadvantaged). The specific model employed for this research was as follows:

$$Y_{Mathi} = B_0 + B_{TL}X_i + B_{Prior Math}X_i + B_WX_i + B_{AA}X_i + B_HX_i + e_i$$

FIGURE 2

Transformational Leadership and Mathematics 5th Grade TAKS Scores
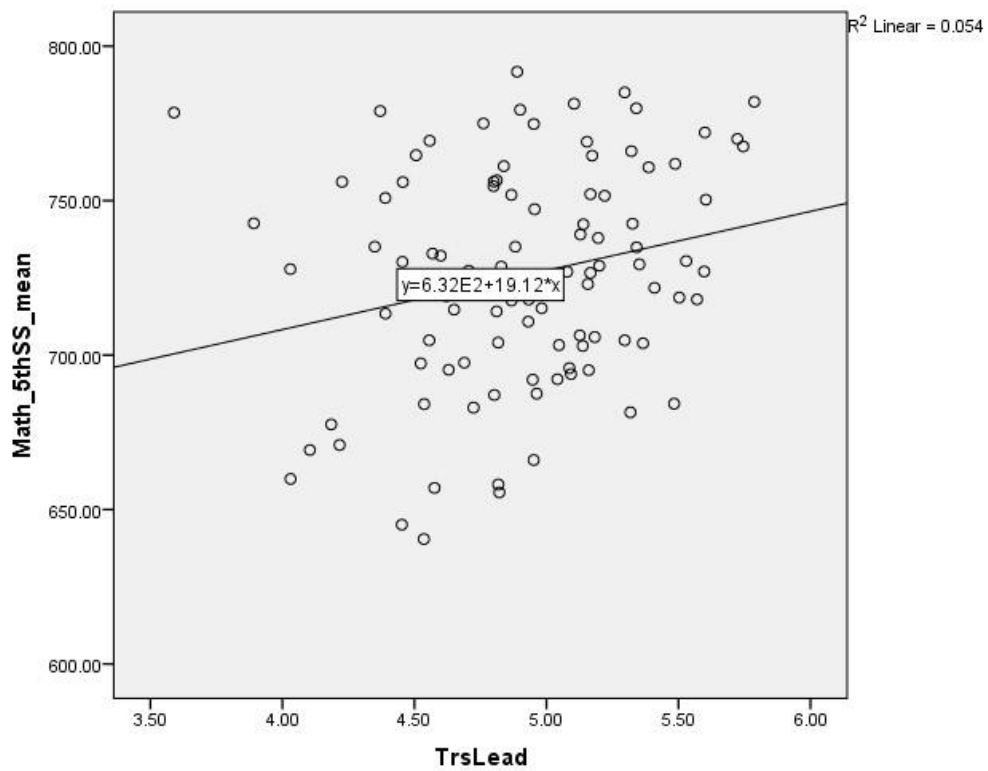
The scatterplot above represents a moderate linear correlation between the perceived effects of transformational leadership versus the mean of mathematics 5th grade scores (Figure 2). It is clear from the scatterplot that as the effects of transformational leadership increase, 5th grade math scores tend to increase as well.

TABLE 23

Pearson Correlations – Mathematics (N=97)

	Trs Lead	Math _4th	Math _5th	% African American	% White	% Hispanic
Trs Lead	1	.278**	.232*	-.225*	.126	.030
Math_4th	.278**	1	.865**	-.395**	.543**	-.565**
Math_5th	.232*	.865**	1	-.411**	.599**	-.635**
% African	-.225	-.309**	-.420	1	-.510	-.009
% White	.126	.543**	.599**	-.510**	1	-.722**
% Hispanic	.030	-.565**	-.635	-.008	-.722	1

*. Correlation is significant at the 0.05 level (2-tailed)
**. Correlation is significant at the 0.01 level (2-tailed)

Table 23 provides the Pearson correlation for the perceived effects of transformational leadership and student performance as measured by 5th grade mathematics scores. The

results revealed a significant and positive relationship at the .05 level (r=.232, r^2=.05, n=97, p=.022). The correlation was moderate in strength. Higher math scores in 5th grade were associated with higher perceived effects of transformational leadership. Table 23 illustrates a very strong correlation between student performance as measured by 4th grade math scores and 5th grade math scores. The results revealed a significant and positive relationship at the .01 level (r=.865, r^2=.75, n=97, p=.000) between 4th and 5th grade math scores. Higher math scores in 4th grade were associated with higher math scores in 5th grade.

TABLE 24

ANOVA – Mathematics 5th Grade

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	100696.186	5	20139.237	74.440	.000[b]
Residual	24619.308	91	270.542		
Total	125315.494	96			

a. Dependent Variable: Math_5[th] Gr. Mean
b. Predictors: (Constant), %White, TrsLead, %African American, Math_4[th] Gr. Mean, % Hispanic

Table 24 shows the output of the ANOVA analysis. The information indicates that there is a statistically significant difference between our group means. We can see that the p-value is <.001 and we can thus, reject the null.

TABLE 25

Unstandardized and Standardized Coefficients – Transformational Leadership and Mathematics

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std Error	Beta		
Constant	314.650	53.368		5.896	0.000
Trns Lead	3.113	4.158	0.038	.749	0.456
% African American	- 0.596	0.198	-0.239	-3.007	0.003
% Hispanic	- 0.552	0.146	-0.398	-3.794	0.000
% White	-0.224	0.157	-0.149	-1.430	0.000
Math 4th_SS Mean	0.642	0.072	0.616	8.232	0.000

a. Dependent Variable: Mathematics_5th Grade
b. All requested variables entered.

The Constant ("a", or the Y-intercept) in the regression equation is 314.650 which is significantly different than zero (Table 25). We can also observe that the P value is higher than .05 (p=.000, p< .05), which means that the model is statistically not significant. There is no relationship between transformational leadership and the outcome p=.456. The model summary shows us that the coefficient of 4th grade math is .642; therefore about 64.2% of the variation in 5th grade math scores is explained by transformational leadership holding all other predictors constant.

The regression coefficient for the effects of percentage of African American students is -.596 which indicates that for every score change or unit increase in the percentage of African American students, a .596 decrease in 5th grade TAKS

mathematics scores (t=-3.007, p=.003) would be expected, holding constant for all other

predictors. A p-value of .003 is statistically significant since it is below .05. The

regression coefficient for the effects of the percentage of Hispanic students is -.398. This

signals that for every score change or unit increase in the percentage of Hispanic

students, we would expect a -.398 decrease in 5th grade TAKS mathematics scores

(t=3.7994, p=.000), holding all other variables constant. The regression coefficient for

the effects of percentage White students is -.224 which connotes that for every score

change or unit increase in the percentage of White students, we would foresee a .224

decrease in 5th grade TAKS mathematics scores (t=-1.430, p=-.149), holding constant for

all other predictors. This would indicate that the higher the percentage of White students,

the lower the academic performance on the 5th grade TAKS mathematics.

TABLE 26

Model Summary – Mathematics 5th Grade

R	R Square	Adjusted R Square	Std Error of the Estimate
.894	.799	.790	16.54140

a. Dependent Variable: Mathematics – 5th Gr. Mean
b. All requested variables entered

Table 26 also shows us that the R-square is .799; therefore about 79.9% of the variation in 5th grade mathematics scores is explained by transformational leadership holding all other predictors constant (percentage of African American, Hispanic and White students, 4th Gr. Mathematics).

Summary

This research study examined data from one transformational leadership instrument. Demographic data of study participants was also analyzed. Survey data was collected from a total of ninety-seven elementary campuses in designated school districts.

The first research question addressed the overall transformational leadership effectiveness and its effect on student achievement in reading as perceived by teachers at each campus. Quantitative data was examined for the first and second research questions. The overall indication is that there is a low positive correlation between these two concepts.

The second research question explored the effects of transformational leadership effectiveness and its effect on student achievement in mathematics as perceived by classroom teachers at each participating school. Results from this study show that these two concepts are not related.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter includes an outline of the entire study, summary of the findings, summary of conclusions, and recommendations as well as implications for further study.

The purpose of this research study was to explore teachers' perceptions of transformational leadership and its impact on student performance. The study sought to examine the leadership practices of principals in five selected suburban school districts in southeast Texas. Specifically, the intent was to uncover a statistically significant relationship between transformational leadership and student achievement. The study explored the perceptions of elementary school teachers regarding transformational leadership practices and examined specific demographic variables (i.e. ethnicity and socioeconomic status, and their link to transformational leadership and student performance).

A review of literature was provided in Chapter II to verify the rationale of transformational leadership characteristics and its impact on student achievement. Up-to date research on school leadership, specifically transformational leadership and its relationship to improved student outcomes was also provided. A transformational survey instrument originated by Dr. Kenneth Leithwood consisting of 27-items was used to ascertain transformational leadership practices. Transactional and instructional leadership research and their effect on transformational leadership practices were also

examined. The literature review offers a framework for the following two research questions:

1. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS Reading achievement in Texas suburban school districts?

2. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS mathematics achievement in Texas suburban school districts?

Summary of Findings

Below is a review of this researcher's findings for each research question:

1. What is the relationship between teachers' perceptions of transformational leadership and 5th grade TAKS Reading Achievement in Texas suburban school districts?

Results from the data examined for this study revealed that the correlation between perceived transformational leadership practices of elementary school principals, as measured by the transformational leadership scores for all participants, and student performance as measured by the percent of students meeting established passing criteria for Reading TAKS tests, showed that a relationship does exist between these two variables (Table 21).

Scaled scores for the state assessments (TAKS) for reading and mathematics were utilized as the student achievement variable in this study. The passing rate as determined by the Texas Education Agency for reading and mathematics was the component used in this study for student achievement for all students. The passing criteria used in this study was based on the Academic Excellence Indicator System

92

(AEIS) reports for each participating school as it pertained to the 2012 Texas Assessment of Knowledge and Skills (TAKS) passing rates. SPSS, a computer statistical software package, was utilized to determine whether a linear relationship exists between perceived transformational leadership practices and student performance. Correlations between transformational leadership attributes, teacher perceptions and student achievement variables for mathematics and reading were run using SPSS.

The cohort study group gathered data on trust, academic press, collective efficacy, as well as instructional and transformational leadership. Survey scales for all research topics was separated into three different surveys (Survey A, B, and C). Surveys A, B, and C were all administered to participating elementary school classroom teachers. The twenty-seven survey items for transformational leadership were all located in Survey A from Dr. Kenneth Leithwood, the original developer of the "Transformational Leadership Survey" that was used for this study. A twenty-seven transformational leadership scale originally created by Dr. Leithwood in 1999, subsequently modified in 2004 (University of Toronto, Canada) and again in 2010, was the instrument utilized to gather survey data for this study (Appendix A). Survey responses were measured on a six-point Likert scale (Strongly Agree, Agree, Somewhat Agree, Strongly Disagree, Disagree, and Somewhat Disagree).

An exploratory factor analysis (EFA) was run for the 27 items on the transformational leadership survey questions. A second order factor analysis was also run using the composite variable for sub-constructs (i.e. vision and goals, etc.). A confirmatory factor analysis using composite variables, one factor loaded by nine items

93

(or indicators) was also run. The correlation between perceived transformational leadership practices of elementary school principals as measured by the Transformational Leadership scale scores for all participants and student performance as measured by the percent of students meeting state established passing criteria for the Reading TAKS tests showed that a linear relationship does exist between these two variables. Figure 1 demonstrates that the observed y-values are highly dispersed around the regression line. Thus, the regression model only explains a limited proportion of the dependent variable's total variation. Since the regression line is not completely horizontal, some of the total variance is accounted for by the regression line. In addition, as can be seen in Table 22, the value of R^2 is .831 which means that 83.1 percent of the total variance in reading scores has been explained by this model. The coefficient for transformational leadership is .115 (Table 21) which means that for every unit increase in transformational leadership a .11 unit increase in 5th grade reading scores is predicted, holding all other variables constant. The coefficient for reading is statistically significant because its p-value of .015 is smaller than 0.05 (Table 21). Furthermore, the standardized coefficients for the percentage African American (-0.370) and for percentage Hispanic (-0.708) were found to be two of the independent variables which showed a significant (albeit negative) impact on 5th grade scores when all of the variables were entered into the regression equation (Table 21).

2. What is the relationship between teachers' perceptions of transformational leadership

and 5th grade TAKS mathematics achievement in Texas suburban school districts?

This researcher made use of the same information from the transformational

leadership survey used in Research Question #1. The correlation between perceived

transformational leadership practices of elementary school principals, as measured by

the transformational leadership scores for all participants, and student performance as

measured by the percent of students meeting established passing criteria for mathematics

TAKS tests, showed that a relationship does not exist between these two variables

(Table 25). The p-value is higher than .05, which means that there is no relationship

between the perceived practices of transformational leadership and student achievement

in mathematics (p=.456).

Summary of Conclusions

The data presented in this study revealed that student achievement in reading is

correlated to the perceived effects of transformational leadership. This study found

significant correlations between teachers' perceptions of principals' transformational

leadership behaviors and their effect on student outcomes. Results from this study reflect

past research findings which have revealed small but significant effects of

transformational leadership on student achievement (Leithwood & Sun, 2012).

Leithwood and Sun's meta-analytic review of 79 unpublished studies focused on the

nature of transformational leadership and its impact on the school setting, teachers and

students (2012). Findings from this meta-analysis match results from earlier studies

which support assertions of the effects of campus leaders' behaviors on student learning (Leithwood & Jantzi, 2005; Chin, 2007).

Effective campus leadership continues to influence student achievement outcomes across the board (Brown, 2001; Leithwood & Jantzi, 2005; Leithwood & Sun, 2012). Additional review of literature finds that principals' leadership qualities and abilities have an impact on student outcomes (Balyer, 2012). In his ethnographic study of transformational behaviors of principals, Balyer (2012) interviewed 30 teachers from 6 different schools in Turkey. Key items identified by Balyer in his study focus on the previously identified transformational leadership components of: serving the needs of others, charismatic leadership qualities, set a vision, promote trust, and a willingness to be available to followers as needed (Avolio, Bass, & Jung, 1999; Leithwood, 1992; Leithwood & Jantzi, 1999). The provision of intellectual stimulation is another key component of a transformational leader. When teachers (followers) trust their campus leader, a trust in their own abilities emerges which in turn leads to a solidified, joint effort to accomplish a set of shared goals (Leithwood & Jantzi, 2000). A transformational leader presents his vision and in doing so, encourages his followers to follow the same vision and goals (Leithwood & Jantzi, 2005).

Recommendations

This study examined transformational leadership and its impact on student outcomes as evidenced by student scores on state assessments (TAKS). It looked at state assessments in the context of the established assessment required by the state of Texas in 2011 (TAKS).

96

Therefore, this study provides leadership practice implications for both district and campus leaders. The following highlight the findings from this research study:

1. The implication of this study is that perceived effects of transformational leadership have an impact on student achievement as measured by the Texas Assessment of Knowledge and Skills in reading.

2. The implication of this study is that perceived effects of transformational leadership do not have an impact on student achievement as measured by the Texas Assessment of Knowledge and Skills in mathematics.

3. The implication of this study is the school principal as a transformational leader is a crucial factor in exacting necessary change in low-performing schools.

Results from this study are relevant to the literature review presented in Chapter II because they revealed a small but significant correlation between the perception of transformational leadership behaviors and student outcomes in reading. Similarly, Balyer (2012) found that teachers' perceptions of leaders' transformational leadership behaviors are positively associated with performance, acceptance by employees, and job satisfaction. Correspondingly, Chin (2007) examined the relationship between transformational leadership and school outcomes through a meta-analysis technique which synthesized results from 28 studies. Results disclosed that transformational leadership does have an effect on the following: teacher job satisfaction, school effectiveness as perceived by teachers, and student achievement. Transformational leadership then, is a process through which leaders seek to "shape and elevate" objectives and capacities (Chin, 2007). Likewise, Geijsel, Sleegers, Leithwood, and

Jantzi (2003) found that transformational leadership has a direct effect on teachers' commitment to school reform. The findings for this study are similar to the conclusions drawn from a meta-analysis by Robinson, Lloyd and Rowe who found that transformational (and instructional) leadership characteristics do have an impact on student achievement (2008).

The present study, however, did not find a relation between transformational leadership and student mathematics achievement. One reason why the above referenced results are reflected in this study may be due to the focus that is placed on students in their reading state assessments beginning in the earlier elementary grades and continuing into the 5th grade. It may be that this accentuated emphasis on reading drives leaders and teachers to focus on instructional improvement in reading. Future researchers may wish to investigate specifically whether leadership behaviors that are theorized as general traits are in fact, differentially focused on different content areas because of local and state context surrounding perceived needs for improvement.

In its quest to continue improvement of student outcomes, many states including Texas, are transitioning to a more stringent and rigorous state assessment. The new assessment incorporates new categories by which both state and federal governments will seek to evaluate and measure students' success. It stands to reason that transformational leadership behaviors which elicit shared goals, and a common vision among groups, should be examined and utilized to develop principals across our nation.

Improving student achievement has always been at the forefront of our government's efforts to educate the masses. On February 24, 2009, President Barack Obama, stated to a Joint Session of Congress that:

"By the year 2020, America will once again have the highest proportion of college graduates in the world.... So tonight I ask every American to commit to at least one year or more of higher education or career training... every American will need to get more than a high school diploma."

In its search for stronger progress in U. S. schools, the U. S. Department of Education rolled out a strategic plan for improvement. The department's mission statement is as follows:

"The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."

More than half a million students drop out of high school every year (U.S. Department of Education, 2014). The development of great leaders is intended to provide for the continuous development of great teachers. Released in 2012, the strategic plan for education in the state of Texas as it pertains to education states: "Ensuring excellence and accountability in public schools and institutions of higher education as we invest in the future of this state and make sure Texas are prepared to complete in the global marketplace". The concern is that a high percentage of our students leave our public school system unqualified to compete in the world market. This researcher believes that through transformational leadership, visionary, charismatic, effective

leadership can be developed in order to provide optimum impact on our students and their academic achievements. The development of school leaders through a transformational leadership framework can provide the basis for both leaders and followers to reach a more successful school environment.

Transformational leadership also has a direct relationship to communication. Much of what leaders do has an indirect effect on student achievement due to the fact that they (i.e. principals, assistant principals) are not the ones directly teaching and engaging with students in the classroom. Thus, another reason transformational leadership may not be directly linked to student achievement in multiple content areas is that its impact is on non-instructional factors, which in turn serve to indirectly influence student achievement. These might include the types of effects demonstrated in the present literature and discussed earlier such as the relationship between transformational leadership and job satisfaction (Balyer, 2012). For example, satisfied teachers may be more likely to remain in their positions thus reducing turnover, which in turn could have a positive impact on student achievement. Future researchers may wish to explore such mediated relationships to understand better the ways in which transformational leadership matters to student outcomes.

<div align="center">

Implications for Further Study

</div>

The intent of this study was to provide additional literature on transformational leadership and its perceived effects on student outcomes. Similarly, this study provides implications for transformational leaders and campus principals in general.

<div align="center">

100

</div>

Recommendations for future practice are limited to the specific schools selected for this study. Hence, results from this research study may not be generalized to any group other than elementary schools in suburban areas of southeast Texas.

Equally important, a qualitative approach may provide more comprehensive and in-depth data from principals and teachers than one-time self-reports, thereby allowing researchers to more accurately delve into the intricate and individual origins of both follower and leader characteristics. Enlarging the size of the sample and making it representative of schools across the state also could have enhanced the generalizability of the current findings. Utilizing the same transformational leadership framework while also using other methods besides survey questionnaires to gather data might also enable the development and testing of theory that hypothesizes connections between leadership and existing work environment characteristics (Avolio, Bass, & Jung, 1999). There is still more to learn regarding the "roots" of transformational leadership (Bass & Riggio, 2006). Bass and Riggio (2006) also point to the fact that transformational leadership behaviors can be taught and learned by emerging leaders. These researchers point to early childhood experiences and the external environment as a source of transformational leadership qualities (Bass & Riggio, 2006). Implications from this study would put forth that transformational leadership traits can be discovered, absorbed, and understood by school leaders. Printy, Marks & Bowers (2009) equate the influence of principals on student outcomes to the idealized influence component of transformational leadership. Printy et al. (2009), posit that teachers are more apt to follow highly regarded individuals (e.g., principals) when they believe in the vision of

101

such individuals. The interaction of innovating teachers who excel in their own right in teaching students will often draw in other qualified teachers who will want to be a part of a successful team. Printy et al. (2009) point to the level of trust that exists between teachers and administrators (intellectual stimulation), which led to a more positive outcome for students. Inferences from this study would also suggest that relationships where teachers and leaders feel empowered and confident to proceed with proven academic performance strategies, are central to the continued success of our students.

The passage of Senate Bill 1031 in 2007 and House Bill 3 in 2009, has once again, placed the State of Texas in the national spotlight. In its quest to improve student outcomes, the state has been planning the re-vamping of its current testing program and has taken additional steps to improve the public education system by adopting a new system designed to promote postsecondary readiness for students. Table 27 provides a brief history of state testing in Texas and the increased emphasis on testing readiness:

TABLE 27

Timeline of State Testing in Texas

Name of Test	Years in Effect	Key Changes
TABS	1980-1984	First test administered statewide
TEAMS	1984-1990	First test to deny diploma if passing criteria not met in the 11th grade
TAAS	1991-2003	Changed focus from minimum to academic skills

TABLE 27 Continued

Name of Test	Years in Effect	Key Changes
TAKS	2003-2011	Marked the end of social promotion; more rigorous than previous tests
STAAR	Fall of 2011	More rigorous than TAKS, focused on secondary student readiness

Texas Education Agency, 2012

Testing stakes for the state of Texas have once again changed since the conclusion of the gathering of research data for this study (TEA, 2012). The Texas legislature has increased the testing standards for all students in Texas public schools. New performance ratings were just enacted in 2013. New assessments are more rigorous than its predecessor (TAKS) and incorporate additional number of tests at all levels. This comes on the heels of reduced budget spending and a cut in budget allocations to schools districts around the lone star state. New end-of-course requirements for high school students seek a better prepared student of the future who will be able to compete in the ever changing world marketplace.

In this era of budget cuts, with less money being allocated to programs that seek to intervene with low-performing groups it will be interesting to see the effects of this new and improved wave of tests in Texas. Recently (2013), with House Bill 5, Governor Perry has once again approved the changing of the number of tests that incoming ninth graders will have to pass in order to graduate. Starting in the fall of 2014, students will only need to pass 5 instead of 15 tests in order to graduate from high school. It took less

than two years for the new testing requirements to once again change within the context of STAAR. This new wave of assessments highlight the following:

1. An over-reliance on testing to measure student success and student readiness was at the forefront of the recent change in the number of tests necessary for students to graduate.

2. Once again, the pendulum is swinging in terms of how students' success is measured.

3. School and district leaders will have to continue to walk the fine line of meeting the needs of their students while at the same time meeting the requirements set forth by the state legislature; not an easy task.

With the upcoming change in political players in Texas' highest office (November, 2014) this researcher predicts the following either an "update" and/or additional changes to the current state assessment program. A proposed revision of the Texas Education Agency is already being advocated by a candidate running for the governor's office in Texas. This new revision promotes an increased focus on the "quality of education" rather than a continued focus on only test scores. Wayne K. Hoy, renowned emeritus professor of educational leadership, said it best when he recently proclaimed that:

"The imperative for order in organizations creates a world of rules, procedures, plans, purposes, and coordinated effort whereas the need for freedom fashions a world of imagination, innovation, creativity, dreams, and hope. Effective leaders find a way to accommodate to this order-freedom dilemma as they preserve the benefits of each and avoid the pitfalls of both" (Hoy, 2012).

A review of literature points to the fact that leadership styles have been in evolution since the 1970s. A higher stakes in educational attainment will undoubtedly bring about an integrated "wave" of leadership constructs one that wavers between transformational and instructional leadership styles. Future research should focus on specific leadership practices which highlight effective and specific impact on student outcomes. Building a positive climate which includes the communication of a shared vision to staff, students and community should be the end-goal of every principal (Hallinger & Heck, 1998, Leithwood & Sun, 2012). A transformational leadership model which puts forth a shared vision of goal formation and tends to produce increased and positive relationships will work to enhance schools' efforts to improve academic results.

The principalship remains a major determinant in leading and maintaining a successful school (Leithwood, Harris & Hopkins, 2008; Scheurich, Goddard, Skrla, McKenzie, & Youngs, 2010). Student learning is and should be the major focus of educational leaders. District and campus leaders, teachers and students experience many challenges on a daily basis. Children are indeed our future and the future of our society. In order to be effective, current and future campus leaders need to be able to provide high-quality instructional leadership and be able to cooperate with community stakeholders (Goddard & Miller, 2010; Scheurich, Goddard, Skrla, McKenzie, & Youngs, 2010; Leithwood & Sun, 2012). As the world of education continues to evolve, it may be time for leaders and researchers to look towards more of a "mediated" model of leadership; one that focuses on leader behaviors which positively impacts students and teachers (R. Goddard, personal communication, July 28, 2014). Perhaps,

105

transformational leadership is only one of several important dimensions of leadership. Developing current and future leaders will need to be at the forefront of educational reforms. Leaders will need to be visionary, charismatic, focused on instruction, able to make tough decisions as it pertains to hiring and retention of staff, be able to work in team settings, be able to delegate tasks and authority, be willing to work long hours for the benefit of all involved. Developing such a leader may be the way of ensuring success for those that matter: our students, our future!

REFERENCES

Andrews, R. L., & Soder, R. (1987). Principal leadership and student achievement. *Educational Leadership, 44*(6), 9-11.

Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology, 72*(4), 441-462.

Balyer, A. (2012). Transformational leadership behaviors of school principals: A qualitative research based on teachers' perceptions. *International Online Journal of Educational Sciences, 4*(3), 581-591.

Bamburg, J., & Andrews, R. (1990). School goals, principals and achievement. *School Effectiveness and School Improvement, 2*(3), 175–191.

Barth, R.S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass Publishers.

Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, NY: Free Press.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32.

Bass, B. M., & Avolio, B. J. (1989). Potential biases in leadership measures: How

 prototypes, leniency, and general satisfaction relate to ratings and rankings of

 transformational and transactional leadership constructs. *Educational and*

 Psychological Measurement, 49, 505-527.

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational

 culture. Public Administration Quarterly, 17(1), 112-121.

Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed). New York,

 NY: Psychology Press.

Bennis, W., & Nanus, B. (1985). *Leaders*. New York, NY: Harper & Row.

Bolman, L. G. & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and*

 leadership (4th Ed.). San Francisco: Jossey-Bass.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010).

 Organizing schools for improvement: Lessons from Chicago. Chicago, IL: The

 University of Chicago Press.

Burns, J. M. (1978). *Leadership*. Harper and Row. New York, NY.

Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness*. New York:

 Atlantic Monthly Press.

Chin, J. P. (2007). Meta-analysis of transformational school leadership effects on school

 outcomes in Taiwan and the USA. *Asia Pacific Education Review, 8*(2), 166-177.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five*

 approaches (2nd Ed.). Sage Publications.

Cuban, L. (1984). Transforming the frog into a prince: Effective schools research,

    policy, and practice at the district level. *Harvard Educational Review, 54*(2),

    129–151.

Day, D. V. (2001). Leadership development: A review in context. *Leadership Quarterly,*

    11(4), 581-613.

DiPaola, M., & Tschannen-Moran, M. (2003). The principalship at a crossroads: A study

    of the conditions and concerns of principals. *NASSP Bulletin, 87*(634), 43-65.

Edmonds, R. R. (1979). A discussion of the literature and issues related to effective

    schooling. Cambridge, MA: Harvard Graduate School of Education, Center for

    Urban Studies.

English, F. W. (2006). The unintended consequences of a standardized knowledge base

    in advancing educational leadership preparation. *Educational Administration*

    Quarterly, 42(3), 461-472.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*.

    Boston: Pearson Education.

Geijsel, F., Sleegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership

    effects on teachers' commitment and effort toward school reform. *Journal of*

    Educational Administration, 41(3), 228-256.

Gibb, C. A. (1954). *Leadership. In G. Lindzey (Ed.), Handbook of Social Psychology.*

    Cambridge, MA: Addison-Wesley.

Glickman, C. D. (2002*). Leadership for learning: How to help teachers succeed*.

    Alexandria, VA: Association for Supervision and Curriculum Development.

Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its

  meaning, measure, and impact on student achievement. *American Education*

  Research Journal, 37(2), 479-507.

Goddard, R. D. & Miller, R. J. (2010). The conceptualization, measurement, and effects

  of school leadership: Introduction to the special issue. *The Elementary School*

  Journal, 111(2), 219-225.

Goldring, E., & Greenfield, W. (2002). Understanding the evolving concept of

  leadership to education: Roles, expectations, and dilemmas. *Yearbook of the*

  National Society for the Study of Education, 101(1), 1-19.

Griffith, J. (2004). Relation of principal transformational leadership to school, staff job

  satisfaction, staff turnover, and school performance. *Journal of Educational*

  Administration, 42(3), 333-356.

Gronn, P. (2000). Distributed properties: A new architecture for leadership. *Educational*

  Management Administration Leadership, 28(3), 317-338.

Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly,*

  13(4), 423-451.

Hallinger, P. (1992). The evolving role of American principals: From managerial to

  instructional to transformational leaders. *Journal of Educational Administration,*

  30(3), 35-48.

Hallinger, P. (2000). A review of two decades of research on the principalship using the

  Principal Instructional Management Rating Scale. *In annual meeting of the*

  American Educational Research Association, Seattle, WA.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of

    instructional and transformational leadership. *Cambridge Journal of Education,*

    33(3), 329-351.

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy

    that refuses to fade away. *Leadership and Policy in Schools, 4*, 221-239.

Hallinger, P. (2007). *Research on the Practice of Instructional and Transformational*

    Leadership: Retrospect and Prospect. Paper presented at the ACER Research

    Conference, The Leadership Challenge: Improving Learning in Schools.

Hallinger, P., Bickman, L., & Davis, K. (1996). School context principal leadership, and

    student reading achievement. *The Elementary School Journal, 96*(5), 527-549.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school

    effectiveness: A review of empirical research, 1980-1995. *Educational*

    Administration Quarterly, 32(1), 5-44.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school

    effectiveness. *School Effectiveness and School Improvement, 9*(2), 157-191.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional leadership behavior of

    principals. *Elementary School Journal, 86*(2), 217–248.

Hallinger, P., & Murphy, J. (1986). The social context of effective schools. *American*

    Journal of Education, 94(3), 328–355.

Hallinger, P., & Wimpelberg, R. (1992). New settings and changing norms for principal

    development. *The Urban Review, 67*(4), 1-22.

Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration Leadership, 32*(1), 11-24.

Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education, (22)*1, 31-34.

Hater, J. J., & Bass, B. M. (1988). Superiors' Evaluations and Subordinates' Perceptions of Transformational and Transactional Leadership. *Journal of Applied Psychology, 4*, 695-702.

Heck, R. (1992). Principal instructional leadership and the identification of high- and low-achieving schools: the application of discriminant techniques. *Administrator's Notebook, 34*(7), 1–4.

Hofman, D. A., and Gavin, M.B. (1998). Centering decisions in hierarchical linear models: Implications for research in organizations. *Journal of Management, 24*(5), 623-41.

Howell, J. M. & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology 78*(6), 891-902.

Hoy, W. K. (1992). Trust in Colleagues: Linking the principal with school effectiveness. *Journal of Research and Development in Education, 26*(1), 38-45.

Hoy, W. K. (2012). Quote retrieved from http://www.waynekhoy.com/.

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards based performance*. Thousand Oaks, CA: Corwin Press.

112

Jessop, B. (1974). Book review: Rebel leadership: Commitment and charisma in the revolutionary process, Introduction to social movements. *Sociology, 8*, 515-517.

Jung, D. I., & Avolio, B. J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behavior, 21*(8), 949-964.

Kegan, R. (1982). *The evolving self: Problem and process in human development*. Harvard University Press.

Kuhnert, K. W. & Lewis, P. (1987). Transformational leadership: A constructive/developmental analysis. *Academy of Management Review, 12*(4), 648-657.

Leadership. (2012). In Merriam-Webster Online Dictionary. Retrieved February 2, 2012, from http://www.merriam webster.com/dictionary/leadership.

Leithwood, K. (1992). Transforming leadership: The move towards transformational leadership. *Educational Leadership, 4*, 8-12.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly, 30*(4), 498-518.

Leithwood, K. (1996). School restructuring, transformational leadership and the amelioration of teacher burnout. *Anxiety, Stress and Coping, 9*, 199-215.

Leithwood, K. (2001). School leadership in the context of accountability policies. International *Journal of Leadership in Education, 4*(3), 217-235.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful leadership. *School Leadership and Management, 28*(1), 27-42.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly, 35*, 679-706.

Leithwood, K. and Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration, 38*(2), 112-129.

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools, 4*, 177-199.

Leithwood, K. & Jantzi, D. (2006). Transformational school leadership for large scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201-227.

Leithwood, K., Leonard, L., & Sharratt, L. (1998). Conditions fostering organizational learning in schools. *Educational Administration Quarterly, 34*(2), 243–276.

Leithwood, K., Mascall, B., & Strauss, T. (Eds). (2009). *Distributed leadership according to the evidence*. New York, NY: Routledge.

Leithwood, K., & Montgomery, D.J. (1982). The role of the elementary school principal in program improvement. *Review of Educational Research, 52*, 309-339.

Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University.

Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school

    leadership: A meta-analytic review of unpublished research. *Educational*

    Administration Quarterly, 48(3), 387-423.

Leithwood, K., & Wahlstrom, K. L. (2008). Linking leadership to student learning:

    Introduction. *Educational Administration Quarterly, 44*(4), 455-457. Leitner, D.

    (1994). Do principals affect student outcomes? An organizational perspective.

    School Effectiveness and School Improvement, 5(3), 219–239.

Linn, R. L., Baker, E. L., & Betebenner, D. W. (2002). Accountability systems:

    Implications of requirements of the *No Child Left Behind Act* of 2001.

    Educational Researcher, 31(6), 3-16.

Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Learning from*

    leadership: Investigating the links to improved student learning. New York:

    Final report of research to the Wallace Foundation.

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An

    integration of transformational and instructional Leadership. *Educational*

    Administration Quarterly, 39(3), 370-397.

Marshall, C., & Oliva, M. (2010). *Leadership for social justice: Making revolutions in*

    Education (2nd Ed.). Boston, MA: Allyn & Bacon.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review, 50*(4)

    370-396.

Moolenar, N. M., Daly, A. J., Sleegers, P. J. C. (2010). Occupying the principal position: examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly, 46*(5), 623-670.

Mortimore, P. (1993). School effectiveness and the management of effective learning and teaching. *School Effectiveness and School Improvement, 4*(4), 290–310.

Nolan, C. & Stitzlein, S. M. (2011). Meaningful hope for teachers in times of anxiety and low morale. *Democracy & Education, 19*(1), 1-10.

Northouse, P. G. (2004). *Leadership*: Theory and Practice. Thousand Oaks, CA: Sage Publications.

Obama, B. H. (2009, February). Speech presented at the Address to Joint Session of Congress, Washington, D.C.

Oshry, B. (1995). *Seeing systems: Unlocking the mysteries of organizational life.* San Francisco: Berrett-Koehler.

Printy, S. M., Marks, H. M., & Bowers, A. J. (2009). Integrated leadership: How principals and teachers share transformational and instructional influence. *Journal of School Leadership, 19*(5), 504-532.

Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. *The Elementary School Journal, 83*(4), 427-452.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635-674.

Ross, J. A., & Gray, P. (2006). Transformational leadership and teacher commitment to

    organizational values: The mediating effects of collective teacher efficacy.

    School Effectiveness and School Improvement, 17(2), 179-199.

Sanborn, M. (2006). *You don't need a title to be a leader: How anyone, anywhere, can*

    make a positive difference. Currency Books, New York, NY: Currency Books,

    Random House Inc.

Scheurich, J. J., Goddard, R. D., Skrla, L., McKenzie, K. B., & Youngs, P. (2010). The

    most important research on urban school reform in the past decade? *Educational*

    Researcher, 39(9), 665-667.

Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence: Creating*

    high-achievement classrooms, schools and districts. Thousand Oaks, CA:

    Corwin Press Inc.

Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical

    evidence. *School Leadership & Management, 22*(1), 73-91.

Spillane, J. P. (1999). Government relations in the era of standards-based reform:

Standards, state policy instruments, and local instructional policy making.

    Educational Policy, 13(4), 546-572.

Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.

Spillane, J. P., & Diamond, J. B. (2007). Distributed leadership in practice. New York:

    Teachers College Press, Columbia University.

Spillane, J., Halverson, R., & Diamond, J. (2000). *Toward a theory of leadership*

    practice: A distributed perspective. Evanston, IL: Institute for Policy Research.

117

Spillane, R. J. & Holton, E. F. (2005). Distributed leadership. *The Educational Forum, 69*(2), 143-150.

Spillane, J. P., & Sherer, J. Z. (2004). *A distributed perspective on school leadership: leadership practice stretched over people and place*. Paper presented at the Annual meeting of the American Educational Research Association (Institute of Policy Research, Northwestern University, Evanston, IL, USA.

Tarter, C. J., Sabo, D., & Hoy, W.K. (1995). Middle school climate, faculty trust, and effectiveness: A path analysis. *Journal of Research and Development in Education, 29*(1), 41-49.

Texas Education Agency. (2009). Retrieved from http://www.tea.state.tx.us/acctres/analyze/years.html. Texas Education Agency. (2012). Retrieved February 2, 2012, from http://www.tea.state.tx.us/.

Tichy, N. M., & Ulrich, D. O. (1984). The leadership challenge: A call for the transformational Leader. *Sloan Management Review, 6*, 59-68.

Thomas, K. M. (2008). *Diversity resistance in organizations*. New York, NY: Lawrence Earlbaum.

Torraco, R. J. (1994). *The development and validation of a theory of work analysis*. Paul, MN: Human Resource Development Research Center, University of Minnesota.

Torraco, R. J., & Holton, E. F. (2002). A Theorist's toolbox. *Human Resource Development Review, 1*(1), 129-140.

U.S. Census. (2000). Phc-t-1, U.S. Bureau of the census, 2000, table 4. Retrieved

October 25, 2006, from http://www.census.gov/population/cen2000/phc

t1/tab04.pdf.

U.S. Department of Education. (2014). National Center for Education Statistics.

Retrieved from http://nces.ed.gov/pubs2014/2014391.pdf.

U.S. Department of Education. (2014). Mission Statement. Retrieved May 17, 2014,

from http://www2.ed.gov/about/landing.jhtml.

Verona, G. S., & Young, J. W. (2001). *The influence of principal transformational

leadership style on high school proficiency test results in New Jersey

comprehensive and vocational- technical high schools*. New Brunswick, NJ:

Rutgers University.

Vick, R.A., & Packard, B. W. (2008). Academic success strategy Use among

community-active urban Hispanic adolescents. *Hispanic Journal of Behavioral

Sciences*, 30(4), 463-480.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years

of research tells us about the effect of leadership on student achievement*.

Aurora, CO: Mid-continent Research for Education and Learning. Retrieved

from: www.mcrel.org.

Westbury, I. (1984). A nation at risk. *Journal of Curriculum Studies, 16*(4), 431-445.

Williams, D. (2005). *Real leadership: Helping people and organizations face their

toughest challenges*. San Francisco: Berrett-Koehler.

APPENDIX A

TRANSFORMATIONAL LEADERSHIP SURVEY QUESTIONS

TRANSFORMATIONAL LEADERSHIP SURVEY QUESTIONS

Vision & Goals

1. Gives us a sense of overall purpose.
2. Helps clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.
3. Communicates school mission to staff and students.
4. Works toward whole staff consensus in establishing priorities for school goals.

Culture

5. Shows respect for staff by treating us as professionals.
6. Sets a respectful tone for interaction with students.
7. Demonstrates a willingness to change his/her own practices in light of new understandings.
8. Promotes an atmosphere of caring and trust among staff.

Structure

9. Delegates leadership for activities critical for achieving goals
10. Distributes leadership broadly among the staff representing various viewpoints in leadership positions.
11. Ensures that we have adequate involvement in decision making related to programs and instructions.
12. Supports an effective committee structure for decision making.
13. Facilitates effective communication among staff.

Intellectual Stimulation

14. Is a source of new ideas for my professional learning.
15. Stimulates me to think about what I am doing for my students.
16. Encourages me to pursue my own goals for learning.
17. Encourages us to develop/review individual professional growth goals consistent with school goals and priorities.
18. Encourages us to evaluate our practices and refine them as needed.

Individual Support

19. Takes my opinion into consideration when initiating actions that affect my work.
20. Is aware of my unique needs and expertise.
21. Is inclusive, does not show favoritism toward individuals or groups.

Performance Expectations

22. Has high expectations for us as professionals.
23. Holds high expectations for students.
24. Expects us to be effective innovators.

Staff Valued

25. The contributions of all staff members are valued equally.

School Autonomy

26. Our school administrators have secured a high degree of autonomy for the school.

Community Focus

27. Our school administrators have established a productive working relationship with the community.

APPENDIX B

TEXAS A&M STUDY OF SCHOOL ORGANIZATION AND INSTRUCTIONAL

PRACTICE SURVEY – FORM A

Texas A&M Study of School Organization and Instructional Practice Survey

Directions: _Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential._

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
It's easy for other teachers in this school to know what students learned in my class.	O	O	O	O	O	O
I frequently plan and coordinate instruction with my students' other teachers.	O	O	O	O	O	O
In this school, teachers who work with students at the same achievement level use similar methods and cover the same material.	O	O	O	O	O	O
Teachers in this school believe that their students have the ability to achieve academically.	O	O	O	O	O	O
Teachers are expected to continually learn and seek out new ideas in this school.	O	O	O	O	O	O
Teachers are encouraged to experiment in their classrooms in this school.	O	O	O	O	O	O
Teachers are encouraged to take risks in order to improve their teaching.	O	O	O	O	O	O
The school sets high standards for performance	O	O	O	O	O	O
Teachers in this school have frequent contact with parents.	O	O	O	O	O	O
Parental involvement supports learning here.	O	O	O	O	O	O
Community involvement facilitates learning here.	O	O	O	O	O	O
Parents of students in this school encourage good habits of schooling.	O	O	O	O	O	O
There is a detailed plan for improving instruction in our school.	O	O	O	O	O	O
The steps for improving instruction are carefully staged and sequenced.	O	O	O	O	O	O
Steps that teachers should take to promote classroom improvement are clearly outlined.	O	O	O	O	O	O
Students respect others who get good grades.	O	O	O	O	O	O
Students seek extra work so they can get good grades.	O	O	O	O	O	O
Instruction goals for students are clearly defined.	O	O	O	O	O	O
The principal gives us a sense of overall purpose.	O	O	O	O	O	O
The principal helps clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	O	O	O	O	O	O
The principal communicates school mission to staff and students.	O	O	O	O	O	O
The principal works toward whole staff consensus in establishing priorities for school goals.	O	O	O	O	O	O
The principal shows respect for staff by treating us as professionals.	O	O	O	O	O	O
The principal sets a respectful tone for interaction with students.	O	O	O	O	O	O
The principal demonstrates a willingness to change his/her own practices in light of new understandings.	O	O	O	O	O	O
The principal promotes an atmosphere of caring and trust among staff.	O	O	O	O	O	O
The principal delegates leadership for activities critical for achieving goals	O	O	O	O	O	O
The principal distributes leadership broadly among the staff representing various viewpoints in leadership positions.	O	O	O	O	O	O
The principal ensures that we have adequate involvement in decision making related to programs and instructions.	O	O	O	O	O	O
The principal supports an effective committee structure for decision making.	O	O	O	O	O	O
The principal facilitates effective communication among staff.	O	O	O	O	O	O
The principal is a source of new ideas for my professional learning.	O	O	O	O	O	O
The principal stimulates me to think about what I am doing for my students.	O	O	O	O	O	O
The principal encourages me to pursue my own goals for learning.	O	O	O	O	O	O

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The principal encourages us to evaluate our practices and refine them as needed.	O	O	O	O	O	O
The principal encourages us to develop/review individual professional growth goals consistent with school goals and priorities.	O	O	O	O	O	O
The principal takes my opinion into consideration when initiating actions that affect my work.	O	O	O	O	O	O
The principal is aware of my unique needs and expertise.	O	O	O	O	O	O
The principal is inclusive, does not show favoritism toward individuals or groups.	O	O	O	O	O	O
The principal has high expectations for us as professionals.	O	O	O	O	O	O
The principal holds high expectations for students.	O	O	O	O	O	O
The principal expects us to be effective innovators.	O	O	O	O	O	O
The principal values the contributions of all staff members equally.	O	O	O	O	O	O
The principal has secured a high degree of autonomy for the school.	O	O	O	O	O	O
The principal has established a productive working relationship with the community.	O	O	O	O	O	O
I have detailed knowledge of the content covered & instructional methods used by other teachers at this school.	O	O	O	O	O	O

Rate your degree of confidence that all students on your campus will pass the 2010 – 2011 5th Grade Math TAKS test by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Will not pass					Moderately certain will pass					Highly certain can pass

Total student 5th grade __Math__ TAKS score after 1st administration   **Confidence (0-100)**

    50% passing   _____
    60% passing   _____
    70% passing   _____
    80% passing   _____
    90% passing   _____
   100% passing   _____

Please answer the following about yourself:

Gender: ☐ Female   ☐ Male

Ethnicity: ☐ American Indian/Alaska Native   ☐ Pacific Islander   ☐ Asian   ☐ African American
            ☐ Hispanic/Latino   ☐ White   ☐ Other

How many years have you been a teacher in your current school? ☐☐

How many total years have you been a teacher? ☐☐

Current teaching assignment: ☐ Pre-K   ☐ Kindergarten   ☐ 1st grade   ☐ 2nd grade   ☐ 3rd grade

    ☐ 4th grade   ☐ 5th grade   ☐ Special Ed   ☐ Special area   ☐ G/T   ☐ Other

Highest level of education you have completed: ☐ Bachelor   ☐ Master   ☐ Doctorate

APPENDIX C

GALENA PARK INDEPENDENT SCHOOL DISTRICT

RESEARCH REQUEST AND APPROVAL FORM

Submit this form and a copy of your proposal to: Dr. Darrell McWhorter 14705 Woodforest Blvd. Houston, Texas 77015 Or email to dmcwhorter@galenaparkisd.com	**Galena Park Independent School District** **RESEARCH REQUEST FORM**	Your research proposal should include: Project Title; Purpose and Research Problem; Instruments; Procedures and Proposed Data Analysis

Requester's Name Lina Esquivel   Date September 7, 2010

Address: 4211 Park Ridge Dr.   Phone (281) 998-8447

Pasadena, Texas 77504   Phone (832) 386-4630

Project Director or Advisor Dr. Roger Goddard   Phone (979) 862-3670

Address Texas A&M University - 533 Harrington Office Building #4226 –College Station, Texas

Degree Sought: ... Bachelor's   ... Master's   ... Specialist
(check one)   X Doctorate   ... N/A None (outside researchers)

Project Title Texas A&M Study of School Organization and Instructional Practice Research

ESTIMATED INVOLVEMENT as Applicable to the Study

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY/DESCRIBE GRADES, SCHOOLS, SPECIAL NEEDS, ETC.
Students	None	N/A	N/A
Teachers	Elem. Only	10-15 Minutes	Elementary Classroom Teachers (PK-5th)
Administrators	None	N/A	N/A
Schools/Centers	14	10-15 Minutes	
Others (specify)			

Specify possible benefits to students/school system: In exchange for participation, a report of the major findings of the Texas A&M Study of School Organization and Instructional Practice research will be provided to GPISD.

ASSURANCE

Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Galena Park Independent School District. Reports and materials shall be supplied as specified.

Requester's Signature _Lina Esquivel_

Approval Granted: ✓ Yes   ... No   Date: 9 -13-2010

Signature of the Research Initiatives Chairperson: _McWhorter_

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Research Committee Chair, should be shown to the school principal.

APPENDIX D

GALENA PARK INDEPENDENT SCHOOL DISTRICT

PARTICIPATION REQUEST LETTER

August 6, 2010

Dr. Mark Henry
Superintendent, Galena Park ISD 14705 Woodforest Blvd.
Houston, Texas 77015

Dear Dr. Henry,

We are requesting permission for the Texas A&M Study of School Organization and Instructional Practice to conduct research in Galena Park ISD. Our study will examine teacher efficacy, organizational trust, instructional leadership, transformational leadership and academic optimism in relation to student achievement in elementary schools.

We are asking for approximately 15 minutes for the faculty at each elementary campus to complete a one page survey during a regularly scheduled staff meeting.

In exchange for participation, we will provide a report of the major findings of the Texas A&M Study of School Organization and Instructional Practice research.

All members of the Texas A&M study research group have conducted Institutional Review Board training. All survey participants will remain completely anonymous. No district, campus, or teacher will ever be identified in reports of our findings.

If you agree for Galena Park ISD to participate in the study, please respond on the attached signature page.

Respectfully,

Roger Goddard, PhD
Professor & Director ELRC

Karen Mumphord, Doctoral Student

Bryan Hallmark, Doctoral Student

Lina Esquivel, Doctoral Student

David Paz, Doctoral Student

Shannon Hood, Doctoral Student

129

APPENDIX E

TEXAS A&M STUDY OF SCHOOL ORGANIZATION AND LEADERSHIP

RESEARCH PARTICIPANT LETTER

Education Leadership Research Center
Enabling Learning through Leadership to Reach all Children

Dear Participant:

You are invited to participate in the Texas A&M Study of School Organization and Leadership. Your participation in this project will only involve completing a short survey, which will allow us to investigate factors that improve student achievement and close achievement gaps.

If you decide to participate, please complete the enclosed survey. Your return of a completed survey will imply your consent to participate in this research. Should you decide to participate, your participation will be anonymous, and will not lead to the identification of you, your school, or your students in this research.

The survey will take about 10-15 minutes to complete. No benefits accrue to you for answering the survey, but your responses will be used to identify school organization and leadership characteristics that lead to increased student achievement.

Your decision (to participate or not) will not prejudice your future relationships with Texas A&M University. In addition, if you decide to participate, you are free to discontinue participation in the survey at any time or skip any questions you do not wish to answer without prejudice.

Please feel free to ask questions regarding this study. If you have any additional questions, you may contact, me at Texas A&M University in the Department of Education Administration and Human Resources by phone at 979-862-4267 or via email at rgoddard@tamu.edu.

Thank you for your time.

Sincerely

Roger Goddard
Professor and Director
Education Leadership Research Center
Texas A&M University
College Station, TX 77843-4226

·Education Leadership Research Center · Texas A&M University · College of Education and Human Development
533 Harrington Tower | Mail Stop 4226 | College Station, TX 77843 | T: 979.862.4267 | F: 979.862.8373

131

APPENDIX F

FORT BEND INDEPENDENT SCHOOL DISTRICT

DATA REQUEST LETTER

Education Leadership Research Center
Enabling Learning through Leadership
to Reach all Children

Dear Dr. Yuping Anselm,

The study of school organization and instructional practices is designed to identify school characteristics that improve test scores and reduce achievement gaps in Texas urban-suburban school districts. The findings of this study have the potential to provide Texas school leaders with knowledge that can be used to improve student achievement on state assessments and reduce achievement gaps among various student populations.

In order to complete this study, we need to collaborate with your district to obtain student level PEIMS data in reading and mathematics along with demographic data for students in grades 3-5 from 2009 through 2011. The plan for confidential treatment of these data has been approved by the IRB of Texas A&M University and participating school districts. As stated in the confidential data treatment protocol, no names should be attached to student data. We seek the following data for each student in our sample:

District Code	School Code	Grade
Gender	**Ethnicity**	**Mobility**
LEP	**ESL**	**GT**
At-Risk	**3rd Grade Reading TAKS Results**	**3rd Grade Math TAKS Results**
5th Grade Math TAKS Results	**5th Grade Reading TAKS Results**	

Thanks for your cooperation and participation in the Texas A&M Study of School Organization and Instructional Practices.

Respectfully,

Roger Goddard, PhD
Professor & Director ELRC

Karen Mumphord, Doctoral Student

Bryan Hallmark, Doctoral Student

J. Bakewell Barron, Doctoral Student

Shannon Hood, Doctoral Student

David Paz, Doctoral Student

Lina Esquivel, Doctoral Student