Discovering Blind Spots:
Analyzing Teacher and Principal Perceptions of Principal Leadership Behaviors

By
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Submitted to the graduate degree program in Educational Leadership and Policy Studies and the Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Education.

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Date Approved: April 22, 2020

Abstract

This descriptive study explored teacher and principal perceptions of principal leadership behaviors, as well as identify and explore any discrepancies or blind spots that exist between principals and faculty perceptions of principal leadership behaviors. The researcher utilized the Multifactor Leadership Questionnaire (MLQ), demographic surveys, and in-depth, semi-structured interviews. The first quantitative phase consisted of a sample of 89 teachers and three principals across three high schools in Amber Plains School District, an urban school district located in the Midwest. These teacher raters participated in the MLQ and demographic surveys, answering questions related to their perceptions of their principal's leadership behaviors. Principals also participated in the MLQ survey to generate self-ratings of their perceptions of their own leadership behaviors. The MLQ survey generated data on perceptions of principal leadership broken down into transformational, transactional, and passive-avoidant leadership characteristics, as well as leadership subscales found within these broader constructs. Of the 89 participants, nine teachers (three per principal) as well as each principal took part in a semi-structured interview in order to further explore their perceptions of principal leadership behaviors. Principals at each school were perceived to utilize transformational and transactional leadership behaviors by their teacher raters, with individual differences between principals explored in greater detail through the use of descriptive statistics and interview responses. Qualitative data taken from interviews on teachers' perceptions of principal leadership was coded thematically into three themes: (a) follow-through and consistency, (b) specific feedback and statements of value, and (c) visibility in classrooms and school environment. This study identified the importance of principals who are knowledgeable of and utilize both transformational and transactional leadership behaviors to positively affect their teachers and students. It is suggested that future research capture larger and broader samples across more

demographically diverse school populations and utilize a longitudinal design. The researcher also suggest that school districts incorporate the MLQ survey or similar multi-rater leadership survey into their own internal research in order to generate feedback and recommendations for principals.

Keywords: Transformational Leadership, Transactional Leadership, Teacher Perceptions

Acknowledgements

I would like to thank my doctoral advisor and committee chair, Professor Thomas DeLuca – you have been invaluable in your support, guidance and persistence over the course of my research. This dissertation would not have been possible were it not for your feedback and encouragement.

Thank you as well to both Professors Perbeck and Saatcioglu for sharing your enthusiasm and extensive knowledge. Your teaching made me think more critically about my role in education, and the impact I hope to make. I have learned so much from both of you.

To my parents, thank you for your love, encouragement, support, and understanding over the years. I would not have the life I have today were it not for your nurturing and the sacrifices you have made. To Kristin, thank you for being a gentle encourager and steadfast supporter ever since we were little. To Soraya, thank you for love and thoughtfulness, and for sharing a glass of Double Black with me whenever we're together.

A special thank you to my wife, Sheida (soon-to-be *Professor Sheida Raley*), for your immense love, support, and friendship. No matter how stressed, down, or uninspired I was at different points during this dissertation process, you always gave your time and energy to make sure I was relaxed, happy, and motivated (all the while flourishing professionally and completing a dissertation of your own!) I am so proud of us for all that we have accomplished together.

And lastly, to Boone, thank you for being the best.

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Chapter One

Introduction

Principal leadership is recognized as the second most impactful school characteristic that affects student learning, ranking only behind the quality of teachers (Leithwood et al., 2004). Unlike teacher quality, principal leadership has an indirect effect on student learning; namely, principals influence student learning through the identification, support, and continued development of high-quality teachers (Leithwood et al., 2004). However, today's principals are also tasked with increasingly complex roles and responsibilities. Principals must contend with heightened public and legislative scrutiny, legal responsibilities, changing demographics, and of course the expectation of improved student learning, often with reduced resources (Bess & Goldman, 2001). In addition to fulfilling their professional obligations, principals are expected to serve as a mentor, role model, facilitator, counselor, disciplinarian, and public relations expert (Blase & Blase, 2005; Hauserman et al., 2013; Leithwood & Jantzi, 2000).

Schools rely upon principals to oversee and manage crucial day-to-day processes. Many of these essential "managerial" principal leadership responsibilities (e.g., the supervision and evaluation of staff, student discipline, monitoring student progress) fall under the umbrella of "transactional leadership" (Bass & Avolio, 1995; Leithwood & Jantzi, 2005). Principals demonstrate transactional leadership behaviors by establishing rules and expectations, as well as rewarding both staff and students who abide by these practices, thereby helping to establish a positive school culture (Leithwood & Jantzi, 2005). However, principals who overly rely upon transactional leadership behaviors (i.e., leadership behaviors above and beyond those necessary for day-to-day managerial responsibilities) can have more difficulty adapting to change and accommodating new ideas as transactional cultures focus on maintaining the status quo. Since

these principals tend not to accommodate deviation in accepted practices by staff, the reaction of teachers to change in these schools is typically short-term and perfunctory (Hauserman et al., 2013).

Transformational leaders build on transactional skills and create an open environment where questioning is welcomed to achieve goals and advance the mission of the school (Hauserman et al., 2013). Principals utilize transformational leadership behaviors (e.g., inspiring staff, considering individuals' needs, serving as a role model, stimulating staff intellectually) to further the potential of their staff, bring about change, and set a vision for where the school is headed (Leithwood & Jantzi, 1990). Transformational skills, qualities, and actions of principals were identified to be pivotal for maximizing public education (Hauserman et al., 2013; Hauserman, 2005; Leithwood et al., 1999; McIntyre, 2003). While there is a tendency to place transformational and transactional leadership at opposite ends of a spectrum, the qualities and behaviors associated with each style are found in varying degrees among all leaders (Bass & Avolio, 2005).

Human judgment, decision-making, and self-awareness are invariably affected by cognitive, perceptual, and motivational biases. For instance, humans tend to rate themselves "above average" on a range of traits and abilities (Pronin, 2012). Biases and blind spots can be reduced or eliminated by either disclosing information about ourselves, or seeking the feedback of peers or informed observers (Pronin et al., 2004; Luft & Ingham, 1955). In the context of principal leadership, therefore, there is a question as to whether principals accurately perceive the degree to which they (a) effectively utilize transactional or transformational leadership behaviors and (b) consider themselves to be one more than the other. Teachers, representing the

most informed observers and closest peers (though, subordinates), offer an alternative perspective into principal leadership behavior (Budig, 1986).

While leadership behaviors cannot be neatly distilled into one perfected model or theory, the Full Range Leadership (FRL)[1] model, developed by authors Avolio (1999) and Bass (1998), presents a comprehensive explanation of leadership as it pertains to transactional and transformational behaviors. Other leadership behaviors undoubtedly exist that do not fall neatly within the FRL model; however, these outliers will not be the focus of this study. Avolio and Bass developed the Multifactor Leadership Questionnaire 5X (MLQ), as a 360-degree tool to measure transformational leadership and report the ability of a leader to inspire their followers to provide extra effort, be more effective, and have greater satisfaction with their work. The MLQ also gathers information related to transactional leadership behavior, which the authors identify as a precursor to emerging transformational leadership behaviors. Researchers have identified the MLQ as having robust internal reliability and validity (Antonkis et al., 2003; Avolio et al., 1999; Bass & Avolio, 1995, 2000).

Statement of the Problem

Presently, the differences between principal and teacher perceptions of principal transactional and transformational leadership behaviors has not been explored in depth. This study used the MLQ scores to differentiate levels of principal transformational and transactional leadership behaviors, as perceived by both principals and teachers. Teacher participant scores and principal participant self-scores were both analyzed, seeking to explore how both teachers and principals perceive principal leadership behaviors. Through side-by-side analysis of same-

[1] Though FRL commonly refers to Free and Reduced Lunch in literature pertaining to education, in this study it will refer to the Full Range Leadership model by authors Avolio (1999) and Bass (1998).

school principal and teacher MLQ scores and interviews, this study also examines principal self-perception compared to teacher perceptions of principal leadership behaviors. At the practitioner level, this study furthered understanding and preliminary evidence of behaviors that are common in teacher-principal relationships. Future research should utilize the findings from this study to explore how to enhance principals' self-awareness related to their leadership behaviors, under the assumption that this will improve teacher-principal relationships. The following research questions will be used to explore principal and teacher perceptions of principal leadership behaviors:

1. How do principals describe their leadership behaviors?
2. How do teachers describe their principal's leadership behaviors?
3. How do the principals' perceptions relate to their same-school teachers' perceptions of the principals' leadership behaviors? What, if any, discrepancies or "blind spots" exist between principal and teacher perceptions of principal leadership behaviors?

Chapter Two

Review of Current Knowledge within the Literature

The study of leadership has been a focus of research for many centuries. Broadly, research in leadership has been carried out across three phases: leadership as a set of traits, leadership as a set of behaviors or styles, and leadership as a response to a given situation.

Historical Review

Trait Theories

Popularized by Thomas Carlyle in the 1840s, the *great man* theory assumes that great leaders were born, not made. These leaders are imbued with innate personality traits (e.g., personal charisma, intelligence, wisdom, or political skill) that allowed them to decisively impact history. This theory holds that nature is more important than nurture and instinct is more important than training (Stogdill, 1974). Therefore, this field of research attempts to select and define the traits or personal characteristics which a leader inherits that sets them apart in their ability to lead.

Herbert Spencer (1896), one of the early critics of the great man theory, posited that such great leaders were merely products of their social environment:

> You must admit that genesis of a great man depends on the long series of complex influences which has produced the race in which he appears, and the social state into which that race has slowly grown. … Before he can remake his society, his society must make him. (p. 31)

Nevertheless, the great man theory (or trait theory, as it became known) remained the predominant theory for understanding and explaining leadership until the mid-twentieth century. Summarizing trait research, Finch et al. (1976) state: “This line of research died out in the 1940’s

when reviews of the literature failed to uncover any consistent traits which characterize leaders" (p. 92).

Leadership Style Theories

Coinciding with the development of behavioral sciences in the early 1900s, researchers began to look not at innate traits or capabilities, but rather at what leaders actually do, or their distinct styles of leadership (Lassey, 1971). Within the behavioral conceptualization of leadership, researchers examined the technical (a person's knowledge of the process of technique), human (ability to interact with people), and conceptual (ability to design and implement plans) skills that successful leaders employ to lead followers (Miles, 1975). Theories focused on leadership style had historical roots in two lines of inquiry: scientific management, associated with Frederick Taylor (1911), and human relations associated with Elton Mayo (1945). Whereas scientific management is concerned with determining how to organize a work environment so efficiently that anyone could do an effective job, human relations is associated with improving the interpersonal relationships involved in work (Hersey & Blanchard, 1976).

While early leadership style theories focused on either the scientific management or human relations model, researchers at the Bureau of Business Research at Ohio State University developed the Ohio State Model to bring these two dimensions together. This model, and the associated measurement instrument, the Leadership Behavior Description Questionnaire (LBDQ), considers two dimensions: (a) initiating structure and (b) consideration. Initiating structure accounts for leaders' behavior in the relationship between themselves and members of the organization in channels of communication and procedures. Consideration involves leaders' behavior regarding mutual trust, respect for ideas, consideration of feelings, and a certain warmth between leader and subordinates (Stogdill & Coons, 1957). The LBDQ researchers determined

that these dimensions were distinct and a high score in one did not result in a low score in the other. These two dimensions are scaled from low to high and plotted on horizontal and vertical

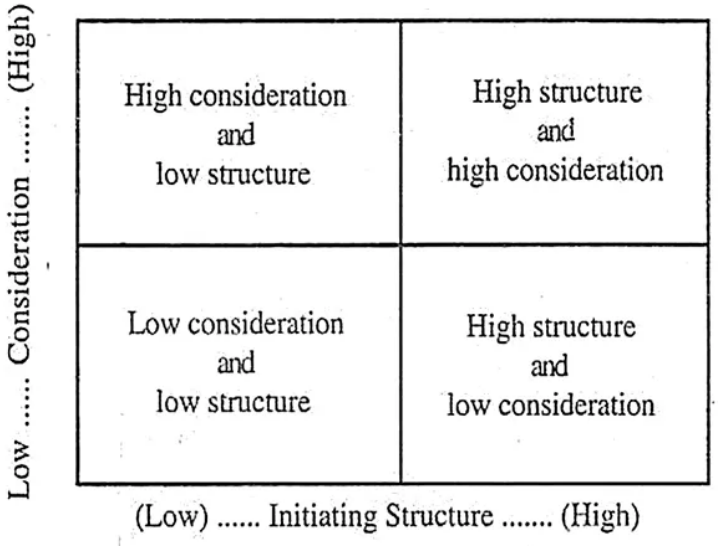

Figure 1. Stogdill and Coon's (1957) Leadership Behavior Description Questionnaire (LBDQ) matrix examining the leadership dimensions of consideration and structure.

axes to define four leadership styles as depicted by the quadrants in Figure 1.

Although research associated with the Ohio State Model and LBDQ indicate that high consideration behavior is associated with workers' satisfaction with leaders, no single style has been determined to be the best (Porter et al., 1975). Indeed, the most frequent criticism of the Ohio State Model is that it is concerned with a singular "best" style of leadership, regardless of situation or context.

Contingency Theories

In response to the limitations of leadership style theories, a third phase of leadership research has developed contextual, or contingent theories. Developed by Hersey and Blanchard (1969) and aided by the work of Reddin (1970), Situational Leadership Theory (SLT) introduced a third dimension, effectiveness, to earlier two-dimensional models like the Ohio State Model. This addition proposed that any of the four styles could be effective or ineffective depending on

the situation presented to a leader. Essentially, SLT posits that effective leaders use a range of leadership styles and adapt their behavior to the task-relevant maturity of followers.

Full Range Leadership Model

Bass and Avolio developed their Full Range Leadership (FRL) model during the 1980s and 1990s. The FRL model is organized around two axes: (a) degree of activity and (b) degree of effectiveness. A situational theory, the FRL model postulates that leaders can alter their level of engagement and involvement in the leadership process depending on the task at hand, which in turn determines effective (or ineffective) outcomes. The most recent version of the model (Bass, 1998) includes highly active forms of leadership (i.e., transformational leadership and contingent rewards) to moderately active forms of leadership (i.e., transactional leadership and management by exception) to inactive forms of leadership (laissez-faire leadership). In accordance with other situational theories of leadership, Bass and Avolio (1994, 1997) stated that transformational and transactional leadership are not two ends of the same continuum; that is, transformational leaders can also show a high frequency of transactional behaviors, and vice versa. However, according to the authors, active leadership should be displayed more often that passive leadership, and it is active leadership that leads to higher performance and greater satisfaction with the leader (Bass, 1998).

Transactional Factors

The FRL model describes transactional leadership as being characterized by two factors: (a) contingent reward and (b) management-by-exception. Contingent rewards focus on clarifying role and task requirements, and rewarding desired outcomes. A leader may use contingent rewards to set specific, measurable, and actionable goals with followers as well as specifying what rewards should be expected for attaining these goals. The leader is then tasked with

monitoring progress and providing supportive feedback. Management-by-exception involves leaders responding to negative feedback with sanctions or otherwise undesirable consequences (Bass, 1995). Management by exception can be passive (intervening only when standards have not been met and waiting for things to go wrong before intervening) or active (closely monitoring for errors and intervening before errors occur; Bass, 1985).

Transformational Factors

Transformational leadership is characterized by an increased activity level on the part of the leader, and compared to transactional factors, is correlated with items such as perceived leader and group effectiveness, as well as follower motivation (Bass, 1985). Transformational leadership consists of four categories of behaviors.

Individualized Consideration. Leaders who display individual consideration see followers as individuals, seeking to identify their unique strengths, support needs, and preferences and build strong relationship based on these characteristics. Like contingent rewards, individual consideration can be used to provide feedback to followers aimed at outlining what is expected of them, as well as how to learn from successes as well as mistakes (Bass, 1985; Avolio & Bass, 1995). However, individual consideration may also focus on changing followers' motives, moving them to consider more than their own interests but also those of the larger organization or community. In practice, leaders display individual consideration by showing general support for the efforts of their followers, encouraging their autonomy and empowering them to take on more responsibility in line with their growing expertise and interests (Avolio & Bass, 1995).

Intellectual Stimulation. Intellectual stimulation naturally appeals to followers' sense of logic and analysis, creating a greater awareness of the problems they face. Leaders are able to

intellectually stimulate followers by challenging them to question assumptions and generate unique solutions to difficult problems (Bass & Avolio, 1997). In doing so, leaders are able to affect followers "conceptualization, comprehension, and discernment of the nature of the problems they face, and their solutions" (Bass, 1985, p. 99). In practice, leaders use vivid imagery to communicate clear and explicit messages, outlining the goals and challenges of the organization while challenging followers to find effective paths forward (Bass et al., 2006).

Inspirational Motivation. Leaders must display charisma, which Bass (1985) identifies as the emotional component of leadership and the characteristic which accounts for the most variance in follower ratings of leaders' behavior. By employing or adding emotional qualities to the influence process, leaders can build a sense of excitement and energy that encourages mutual commitment to the collective goals of the organization. In practice, leaders set high expectations for followers and encourage followers to exert efforts beyond what they thought were their original capabilities (Bass, 1985). Furthermore, leaders inspire followers to believe in the lofty cause and work for the important organizational goals (Bass & Avolio, 1997).

Idealized Influence. In addition to a leader's charismatic presence, idealized influence requires leaders to operate with a general sense of trust between themselves and their followers (Bass et al., 2006). Leaders must hold themselves to high moral and ethical standards, while also acting and behaving in ways that are consistent with these standards. Essentially, leaders must function as a role model and beacon of behavioral integrity (Bass & Avolio, 1997). In practice, leaders give followers a mission, arousing "achievement, affiliation, and power motives among their subordinates linked to the mission of the group" (Bass, 1985, p. 47). If inspirational motivation could be considered "talking the talk," idealized influence could be considered "walking the walk" as it requires follow-through. This leadership behavior can endear followers

to leaders who display sincerity and consistency in their words and actions, or foster resentment and distrust towards leaders who do not.

Principal Leadership

Burns (1978) stated that "leadership is one of the most observed and least understood phenomena on earth" (p. 2). Governments rely upon strong leaders at the state and federal levels to produce policies, implement agendas, and create order. Certainly, in large organizations with executive officers, directors, middle-level and team managers, leadership is a sought-after commodity. Leadership consists of setting "widely agreed upon and worthwhile directions for the organization and doing whatever it takes to prod and support people to move in those directions" (Leithwood et al., 2006, p. 11). Schools function like bureaucratic organizations in many ways and therefore require leadership at many different levels. From the school board and superintendent to building principals, to department chairs and individual teachers, a school district relies on strong leadership skills to fulfill its duty to lead and educate students towards academic and social growth. Simply put, when we talk about *educational* leadership, we refer to a type of leadership that makes others do things that are expected to improve student learning results (Robinson et al., 2009).

School leadership can be understood in terms of influence – that is, the leader's capacity to modify the way others act or think (Marfan & Pascual, 2018). Leithwood et al. (2004) stated that school leadership has two functions: "providing and exercising influence" (p. 20). In a 2003 publication, the Broad Foundation and Thomas B. Fordham Institute ranked principal leadership as highly important, stating that principals must "take charge of inspiring and directing a team of diverse people and solv(e) institutional problems to ensure student learning" (p. 29). Principals must motivate and manage, organize, and motivate others (Hess, 2003), while also inspiring

individuals in a learning organization where people – teachers and students alike – continually learn how to work together (Senge, 1990).

The quality of a school's principal leadership is one of the most important school-related characteristics affecting student learning, second only to the quality of a school's teachers (Leithwood et al., 2004; Day et al., 2009; Hughes et al., 2010). Indeed, a review of modern research on school leadership overwhelmingly supports the importance of school leadership as it relates to overall school success (Campbell, 2010; Hess & Kelly, 2005; Hughes et al., 2010; Murphy, 1990; Van Sciver, 2004). In a 2006 report, researchers stated that leadership could account for 12% to 20% of the total across-school variation explained by all school-level variables, after controlling for pupil intake or background factors (Leithwood, et al., 2006). Waters et al. (2004) conducted a meta-analysis of 70 studies from the 1970s to the early 2000s involving 2,894 schools and approximately 1.1 million students, and findings demonstrated a strong correlation between principal leadership and student academic achievement with an average effect size of 0.25, indicating a small but positive effect. In more practical terms, Waters et al. (2004) stated that one standard deviation increase in a principal's leadership ability resulted in an expected increase of student academic achievement by 10 percentile points. The researchers also found that principal leadership can have a differential impact on student achievement. When leaders concentrated on the ineffective classroom practices or miscalculated the magnitude of the change they were attempting to implement, they negatively impacted student achievement (Waters et al. (2004)).

The meta-analysis concluded by Waters and colleagues (2004) suggested that there are 21 leadership responsibilities that were positively correlated with student achievement. "Situational awareness," "intellectual stimulation," "seeking input," "challenging the status quo," "setting the

culture," and "monitoring and evaluating" were rated as most strongly correlated with student achievement. Hallinger and Heck (1998) reviewed 40 studies from 1980 to 1995 to explore the effects of principal leadership on student achievement. The authors proposed four areas in which leaders may influence schools: (a) purposes and goals, (b) structure and social networks, (c) involving others, and (d) organizational structure. Similarly, Leithwood et al. (2006) posited 14 leadership practices associated with positive student learning and grouped them into four dimensions: (a) setting direction, (b) redesigning the organization, (c) developing people, and (d) managing the instructional program. In a follow-up study conducted by researchers associated with the same team (Day et al., 2009), the importance of principals using evidenced-based decision making and class observation as it relates to the management of the teaching and learning was highlighted. Robinson et al. (2009) also delineated five sets of practices (similar to the findings of the other studies mentioned), demonstrating the importance of leadership practices in which principals promoted and participated in teachers' professional development.

Though a considerable amount of research concerning leadership effects on students has tried to measure *direct* effects on student learning, the vast majority of these studies do not find any effects at all (Leithwood et al., 2004; Day et al., 2009). Leithwood et al. (2004) states that principals utilize these aforementioned practices to affect student learning in an *indirect* way. This indirect relationship on student outcomes highlights the importance of principals' relationship with teachers, as they play a key role in their work. Principals can directly impact the motivations and professional abilities of teachers (Leithwood et al., 2006; Marfan & Pascual, 2018) as well as the conditions within the school and classroom (Leithwood et al., 2006; Sagnak, 2012), thereby indirectly affecting student learning. Additionally, there is considerable evidence that principals indirectly affect school culture through identifying school mission and/or vision as

well as goals, involving teachers in the decision-making process, and building relationships with parents and other community stakeholders (Leithwood et al., 2004).

DuFour and Marzano (2011) suggested that "Americans are prone to think of leadership as an individual activity linked to a position" (p. 2). Perhaps as a result of this idealization, as well as their large impact on student learning, school principals are ultimately held responsible for their school's performance (Shelton, 2011). Historically, however, the principal's role has focused on management aspects of school leadership: building operations, managing student discipline, and acting as a middle-manager for the superintendent and district organization (Carpenter & Peak, 2013; Dressler, 2001). The role of the principal is continually expanding, making it difficult for principals to fulfill their administrative obligations (Rutherford, 2006). School principals are often responsible for building master schedules, supervision and evaluation of teachers, lunchroom duty, loading and unloading buses, and meeting with parents (Dressler, 2001).

Additionally, principals must also serve as instructional leaders and community leaders, while being visionaries who inspire and motivate those around them (Kimball & Sirotnik, 2000; Rutherford 2006). Dressler (2001) stated:

> Effective school leaders are led by principals who have a clear vision for where they are going, who are knowledgeable about teaching and education to help teachers and students work toward desired ends, and who are able to protect schools from the kind of demands that make it difficult for schools to operate on a professional basis. (p. 177)

The focus on school improvement reforms within the past several decades also places new, additional demands on principals. Effective principals use data to inform decisions, lead

instructional improvement, engage parents and the community, and strengthen school culture (Shelton, 2011).

Principal leadership practices are also sensitive to contextual variables (e.g., grade level, student demographic characteristics; Leithwood et al., 2008; Marfan & Pascual, 2018). Leadership in schools serves not only as an independent variable which indirectly affects student learning (through the recruitment and motivation of quality teachers), but also a dependent variable that reflects the characteristics of the context (Leithwood et al., 2006; Marfan & Pascual, 2018). As a result, successful leadership must be contingent at its roots; principals must be familiar with large repertoires of practices and must have the ability and discernment to choose from that repertoire as needed (Leithwood et al., 2004). Organizational contexts like geographic location, level of schooling, and school size impact the leadership practices that principals use to perform their responsibilities. Effective principals in urban schools utilize more direct and top-down forms of leadership than effective suburban principals. Similarly, principals of small schools are able to directly engage with teachers and model desirable forms of instruction, whereas principals of large schools must influence their teaching staff in more indirect ways like professional development experiences (Leithwood et al., 2004).

The demographic composition of the student body also serves as a contextual variable that affects the school organization, and principal leadership practices as a result. While there is still much that needs to be learned about how leaders can successfully meet the educational needs of diverse student populations, there has been a great deal of research aimed at identifying school and classroom conditions that are helpful for students with low socioeconomic status (SES; Leithwood et al., 2004). Principals in schools with a higher SES student population tend to spend less time on matters of discipline and guidance than principals in lower SES communities.

As a result, day-to-day routines are more efficient and more easily accomplished, and these principals have more time to devote to planning and monitoring performance (Thrupp & Lupton, 2006). Additionally, principals must also contend with the manner in which student body composition affects other organizational dynamics, such as staff recruitment, morale, and appraisal as well as school marketing, governance, and funding issues (Marfan & Pascual, 2018).

State and federal policies also represent an overarching context that affects school organizations and principal leadership. Modern principals must contend with the shift towards large-scale, accountability-oriented policy contexts and their short- and long-term effects on the school organization with regard to resource allocation and expenditures. State standards and school funding policies demand that principals also pay close attention to local decisions and policies as well (Leithwood et al., 2004).

The changing nature of education requires principals who are able to respond to the external demands for accountability, become more flexible, take ownership for their decisions, and enable their schools to adapt quickly when facing the changing environment (Smith & Bell, 2011). Schools must develop leaders with large repertoires of practices from which to draw from, not leaders trained in the delivery of one “ideal” set of practices (Leithwood et al., 2004). Although the research on leadership identifies a multitude of leadership “styles” (Avolio & Bass, 2004; Dvir et al., 2002; Ehrhart, 2004; Whetstone, 2002), these types of leadership fall under the umbrella of the model of leadership proposed by Bass (1985). This model proposes that the concept of leadership deals with two dimensions: transactional leadership and transformational leadership. Transactional and transformational leadership are not in opposition with one another; rather, a principal might be both transactional and transformational (Lowe et al., 1996).

Principal Transactional Leadership

Transactional leadership acts under the principal of awarding and involves mutual exchange between leaders and followers (Yukl, 1989; Bass et al., 2003). Principals often use transactional leadership to respond to external pressures to embed policies or deal with underperformance (Smith & Bell, 2011). Transactional leadership involves two primary factors: contingent reward and management-by-exception (Bass & Riggio, 2006). In the context of schools, contingent rewards require teachers to meet agreed levels of performance. In theory, as long as both the leader/principal and follower/teacher are happy with the contingent reward arrangement, performance will suffice and rewards will be consistent (Brymer & Wong, 2006). Principals use management-by-exception, on the other hand, to intervene when these agreed-upon standards are not met. Management by exception can be either passive or active. The active form involves the continual monitoring of followers' performance with the specific purpose of anticipating mistakes before they become a more serious problem (Brymer & Wong, 2006). For school principals, this may involve the creation of an improvement or growth plan for struggling teachers. Principals utilize passive management-by-exception by assessing teacher performance through routine observations and check-ins before determining whether a problem actually exists.

Principals that utilize transactional leadership in their schools tend to have a preference for risk avoidance, opting to build confidence in teachers by encouraging them to achieve their goals and meet agreed-upon standards (Gardner & Stough, 2002). They do not interfere with the functioning system of organization, preferring to guide and manage the day-to-day goings-on within the framework of mission, vision, and values of the school (Bass, 1997). In keeping with the mantra of "if it's not broke, don't fix it," transactional leadership lends itself well to schools

that are already functioning at an acceptable (or better) level operationally and simply do not require a great deal of innovation or entrepreneurship from their principals. Rather, transactional leadership provides principals with a mechanistic set of tracking criteria against which performance can be measured (Smith & Bell, 2011).

However, as a result of its mechanical nature, transactional leadership does not easily accept deviation from the norms and procedures already in place. Organizations that are led by transactional leaders are less able to adapt to change and meet changes in demands from their internal or external environment compared to organizations led by more transformational leaders (Smith & Bell, 2011). Schools are large, diverse organizations that must grow to meet the needs of its stakeholders and the greater community, which can limit the impact of transactional leadership. Indeed, evidence suggests that transactional leadership is less effective (Gardner & Stough, 2002; Lowe & Kroeck, 1996) and less correlated with higher performance and productivity than transformational leadership (Bass et al., 2003; Dvir et al., 2002). Certain contingent rewards like merit pay have been shown to not improve student outcomes or change teacher behavior in a positive way (Fryer, 2011; Pfeffer & Sutton, 2006; Springer et al., 2010). Research demonstrates that transactional leadership involving management-by-exception can negatively impact satisfaction and performance (Howell & Avolio, 1993), and that this approach can have a decidedly negative effect on the performance of knowledge workers like educators (Pink, 2011).

Principal Transformational Leadership

Rather than placing an emphasis on measuring performance (management-by-exception), transformational leaders inspire and motivate followers, demonstrating the importance of satisfying higher-order growth needs (Bass & Rigio, 2006). Transformational leadership goes

beyond the concept of performance for reward, as is common with transactional leaders; transformational leaders are concerned with developing followers' thinking, supporting individuals, and providing inspiration and motivation. Transformational leaders stimulate followers and encourage them to "transcend their own self-interests for a higher collective purpose, mission, or vision" (Howell & Avolio, 1993, p. 891). The success of the organization of the transformational leader relies upon their vision, and the transformational leader in turn relies upon the knowledge and talent of the employees in order to attain the objectives of the organization (Nazim & Mahmood, 2016). By engaging followers in meeting objectives, transformational leaders exert influence that can change assumptions, behaviors, and attitudes of employees while simultaneously increasing buy-in for changes in the mission, vision, and strategies employed (Yukl & Fleet, 1992; Howell & Avolio, 1993). Transformational leaders seek to facilitate performance as a natural outcome of aligning followers' vision and goals with those of the organization. Therefore, when the organization succeeds, followers are intrinsically rewarded.

Principals tend to use transformational leadership when moving their schools forward or developing teachers (Smith & Bell, 2011). Additionally, transformational principals are concerned with elevating and maintaining a positive school climate and assisting teachers in solving problems (Burns, 1978). As opposed to contingent rewards, transformational principals orient teachers towards performance beyond established standards and goals, emphasizing employee empowerment rather than dependence (Gardner & Stough, 2002; Yammarino & Dubinksy, 1994). While transactional principals are often risk-averse, transformational principals are comfortable pursuing risk and challenging the status quo, demonstrating a high internal locus of control (Howell & Avolio, 1993). Rather than viewing organizational systems as rigid and

mechanical, transformational principals operate with flexibility in order to change and meet the requirements of the vision and goals (Brymer & Gray, 2006).

Transformational leadership is associated with positive impacts on employee commitment to organizational conditions (Wu et al., 2006) and organizational change (García-Morales et al., 2012). According to Moolenar et al. (2010), transformational leadership is positively associated with schools' innovative climate, motivating teachers to give greater effort. Bass (1985) states that transformational leadership is associated with alleged effectiveness of the unit and positively influences other outcomes of the organization. Leithwood and Jantzi (2007) found transformational leadership to have significant effects on teachers' classroom practices. Though also noting that "changed" classroom practices did not necessarily lead to greater student learning, the researchers stated, "the potency of leadership for increasing student learning hinges on the specific classroom practices which leaders stimulate, encourage, and promote" (p. 223).

While both transactional and transformational leadership practices are useful tools for principals to draw from, a review of the research on transformational leadership reveals fewer potentially negative effects. Transactional leadership has been found to be a useful model to support short-term, task-focused responsibilities, while transformational leadership is more effective in developing longer-term outcomes or leading when outcomes are not pre-determined (Brymer & Gray, 2006). Since transformational leadership often requires leaders to change the overall mission and vision of an organization, there are critics who point to the potential for leaders to misuse the manipulative power inherent in transformational leadership (Bentley, 2002; Deruyver, 2001). Those who are subjected to the leader's transformational skills may conform to charm and personality, but the results are not necessarily in their best interest (Brymer & Gray, 2006). Transformational leaders who are believed to have extrinsic motivations may undermine a

follower's belief in their sincerity and therefore diminish leadership influence (Yorges et al., 1999). Similarly, leaders who feign sincerity will usually be detected and lose respect as a result (Sugarman, 1999).

Administrator Evaluation by Faculty

One of the primary responsibilities of school principals is the ongoing evaluation of the teaching faculty. Although less frequent, the concept of teachers evaluating principals, a form of "client-centered" evaluations, is becoming a more common accountability practice in the age of No Child Left Behind (NCLB) and the Every Student Succeeds Act (ESSA). The practice of teachers evaluating principals is recognized as a useful tool for self-improvement. It promotes upwards communications, a diagnostic of the overall school climate and faculty morale, while also providing an opportunity for staff to vent pent-up frustrations (Cousins & Rogus, 1977). This evaluation process must, therefore, be viewed within the context of the principal-faculty relationship (Budig, 1986).

The often-close working relationships between faculty and principals can make it difficult to discern honest feedback on principal performance. Even when providing anonymous evaluative feedback, teachers may feel uncomfortable criticizing the performance, effectiveness, or leadership capabilities of a principal (Ellman, 1977). On the other hand, teachers that are unhappy with their principals for any number of reasons may mistake the evaluation process as an opportunity to air grievances. Although, in scenarios where these grievances are warranted, this can still provide valuable feedback (Tobin, 2008).

Self-Evaluation, Peer Evaluation, and Bias

Research demonstrates that human judgment and decision making is distorted by a range of cognitive, perceptual, and motivational biases (Bazerman, 2005; Hastie & Dawes, 2001;

Pronin, 2006). Individuals have a tendency to rate themselves “better than average” on a wide range of traits and abilities, a bias commonly referred to as self-enhancement (Pronin, 2006). Psychologists describe self-enhancement as if it were a general law of human behavior, applicable to all normal and psychologically healthy individuals (Greenwald & Pratkanis, 1984; Paulus & Reid, 1991; Taylor, 1989). Other researchers have investigated the effect of individual differences in self-esteem on self-enhancement processes, concluding that individuals with high self-esteem are more likely to demonstrate self-enhancement behaviors than those with low self-esteem (Miller & Ross, 1975). Few studies have examined individual differences in self-enhancement bias measured against an explicit accuracy criterion, such as judgment by others (John & Robbins, 1994).

Additional studies investigating self-observer discrepancies suggest that the “halo or glow that involves an illusory self-enhancement” could also be a harshness bias on the part of the observers (Lewisjohn et al., 1980, p. 210). Observer harshness is reflected in the overall elevation of a judge’s ratings across subjects, which presents the possibility that the observer is the source of bias rather than the self. Additionally, findings suggest that uninvolved observers make harsher ratings than do either self or peers (John & Robbins, 1994). Self-enhancement/observer harshness is mitigated with knowledgeable peers serving as observers, and still more when subjects (self and observer) participate in the same interaction (Campbell & Fehr, 1990). There is a lack of research investigating the presence of self-enhancement/observer harshness in studies comparing leadership self-evaluations with subordinate peer/observer ratings.

Two additional biases that may affect an individual’s accuracy when self-evaluating are introspection illusion and naïve realism. Introspection illusion deals with the tendency for people

to rely upon conscious introspections when seeking self-understanding, even when the processes they seek to understand occur unconsciously (Pronin, 2012). As a result, individuals are often misled in their attempts at self-insight, over-relying on their own thoughts, feelings, and motives (while also giving less credence to the introspections of others). The introspection illusion has also been shown to account for individuals' denial of their own bias (Ehrlinger et al., 2005; Pronin, 2012). The introspection illusion can be eliminated by educating individuals about the limited value of introspective evidence as well as seeking feedback from peers and informed observers (Luft & Ingham, 1955; Pronin, 2012; Pronin et al., 2004).

The tendency for individuals to perceive bias in others while denying their own bias contributes to a sense of naïve realism. Pronin (2012) stated that "people are naïve realists in the sense that they 'generally assume that they see the world as it is in 'objective reality'" (p. 40). Individuals assume that other objective observers will share one's perspective about oneself and the world (Kruger & Gilovich, 1999; Pronin, 2012). When others do not share one's view, one must question whether these others lack essential information. Since one tends to value one's own introspections while ignoring the introspections of others (introspection illusion), this possibility is ruled out, leading one to conclude that the others must be biased (Pronin, 2012; Ross & Ward, 1996).

Self-Awareness in Leadership and the Johari Window Model

Self-enhancement, introspection illusion, and naïve realism contribute to a 'bias blind spot' (Pronin, 2012) in which people deny their own bias even while recognizing bias in others. This blind spot reveals a profound shortcoming in self-awareness, which can have important consequences for interpersonal and intergroup relationships (Pronin, 2012; Pronin et al., 2004). Effective leaders embrace and model the qualities and processes of self-awareness and self-

discovery. Organizations that embrace a culture, climate, and expectation for self-discovery encourage people to fulfill their potential (Luft & Ingham, 1955). As leaders, principals also play an important role in facilitating feedback and disclosure among group members as well as indirectly giving feedback to individuals about their own blind spots (Luft & Ingham, 1955).

The Johari Window model, developed by Luft and Ingham in 1955, is a disclosure/feedback model of self-awareness and an information processing tool. It is a useful tool for understanding and training personal development, communication, and interpersonal relationships. The Johari Window model, seen in Figure 2, is divided into four quadrants representing information (e.g., feelings, experience, views, knowledge, attitudes, skills, intentions, and/or motivations within or about a person) as known by oneself, by others, both, or neither.

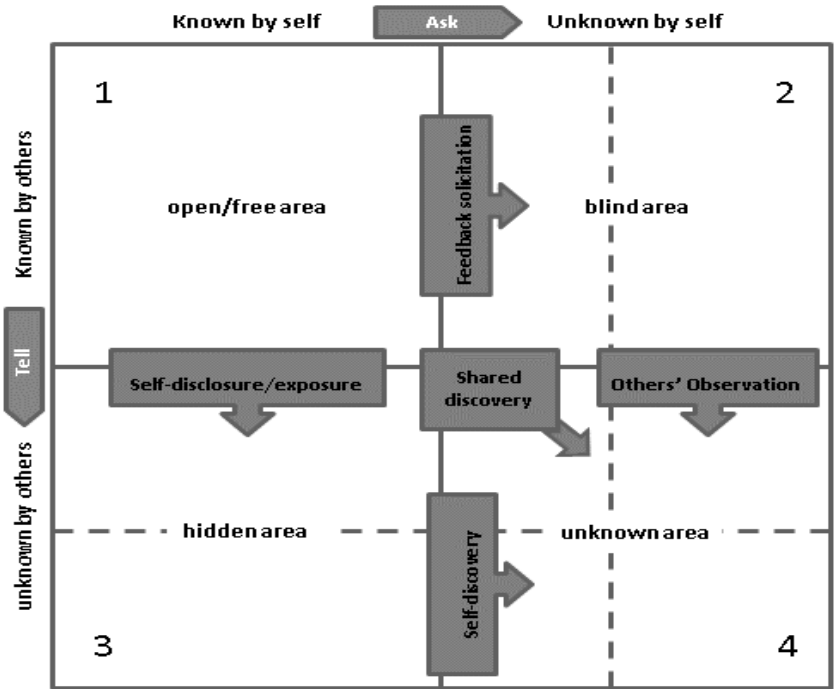

Figure 2. Luft and Ingham's (1955) Johari Window model uses four "panes" to represent information known about an individual by oneself and others. Information can be transferred from one pane to the other by either disclosing information or soliciting feedback. Retrieved from www.selfawareness.org.uk

Quadrant I represents the area of free activity, referring the behavior and motivations known to self and known to others. Most pertinent to the topics of biases and self-awareness, Quadrant II, the blind area, represents where others can see things in oneself of which one is unaware. Quadrant III represents the hidden area, or things one knows but do not reveal to others (topics that one might be sensitive about). Quadrant IV is the area of unknown activity in which both the individual and others are unaware of certain behaviors and motives (Luft & Ingham, 1955).

By either disclosing information about oneself or seeking feedback from our peers, colleagues, and informed observers, one is able to expand the "open" window and, in turn, shrink the "blind" or otherwise unknown windows. Luft and Ingham (1955) wrote:

> When I ask for and receive feedback, I decrease my blind area and increase my open area. By decreasing my blind area, I have more of my truth – more of me – available to me. By increasing my open area, I create more commonality between us. (p. 3)

Small "open" windows result in poor communication with others. Furthermore, it takes energy to hide, deny, or be blind to behavior which is involved in interaction – energy that could be put towards other, productive leadership behaviors. Perhaps most importantly in the context of leadership, learning about group processes as they are being experienced helps increase awareness for the group as a whole, as well as for individual members (Luft & Ingham, 1955).

Chapter Three

Methodology

In order to investigate and address the study research questions, the study involved two sequential phases involving an online survey followed by interviews, which are both described in greater detail in the following sections.

Setting

Table 1
Amber Plains School District Demographic Information

	School A	School B	School C	KS Ave
Title 1	Y	N	Y	
Enrollment	1,698	1,019	863	
% Economically Disadvantaged	69.0	57.6	90.4	47.3
% English language learners (ELL)	12.9	5.5	23.8	9.5
% White/European American	38.9	51.9	20.0	63.8
% Hispanic/Latinx	33.0	22.1	43.7	20.0
% African American/Black	16.1	13.3	27.4	6.9
% Other	12.1	12.8	8.9	9.2
% Students with disabilities	14.6	18.2	20.3	15.7
% Fully licensed teachers	95.8	98.8	100.0	97.0
% Graduate	81.2	95.0	86.9	87.5
% Dropout	3.2	1.7	4.6	1.4
% Math Achievement Level 1 (Limited)	58.0	51.5	70.2	29.2
% Math Achievement Level 2 (Basic)	23.7	30.2	20.9	37.9
% Math Achievement Level 3 (Effective)	12.6	14.2	5.6	23.7
% Math Achievement Level 4 (Excellent)	5.7	4.1	3.3	9.1
% ELA Achievement Level 1 (Limited)	38.9	34.6	59.4	29.2
% ELA Achievement Level 2 (Basic)	36.1	39.4	31.6	34.0
% ELA Achievement Level 3 (Effective)	19.1	22.3	8.0	28.2
% ELA Achievement Level 4 (Excellent)	5.9	3.7	0.1	8.7

Note. ELA = English Language Arts. The total of percentage for each characteristic may not be 100% due to rounding.

Three high schools, “School A,” “School B,” and “School C,” within “Amber Plains School District” served as the setting for the present study. Located in the Midwest, Amber Plains had a population of approximately 130,000 inhabitants at the time of current study. Surrounded by rural communities and farmland, Amber Plains was the fifth-largest city in the state at the beginning of the study. According to the 2010 census, the racial/ethnic composition of the city was 76.2% White/European American, 11.3% African American/Black, 1.4% Native

American, 1.3% Asian American, 0.1% Pacific Islander, 4.7% from other races, and 4.9% from two or more races. People who identified as Hispanic or Latinx comprised 13.4% of the population. At the time of this study, Amber Plains School District was an urban, Pre-K through 12th grade school district. Of the four school districts serving the county, Amber Plains School District had the highest enrollment, with 13,191 students distributed across four high schools, seven middle schools, and 21 elementary schools. Nearly 1,100 teachers worked within Amber Plains School District, generating a student-teacher ratio of 12.85 to 1. Of the four high schools in the district, the three included in this study were traditional high school settings with the single alternative high school setting excluded. School demographic and student academic achievement data is provided in Table 1.

Participants

The study was submitted in writing to the Amber Plains School District internal research committee in January 2019 and was approved for implementation the following month. The study also received approval from the University of Kansas Institutional Review Board (IRB) in May 2019. Three high school groups participated in this study with each group comprised of a principal and approximately 30 faculty raters, for a total of three principals and 89 faculty raters across all three schools. Principal participants were recruited through one-on-one, informal meetings with the researcher after written approval had been received from the district research committee. Principals were informed that they would be required to participate in both the MLQ survey as well as a follow-up interview. During the informal meetings with the principal participants, the researcher shared information about the study's purpose, design, and

procedures. The researcher informed the principals that the study would require certified teaching staff to confidentially evaluate their principal's leadership behaviors. While confidentiality was necessary to protect participants' private information, it also allowed participants to be completely honest in their evaluations. After considering this research

Table 2

Full Teacher Sample Demographics

Characteristic	N = 89	
	n	%
Highest degree		
Bachelors	38	42.7
Masters	51	57.3
Content Area		
Mathematics	18	20.2
English Language Arts	18	20.2
Social Studies	14	15.7
Special Education	12	13.5
Science	11	12.4
Other	16	18.0
Certified in content area		
Yes	77	86.5
No	12	13.5
Gender		
Male	29	32.6
Female	60	67.4
Ethnicity		
White/European American	68	76.4
African American/Black	11	12.4
Hispanic/Latinx	6	6.7
Asian American	2	2.2
Other	2	2.2
Years of teaching experience		
Less than 5 years	23	24.7
6-10 years	32	36.0
11-15 years	20	22.5
16-20 years	6	6.7
21+ years	8	10.1

Note. The total of percentage for each characteristic may not be 100% due to rounding.

participation opportunity, all three principals chose to participate in the study. “Jennifer,” the principal at School A, taught mathematics before earning her Master’s degree and working in public school administration for more than 16 years. Jennifer identified herself as White/European American. “Tim,” the principal at School B, taught Science before earning his Master’s degree and working in public school administration for more than 16 years. Tim identified himself as White/European American. “Michelle,” the principal at School C, taught Early Childhood before earning her Doctorate and working in public school administration for more than 11 years. Michelle identified herself as African American/Black. Jennifer had worked at her school for more than six years, whereas Tim and Michelle had worked at their respective schools for fewer than five years. Each principal worked under a Professional School Leadership License.

In order to elicit interest in the study, the researcher passed out informational flyers at each school. Additionally, the researcher spoke with teachers at staff meetings and discussed the purpose of the study. The researcher then sent an e-mail to the certified teaching faculty at each school that included information about the study’s purpose and procedures. This e-mail informed teachers that participating in the survey required roughly 15 minutes to complete. Teachers could also be asked to participate in a 30-45 minute follow-up interview, which they could decline without incurring any professional negative repercussions. Teachers who wished to participate in the study could follow a hyperlink in the e-mail that navigated to the online version of the MLQ survey. Prior to participating in the survey, teachers were presented with additional information about procedures, risks, benefits, and participant confidentiality. Participants were then required to sign an informed consent statement and a demographic profile before accessing the 45-item

survey. Demographic information from teacher participants across all three schools is provided in Table 2.

Measure

The Multifactor Leadership Questionnaire (MLQ) was used for the quantitative phase of the study. Based on Bass and Avolio's (1998) Full Range Leadership Model (FRL), the MLQ is a validated tool designed to measure leadership behaviors associated with transactional and transformational leadership styles (as well as passive/avoidant, or lack of leadership). The tool identifies "the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work" (Bass & Avolio, 1995, p. 14). The MLQ has been extensively researched and validated in numerous journal articles across various cultures and types of organizations (Bannon, 2000; Bass, 1997; Gustafson, 2001; Massaro, 2000). Internal consistency reliability has been established by Bass and Avolio (1998, 1990). Alpha reliability coefficients were all in an acceptable range of .77 to .95 (Gustafson, 2001).

The MLQ Multi-rater Form, consisting of 45 items, was accessed by participants as an online survey. A sample version of the MLQ survey is included in Appendix D. The questionnaire took approximately 15 minutes for each participant to complete. Principals were asked to rate themselves on items including, "I talk optimistically about the future," "I spend time teaching and coaching," and "I avoid making decisions." Principals responded to these items by selecting response options corresponding to "unsure," "not at all," "once in a while," "sometimes," "fairly often," and "frequently, if not always." Teacher raters answered corresponding questions about their principal's leadership behaviors (e.g., "Talks optimistically

about the future," "Spends time teaching and coaching," and "Avoids making decisions") using the same rating scale.

The MLQ Multi-rater Form items correspond to rating scales in three areas: transformational leadership, transactional leadership, and passive-avoidant leadership. Transformational leadership includes constructs of Builds Trust (Idealized Attributes), Acts with Integrity (Idealized Behaviors), Encourages Others (Inspirational Motivation), Encourages Innovative Thinking (Intellectual Stimulation), and Coaches and Develops People (Individual Consideration). Transactional leadership includes constructs of Rewards Achievement (Contingent Reward) and Monitors Deviations and Mistakes (Management-by-Exception: Active). The passive/avoidant leadership scale includes constructs of Fights Fires (Management-by-Exception: Passive) and Avoids Involvement (Laissez-Faire). Each question item on the survey is associated with a subscale (e.g., Inspirational Motivation) and its broader characteristic (e.g., Transformational Leadership). Mean scores are then identified by dividing the total scores across each subscale by the number of questions associated with the particular subscale.

Data Analysis Plan

Phase 1: Quantitative Analysis

The purpose of the quantitative phase of the study was to use the results from the MLQ survey to describe the transformational and transactional leadership levels of the high school principals in Amber Plains School District, from the perspectives of both the principals themselves as well as faculty raters. To analyze the data collected in this study, the researcher utilized descriptive statistics and correlation coefficient (to assess the relationship between constructs associated with leadership styles)

Pre-processing

Prior to analysis, the data from the MLQ website were downloaded into a data file via Statistical Package for Social Sciences (SPSS) to support analysis. To maintain confidentiality of the participants, the data were de-identified and assigned subject identifiers that allow for the relational information to be intact while stripping identifiable data. Items that related to each MLQ rating scale were grouped into variables that represented the varying leadership constructs to support analyses described subsequently.

Descriptive Statistics

Descriptive summary statistics across participants, including principals and faculty raters, were computed to describe the data across MLQ rating scales using SPSS. Specifically, the mean, standard deviation and range across constructs and participant groups (e.g., faculty raters within each school) were observed. These summary statistics provided a cursory overview of the data to determine if there are particular outliers within the data from a particular school group (e.g., principal from one school compared with another) prior to conducting analyses in which the groups were analyzed as an aggregate population.

Correlational Analysis

Correlation coefficients were utilized for several purposes in the completed study. Correlation coefficients (e.g., *Pearson r*) provide a numerical representation of the linear association between two variables. A strong linear association is close to one and a weak linear association is close to zero. If there is a negative linear association between two variables, then the value of correlation coefficients is negative. Correlation coefficients were used to analyze the correlations between leadership constructs measured by the MLQ survey. For example, as it is hypothesized that transactional and transformational leadership are discrete constructs, theory

would suggest that the correlation coefficients between the leadership styles would demonstrate a weak relationship and be closer to 0.

Phase 2: Qualitative Analysis

The purpose of the qualitative phase was to gain greater insight into disparities (if any) between principal self-ratings and the ratings of their faculty raters, as well as investigate the overall perception of principal leadership behaviors. All principals as well as three teacher raters per principal were asked to participate in follow-up interviews. In order to capture a well-rounded perspective of principal leadership behaviors in each building, the researcher sought to include a balance of teachers who scored their principal higher, lower, and in-line with their principal's MLQ self-score. Additionally, the researcher attempted to gather, to the greatest extent possible, a demographically diverse (gender, race/ethnicity, number of years' experience, level of education, content area) group of teachers to participate in the interview process.

Interviews lasted approximately 45-60 minutes and took place over the phone, via electronic meeting (e.g., Zoom, Skype), or in-person (which was the preferred method in order to document body language as well as verbal responses). A set of interview questions was designed for the purpose of keeping the interviews semi-structured, in order to allow for repeatability and comparison between the three interviews. Therefore, each principal and faculty rater were asked the same four questions, but between questions the interviewer asked various follow-up, clarification, and hypothetical scenarios, which were not identical between participants. Hypothetical scenarios, ideal position, and interpretive questions (Merriam, 1998) were included to elicit the interviewees' opinions and perceptions of principal leadership behaviors. Questions and scenarios were adapted specifically to reflect leadership responsibilities one might

commonly associate with school principals. The guiding questions asked of principals and teachers are found in Appendix C.

With participant permission, interviews were recorded using a smartphone and voice recording application and then transcribed in full by the researcher. The recordings and any backups were stored in a secure application, available only to the researcher. Participants were given the opportunity to review the transcripts and validate their accuracy. The researcher listened to each interview once to refamiliarize himself with the tonality and flow of the conversation, while also noting meaningful pauses, laughter, and other expressive cues. Then, the researcher listened to each interview again in order to transcribe the full conversation and expressive pauses and cues. Once the interviews were completed and the transcriptions finalized, the researcher printed each transcript and color-coded individual words, sentences, thoughts and narratives that were determined to be thematic. Once each transcript was coded, the researcher further organized responses by cutting the responses and organizing them based on their color (and theme) so as to view responses side-by-side and draw comparisons and contrasts in this way.

Chapter Four

Results

Chapter four reports the results of the teacher and principal MLQ survey data analysis and teacher and principal interview information. The aggregate analyses of the data include descriptive statistics, correlational analysis, and thematic coding.

Quantitative Data Analysis Results

Descriptive Statistics

Table 3

Descriptive Information of Leadership Behaviors (Teacher Survey, Full Sample, N = 89)

Characteristic	Subscale Name	*M* (SD)	Range
Transformational	IA	2.42 (1.00)	3.50
	IB	2.61 (.57)	3.75
	IM	2.98 (.91)	3.50
	IS	2.17 (.99)	3.50
	IC	1.89 (1.01)	3.75
Transactional	CR	2.27 (1.07)	4.00
	MBEA	2.20 (.81)	3.25
Passive-avoidant	MBEP	1.88 (.79)	4.00
	LF	1.33 (.86)	4.00

Note. IA = Idealized Attributes, IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individual Consideration CR = Contingent Reward, MBEA = Management by Exception (Active), MBEP = Management by Exception (Passive), LF = Laissez-Faire

Table 3 presents the mean scores across the nine leadership subscales measured by the collective teacher faculty raters' (n = 89) perceptions of principals' (n = 3) leadership behaviors. In addition to the mean, standard deviation and range are presented for each subscale. The MLQ uses a key of frequency associated with the 0-4 rating scale, with 0 being "not at all," 1 being

"once in a while," 2 being "sometimes," 3 being "fairly often," and 4 being "frequently, if not always." Using these scores, each the researcher presented each principal's individual subscale scores as well as the mean and standard deviation for each of the three characteristics (transformational, transactional, and passive-avoidant). Among the transformational leadership subscales, inspirational motivation (M = 2.98, SD = 0.91) and idealized behaviors (M = 2.61, SD = 0.57) had the highest mean scores, whereas individualized consideration (M = 1.89, SD = 1.01) had the lowest mean score. These scores may suggest that principal transformational leadership has more to do with inspiring staff and setting a positive example for both staff and students. Conversely, as principals must also concern themselves with other school stakeholders (e.g., parents, community and school board members, local business leaders), it may be difficult for them to give their teaching staff a considerable amount of individualized consideration. Among the transactional leadership subscales, contingent reward (M = 2.27, SD = 1.07) and management by exception (active) (M = 2.20, SD = 0.81) presented relatively comparable mean scores, though generally lower than those of the transformational leadership subscales. As teaching and learning is a human endeavor, and often emotionally charged, it is not surprising that principals are perceived to be transformational leaders more so than transactional leaders. The mean scores of the passive-avoidant leadership subscales were lower than any of the transformational and transactional leadership subscale means, though management by exception (passive) (M = 1.88, SD = 0.79) presented only slightly higher than individualized consideration (M = 1.89, SD = 1.01). Due to the number and variety of school stakeholders, as well as the human nature of the work required by school leaders, principals cannot afford to be hands-off or passive leaders. Across the full sample of teacher survey responses, the survey item with the highest mean score

was item 25 “displays a sense of power and confidence” (*M* = 3.45, SD = 0.66). Conversely, the survey item with the lowest

mean score was item 28 “avoids making decisions” (*M* = 0.91, SD = 0.98).

Table 4

Descriptive Information of Leadership Behaviors (Teacher Survey, School A, N=34)

Characteristic	Subscale Name	M (SD)	Full Sample M (SD)	Range
Transformational	IA	2.43 (.97)	2.42 (1.00)	3.25
	IB	2.79 (.48)	2.61 (.57)	1.75
	IM	3.13 (.72)	2.98 (.91)	2.75
	IS	2.17 (.88)	2.17 (.99)	3.25
	IC	2.04 (.98)	1.89 (1.01)	3.75
Transactional	CR	2.59 (.82)	2.27 (1.07)	3.00
	MBEA	2.38 (.49)	2.20 (.81)	2.00
Passive-avoidant	MBEP	1.92 (.79)	1.88 (.79)	3.25
	LF	1.09 (.78)	1.33 (.86)	2.50

Note. IA = Idealized Attributes, IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individual Consideration CR = Contingent Reward, MBEA = Management by Exception (Active), MBEP = Management by Exception (Passive), LF = Laissez-Faire

School A

Teachers at School A identified Jennifer, principal of School A, as a leader who utilizes transformational leadership behaviors sometimes/fairly often (*M* = 2.51, SD = 0.72), sometimes utilizes transactional leadership behaviors (*M* = 2.48, SD = 0.45), and utilizes passive-avoidant leadership behaviors sometimes/once in a while(*M* = 1.50, SD = 0.74). Table 4 presents mean scores, standard deviation, and range across the nine leadership subscales as measured by School A’s teacher faculty raters’ perceptions of Jennifer’s leadership behaviors, in addition to the mean scores and standard deviation for the full sample. Notably, when compared with the full sample,

teachers at School A rated Jennifer equal to or higher across all transformational and transactional leadership subscales. Additionally, teachers rated Jennifer lower in the passive-avoidant subscales of management by exception (passive) (M = 1.92, SD = 0.79) and laissez-faire (M = 1.09, SD = 0.78) compared to the full sample (M = 1.88, SD = 0.79 and M = 1.33, SD = 0.86, respectively). Across the 45-item survey, teachers rated Jennifer the highest on item 25 ("displays a sense of power and confidence"; M = 3.74, SD = 0.45), which is associated with transformational leadership, specifically the idealized attributes subscale. Teachers rated Jennifer the lowest on item 28 "avoids making decisions" (M = 0.88, SD = 1.09), which is associated with passive-avoidant leadership, specifically the laissez-faire subscale. The ranges across subscales, with the exception of idealized behaviors, varied from 2.00 (management by exception (passive) to 3.75 (individual consideration) indicating a range of perspectives from Jennifer's teachers. The range for idealized behaviors was only 1.75, indicating that there was greater consensus from teachers as to how Jennifer demonstrated idealized behaviors as a leader. Moreover, the narrow range for survey item 25 (1.00) across all 34 teachers at School A was also notable as it demonstrated that almost all of the School A teachers scored Jennifer as having relatively high levels of power and confidence. Based upon the self-scores of Jennifer's MLQ survey, Jennifer identified herself primarily as a leader who utilizes transformational leadership behavior fairly often (M = 3.10), sometimes utilizes transactional leadership behaviors (M = 2.00) and only uses passive-avoidant leadership behaviors once in a while (M = 0.63). Among leadership subscales, Jennifer rated herself highest in individual consideration (M = 3.75) and lowest in laissez-faire (M = 0.25).

Summary of School A. Overall, teachers at School A rated Jennifer higher in both transformational and transactional leadership when compared to the full sample mean scores.

This finding demonstrates that transformational and transactional scores are not separate constructs like weights on a balance; that is, demonstrating higher transformational behaviors does not necessarily lower one's transactional leadership abilities. A leader can be both highly transformational and transactional. Notably, teachers also rated Jennifer lower than the full sample mean scores in the laissez-faire leadership subscale, suggesting that in addition to being perceived as a leader who sometimes utilizes both transformational and transactional leadership behaviors, teachers also perceived her to be an involved leader.

Table 5

Descriptive Information of Leadership Behaviors (Teacher Survey, School B, N=29)

Characteristic	Subscale Name	M (SD)	Full Sample M (SD)	Range
Transformational	IA	2.72 (.96)	2.42 (1.00)	3.50
	IB	2.28 (.60)	2.61 (.57)	3.00
	IM	3.16 (.90)	2.98 (.91)	3.00
	IS	2.28 (1.06)	2.17 (.99)	3.50
	IC	1.97 (.95)	1.89 (1.01)	3.50
Transactional	CR	2.53 (1.04)	2.27 (1.07)	3.50
	MBEA	1.66 (.74)	2.20 (.81)	2.50
Passive-avoidant	MBEP	1.75 (.90)	1.88 (.79)	3.25
	LF	1.29 (.95)	1.33 (.86)	3.25

Note. IA = Idealized Attributes, IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individual Consideration CR = Contingent Reward, MBEA = Management by Exception (Active), MBEP = Management by Exception (Passive), LF = Laissez-Faire

School B

Teachers at School B primarily identified Tim, principal at School B, as a leader who sometimes utilizes transformational leadership behaviors (M = 2.48, SD = 0.84),sometimes

utilizes transactional leadership behaviors (*M* = 2.10, SD = 0.43), and utilizes passive-avoidant leadership behaviors sometimes/once in a while (*M* = 1.52, SD = 0.87). Table 5 presents mean scores, standard deviation, and range for the nine leadership subscales measured by School B's teacher faculty raters' perceptions of Tim's leadership behaviors in addition to the mean scores and standard deviation for the full sample. When compared with the full sample, teachers at School B rated Tim equal to or higher in the transformational subscales of idealized attributes (*M* = 2.72, SD = 0.96 compared to *M* = 2.42, SD = 1.00) and inspirational motivation (*M* = 3.16, SD = 0.90 compared to *M* = 2.98, SD = 0.91), as well as the transactional subscale of contingent reward (*M* = 2.53, SD = 1.04 compared to *M* = 2.27, SD = 1.07). Additionally, teachers rated Tim considerably lower in the transactional subscale of management by exception (active) (*M* = 1.66, SD = 0.74) compared to the full sample (*M* = 2.20, SD = 0.81).

Across the 45-item survey, teachers rated Tim the highest on item 9 "talks optimistically about the future" (*M* = 3.45, SD = 0.87), which is associated with transformational leadership, specifically the inspirational motivation subscale. Teachers also rated Tim the lowest on item 28 "avoids making decisions" (*M* = 0.79, SD = 0.90), which is associated with passive-avoidant leadership, specifically the laissez-faire subscale. Across subscales, teachers rated Tim across wide ranges, from 2.50 (management by exception [active]) to 3.50 (idealized attributes, among others), indicating a wide range of perspectives on Tim's leadership from teachers. Based upon the self-scores of Tim's MLQ survey, Tim identified himself as a leader who utilizes transformational leadership behaviors fairly often (*M* = 3.40), sometimes utilizes transactional leadership behaviors, and (*M* = 2.13) once in a while (almost never) utilizes passive-avoidant leadership behaviors (*M* = 0.38). Among leadership subscales, Tim rated himself highest in inspirational motivation (*M* = 4.00) and lowest in laissez-faire (*M* = 0.00).

Summary of School B. Overall, teachers identified certain subscales in both transformational and transactional leadership that they associated with Tim's leadership more than others. For instance, Tim was rated higher than the full sample mean scores in both inspiration motivation, a transformational subscale, and contingent reward, a transactional subscale. Tim's relatively high scores in these two subscales may suggest that he was effective in getting his staff to do what was asked of them by utilizing one or both of these leadership characteristics. Interestingly, teachers scored Tim higher than the full sample mean score in idealized attributes, but lower in idealized behaviors. That is, teachers perceived Tim to possess attributes that are idealized in a principal leader, yet these attributes may not reflect themselves in his leadership behaviors. Tim also scored lower than the full sample means in both

Table 6

Descriptive Information of Leadership Behaviors (Teacher Survey, School C, N=26)

Characteristic	Subscale Name	M (SD)	Full Sample M (SD)	Range
Transformational	IA	2.07 (1.00)	2.42 (1.00)	3.25
	IB	2.74 (.48)	2.61 (.57)	1.75
	IM	2.59 (1.06)	2.98 (.91)	3.50
	IS	2.04 (1.06)	2.17 (.99)	3.25
	IC	1.62 (1.09)	1.89 (1.01)	3.50
Transactional	CR	1.57 (1.11)	2.27 (1.07)	3.75
	MBEA	2.58 (.91)	2.20 (.81)	3.00
Passive-avoidant	MBEP	1.99 (.65)	1.88 (.79)	3.00
	LF	1.69 (.76)	1.33 (.86)	4.00

Note. IA = Idealized Attributes, IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individual Consideration CR = Contingent Reward, MBEA = Management by Exception (Active), MBEP = Management by Exception (Passive), LF = Laissez-Faire

management by exception (active) and management by exception (passive), suggesting that his role as principal was not perceived to be managerial in nature by his staff.

School C

Teachers at School C identified Michelle, principal at School C, as a leader who sometimes utilizes transformational leadership behaviors (*M* = 2.21, SD = 0.87), sometimes utilizes transactional leadership behaviors (*M* = 2.07, SD = 0.46) and sometimes utilizes passive-avoidant leadership behaviors (*M* = 1.84, SD = 0.62). Table 6 presents mean scores, standard deviation, and range for the nine leadership subscales measured by School C's teacher faculty raters' perceptions of Michelle's leadership behaviors in addition to the mean scores and standard deviation for the full sample. When compared with the full sample, teachers at School C rated Michelle equal to or higher in the transformational subscale of idealized behaviors (*M* = 2.74, SD = 0.48 compared to *M* = 2.61, SD = 0.57) as well as the transactional subscale of management by exception (active) (*M* = 2.58, SD = 0.91 compared to *M* = 2.20, SD = 0.81). Additionally, teachers rated Michelle higher in both of the passive-avoidant subscales of management by exception (passive) (*M* = 1.66, SD = 0.74) and laissez-faire (*M* = 1.69, SD = 0.76) compared to the full sample (*M* = 1.88, SD = 0.79 and *M* = 1.33, SD = 0.86, respectively).

Across the 45-item survey, teachers rated Michelle the highest on item 25 "displays a sense of power and confidence" (*M* = 3.50, SD = .65), which is associated with transformational leadership, specifically the idealized attributes subscale. Teachers also rated Michelle the lowest on item 17 "shows that he/she is a firm believer in 'if it ain't broke, don't fix it'" (*M* = 1.00, SD = 0.98), which is associated with passive-avoidant leadership, specifically the management by exception (passive) subscale. The ranges across subscales, with the exception of idealized behaviors, varied from 3.00 (management by exception (passive), among others) to 4.00 (laissez-

faire) indicating a range of perspectives from Michelle's teachers. The range for idealized behaviors was only 1.75, indicating that there was greater consensus from teachers as to how Michelle demonstrated idealized behaviors as a leader. Additionally, the 4.00 range for the laissez-faire subscale indicated that at least one teacher perceived Michelle to be a totally passive leader, while at least one other teacher perceived her to be a completely hands-on leader. Based upon the self-scores of Michelle's MLQ survey, Michelle identified herself as a leader who sometimes/fairly often utilizes transformational leadership behaviors (M = 2.63), sometimes/fairly often utilizes transactional leadership behaviors (M = 2.50), and utilizes passive-avoidant leadership behaviors once in a while (M = 1.00). Among leadership subscales, Michelle rated herself highest in inspirational motivation (M = 3.50) and lowest in laissez-faire (M = 0.25).

Summary of School C. With the exception of idealized behaviors, teachers scored Michelle lower than the full sample mean scores across all transformational subscales. Contrary to School B, School C's teachers perceived Michelle to demonstrate idealized behaviors more so than actually possessing idealized attributes. This may suggest that while teachers acknowledged that Michelle acted in ways that her teachers identify as being positive, these behaviors were not seen as genuine. Teachers also perceived Michelle to demonstrate managerial behaviors more often, as they scored Michelle higher in both management by exception (active) and management by exception (passive) when compared to the full sample mean scores. Teachers did not perceive Michelle to be effective in getting staff to do what was asked of them as they scored her considerably below the full sample mean scores in inspirational motivation and contingent reward. Notably, to a greater degree than the other schools, Michelle's teachers also perceived

her to be a somewhat removed or hands-off leader, as they scored her higher than the full sample mean scores in the laissez-faire subscale.

Summary of Descriptive Statistics

Comparing the mean scores across principals, as rated by their teachers, to the full sample mean scores provided some insight into the overall perception of what type of leader each principal was viewed to be. Jennifer was rated equal to or higher than the full sample mean scores across every transformational and transactional subscale, while also equal or lower than the full sample passive-avoidant subscales. School A teachers perceived her to be an involved leader who was utilized both transformational and transactional behaviors in leading School A. Although his mean scores were generally lower than those of Jennifer's, Tim was perceived by his teachers at School B as having specific transformational and transactional behaviors that he displayed more often, namely inspirational motivation and contingent reward. The combination of these two subscales suggested that Tim was able to manage and direct his faculty effectively. On the other hand, teachers at School C rated Michelle lower than the full sample mean score in inspirational motivation and contingent reward, suggesting that she was not as effective in directing her teachers. Teachers also rated Michelle higher than the full sample mean score in the laissez-faire subscales, identifying her as a somewhat passive and hands-off leader.

Lastly, each principal rated themselves higher than their teaching staff (or lower, in the case of passive-avoidant subscales), which is demonstrative of self-enhancement bias (Pronin, 2012). However, it is also worth noting that certain principals identified certain leadership characteristics that were substantiated by their teachers as well. For instance, Jennifer perceived herself to frequently utilize transformational leadership behaviors, and this was validated by her teachers rating her higher than the full sample mean scores (though not as high as Jennifer had

rated herself). Among the transformational subscales, Tim rated himself highest in inspirational motivation, as did his teachers but not to the degree that Tim had rated himself. Lastly, Michelle identified herself as sometimes utilizing transformational and transactional leadership behaviors, and utilizing passive-avoidant leadership behaviors once in a while, and her teachers perceived her similarly. More so than Jennifer or Tim, Michelle's mean scores across the three leadership characteristics were relatively close to her teachers' ratings, suggesting that Michelle had a

Table 7

Correlation of Leadership Subscales

Characteristic	Subscale	IA	IB	IM	IS	IC	CR	MBEA	MBEP	LF
Transformational	IA	1.00								
	IB	.52	1.00							
	IM	.82	.56	1.00						
	IS	.91	.56	.83	1.00					
	IC	.88	.54	.77	.87	1.00				
Transactional	CR	.85	.51	.85	.83	.84	1.00			
	MBEA	-.53	.06	-.57	-.52	-.42	-.51	1.00		
Passive-Avoidant	MBEP	-.71	-.51	-.62	-.72	-.64	-.67	.39	1.00	
	LF	-.70	-.48	-.71	-.70	-.64	-.74	.41	.70	1.00

Note. IA = Idealized Attributes, IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC = Individual Consideration CR = Contingent Reward, MBEA = Management by Exception (Active), MBEP = Management by Exception (Passive), LF = Laissez-Faire

perception of her abilities as a principal that was less clouded by self-enhancement bias.

Correlational Analysis

In order to determine the degree to which the leadership characteristics and subscales were intercorrelated in this sample, a correlational analysis across leadership characteristics and subscales was undertaken. Given that the subscales represent continuous variables, a Pearson

correlation was determined to be effective in measuring and quantifying the latent intercorrelations of the leadership characteristics and subscales. Transformational and transactional leadership were positively correlated with one another (r = 0.58). Transformational and passive-avoidant leadership were negatively correlated with one another (r = -0.79), as were transactional and passive-avoidant leadership (r = -0.49).

The Pearson correlation coefficient, r, is listed for each possible subscale pairing in Table 7. Notably, among the five transformational leadership subscales, all possible pairings were positively correlated. Among transformational subscales, idealized attributes and intellectual stimulation were highly intercorrelated (r = .91). Idealized attributes and idealized behaviors generated the lowest intercorrelation among transformational subscales, though they were still moderately intercorrelated (r = .52). All transformational leadership subscales were negatively correlated with the passive-avoidant subscales. Among the two transactional subscales, contingent reward was positively correlated with each of the five transformational subscales and negatively correlated with both passive-avoidant subscales. Management by exception (active) was negatively correlated with the transformational leadership subscales, other than idealized behavior (r = .06), and positively correlated with both passive-avoidant subscales. The researcher also conducted a confirmatory factor analysis; however, several survey question items did not align with literature-supported scales, likely due to the small participant sample size. The researcher did not realign these items to proceed with the confirmatory factor analysis.

Summary of Correlational Analysis Findings

The correlational analysis demonstrated that the organization of leadership characteristics and subscales found in the MLQ research and literature was also logical in the context of this study. That is, as all of the transformational subscales were positively correlated with one

another and negatively correlated the passive-avoidant subscales. This makes sense in practical terms as transformational leadership requires extensive involvement and emotional investment on the part of the leader. Therefore, a passive-avoidant leader who removes themselves almost entirely from leadership processes would not be capable of being a transformational leader, as research also supports (Bass et al., 2006). It is sensible then, that these two leadership characteristics are inversely correlated. Transactional leadership has correlations to both transformational leadership and passive-avoidant leadership. Specifically, contingent reward is positively correlated with transformational subscales (and negatively associated with passive avoidant subscales), which can be expected as contingent reward can be used to motivate staff. Management by exception (active) is positively correlated with passive-avoidant subscales (and negatively correlated with transformational leadership). Given that management by exception (active) requires leaders to only involve themselves with employees when things go wrong, it makes sense that this subscale is not positively correlated with transformational leadership.

Summary of Quantitative Analysis

The researcher employed descriptive statistics, and correlational analysis to examine the study's research questions.

Summary of Descriptive Statistics

This study used descriptive statistics to compare the mean scores, standard deviations, and ranges of teachers' perceptions of their principal's leadership characteristics against the full sample. Overall mean scores and standard deviations were reported for the three leadership characteristics (transformational, transactional, laissez-faire), as well as for leadership subscales. Teacher perceptions of their principal's leadership varied at each school as survey results helped highlight different focus areas of each principal's leadership characteristics. At School A,

teachers identified Jennifer as both a transformational and transactional leader, as her mean scores in these leadership domains and subscales were higher than the other two principals. Jennifer saw herself primarily as a leader who used transformational leadership behaviors, but also as a capable transactional leader, though she rated herself higher than her teachers did. Teachers at School B rated Tim as using both transformational and transactional sometimes. However, they did highlight Tim's ability to use inspirational motivation and contingent reward to effectively direct his staff. Tim also identified transformational leadership, specifically the subscale of inspirational motivation, as his strongest leadership characteristic. Like Jennifer, he rated himself higher than his teachers had across both transformational and transactional leadership characteristics, and lower in passive-avoidant leadership. Teachers at School C rated Michelle as using transformational, transactional, and passive-avoidant leader sometimes. Compared to Jennifer and Tim, Michelle's teachers rated her lower across transformational and transactional subscales, and higher in passive avoidant subscales. However, while all three principals demonstrated self-enhancement bias as their self-scores were higher than their teachers' scores, Michelle's self-score was relatively close to the scores of her teachers' scores, suggesting Michelle had a more accurate perception of her own abilities as a leader.

Correlational Analysis Summary

Next, the researcher performed a correlational analysis to determine the extent to which transformational, transactional, and passive avoidant leadership subscales were intercorrelated. Congruent with the MLQ literature (Bass, 1997), all transformational subscales were positively intercorrelated with one another and negatively correlated with passive-avoidant characteristics. As stated in Bass et al. (2006), this is to be expected as transformational leadership demands a significant personal and emotional investment on the part of the leader; therefore, a passive-

avoidant leader could not be expected to also be a transformational leader. Transactional leadership subscales were divided, with management by exception (active) being positively correlated with passive avoidant subscales and negatively correlated with transformational subscales. Contingent reward was found to be positively associated with transformational subscales and negatively correlated with passive-avoidant subscales.

Qualitative Data Analysis

The researcher conducted in-person or over-the-phone interviews with nine high school teacher participants and interviewed each of the three building principals in-person. Teachers indicated their willingness to participate in an in-person or over-the-phone interview on the

Table 9

Individual Teacher Interviewee Demographics and Associated MLQ Ratings of Teachers' Principal

Participant	Demographic Information	Item 6	Item 14	Item 25	Item 28	Item 38
School A						
Derek	BA/ <5 / English / White/European	3	3	4	2	1
Nathan	MA / 16-20 / SS / White/European	3	3	4	0	3
Karrie	BA / 6-10 / Math / African American	4	3	4	2	2
School B						
José	BA/ <5 / Math / Hispanic/Latinx	3	4	3	0	4
Nancy	MA / 11-15 / Math / White/European	3	4	3	1	4
Mark	BA / 16-20 / English / White/European	3	2	3	3	2
School C						
Beth	MA / 6-10 / English / White/European	4	3	4	1	1
Ted	BA / 21+ / SPED / White/European	4	0	4	4	0
Reba	BA / <5 / Science / White/European	4	4	4	1	4

Note. SPED = Special Education, SS = Social Studies, Item 6 = Talks about their most important values and beliefs, Item 14 = Specifies the importance of having a strong sense of purpose, Item 25 = Displays a sense of power and confidence, Item 28 = Avoids making decisions, Item 38 = Uses methods of leadership that are satisfying

electronic MLQ survey. Of the 89 teachers who participated in the survey, 25 teachers (35%) volunteered to be interviewed. From this group of volunteers, the researcher selected nine

teachers to participate in the interview process. The nine teacher interview participants signed a consent form agreeing to have their interviews digitally recorded and transcribed.

Table 9 provides demographic information for each interview participant as well as their associated principal scores on survey items that became topics of discussion across many of the interviews. The sample included five males and four females. Levels of education included six participants with Master's degrees and three participants with Bachelor's degrees. Content areas represented were English (n = 3), Math (n = 3), Science (n = 1), Social Studies (n = 1) and Special Education (n = 1). The researcher attempted to enlist teachers who represented a diverse number of demographic characteristics (e.g., gender, race/ethnicity, number of years' teaching experience, highest degree earned, content area of expertise). Additionally, the researcher examined participant MLQ survey scores and, where possible, selected participants for each school with an even distribution of teachers who had scored their principal higher, lower, or on par with their principal's self-score. The intended benefit of this selection process was to gather well-rounded perspectives on the principal's leadership behaviors, capturing both positive and negative responses in equal detail. Each of the three principals also participated in the interview, bringing the total number of interview participants to 12.

Once the researcher completed all 12 interviews, either over-the-phone or in-person, the process of organizing and transcribing began. The researcher first listened to the digital recordings of each interview once before transcription so as to re-familiarize himself with the tonality and flow of the conversation so as to gain more accurate insight into the perceptions of each interviewee. After listening to each interview once, the researcher then transcribed each interview in full using Microsoft Word. After each interview was transcribed, the researcher used constant comparative analysis to inspect each transcription, line by line, in order to identify

emerging themes and categories. Using the digital highlighting tool, the researcher identified statements that were perceived to be critical. Blue highlighter indicated a statement that referred to consistency or follow-through of principals. Red highlighter signified statements made about principal feedback, principal support, and statements of value made by the principal.

Table 10

Interviewee Perceptions of Principal's Leadership

Interviewee	Transform.	Transact.	Passive	Theme 1	Theme 2	Theme 3
"Derek"	2.40	2.50	1.88	4	3	3
"Nathan"	2.65	3.38	1.00	6	4	2
"Karrie"	2.05	2.00	2.75	5	4	4
"José"	3.05	2.38	0.88	3	3	2
"Nancy"	3.05	2.13	1.00	5	5	2
"Mark"	2.45	1.88	1.88	5	3	1
"Beth"	2.25	1.75	1.38	3	1	3
"Ted"	0.90	2.00	3.50	4	1	2
"Reba"	3.15	2.38	1.63	3	2	4

Note. Theme 1 = Consistency and follow-through, Theme 2 = Specific actionable feedback and statements of value, Theme 3 = Visibility in classrooms and school environment, Transform. = Transformational Leadership, Transact. = Transactional Leadership, Passive = Passive-Avoidant Leadership.

Lastly, green highlighter referred to statements about a principal's level of visibility, engagement, and participation in school processes. For each theme, the researcher included both positive and negative statements from teachers and principals (i.e., both examples and non-examples of each theme were identified as critical statements). Table 10 provides the number of statements each interviewee made in each thematic category, as well as the perceived principal leadership characteristic scores generated by each interviewee's survey responses. Once each transcription was complete and color coded, the researcher created a separate document for each of the three themes that had been identified. Given that all participants had participated in the

MLQ survey, both participants and researcher made reference to specific words and descriptors when describing their perspectives on principal leadership behaviors.

Theme 1: Follow-Through and Consistency

Mirroring Bass et al.'s (2006) concept of idealized influence in transformational leadership, a prevailing theme throughout each teacher interview was the importance of leaders who not only talk the talk but "walk the walk." Principals who demonstrated follow-through on personal and professional commitments to staff, students, and school stakeholders were viewed not only as more sincere in their efforts to improve their school, but also as more likely to motivate staff towards pursuing collective goals. This allows principals to not only set high expectations for staff, but also increases the likelihood that staff exceed their perceived capabilities to achieve said goals.

"Mark," a veteran teacher at School B with nearly 20 years of experience under his belt, had worked under several principals throughout his tenure in Amber Plains School District, as well as a neighboring school district. He valued his current principal's style of leadership, especially when viewed in context alongside past principals:

> Some principals are just – I don't know the right word for it – figureheads? Talking heads? You hear them talk and you just wonder whether those are their real thoughts or opinions or if they're just repeating what they're told… I think those are the most forgettable types of admins – they might say they want to implement some big initiative during a professional development, but once the semester comes around, it's not even mentioned again. No follow-through. [pause] And teachers get really tired of that because it can happen year after year, so you tend to just keep your head low and do your job as best as you can regardless of what's being thrown at you.

Describing his current principal, however, Mark stated:

> I think he's demonstrated a good track record with the staff as far as the changes he's implemented since he took over as principal. Some of them are you know, his personal take on what needs to be done – how the master schedule is structured, for example. But when those district initiatives come along, I think he's really protective of how they might affect the building… whether that change is going to have a positive effect on the students. So sometimes I think those initiatives get changed a little bit to fit our building

> better. I hope I don't get in trouble for saying that. But I think the staff sees that and appreciates that.

Tim, Mark's principal, had made conscious efforts to build trust within his building, especially during his first years as a new principal. He acknowledged the importance of forethought and accountability when making changes and demonstrating commitment to both his vision and mission of the district:

> I think it's necessary for the staff to see the principal as someone who thinks things through before undertaking decisions that affect not just themselves but the staff and kids as well. I didn't want to come in as the new principal and just be a wet noodle – there were definitely changes that need to be made – but I also didn't want to impulsively make changes or rock the boat to the point where I was making people uncomfortable. I surveyed the school, talked with my leadership team, and we started slowly rolling out those changes – gradebooks, lesson plans, how study hall was being use, those sorts of things – but we always communicated to the staff the thought behind it. And we made sure we checked in with our teachers to make sure they were comfortable and aware with what we were doing and knew how to adapt.

José, a relatively new teacher in School B, did not have the same professional experience or context with which he could compare Tim's leadership. However, as a younger professional in the field of education, José commented on the importance of stable principal leadership. When asked if he felt supported as a new teacher, José replied:

> Yes, for the most part. I came in and I felt really lost at first – I don't think student teaching can ever really prepare you for the real thing. It's so different. So I had to learn a lot that first year, really the first two years or so until I felt like I didn't have a different question every day. But Tim and the AP's (assistant principals) definitely kept tabs on me and set me up with a mentor as well. [pause] And I felt like if I ever had a question beyond how to do something – which my mentor could almost always answer – like "*why* do I need to my lesson plans to look a particular way?" – Tim usually has a reason beyond "because I said so."

School A's principal, Jennifer, also stressed consistent communication with her staff as a significant factor in setting a professional example for her staff to aspire to. As a self-described transformational leader, Jennifer recognized that impacting student achievement required building the leadership capacity of her staff. As principal, Jennifer stated that she needed to set standards of professionalism:

> In this type of building, really in this type of district, I truly believe those changes aren't going to happen as a result of one person. It really takes a village. So, I want to motivate my staff to go the extra mile, I want them to come to work each day and give their best effort… I want them to inspire each other and for those teacher leaders to emerge. But if I'm not setting that example of professional behavior, then my staff isn't going to rise to the level that I'm asking them to – the level they need to if they're going to be effective teachers.

Jennifer continued:

> So much of what we do relies on communicating a message effectively. I think that goes for anyone in a leadership position. And as principal, my primary concern is really my students, my staff, and my families. I need to make sure that whatever is going on in our school – whether that's positive or not – is being addressed by me and the leadership team effectively… If I say we're going to do something, I want to make sure it's done. If we're not on the same page, it's going to be obvious.

Derek, an English teacher in his fourth year, made numerous statements referencing consistency in Jennifer's leadership. When asked which principal leadership behavior he felt impacted him most as a teacher, he replied:

> Consistency, definitely. Accountability, too. I think Jennifer runs a very tight ship and anyone who teaches here will tell you that. The kids will probably tell you that, too … for me as a teacher, I have enough going on in my classroom on a daily basis that I don't need my AP or principal coming in and doing an observation or evaluation and telling me to entirely change what I'm doing. She and the leadership team will definitely talk to us if something needs to be changed, but I think they make those expectations clear enough from the get-go that those discussions, when they happen, are pretty cut and dry.

Karrie, an experienced Math teacher, remarked:

> She has some good people around her on the leadership team, and they do a good job of communicating with each other. It's not one of those situations where if you ask each of the assistant principals the same question, you'll get three or four different answers. They're on the same page.

Other teachers in Jennifer's building perceived her communication abilities differently, however. When asked if he felt like Jennifer's effectively communicated changes to the building staff, Nathan, a veteran Social Studies teacher, stated:

> Well, that's difficult to say. We're a large building and each of the assistant principals covers a different division. Most of the time we get directives from our assistant principal… so it can really depend on who you work with. But for the most part I think they do a good job. I will say that there are times that I would have appreciated hearing

> more from Jennifer herself than the leadership team, especially when it's something that really affects the whole school.

Much like the other schools, School C's leadership consisted of several division assistant principals reporting to one building principal, Michelle. Interviewing Michelle, it became clear that she viewed herself as a highly transformative leader whose primary responsibility was to change the culture of the school:

> There's a very pervasive way of thinking in our school - by the students but I think also by the staff as well – that they are just bound to mediocrity, or worse. That kind of thinking becomes a self-fulfilling prophecy, and so my challenge as principal has been to turn that around

She continued:

> …you talk about transformative leadership – this building needs a transformation. Our students don't believe they can succeed, they don't believe they deserve nice things. And I think our staff can feed into that. So our mission – and what I want to see from my leadership team – is to break that way of thinking.

Now in her third year as principal, Michelle was cognizant that not all of her teachers had bought in to her vision of changing the school's culture. When asked if she felt like she had made progress during her tenure, Michelle stated, "I feel like each year I win a few more over, but there are some teachers that just seem unwilling to get onboard."

Interviewing Beth, an English teacher at School C, it appeared that some of the teachers had indeed bought in to Michelle's transformational mission. When asked if Michelle's leadership qualities had brought about positive change to the school, Beth answered:

> It's taken time, but I think she's been really persistent in getting her message across. I won't pretend it's been perfect, I think she probably came in and was maybe a bit too idealistic for some, especially some of the staff that have been here a long time. And maybe she was perceived as being too pushy – that was kind of my first impression. But I know she cares about the students, and about us, too.

When asked if her opinion of Michelle's transformational leadership behaviors was typical or atypical, Beth replied:

> You know, it's unfortunate… I really do feel like we are a divided staff in that way. Personally, I think her heart is in the right place and professionally, it's easier to work

> with her towards a shared goal than trying to fight change. And from what I've seen, I think Michelle is more likely to support you, to engage with you as a professional, if she perceives you to be all-in … and if you're not, I think she's more or less encouraging those teachers to look elsewhere.

While it did appear that the majority of teachers who took the MLQ survey fell on either side of the spectrum concerning their perception of Michelle's leadership behaviors, there were also those who were either conflicted or had not yet made up their minds. One veteran teacher, Ted, summed up this perspective:

> I don't think I'll ever be one of her die-hard supporters. I just don't think she's all that sincere in what she says or does. To me, it sounds like she's just repeating the same buzzwords year in and year out - you know - 'changing hearts and minds' and that sort of thing. But that's it, it's so vague. It's not a mission statement if you don't follow through with it. Transforming our school culture hasn't been part of our professional development, it's not a focus of our PLCs … I want to buy in, I really do. [pause] I think she probably has noble intentions. But she just hasn't created a plan of action for the school that will actually lead us to where she wants us to be.

Among survey responders, Michelle also had noticeably more detractors within her teaching staff than the other principals. When asked which leadership behaviors she wished Michelle would utilize less frequently, Reba, a fifth-year mathematics teacher, replied:

> I really wish she would stop playing favorites. I feel like she has her group of cheerleaders who she surrounds herself with. To me, it seems like she chooses to keep those people around her because it insulates her from what's really going on in our school. If all she ever hears are teachers regurgitating the same spiel, she doesn't have to confront the harsh reality. It's hard to work under that sort of leadership, because I don't feel like I can trust her at all.

Similarly, when asked which leadership behaviors she wished Michelle would utilize more often, Reba stated:

> Well, she could definitely be more inclusive, for one – I think she's too quick to cast off teachers that she doesn't think are in her camp. And I think she would win over more of us if she gave us concrete examples of what steps we can take to improve our school – increase student motivation, increase respect for teachers, get the students to respect each other – the chronic problems that need to be addressed directly if we're going to actually turn our school around.

Theme 2: Specific Feedback and Statements of Value

Leithwood et al. (1999) stated that one of the important ways in which principal transformational leadership affects positive change in schools is by "providing individualized support, acting as an important resource in helping colleagues achieve their individual and school goals" (p. 18). This aspect of transformational leadership became a topic of conversation throughout many participant interviews, as teachers stated their desire to respond positively to principal feedback and evaluation by demonstrating professional growth. Teachers also emphasized the importance of principals giving concrete and actionable feedback in order to facilitate their professional growth. Respondents who rated their principal positively on the survey questions "spends time teaching and coaching," "helps me develop my strengths" and "increases my willingness to try harder" tended to also express their confidence in their principal's ability to evaluate and give specific feedback. Additionally, a number of teachers also stated the importance of being valued by their principal. Notably, verbal statements of value from principals were viewed as validating and invigorating. Interview participants who rated their principal positively on the survey questions "expresses satisfaction when I meet expectations" and "acts in ways that builds my respect" were also more inclined to make mention of their principal's positive statements of value for teachers. Thematically, specific feedback and statements of value were viewed as closely related, by both teachers and the researcher, as part of the evaluative (formal and informal) process principals and teachers undergo together in order to improve pedagogy in their schools and classrooms.

When discussing principal leadership behaviors that his principal frequently demonstrated, Derek discussed the professional growth that he had achieved in his four years as a high school teacher at School A and the positive impact his principal had made:

> As a new teacher, I was worried at first about how the formal observations would go… because as a leader she's pretty intense. I knew that as soon as I interviewed with her – she just gets straight to the point and doesn't really chit-chat or beat around the bush. But I think that personality type actually lends itself well to observations and evaluations and the conversations that come out of them. She's direct and sometimes she can say some things that might sting a little, but they're not directed at you personally. She always points out areas of growth for me, and gives me specific ways that I can make progress in those areas.

When asked for an example of an area of growth in which he felt he had made progress, Derek replied:

> Well, I hope there are several [pause] I remember after one of my first evaluations, Jennifer had commented that I probably did eighty percent of the talking in my classroom and only left the remainder for my students. So we talked about that together and pretty much identified that part of it was nerves as a first year teacher, but also that I was anticipating that if I lectured less and gave my class more room to talk and lead the discussion, that they would abuse that. So, she gave me a stopwatch and told me to time myself over the course of a couple weeks and try to get the time that I spent talking under – I think it was like 20 or 25 minutes – and I did. And she follows up on those things, too, so it felt good when we did the next observation and she commented on how great it was to hear students leading discussions with me in a facilitator role.

By providing specific strategies to help Derek improve as a professional, Jennifer provided both individualized consideration and intellectual stimulation, two important facets of transformational leadership.

Nathan, too, highlighted the importance of having a principal who is able to provide guidance and specific feedback to improve teacher quality. Despite his many years in education, Nathan stated:

> I appreciate observations, I really do. It's not like that at every school or with every principal… but generally if someone is able to come into my classroom and give me that insight, I think that's very worthwhile. Teaching is not a static profession – the kids change year to year, needs change – so I appreciate an extra set of eyes. [Jennifer] tells

> me exactly what she sees, she doesn't sugarcoat anything. And if she likes what you're doing, what the students are doing, she'll tell you that, too.

Nathan shared that in recent years, Jennifer had not been as physically present and involved as she had previously been. However, during this time, he had also observed changes in the building leadership team that reflected his positive experiences with Jennifer's style of specific feedback. Describing his interactions with his assistant principals, he stated:

> I don't see Jennifer quite as often in my classroom these days, but that's not necessarily a bad thing. I think she's trying to build up her assistant principals, and you can tell that she's trained them up pretty well. They're trying to follow that same model – direct feedback, tell you exactly what's going well and what things can be improved upon. No BS.

The concept of building leadership capacity among her staff was evident in interviewing Jennifer. As the building leader, she recognized that she could more efficiently affect transformational change within her school if her assistant principals and veteran teachers pursued organizational goals together. When asked which leadership behaviors she wanted to display more frequently, Jennifer replied:

> I've been making myself take a backseat more often, because I feel like I have a lot of capable people around me and I want them to have opportunities to develop their abilities. They've been around me, the know how I like to operate, so I think they try to emulate that to some extent. I see [the assistant principals] in the hallways interacting with the teachers, telling them the positive things that they saw in their classrooms. But I also trust that privately, they're having those conversations about areas of improvement as well.

José was very honest about his experiences at School B under Tim's leadership. As a younger professional, José acknowledged that he was still developing his pedagogical skills in the classroom. While Tim provided guidance and direction for José's professional growth, José didn't see Tim as the type of leader that nurtures employees:

> Outside of when he comes in and observes in my classroom, I don't think Tim really goes out of his way to interact with me all that much. I think he's a pretty formal type of guy, so it's hard to get a feel for what he thinks of you. I will say that I do appreciate the feedback that comes out of the observation process, I think he's helped me become a

> stronger teacher. But a kind word here or there… even if it's just in passing, goes a long way, too.

For his part, Tim was very much aware of how his staff perceived his style of leadership, as well as the advantages and disadvantages his leadership style entailed. Describing his perspective on his behaviors as a leader, Tim stated:

> I think I'm probably old-fashioned in most ways. I think the staff would say the same. I'm not the most outgoing guy, but I'm also not going to pretend to be something I'm not. If you're doing a good job, I'll let you know. If you've got work to do, I'll let you know that, too. But my primary job isn't to make people happy, it's to improve teaching and learning in our school. Sometimes I have to ruffle a few feathers to do that.

In light of the Johari Window model, Tim's style of 'old-fashioned' leadership may indicate a larger 'hidden' area of self-exposure/disclosure (Luft & Ingham, 1955). However, his preference to convey an authentic and genuine version of leadership abilities is also important in the context of transformational leadership, as leaders who feign sincerity often lose respect (Sugarman, 1999).

Both Nancy and Mark, veteran teachers at School B, reaffirmed the effectiveness of Tim's feedback and leadership behaviors. When asked to describe Tim's leadership style, Nancy replied:

> He's not the type to hold your hand, that's for sure. I think part of it is just Tim's personality but I also think he's intentional about it, too. He lets the assistant principals be the ones that are a bit more interactive and complimentary. That way he can just focus his feedback on helping teachers improve their craft… and I think most of the staff sees that and respects him for that.

Similarly, Mark stated that Tim's style of leadership closely mirrored the type of leadership Mark utilized in the classroom with students. Rather than regularly lavishing students with praise, Mark argued that it meant more to students to reserve praise for when it was truly deserved. Describing how Tim's personality meshed with his role as principal, Mark said:

> Well, he is more of the introverted type. And he doesn't blow smoke, either. I think some of the younger teachers have had a difficult time adjusting to that direct style of leadership. But I've just told them that he's not out to offend anyone, and he will

> compliment teachers when he sees things going well in their classrooms. He might not do it as often as other principals, but I think it means more when he does speak up, because he'll tell you exactly what you were doing right. You feel like it's genuine that way.

At School C, Michelle's leadership behaviors seemed to have the opposite effect of Tim's. Whereas Tim was perceived for being genuine for his reserved use of praise only for specific instances, the staff interviewed at School C tended to perceive Michelle's feedback and praise to be either vague or not genuine. When asked how Michele's feedback affected his professional growth, Ted, a veteran special education teacher, stated:

> [pause] I can't really think of a time where her feedback has helped me improve my teaching. And it's not that I'm not willing to try, it's just that she doesn't have all that much to share, as far as instructional feedback is concerned. I think part of that has to do with the fact that I teach special education and my room looks different from the general education classrooms, but I've talked with the gen-ed teachers and they say the same thing.

Reba, a general education math teacher, also mentioned a lack of actionable feedback from Michelle. Under Michelle's leadership, academic improvement and achievement was indeed an area of emphasis for teachers, but teachers did not identify Michelle as a leader who could give them concrete plans to improve teaching and learning in their classrooms. Asked how Michelle's focus on academic improvement related to the feedback she received, Reba stated:

> She's very focused on improving test scores… that's a big part of her vision of turning the school around. But sometimes the only feedback I get has to do with standardized test scores and how they need to improve – and it's like, I know that, I can see that myself. But when it comes to actually giving me feedback on what I can change in my classroom to reach that goal… I have to look elsewhere. I go to my instructional coach or one of the lead teachers. I just know I'm not going to get that kind of detail from Michelle.

Participants also mentioned a lack of specific praise or feedback when interacting with Michelle on a daily basis. While teachers commented that Michelle was pleasant enough to work under, the positive feedback teachers received from her was described as "vague" and "ambiguous." Beth clarified:

> I think she makes an effort to say 'hello,' 'how are you,' 'have a great day' in the hallways, I think she's trying to model positive communication for the students but also

> the staff. That's part of her vision of improving the school culture – opening up a more positive dialogue between staff and students. I think the only problem is that not everyone sees it as genuine, it can feel a little put-on.

However, when asked if the positive communication extended to specific statements of value or specific praise, Beth replied:

> No, I don't really think that happens very frequently. I know she wants to transform our school, but we really need instructional leadership if we're ever going to get there. I think right now she sees her role more as a motivational speaker… basically, we get the positive message and vision, but without the specifics of how to reach that goal.

Incongruent with teacher participant interviews and survey scores, Michelle identified observations and evaluations as an area of strength. Indeed, Michelle stated that she viewed these opportunities not only as important for professional growth, but also as a way to orient teachers towards the shared vision of improving the school climate:

> I really value the time that I am able to get into the classroom and work with teachers. I don't get to do it is often as I used to, but when I'm with the teachers and we're going through the rubric and I'm describing what's going well and where we can improve, those are valuable conversations . . . I've only had a handful of teachers that have been upset or felt hurt as a result of an observation, I try to use that time intentionally to encourage them and help them improve.

When asked what specific steps she might offer a struggling teacher, Michelle again referred to the evaluative rubric which she used during observations: "We look at that together, usually it's full of notes that I took while observing, and if there are serious issues that need to be addressed, I usually pull in my instructional coaches or department chairs and have them work closely with that teacher."

Theme 3: Visibility in Classrooms and School Environment

The last theme that emerged from discussions with the teacher interviewees was the importance of having principals who are visible, physically present, and involved in the day-to-day goings-on of the school. Past research has identified the importance of principal visibility with regard to classroom behavior (Keesor, 2005) as well as effectiveness of teaching and

learning (Bossert et al., 1982). This study reaffirms past findings, with teacher interview participants frequently mentioned the positive effect of having their principal visible and engaged with students and staff in the hallways and classrooms. Similarly, other teachers stated their desire to see their principal more often in a setting outside of his or her office. Thematically, these questions corresponded, either directly or inversely, to the survey items "is absent when needed," "displays a sense of power and confidence," and "spends time teaching and coaching." Teachers who responded more positively to these survey items were more inclined to make positive statements in their interviews about their principal's visibility and presence.

At School A, the majority of teachers viewed Jennifer as a principal who was engaged in teaching and learning, proactive in her approach to student behavior and social-emotional health, and invested alongside the teaching staff in the collaborative work of improving student outcomes. According to Karrie, Jennifer engaged with teachers and students frequently in the hallways, cafeterias, and common spaces, in addition to frequently checking in on classrooms. Moreover, Jennifer actually led social-emotional learning groups for students that were identified as at-risk. Karrie was effusive in her praise of her principal:

> We see her everywhere, she's extremely involved. She leads student groups that focus on problem solving, conflict resolution, restorative justice – that's a big initiative she's been working on. She schedules time in her day to make rounds, pop in on classrooms… as a teacher, stuff like that makes me feel like we're working together. I think it benefits the students, too, seeing her in the hallways and classes. It keeps some of the troublemakers on their toes, and for the ones that are doing what they're supposed to be doing, it just reinforces that.

For Nathan, a veteran teacher, Jennifer's level of engagement with the students was a welcome change in comparison to some of the principals he had worked with in the past. When asked to describe Jennifer as a leader, Nathan replied:

> You know, I've been here for a quite a while and worked with a number of principals and it really just depends… some take a more hands-on approach, some prefer to look at it more as a managerial role. Jennifer is definitely more of a hands-on type of principal, and I think the staff really responds well to that. She knows the issues that we deal with and the challenges we face because she's right there with us.

Although Jennifer was aware of her involvement and visibility as principal, she viewed it not as a conscious decision but rather as a requirement of the position. For a large school in an urban setting, Jennifer believed she was most effective when engaging directly with her staff and students in the teaching and learning process:

> I do try to be physically present, to be seen. I don't think I can afford to stay in my office or sit behind my desk all day… frankly, we're not that kind of school. And personally, I don't think the principalship is that kind of job. Interacting with the staff and students in the hallways and in the classrooms, before school, after school, it lets them know that I'm in this together with them.

Conversely, Tim at School B believed he was most effective not by extending himself beyond the traditional duties of a school principal, but rather by surrounding himself with competent professionals and training them to perform at a high level. Tim preferred to delegate many responsibilities to his leadership team which allowed him to operate from a managerial role – intervening where necessary, but with a focus on ensuring that the school operated smoothly. Describing how he utilized his leadership team on an average day, Tim stated:

> I'd say on a day-to-day basis, I trust that my team has things handled. I'm a big believer in building leadership capacity, so I encourage my AP's (assistant principals) to take on responsibilities, to carry out those day-to-day tasks. That frees me up to schedule meetings with parents, attend IEPs (Individualized Education Plan meetings), and respond to emergencies. But generally, the way we have our divisions structured, I want my APs to have those opportunities to grow as leaders.

Staff at School B seemed aware and accepting of Tim's managerial focus as principal. Described as "old-school" by Mark, teachers nevertheless stated their general satisfaction with Tim's leadership behaviors and his usage of his leadership team. Clarifying, Mark stated:

> He's always told us he has an open-door policy, but I there's an unstated expectation that we try to handle whatever issues come up with our division head (assistant principal) first, and if that fails for whatever reason, then we approach Tim or shoot him an e-mail. I

> think he just prefers that there is a chain of command and that communication follows that same chain, more or less. But that's not to say that we don't see Tim or interact with him – I'd still say he's pretty present. Mornings, hallways, lunchroom, after school activities, games – he stays busy.

However, some teachers desired more involvement from Tim in the process of teaching and learning. Despite her overall satisfaction with Tim's leadership as principal, Nancy did have one caveat:

> I've worked with several different principals, so I think I just had to adapt and maybe adjust my expectations a little when I started working here under Tim. One of my old principals would pop in – unscheduled – either just to say hello or he'd stay and observe my classroom, or work with some of the students for a little bit and then we'd talk about it later in passing. I know that can make some teachers really anxious, and I get that, but I always really appreciated it. It made me feel like he had a real interest in me and my students. I know Tim occasionally does that, but it's more of an exception than the rule.

Michelle identified herself as a highly visible and engaged leader, stressing the use of positive communication with staff and students in the hallways as an important factor in transforming the school climate at School B. Additionally, Michelle frequently made unscheduled visits to classrooms of teachers that she had placed on growth plans. Michelle stated:

> I'm always on the move, there's always some place to be, some meeting that I need to attend. But I try to take the time out of my day to check in on my teachers, too. Most of the time that might be in the hallway just in passing, I'll stop and chat, check up on them, ask them if there's anything I can do. Some of my teachers that I need to see improvement from, though, I make it a point to swing by their classroom (unscheduled) every now and then and just see if they're following through on what we've talked about. Because with the formal observations, you know, sometimes you get the dog and pony show. I want to know what a typical day looks like.

Other teachers reaffirmed Michelle's day-to-day involvement and visibility in classrooms, although some shared their skepticism as to the effectiveness or intention of her drop-in visits. Reflecting on Michelle's involvement, Ted said:

> She does check in on teachers quite a bit, but like I said – there's not much that comes out of those visits as far as specific feedback goes. I mean, I don't think the purpose of some of those visits is necessarily to check in on teaching and learning as much as it is to make

> those teachers – I think there's probably four or five of them – a little uncomfortable . . . I wouldn't go so far as to say Michelle's trying to push those teachers out, but maybe think about whether or not this is the right place for them.

Reba shared that while she appreciated Michelle's dedication to the mission of transforming the school, her visibility in classrooms could often felt intrusive. Although her classroom was a frequent site of these unscheduled visits, Reba stated she didn't feel like they were having the desired effect:

> She's here early in the mornings, and I know I've seen her in her office pretty late on days that I stay after and enter grades. And I see her in the hallways quite a bit, too. And that's the sort of thing I think the staff appreciates – nobody likes the principal that holes up in the office. The thing I personally don't appreciate, though, are the unscheduled visits. I don't think they're productive because we never really debrief afterwards. And it feels like she's putting me on the spot. Maybe that's the point, but I don't feel like that sort of pressure makes me a better teacher.

Chapter Five

Discussion

The findings presented in this study emerged from quantitative data collection in the form of the Multifactor Leadership Questionnaire (MLQ) survey and qualitative data collection in the form of nine semi-structured interviews with teachers and three interviews with principals. This chapter discusses the results of the study in context with current literature, as well as limitations and implications for future research and practice. Three high schools in the Amber Plains School District took part in the study, with 89 teachers and three principals participating in the MLQ survey. These survey responses were analyzed using descriptive statistics and further examined using the Statistical Package for Social Sciences (SPSS). All three principals as well as nine teachers also agreed to take part in a semi-structured interview designed to further elicit teachers' perceptions of principal leadership (as well as principals' perceptions of their own leadership). Using both the quantitative survey data and qualitative interview data, the researcher was guided by three research questions.

Teacher, Principal Perceptions by Building

Research Question 1 addressed how principals describe their leadership behaviors, while Research Question 2 addressed how teachers describe their principal's leadership behaviors. Using descriptive statistics, the researcher examined the teacher survey responses as well as the principal's survey responses at each school. In addition to descriptive statistics, interview data and thematic coding further explored some of the differences between how teachers and principals perceive principal leadership behaviors (Research Question 3).

Teachers at School A identified Jennifer as a leader who utilizes transformational leadership behaviors sometimes/fairly often, sometimes utilizes transactional leadership

behaviors, and utilizes passive-avoidant leadership behaviors sometimes/once in a while. However, Jennifer's scores across both transformational and transactional leadership characteristics were the highest relative to the other principals that participated in the study. Indeed, results from the quantitative analysis indicated a statistically significant difference in perceived transactional leadership when comparing Jennifer to the two other principals involved in the study. Jennifer's scores were demonstrative of Bass and Avolio's (1994, 1997) assertion that a leader can be both transactional and transformational. Teachers also perceived Jennifer to be active and involved as a leader, which research suggests leads to higher performance and greater satisfaction from subordinates (Bass, 1988), and there was also consensus among teachers that Jennifer carried herself with a sense of power and confidence. Interview data reaffirmed teachers' perceptions of Jennifer as an involved leader who had built a foundation of trust with her teachers. Teachers commented on Jennifer's consistency in communication, accountability, and her ability to give specific feedback to teachers. Teachers also reported that they felt valued by Jennifer.

Teachers at School B primarily identified Tim, as a leader who sometimes utilizes transformational leadership behaviors, sometimes utilizes transactional leadership behaviors, and utilizes passive-avoidant leadership behaviors sometimes/once in a while. Survey data indicated that Tim was an involved leader, which was reaffirmed by teacher interviews who stated that Tim was visible in and around the school. Tim was perceived to have strengths as a motivator and encourager, as his highest subscale scores were in the areas of inspirational motivation and contingent reward. Inspirational motivation allows leaders to satisfy followers' higher-order growth needs, and contingent rewards encourages teachers to meet agreed-upon performance standards (Brymer & Wong, 2006; Gardner & Stough, 2002). In interviews, both teachers and

Tim himself commented on his reserved demeanor, with teachers stating that while Tim perhaps directed statements of value towards his staff less frequently than other principals, it meant more as a result when he did offer praise. Tim was open about delegating responsibilities to his leadership team in order to build leadership capacity. Teachers commented that Tim communicated clearly and consistently with his team and with teachers.

Teachers at School C identified Michelle as a leader who sometimes utilizes transformational leadership behaviors, sometimes utilizes transactional leadership behaviors, and sometimes utilizes passive-avoidant leadership behaviors. School C teachers scored Michelle lower than the full sample mean scores across all transformational subscales. Michelle's teachers also scored her higher than the full sample mean score in the laissez-faire subscale, suggesting that she was less active or less involved as a leader than the other principals who participated in the study. Although teachers scored Michelle higher in the managerial subscales (management by exception passive/active), teachers stated in interviews that Michelle did not give specific feedback with regard to improvement of teaching and learning processes. Additionally, Michelle scored lower than the full sample means in inspirational motivation and contingent reward, suggesting she was not effective in directing her staff to do what was necessary to improve.

Blind Spots in Principals' Perceptions of Principal Leadership Behaviors

Research Question 3 sought to identify and explore discrepancies between how principals perceived their own leadership behaviors and how the teachers at their respective schools perceived principal leadership behaviors.

While interview data did not reveal any substantial discrepancies between Jennifer's perception of her leadership behaviors and the perceptions of her teachers, MLQ survey data did reveal some differences. For instance, Jennifer rated herself as utilizing transformational

leadership behaviors fairly often (to a greater degree than her teachers perceived her to be) and sometimes utilizing transactional leadership behaviors (to a lesser degree than her teachers perceived her to be). This difference in perception represents the blind spots (Pronin et al., 2004) that leaders can reduce or eliminate by either disclosing information about themselves or seeking feedback from peers or informed observers (Budig, 1986; Luft & Ingham, 1955). Principals and other school leaders play an important role in facilitating and modeling feedback and disclosure between themselves and their faculty. Therefore, it is important for principals and other school leaders to seek out the opinions and perceptions of informed observers and consider how these perceptions fit alongside their self-perceptions.

Tim demonstrated self-enhancement bias, a significant element of blind spots in leadership (Pronin, 2012), in his survey responses to a greater degree than the other principal participants. Tim rated himself significantly higher across transformational subscales, higher across one transactional subscale (contingent reward) and significantly lower in passive-avoidant subscales. In situations like Tim's, asking for and receiving feedback using a process like the MLQ survey can decrease a leader's blind spot by increasing their awareness of their own leadership behaviors, leading to more effective communication with others, and allowing leaders to direct more energy to productive leadership behaviors (Luft & Ingham, 1955). Interview data also revealed some slight disagreements in how Tim and his faculty perceived his leadership behaviors. For instance, while Tim was reported to have an "open door" policy, his teachers perceived that Tim preferred teachers to attempt to problem-solve with the assistant principals before reaching out to Tim. Again, resolving or clarifying issues in which leadership behaviors are perceived differently by principals and teachers can result in a more efficient work environment due to enhanced communication.

At School C, Michelle's self-rating scores were more closely aligned with her teachers' scores than either of the other principal/teacher comparisons, suggesting that Michelle was less affected by self-enhancement bias than the other principals who participated in the study. This might also suggest that Michelle was more willing or able to ask for feedback or disclose information about herself, as either action results in decreased blind/hidden areas, and increased self-awareness (Luft & Ingham, 1955). While Michelle's self-scores were more aligned with her teachers' ratings than the other principal participants, interview data revealed more significant discrepancies between Michelle's perception of her leadership behaviors and the perceptions of her faculty. For instance, while teachers stated that Michelle was visible in classrooms and hallways, teachers stated that her unscheduled pop-ins and observations either made them anxious, or did not result in any meaningful follow-up conversations. Additionally, teachers relayed that while Michelle was clearly on a mission to improve the school's climate and student achievement scores, she did not demonstrate the specific leadership behaviors and knowledge necessary to reach these goals. Relatedly, teachers perceived Michelle as demonstrating idealized behaviors more than actually possessing idealized attributes, with additional interview data suggesting that Michelle was not perceived by her teachers to be genuine when demonstrating these idealized behaviors. This finding bolsters existing research that posits transformational leaders who are believed to have extrinsic motivations may undermine their followers' belief in their sincerity (Yorges et al., 1999), and leaders who feign sincerity will usually be detected and lose respect as a result (Sugarman, 1999). Out of the three principals, Michelle perhaps stood the most to gain by asking for and receiving feedback from her teachers, as the feedback process creates more truth and commonality between a leader and their followers (Luft & Ingham, 1955). Given that many of the perceptual discrepancies identified at School C dealt with issues of trust

or sincerity, Michelle could address many of these problems simply by continuing to elicit teacher feedback and adjusting her leadership behaviors accordingly.

Limitations

Several limitations were discovered through the data collection and analysis process. First, the present study has limited generalizability due to the sole use of public high schools from one school district. Private schools, charter schools, and alternative schools were not included in the research. Additionally, only high schools were included in this research, which also restricts the generalization of any findings to elementary or middle schools. A non-randomized selection of the three high schools also served as a restriction of the study.

Second, the study had several limitations stemming from the participant sample. While the three high schools that participated served a diverse group of students, the overall demographic composition of Amber Plains is decidedly less diverse with most recent census data (2010) as 76.2% of the population identified as White/European American. The sample of teachers reflected this limited demographic diversity, with over 75% of teacher participants identifying as White/European American. Furthermore, while the researcher attempted to obtain a diverse set of interview participants, this effort was limited by the number and diversity of the participants who responded that they would be willing to be interviewed. As a result, of the 12 interviewees, 10 identified as White/European American, 1 identified as African American/Black, and 1 identified as Hispanic/Latinx. Therefore, the findings of the study were restricted by the limited sample diversity, and any findings would only be able to be generalized to school districts (high schools) with a similar demographic composition.

Third, the sample size of the study also restricted the quality of results generated by the quantitative analysis methods that were employed. As there were only around 30 participants at

each school site, the sample size was too small to generate meaningful results from more complex quantitative testing such as confirmatory factor analysis (CFA) or hierarchical linear regression. While CFA was appropriate in the context of the study, most of extant literature agrees on a minimum number cases (or survey responses, in the case of the study), ranging from 5 to 10, per freed parameter (e.g., variance, mean) in order to obtain an acceptable level of precision and statistical power (Bentler & Chou, 1987; Ding, Velicer, & Harlow, 1995). As the MLQ survey contains 45 items, the study would have needed upwards of 250 participants to achieve this standard and produce reliable results for interpretation.

Lastly, there are some limitations inherent in the design of the study. The study relied on the MLQ survey instrument in its investigation of teachers' perceptions of principal leadership behaviors. The MLQ distills all leadership behaviors into transformational, transactional, and passive-avoidant leadership characteristics. There are undoubtedly leadership behaviors which do not fit neatly within the MLQ's model or parameters; an issue this study revealed (as the correlational analysis identified contingent reward as highly correlated with transformational subscales rather than transactional). While the researcher also incorporated qualitative research in order to bolster some of the identified quantitative deficiencies in sample diversity and size, the study would have also benefited from an additional survey instrument, a longitudinal study, or an additional retake (one year later, for example) of the MLQ survey. Additionally, as the MLQ provided teachers with an opportunity to rate their superior, it is hypothesized that the teachers that chose to participate either thought highly of their principal's leadership and wanted to share their opinion, or thought poorly of their principal's leadership and viewed the survey as an opportunity to vent or express their dissatisfaction. At either end of the spectrum, this factor likely introduced additional bias into the survey.

Implications for Research

In order to better address the research question of how teacher demographic characteristics relate to a teacher's perception of their principal's leadership behaviors, future research is recommended. It is recommended that any future research based on this study utilizes multiple school districts across a state and also includes private and charter schools in order to obtain both a larger and broader sample of both teachers and principals. A larger and more diverse sample size would allow for more meaningful and precise findings when utilizing hierarchical linear regression and confirmatory factor analysis (CFA). A randomized selection of schools/school districts across different geographic settings would also increase sample diversity, add fidelity to any findings, and allow for increased generalization. Principal leadership behaviors are sensitive to contextual variables, with principal leadership acting not only as an independent variable which affects student learning, but also as a dependent variable that reflects the characteristics of the context (Leithwood, et al., 2006; Marfan & Pascual, 2018). Therefore, if future research does include a broader sample across different geographic areas, it would also be worthwhile to investigate socioeconomic conditions in each school/district to determine if these conditions affect teachers' perceptions of their principal's leadership behaviors. Doing so would add to the existing and growing body of research on identifying school and classroom conditions that benefit students with low socioeconomic status (SES; Leithwood et al., 2004; Thrupp & Lupton, 2006).

Future research may also benefit from a longitudinal design, implementing the survey each year for 5 to 10 years to study trends in teachers' perceptions of principal leadership behaviors over time. A longitudinal design would also introduce some challenges, as teachers and principals transition between jobs and move between different schools and districts.

However, these challenges may also provide some additional findings of interest, as examining several principals in one building over the course of a decade would provide a point of comparison. Similarly, interviewing the same group of teachers over the same amount of time would give additional insight into how teachers' perspectives of principal leadership behaviors might morph and what experiences might account for any changes.

Lastly, in order to address the issue of response bias among teachers participating in the MLQ survey, it would be worthwhile to include teachers' most recent professional evaluation alongside the demographic characteristics. While acquiring this information may pose additional confidentiality and access challenges, procedures could be implemented in order to ensure participants remain anonymous. Teachers that are unhappy with their principal's evaluation may mistake opportunities to rate or evaluate their principals as opportunities to air grievances (Tobin, 2008). Conversely, teachers that are satisfied with their principal's evaluation may feel uncomfortable criticizing or evaluating the effectiveness or leadership behaviors of their principal (Ellman, 1977). Therefore, analyzing recent evaluation information would help measure the degree to which a teacher's perception of their principal's leadership behaviors is predicted (or contaminated) by their evaluation scores or the experience of being evaluated.

Implications for Practice

This study provides insights and recommendations for principals seeking to improve both their leadership practices and their professional relationships with teachers. The MLQ survey results, placed in context alongside the themes that emerged from the interviews, reveals the importance of competent principal leadership across more than one leadership characteristic or style. That is, teachers wanted principals to be competent transformational *and* transactional leaders rather than focusing wholly on one characteristic and neglecting the other. This coincides

with Bass and Avolio's (2005) assertion that leaders can be both transformational and transactional, and that utilizing a particular set of leadership behaviors in any given context does not prohibit them from using a different set of practices in a different context. Teachers did not want their principal to purely be motivators or "cheerleaders," they also wanted principals to give meaningful evaluative feedback that helps teachers improve their pedagogy. Conversely, teachers did not want principals who focus purely on academic performance and student achievement data; it is important that principals address the social-emotional needs of their teaching staff through specific statements of value. Schools must develop leaders who possess large repertoires of leadership practices and behaviors from which to draw from rather than leaders trained in a specific delivery of one idealized set of practices (Leithwood et al., 2004). Teachers wanted principals who are engaged in the process of teaching and learning, principals who are present and visible in the classroom, hallways, and after school. Active leadership that should be displayed more often than passive leadership, as active leadership leads to higher performance and greater satisfaction with the leader (Bass, 1988). Teachers wanted principals who involve themselves in improving their schools beyond a managerial capacity.

Teachers also wanted their principals to demonstrate genuine leadership behaviors and a pattern of consistency and accountability when demonstrating these leadership behaviors. As what is perceived as "genuine" by teachers is often either innate to the principal or a conception developed by consensus among teachers, it is understandably difficult for principals to become *more genuine.* However, idealized influence, or leaders operating with a general sense of trust between themselves and their followers, was a subject of discussion in this study. In addition to their survey responses, teachers frequently spoke of the importance of following through and "walking the walk" in interviews. Consistent with Bass and Avolio's findings (1997) principals

who demonstrated consistency and accountability in their words and actions were valued by their teachers, whereas principals who did not demonstrate these characteristics were distrusted by their teachers. This study might encourage principals to have conversations with their staff centered around teacher perceptions of their leadership (perhaps in the form of a principal advisory committee). In the context of the Johari Window, this solicitation of feedback and self-disclosure on the part of the principal would lead to reduced blind and hidden areas, and could possibly result in shared discoveries that improve the principal's leadership, and the overall school climate and work culture as a result (Luft & Ingham, 1955).

Additionally, in order to investigate and address the issues of school climate and work culture on a broader scale, school districts could implement parts of this study in order to serve as an internal school climate audit. The MLQ survey or a similar multi-rater leadership survey could be implemented at each school building as part of a yearly longitudinal study in order to examine trends in teachers' perceptions of principal leadership within each building and across an entire district. The survey would have to be modified to ensure complete teacher participant anonymity, as there would undoubtedly be ethical concerns about individual teacher responses becoming known to their principal. With proper modifications and confidentiality procedures, however, a dedicated team of district-level statisticians could implement this study, examine trends, and provide summarized findings, insights, and recommendations to principals and teachers.

Conclusion

Principal leadership entails numerous responsibilities related to the ongoing success and improvement of a school, its faculty, and students. In addition to being tasked with guiding and improving teaching and learning within schools, principals are required to serve as mentors, role

models, facilitators, counselors, and disciplinarians. Principals must use a variety of leadership behaviors in order to fulfill their responsibilities, including transformational and transactional behaviors. Based on the findings of this study, it is not enough for a principal to be knowledgeable of or utilize one set of leadership behaviors instead of the other, principals must be capable of using both transformational and transactional leadership behaviors in order to positively impact their schools. Additionally, principals cannot afford to be passive-avoidant in their leadership, they must be active and engaged with their students and teachers in order to improve teaching and learning, higher school performance, and increased satisfaction. While principals utilize transformational and transactional leadership behaviors to positively affect their schools, blind spots undoubtedly exist within all principals due to human nature. These blind spots can negatively affect a principal's effectiveness and ability to lead their faculty if they are not addressed. Asking for feedback and disclosing information can decrease these blind spots, allowing principals to direct more of their energy towards other, positive leadership behaviors, while also setting an example for professional interpersonal relationships and communication within their school.

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Appendix A
Principal Demographic Profile

Please highlight the letter which represents your response to the following items.

(1) Highest academic degree you have earned:
- (a) Bachelor's degree
- (b) Master's degree
- (c) Doctorate or other terminal degree

(2) Indicate your teaching background or area of teaching certification:
- (a) English
- (b) Math
- (c) Computer Science
- (d) Science
- (e) Social Studies
- (f) Special Education
- (g) Other (please specify)

(3) Indicate whether your current certification is in the major of your bachelor's or graduate degree.
- (a) yes
- (b) no

(4) Indicate your current type of administrative certification:
- (a) Conditional School Leadership License
- (b) Professional School Leadership License

(5) Indicate your race/ethnicity:
- (a) African American/Black
- (b) American Indian
- (c) Asian
- (d) Caucasian/White
- (e) Hispanic / Latinx
- (f) Other (please specify)

(6) Indicate your preferred pronoun:
- (a) she/her/hers
- (b) he/him
- (c) their
- (d) other

(7) Indicate the number of years as a public school administrator
- (a) 5 or less
- (b) 6-10 years
- (c) 11-15 years
- (d) 16-20 years
- (e) 21 or more years

(8) Indicate the number of years serving as the administrator at the present school.
- (a) 5 or less
- (b) 6-10 years
- (c) 11-15 years
- (d) 16-20 years
- (e) 21 or more years

Appendix B
Teacher Demographic Profile

Please highlight the letter which represents your response to the following items.

(1) Highest academic degree you have earned:
- (a) Bachelor's degree
- (b) Master's degree
- (c) Doctorate or other terminal degree

(2) Indicate your teaching background or area of teaching certification:
- (a) English
- (b) Math
- (c) Computer Science
- (d) Science
- (e) Social Studies
- (f) Special Education
- (g) Other (please specify)

(3) Indicate whether your current certification is in the major of your bachelor's or graduate degree.
- (a) yes
- (b) no

(4) Indicate your current type of administrative certification:
- (a) Conditional School Leadership License
- (b) Professional School Leadership License

(5) Indicate your race/ethnicity:
- (a) African American/Black
- (b) American Indian
- (c) Asian
- (d) Caucasian/White
- (e) Hispanic / Latinx
- (f) Other (please specify)

(6) Indicate your preferred pronoun:
- (a) she/her/hers
- (b) he/him
- (c) their
- (d) other

(6) Indicate the number of years high school teaching experience including this year that you have:
- (a) 5 or less
- (b) 6-10 years
- (c) 11-15 years
- (d) 16-20 years
- (e) 21 or more years

(7) Indicate the number of years working for this principal:
- (a) 5 or less
- (b) 6-10 years
- (c) 11-15 years
- (d) 16-20 years
- (e) 21 or more years

Appendix C
Interview Protocol

All:

- Thank you for taking time out of your schedule to meet with me today. I really value your insight as an educator/administrator.
- The purpose of this interview to better understand your perspective of what principal leadership behaviors look like.
- As a reminder, this interview will last approximately 45-60 minutes.
- I have a few questions to guide our conversation, and I will take some informal notes.

Consent:

- This interview is voluntary, so you do not have to answer any questions which may make you uncomfortable.
- Also, you can completely withdraw at any time, with no repercussions whatsoever.
- This interview will be audio recorded and transcribed later, but none of your personal information will be identifiable. For my dissertation, I will use pseudonyms for your name and the name of the school and school district.
- If you understand and are comfortable with this information, would you be willing to sign this consent form that is required by the University of Kansas Human Research Protection Committee?

Principals:

1. In general terms, how would you describe yourself as a leader?
    - Do you lead differently in different situations? What might be examples of those situations and how you might lead this differently compared to your general leadership style?
2. In general terms, how do you believe your staff would describe you as a leader?

3. How do you think your unique background and individual characteristics have shaped you as leader?
4. What leadership behaviors do you demonstrate most frequently?
5. What kinds of leadership behaviors you would like to demonstrate more often?
6. What kinds of leadership behaviors do you wish you did not have to utilize quite as often?

Teachers:

1. In general terms, how would you describe your principal as a leader?
2. In general terms, how do you believe your principal perceives him/herself as a leader?
3. How do you think your unique background and characteristics shape your perception of principal leadership?
4. What leadership behaviors would you say your principal demonstrates most frequently?
5. What leadership behaviors would you like your principal to demonstrate more often?
6. What leadership behaviors do you wish your principal didn't have to utilize quite as often?

Debrief:

- I will send you a transcript of our conversation within a week from this interview so you can review and verify the information accurately describes your perceptions before it is included in this study. With this review, please feel free to elaborate on any points you feel need further clarification or examples.
- Thank you for your time and if you have any questions or thoughts after the interview, please let me know. My contact information is on the consent form.

Appendix D
Multifactor Leadership Questionnaire (MLQ) Sample Questions

Self Form Instructions

This survey will help you describe your leadership style. Starting with the first question, judge *how frequently each statement fits you*. If an item is irrelevant, or if you are unsure or do not know the answer, use the "unsure" button. Use the rating scale below:

Unsure - Not at all - Once in awhile - Sometimes - Fairly often - Frequently, if not always

As a Leader...

	Unsure	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I talk optimistically about the future.	○	○	○	○	○	○
I spend time teaching and coaching.	○	○	○	○	○	○
I avoid making decisions.	○	○	○	○	○	○

Rater Form Instructions

This survey will help you describe the leadership style of a person or entity you've been asked to rate. Starting with the first question, judge how frequently each statement fits that person or entity. If an item is irrelevant, or if you are unsure or do not know the answer, use the "unsure" button. Use the rating scale below:

Unsure - Not at all - Once in awhile - Sometimes - Fairly often - Frequently, if not always

	Unsure	Not at all	Once in awhile	Sometimes	Fairly often	Frequently, if not always
Talks optimistically about the future	○	○	○	○	○	○
Spends time teaching and coaching	○	○	○	○	○	○
Avoids making decisions	○	○	○	○	○	○