

Spring 2009

# Relationship Between the Leadership Styles of Principals and School Culture

Shawn Terese Martin  
*Georgia Southern University*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>

---

## Recommended Citation

Martin, Shawn Terese, "Relationship Between the Leadership Styles of Principals and School Culture" (2009). *Electronic Theses & Dissertations*. 269.

<https://digitalcommons.georgiasouthern.edu/etd/269>

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLES OF PRINCIPALS  
AND SCHOOL CULTURE

by

SHAWN TERESE MARTIN

(Under the Direction of Lucindia Chance)

ABSTRACT

While it may seem that in today's society, the leaders of the school should primarily concentrate on curriculum, assessment, and accountability, there is one significant missing piece that is just as important: school culture. Recent educational reform efforts have focused on creating effective school cultures as a means of improving student achievement. Because the role of the principal is viewed as being essential to the successful implementation of these efforts, the demands on school leaders have continuously increased, which have created a multitude of challenges for school leaders across the nation.

The purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty. A total of 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia were selected to participate in this study. Data for this quantitative study were collected using the School Culture Survey, which assessed the following six factors of school culture: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. In addition, the Multifactor Leadership Questionnaire Form 5X was used to classify the leadership styles of principals as transformational, transactional, or laissez-faire. The means, standard

deviations, and Pearson product-moment correlation coefficients were used to examine the relationship between the variables.

The results of this study indicated that there was a statistically significant relationship between most of the factors of the leadership styles of principals and the factors of school culture. More specifically, the findings indicated that a positive relationship existed between all of the factors of transformational leadership and all of the factors of school culture. In addition, one factor of transactional leadership, contingent reward, was positively correlated with school culture. On the contrary, a negative relationship existed between all of the factors of laissez-faire leadership and all of the factors of school culture.

**INDEX WORDS:** Laissez-faire leadership, Leadership styles, School culture, Transactional leadership, Transformational leadership

THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLES OF PRINCIPALS  
AND SCHOOL CULTURE

by

SHAWN TERESE MARTIN

B.B.A., Georgia College & State University, 1998

M.Ed, Georgia College & State University, 2004

Ed.S, Georgia College & State University, 2005

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in  
Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

May 2009

© 2009

Shawn Terese Martin

All Rights Reserved

THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLES OF PRINCIPALS  
AND SCHOOL CULTURE

by

SHAWN TERESE MARTIN

Major Professor: Lucindia Chance

Committee: Stephen Jenkins  
Paul Brinson

Electronic Version Approved:

May 2009

## DEDICATION

I would like to dedicate this dissertation, first of all, to my husband, Darick. He provided tremendous support and encouragement throughout this process especially during the times when I had to drive the two-hour commute to Statesboro to attend classes. There were times when I felt like giving up, but he encouraged me to keep going until the end.

In addition, I would like to dedicate this dissertation to my daughter, Brianna. She never made me feel like I was a bad mom for spending hours on the computer working on this project instead of being able to spend that time with her. She is such a wonderful child, and it is through her that I learned the true meaning of the word “perseverance.”

Lastly, I would like to dedicate this dissertation to my mother, Vernell Brantley Pittman, my father, David Brantley, my step-father, James Pittman, my father-in-law, John Martin, and my mother-in-law, Mary Martin. They have always expressed how proud they are of me for taking on and completing this challenge. Whenever I needed them to watch after Brianna while I attended classes, they were always willing to help without any hesitation even if it required them to drive to my home in Warner Robins.

## ACKNOWLEDGMENTS

First of all, I would like to acknowledge the Lord for giving me the courage not to be afraid to challenge myself to achieve this goal and for providing me with the wisdom and strength to endure and overcome all of the obstacles that came along with it.

In addition, I would like to thank the following people for their invaluable support and assistance with this dissertation:

To my committee chairperson, Dr. Lucindia Chance, for providing me with detailed, specific feedback in a timely manner, as well as for assisting me in being able to complete this process within the time period I desired.

To my methodologist, Dr. Stephen Jenkins, for assisting me with analyzing the data to obtain the results for my dissertation. Because of your flexibility and support, I was able to overcome many of the stumbling blocks that I faced throughout this process.

To my committee member, Dr. Paul Brinson, for providing me with specific feedback and assisting me with the editing process. You were very encouraging and gave me positive praise, which motivated me to continue on to the next phase of the project.

To my family, friends, and colleagues for offering me your guidance, assistance, and words of encouragement. You were there for me whenever I needed you, and I am truly thankful to be surrounded by such wonderful people!

To my cohort members whom I think of as a part of my extended family. I am thankful that I had the opportunity to get to know you during this process. Your continued support and encouragement will never be forgotten.



## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS .....	7
LIST OF TABLES .....	11
CHAPTER	
1 INTRODUCTION .....	12
Background of the Study .....	13
Statement of the Problem .....	17
Research Questions .....	18
Significance of the Study .....	18
Procedures .....	20
Definition of Terms .....	24
Summary .....	26
2 REVIEW OF THE LITERATURE .....	28
Introduction .....	28
School Culture .....	28
Principal Leadership .....	35
The Principal's Role in Shaping School Culture.....	51
Summary .....	59
3 METHODOLOGY .....	60
Introduction .....	60
Research Questions .....	60
Research Design .....	61

Population and Sample.....	62
Instrumentation.....	63
Data Collection.....	68
Data Analysis .....	70
Summary .....	70
4 REPORT OF DATA AND DATA ANALYSIS .....	71
Introduction .....	71
Research Questions .....	71
Research Design.....	72
Respondents.....	72
Findings .....	73
Summary .....	86
5 SUMMARY, CONCLUSIONS, AND IMPLICATIONS .....	88
Summary .....	88
Analysis of Research Findings.....	90
Discussion of Research Findings .....	91
Conclusions .....	96
Implications .....	98
Recommendations .....	99
Dissemination.....	102
Concluding Thoughts .....	102
REFERENCES .....	105
APPENDICES .....	114

A	SCHOOL CULTURE SURVEY .....	115
B	MULTIFACTOR LEADERSHIP QUESTIONNAIRE FORM 5X .....	118
C	TEACHER CONSENT FORM .....	120
D	PERMISSION REQUEST LETTER .....	122
E	PERMISSION APPROVAL LETTERS .....	124

## LIST OF TABLES

	Page
Table 1: School Culture Survey Reliability Coefficients .....	64
Table 2: MLQ-5X Reliability Coefficients.....	68
Table 3: Return Rate of Questionnaires by District.....	73
Table 4: School Culture Survey Descriptive Statistics by Factors .....	75
Table 5: MLQ-5X Descriptive Statistics by Factors.....	78
Table 6: Correlational Matrix for Transformational Leadership and School Culture .....	81
Table 7: Correlational Matrix for Transactional Leadership and School Culture .....	84
Table 8: Correlational Matrix for Laissez-faire Leadership and School Culture .....	85

## CHAPTER 1

### INTRODUCTION

In every school, a culture exists; however, it can differ immensely from school to school. Some schools are welcoming and enjoyable to visit. Vivid paintings and displays of student work are hanging on the walls. Students can be seen working in cooperative groups inside the classrooms and engaging in discussions about their work. Teachers plan together and discuss ways to improve student achievement. Other schools have walls that are covered with pale, white paint. Several students are sitting in the principal's office with disciplinary referrals in their hands. In addition, the teachers' high-pitched voices are overheard saying, "Sit down and be quiet!" Once they realize that someone is observing this behavior, they immediately shut their doors and instruct the students.

Why do the schools described above vary? The values, goals, principles, procedures, and practices that each school operates by are distinctively different. These characteristics define the organizational culture of the school. For example, schools typically have a set of guidelines of what is expected to be discussed at faculty meetings. In some schools, these guidelines are formalized through detailed agendas; in others, it is an open forum where various issues are discussed as the faculty addresses them.

The culture of a school influences how people think, feel, and act (Peterson, 2002). As a result of the variations in culture, the teachers and students are affected either positively or negatively (Barth, 2002). The principal is essentially responsible for shaping school culture (Snowden & Gorton, 1998). Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

## Background of the Study

Researchers have long debated whether or not schools have cultures (Barth, 2002), or if they, in fact, are cultures (Bolman & Deal, 2003). However, it is evident that school culture is something that is experienced by all stakeholders, including students, parents, community members, teachers, administrators, as well as other staff members. According to Peterson (2002),

School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures. (p. 10)

Each school has symbols and stories that communicate core values, reinforce the mission statement, instill a shared vision, and build a sense of commitment among staff, students, and parents, which create the culture of the school.

As indicated by Fullan & Hargreaves (1996), there is an unspoken agreement among the staff members that instills this is “the way we do things and relate to each other around here” (p. 37). Because the expectations are clear, and each person is fully aware of his or her role in the organization, these traditions and routines will continue to be passed on as veteran personnel leave or retire, and new employees are hired. In addition, Derpak & Yarema (2002) believe that when a positive culture exists, individuals are motivated to work harder because they are more satisfied in their roles.

As noted by Snyder, Anderson, and Johnson (1992), the culture in an organization will either stimulate or repress competent performance, since it is the norms, shared

values, and expectations that determine whether or not it will continuously function in a suitable manner. In addition, Barth (2002) proposes that school culture is more influential on student learning than the country's president, the state department of education, the superintendent, the school board, the principal, the teachers, or the parents.

Since the comprehensive reform movement of the 1990s, a significant amount of attention has been placed on school culture and the school principal (Webster, 1994). Several studies have shown that the essential variable in shaping school culture and guiding reform efforts is the leadership of the principal (Hamilton & Richardson, 1995; Sergiovanni, 1995; Snowden & Gorton, 1998; Webster, 1994). Schein (1992) concurs and adds, "The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will damage them. Cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead" (p. 15). Thus, it is critical for school leaders to be cognizant of their schools' cultures so they can fulfill their leadership roles effectively.

However, the principal's role is constantly changing in response to the demands and complexity of the modern day schools (Daresh, Ganter, Dunlap, & Hvizdak, 2000). The evolution of these roles began as a top-down hierarchical manager in the 1890s (Le Clear, 2005). These leaders were expected to maintain the building and oversee the budget, schedules, and supplies. They did not have the freedom to be able to make choices on their own because the superintendents maintained strict control over the schools (Le Clear). In addition, they were disconnected from the classroom and did not monitor what was being taught by the teachers; instead, they had the expectation that the teachers would go into their classrooms and teach the appropriate material to the students.

The principal's role as hierarchical manager did not change very much for nearly a century, but it has continued to shift within the past thirty years or so. In the 1980s, principals transformed from being managers to instructional leaders (Schein, 1992). According to Leithwood, Jantzi, and Steinbach (1999), this conversion was essential because the primary focus of the school shifted to student achievement. As a result, principals were not only expected to manage the affairs of the institution but also to closely monitor students' performance in the classroom (Beck & Murphy, 1993). However, the performance of the teacher was often overlooked (Poplin, 1992).

As the role shifted from manager to instructional leader, Bernard Bass (1985) developed a model that describes three types of leadership adapted by principals: transactional, transformational, and laissez-faire. The transactional leadership style is sometimes referred to as bartering where services are exchanged for rewards. According to Bass and Avolio (1996), transactional leaders share many of the same characteristics as the managers prior to the 1980s. As a transactional leader, the principal is still the dominant leader, and the teachers are the followers (Liontos, 1992). In order for transactional leadership to be effective, both parties must be in agreement with the work that is to be performed (Burns, 1978). However, this style of leadership fails to motivate others to improve (Leithwood, 1992).

The role of the principal changed once again in the 1990s to require the transformational approach to leadership (Johnson, 1996), which is the second kind of leadership described in Bass's (1985) leadership model. At this time, the principal was no longer viewed as being the sole leader within the school; instead, all employees were deemed as having leadership capabilities, which needed to be cultivated by the principal



(Johnson). Leithwood et al. (1999) also considers the transformational leader as having the power to persuade others to change. By acting as a change agent, a shared vision is created for the school (Howell & Avolio, 1993). Additionally, Sergiovanni (1995) notes that transformational leadership motivates staff members to have a higher level of commitment to the organization.

Laissez-faire leadership is the final type of leadership explained in Bass's (1985) leadership model, which is referred to as a lack of leadership within the organization. Principals who undertake this approach evade making decisions and solving problems, are absent when needed, and fail to follow-up with requests for assistance. Of the three leadership styles described in Bass's model, laissez-faire leadership has been found to be the least effective (Bass & Avolio, 1996).

According to Levin (2001), the leader of the school can be a determining factor as to whether or not a school will be successful. In addition, Sergiovanni (1995) asserts that the principal is viewed as having the greatest position of power and influence in maintaining and improving the quality of the school. However, principals often do not realize that the key to influencing student achievement is by nurturing a positive school culture (Chiang, 2003; Peterson, 2002). Barth (2002) adds,

Unless teachers and administrators act to change the culture of a school, all innovations, high standards, and high-stakes tests will have to fit in and around existing elements of the culture. They will remain superficial window dressings, incapable of making much of a difference. (p. 7)

Shaping the culture of the school is considered to be the primary responsibility of the principal (Snowden & Gorton, 1998). Principals can reinforce positive norms and

values in their daily work, the words that they use, as well as the interactions that they have with others (Peterson, 2002). When done in a positive manner, high levels of student performance can be achieved (Hallinger & Heck, 1998). Therefore, it is critical that principals are aware of the level of influence that they have in shaping school culture in order to successfully promote student achievement and professional development (Peterson).

However, it is often difficult for principals to recognize if their behaviors are positively impacting the school culture because they are consistently responding to the day-to-day demands of their jobs. According to Lashway (2003), principals are typically faced with frustration, stress, or even impairment as a result of the constant shift in their positions. This leaves little time for them to reflect on their current practices. Thus, receiving feedback from other stakeholders, especially faculty members, is essential (Pellegrini, 2001).

#### Statement of the Problem

Recent educational reform efforts have focused on creating effective school cultures as a means of improving student achievement. As the role of the principal is seen as being pivotal to the successful implementation of these efforts, demands on school leaders have continuously increased. As a result, principals are frequently stressed and frustrated from the daily challenges associated with operating the school.

Research indicates that the principal is the essential element in shaping a positive school culture. However, school culture is often an area that is overlooked by school leaders, as they may not recognize the impact that it can have on the teaching and learning process. Since school culture can affect student achievement, it is imperative that

principals are aware of the level of influence that they have in shaping the culture of the school so they can be more equipped to lead their schools to becoming thriving and productive organizations.

While it is evident that the school leader has a vital part in cultivating a positive school culture, little is known about how the leadership style of the principal correlates to school culture. Since the research has shown that school culture contributes to the success of the school, it is critical to understand how the behaviors of the principal relate to creating and maintaining a positive school culture. Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

#### Research Questions

By conducting this study, the researcher addressed the following overarching research question: What is the relationship between the leadership styles of principals and school culture? The following sub-questions guided this study:

1. What is the relationship between the transformational leadership style of principals and school culture?
2. What is the relationship between the transactional leadership style of principals and school culture?
3. What is the relationship between the laissez-faire leadership style of principals and school culture?

#### Significance of the Study

The principal has the greatest influence and ultimate responsibility in shaping school culture. Although school culture is an area that commonly goes unnoticed, it is

critical to the success of student achievement. This study explored the relationship between school culture and the leadership style of principals as perceived by teachers from elementary, middle, and high schools in five school districts in the state of Georgia. As a result, this study could provide district-level administrators with relevant information for hiring principals and matching principals with the needs of the schools.

Many demands are placed on principals, and as a result, they often leave the profession due to stress and frustration. This study could be useful to higher education institutions, as well as system-level professional development departments, that have leadership programs designed to prepare administrators for principalship positions. It could provide them with information that can be used to revise or supplement their programs in an effort to properly equip principals with the training that is needed for them to be effective in their schools.

In addition, school culture is one of the areas that is included in the principal's evaluation. Thus, this study could be helpful to principals who are interested in assessing, and if necessary, improving the culture at their schools. It could encourage them to analyze their own leadership styles in an effort to determine whether or not their style matches the current needs of their schools.

As an aspiring principal currently working as an assistant principal in a middle school, the researcher found this study to be very helpful. She was interested in deepening her current level of understanding of how to positively shape school culture and in exploring which leadership style was significantly related to school culture so that she will be better equipped to make decisions that are in the best interest of the school

that she will preside over and be able to exhibit the leadership behaviors that match the needs of the staff and students.

Finally, this study provided the participants with information regarding their principals' behaviors. This may help them to have a better understanding of why their principals behave or make decisions in a particular way. This study also contributed to the ongoing research that examines the relationship between principal leadership and school culture. As a result of the findings from this study, further research may evolve, especially from researchers who are interested in conducting similar studies in other counties or regions.

## Procedures

### *Research Design*

The research design of this study was quantitative. Since the researcher examined the relationship between two variables, correlational research methods were utilized. In addition, two questionnaire instruments, the School Culture Survey (Gruenert & Valentine, 1998) and the Multifactor Leadership Questionnaire Form 5X (Bass & Avolio, 2000), were used to collect the data for this nonexperimental study. The purpose of survey research is to generalize from a sample of participants to a population so that inferences can be made about the perceptions, attitudes, or behaviors of the population (Strahan, Carlone, Horn, Dallas, & Ware, 2003). The survey design was selected so that the data could be collected in an efficient and cost effective manner. It also provided the opportunity to identify characteristics of a large population from a small group of individuals (Strahan et al., 2003). Moreover, the survey design for this study was cross-sectional so that the data could be collected at one point in time (Creswell, 2003).

### *Population and Sample*

Sackmann (1991) suggests that a thorough understanding of school culture can be obtained by collecting information from the members of the organization. In addition, Eagly and Johannesen-Schmidt (2001) believe that the style of the leader can be best explained by his or her subordinates. Thus, the participants for this study included approximately 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia. Hawkins (2001) also found that teacher and principal perceptions are not the same. Therefore, principals were not asked to participate in the study.

Random sampling was used to provide a representative sample of the teachers. In order to do so, five teachers were selected from each of the 50 schools by the researcher: one whose last name begins with letters A-E; one whose last name begins with letters F-J; one whose last name begins with letters K-O; one whose last name begins with letters P-S; and one whose last name begins with letters T-Z. In addition, the teachers were required to have at least one or more years of experience at the selected schools in order to participate in the study, and their principals were also required to have at least one or more years of experience at those schools.

### *Instrumentation*

Two questionnaire instruments were used to collect information from the participants. Data on school culture were collected by the School Culture Survey (Appendix A) developed by Gruenert & Valentine (1998). This instrument includes 35 Likert scale items based on a five-point scale from “strongly disagree” to “strongly agree.” In addition, it measures six factors of school culture: collaborative leadership,

teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. This instrument was chosen because it has been proven to be valid and reliable. In addition, it effectively answered the research questions presented in this study.

Bass and Avolio's (2000) Multifactor Leadership Questionnaire Form 5X (Appendix B) was used to collect data on principals' leadership styles. This instrument contains 45 Likert scale items based on a five-point scale from "not at all" to "frequently, if not always." Additionally, it classifies a principal's leadership style as transformational, transactional, or laissez-faire. The first 36 questions define these leadership styles. The dimensions of transformational leadership are idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. The factors of transactional leadership are contingent reward, active management-by-exception, and passive management-by-exception. Nonleadership is the only component of laissez-faire leadership. The remaining nine questions describe three outcomes of leadership that are used to measure the success of the group: extra effort, effectiveness, and satisfaction. Since these items do not directly relate to this study, the researcher omitted these items from the results. This instrument was chosen because it has been proven to be valid and reliable. In addition, it effectively answered the research questions presented in this study.

### *Data Collection*

A written letter (Appendix D) was submitted to Gruenert and Valentine (1998) to request permission to use the School Culture Survey, and as a result, permission was granted (Appendix E). In addition, the researcher purchased rights to reproduce the

Multifactor Leadership Questionnaire Form 5X designed by Bass and Avolio (2000) for the purpose of this study (Appendix E). Once the researcher received approval from the Institutional Review Board (IRB) (Appendix E) and the district superintendents to conduct the study, she contacted each principal of the selected schools to explain the purpose of the study and request permission to randomly survey the teachers.

After permission was granted, the researcher contacted the teachers who were selected to explain the purpose of the study and advise them that they would be receiving the surveys in the mail within the next few days. A packet that contained the teacher consent letter (Appendix C) and questionnaires, as well as a pre-printed return envelope, was subsequently mailed to the teachers in October 2008. In order to guarantee anonymity and confidentiality of the participants, no codes were placed on the surveys. Each participant was provided with an individual envelope that had no identifying marks. After completing the questionnaires, the participants sealed the envelopes and mailed them back to the researcher.

Follow-up reminders were sent to all teachers who had not returned the surveys by the requested date. In addition, principals, assistant principals, and instructional lead teachers were contacted to encourage the teachers to return the surveys. The data collection process lasted for a period of four weeks to allow the researcher to reach the desired return rate of at least 60%. According to Schutt (1999), a return rate below 60% is disastrous because it fails to provide an adequate representation of the sample population.

#### *Data Analysis*

The Statistical Package of the Social Sciences (SPSS) was utilized to statically analyze the data from both survey instruments (Sprinthall, 2000). The mean scores and



standard deviations were computed for each of the factors of the three leadership styles and the factors of school culture. This study employed correlational research methods, which are appropriate for determining if a relationship exists between two variables. Pearson product-moment correlation coefficients were used to calculate the correlational relationships between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

#### *Limitations*

1. This was a correlational study. Therefore, the findings were not able to generate a cause and effect relationship.
2. In this quantitative study, the participants were limited in their responses and were not allowed to elaborate on each question.

#### *Delimitations*

1. This study confined itself to surveying the perceptions of teachers from elementary, middle, and high schools located in five school districts in the state of Georgia. Data were not collected from administrators, students, or parents.
2. This study did not collect data on demographic factors, such as gender, age, ethnicity, or years of experience associated with the principals or teachers in these schools.

#### Definition of Terms

1. *Active management-by-exception* occurs when leaders constantly monitor their workers' performance and keep track of their mistakes (Bass & Avolio, 2000).

2. *Collaborative leadership* is the degree to which school leaders maintain relationships with the staff members of the school. (Gruenert, 1998).
3. *Collegial support* is the degree to which teachers work together effectively (Gruenert, 1998).
4. *Contingent reward* provides others with rewards in exchange for their efforts (Bass & Avolio, 2000).
5. *Idealized attributes* explain the degree that leaders are able to instill pride in his or her followers for being associated with the group (Bass & Avolio, 2000).
6. *Idealized behaviors* explain the extent to which leaders establish trust among his or her followers (Bass & Avolio, 2000).
7. *Individualized consideration* is the degree to which leaders provide support, encouragement, and developmental experiences to followers (Bass & Avolio, 2000).
8. *Inspirational motivation* indicates the extent that the leader is able to communicate a shared vision and establish a commitment from his or her followers in achieving the goals set forth by the organization (Bass & Avolio, 2000).
9. *Intellectual stimulation* is a process where leaders increase follower awareness of problems and influence them to view problems from a new perspective (Bass & Avolio, 2000).
10. *Laissez-faire leadership* refers to a lack of leadership (Bass & Avolio, 2000).
11. *Leadership style* is described as a relatively consistent pattern of a leader's behaviors (Barbuto, 2005).

12. *Learning partnership* is the degree to which teachers, parents, and students work together for the common good of the student (Gruenert, 1998).
13. *Passive management-by-exception* occurs when leaders fail to monitor their workers' performance and do not interfere until the problem becomes serious (Bass & Avolio, 2000).
14. *Professional development* is the degree to which teachers seek continuous personal development and value school-wide improvement (Gruenert, 1998).
15. *School culture* is the set of norms, values and beliefs, rituals and ceremonies, and symbols and stories that make up the persona of the school (Peterson, 2002).
16. *Teacher collaboration* is the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school (Gruenert, 1998).
17. *Transactional leadership* relies primarily on an exchange of services and rewards between leaders and subordinates (Bass & Avolio, 2000).
18. *Transformational leadership* occurs when leaders raise the awareness levels of their subordinates and inspire them to commit to a shared vision (Bass & Avolio, 2000).
19. *Unity of purpose* is the degree to which teachers work toward a common mission for the school (Gruenert, 1998).

### Summary

It is evident from the literature that the school leader has a vital part in cultivating a positive school culture. However, little research has been conducted that indicates how the leadership style of the principal correlates to school culture. By conducting this study,

the researcher was able to provide insight to the body of existing literature on the relationship that exists between principal leadership and school culture.

This study employed quantitative methods to examine the perceptions of teachers regarding their principals' leadership style, as well as the characteristics of the culture that is prevalent in their schools. Two instruments, the School Culture Survey and the Multifactor Leadership Questionnaire Form 5X, were used to collect the data for this study. In addition, the means, standard deviations, and Pearson product-moment correlation coefficients were used to examine the relationship between the variables.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Introduction

The role of the principal has changed throughout the years as the focus has shifted from managing schools to being held accountable for student performance. In order for school leaders to effectively lead their schools, they must begin to place their attention on school culture. Although the research indicates that school culture significantly impacts student learning, it is typically an area that is overlooked by school leaders. In addition, little is known about how the leadership style of the principal correlates to school culture.

The purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty. In order for principals to meet the demands that have been placed upon them with educational reform and student accountability, the need to investigate this matter further was crucial. This review of related literature is organized into three major sections. The first section explores the concept of school culture. The second section is a review of principal leadership and discusses the styles of leadership measured throughout this research study. The final section examines the principal's role in shaping school culture.

#### School Culture

School culture can be defined as the symbols and stories that communicate core values, reinforce the mission statement, instill a shared vision, and build a sense of commitment among staff, students, and parents (Peterson, 2002). Barth (2002) describes school culture as a “complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the

organization” (p. 7). It has an effect on all aspects of the school, including instruction, student achievement, and professional development (Hamilton & Richardson, 1995).

### *Historical Overview of School Culture*

Since the mid-1970s, the study of behavior in organizations has strongly impacted school administration. School leaders once believed in the scientific approach when establishing educational goals and setting course objectives for the school curriculum. As a result, several planning systems, including management by objectives (MBO) and planning, programming, and budgeting systems (PPBS), were implemented. However, more recent research shows that this approach underestimated the significance of human relations within the behavior of the organization (Wren, 1999).

In addition to the structured, instructional curriculum, students are also exposed to an unwritten or informal curriculum while at school (Wren, 1999). Education is typically thought to only be received within the classroom in a formalized setting; however, it is uniquely shaped by the interaction between people, things, and ideas. Humans form social systems as they interact with one another, which in turn, alter symbolic systems that are transferred from generation to generation. Thus, the interactions that teachers and administrators have with students help shape their attitudes and beliefs. This unwritten curriculum defines the organizational culture of the school.

The formal and unwritten curricula were united in American classrooms from colonial times until the late 19<sup>th</sup> century. Both teachers and administrators established a set of expectations for academics and behavior. In addition, nearly all American schools shared the same common beliefs and values during this time period (Wren, 1999). Not only did the reading curriculum consists of materials that taught students the various

components of reading, but it also integrated discipline, good conduct, punctuality, respect for authority, and other commonly held social values.

However, this type of teaching ceased after the Civil War. Instead, children, who were mostly recent immigrants, were taught to be quiet and submissive, while they learned factual information (Wren, 1999). The classrooms were teacher-centered, in which every student in the class received the same lessons, the same tests, and the same information. Students' interests, experiences, or prior knowledge were not accounted for (Polka, 2001). This kind of environment was characterized as being similar to that found in a factory. Religious teachings were removed from the public schools, and, consequently, teachers had to rely on the school environment to be the guide for developing social skills and values in students (Wren, 1999).

Being conscious of the symbolic aspect of the school environment, or the school's culture, is essential for educators (Wren, 1999). Additionally, having a greater understanding of the type of culture that exists within a school will assist school leaders in leading their schools to becoming successful and effective organizations.

#### *Strong and Weak School Cultures*

Culture is viewed as being one of the most stable and dominant elements of an organization. In addition, it is a critical component that contributes to organizational effectiveness (Lamond, 2003). Snowden and Gorton (1998) concur and add, "The culture of the school serves as an important effectiveness variable" (p. 107). Fyans and Maehr (1990) conducted research on five dimensions of school culture: academic challenges, comparative achievement, recognition for achievement, school community, and perception of school goals. They found that students are more motivated to learn in

schools that have strong cultures. As a result, teachers are more likely to have higher expectations for students, and in turn, positively impact teaching and learning in the classroom. Deal and Peterson (1999) confirm “Teachers can succeed in a culture focused on productivity (rather than on maintenance or ease of work), performance (hard work, dedication, perseverance), and improvement (continuous fine-tuning and refinement of teaching)” (p. 7). It is evident that strong, positive cultures have compelling effects on various aspects of the school. Hoy and Miskel (2001) add, “Understanding culture is a prerequisite to making schools more effective” (p. 220).

Deal and Peterson (1999) state that effective schools have strong cultures when they possess the following characteristics:

1. a mission that focuses on learning for both students and teachers;
2. an awareness of the school’s history and goals;
3. values and beliefs that focus on collegiality, performance, and improvement;
4. rituals and ceremonies that reinforce these values;
5. a professional community that utilizes knowledge and research to improve school practices;
6. shared leadership that balances stability and progress;
7. stories that celebrate the successes of others; and
8. a mutual sense of respect and caring for all.

As Deal and Peterson (1998) explain, “Strong positive cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn” (p. 28). Sergiovanni (1999) believes that



developing a caring community within the school is the principal's greatest challenge and responsibility.

Snowden and Gorton (2002) affirm that high achieving schools have strong cultures. The researchers identified four central elements that exist within a school that has an effective school culture. They include having a shared belief that all students are capable of learning, school-wide norms that communicate a clearly defined school vision, a commitment among all staff members for continuous professional development, and maintaining a safe and orderly environment.

Conversely, schools with unhealthy or weak cultures tend to produce students who are considered to be at-risk because they either will more than likely quit school before graduating or will not choose to pursue a higher educational program (Barth, 2002). However, these students are often not labeled as being at-risk because they are not in the lowest group in ability-level. In fact, many of them are honor students who have plans to attend college. Yet, they feel inadequate and insecure about their education. They no longer consider school as a place that gives them confidence and allows them to be creative; instead, they view it as a form of punishment. For example, if Johnny does not pass the math portion of the Criterion-Referenced Competency Test (CRCT), then he is threatened that he will have to repeat the eighth grade. In addition, if Mary does not pass all of the subject areas on the high school graduation test, then she will not be able to graduate from high school. By dropping out of school, the students are symbolically saying that they refuse to continue to be hurt and punished any longer.

Fullan and Hargreaves (1996) describe schools as having one of five types of cultures: fragmented, balkanized, contrived collegiality, comfortably collaborative, and

true collaboration. In a school with a fragmented culture, the teachers isolate themselves from others within the school, as well as anyone outside the school. There is little or no evidence of collaboration or support between the staff members. Although there are several strong subcultures within the balkanized culture, they are typically in competition with each other. Therefore, each subculture has its own set of goals, objectives, and way of doing things. As a result, there is little or no evidence of school-wide unity. Schools with cultures of contrived collegiality operate under the values and beliefs of the administrators. However, these cultures have the potential to transform into true collaborative cultures over time. The staff members in comfortably collaborative cultures have begun to have a dialogue about school improvement, as well as the changes that need to take place. Yet, there is still little evidence of sharing ideas and resources. Finally, a school culture that has true collaboration is based on a set of shared beliefs and values among the staff members. In addition, the staff members support one another and work together to achieve the goals and objectives of the group.

Schools and other establishments are more successful when the members of the organization work together and are bonded by a set of commonly held beliefs and values (Peterson, 2002). As opposed to the school being viewed as an organization of individuals, it is considered to be a learning community (Sergiovanni, 1995). Developing a professional learning community is a key ingredient in school improvement and reform efforts (Langer, 2000). School leaders of today face many challenges and are usually overwhelmed by the excessive number of responsibilities that are placed before them (Lashway, 2003). However, when a school is viewed as a community, the leader relies on

others in the school to assist with those responsibilities. Sergiovanni believes that this is the essence of creating culture in schools.

### *School Culture Survey*

The School Culture Survey (Gruenert & Valentine, 1998) was developed to measure characteristics of school culture after a comprehensive review of 27 articles, chapters, and books on school culture. After it was administered to 632 teachers, factor analysis was used to uncover six dimensions of school culture: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Gruenert, 1998).

The first dimension of school culture, collaborative leadership, describes the extent to which school leaders create and maintain collaborative relationships with the faculty (Gruenert, 1998). This is done by making teachers feel that their ideas are valued and by including them in the decision-making process. In addition, collaborative leaders empower teachers to make their own decisions and encourage them to be innovators, as well as risk-takers.

The second dimension of school culture, teacher collaboration, explains the degree to which teachers engage in meaningful conversations with one another in an effort to support the vision of the school (Gruenert, 1998). It includes teachers planning together, observing one another, as well as having post-observation conferences. In turn, this allows them to reflect on and build upon their current teaching practices and evaluate school programs.

The third element of school culture, professional development, indicates the extent to which teachers view continuous professional development and school

improvement as being important (Gruenert, 1998). Teachers who exhibit this behavior actively participate in professional development training sessions and are members of professional organizations in an effort to stay up-to-date on current trends and practices in education.

Unity of purpose, the fourth dimension of school culture, explains the degree to which teachers work together to achieve the school's mission (Gruenert, 1998). The mission is clearly communicated to the teachers, and the teachers are supportive of its purpose. As a result, their job performance is guided by these shared values.

Collegial support is the fifth element of school culture. It describes the extent to which teachers help one another and work together in an effective manner to accomplish the daily tasks of the job (Gruenert, 1998). It is evident that the teachers in the school trust each other and value one another's opinions.

The last component of school culture is learning partnership. It refers to the extent that the teachers, parents, and students work together to ensure that students are successful (Gruenert, 1998). The expectation is for all students to achieve. In order to accomplish this, students are held accountable for their own learning, while parents and teachers communicate with each other frequently about student performance.

#### Principal Leadership

According to Alvesson (2002), leaders are a vital component in improving the effectiveness of an organization. Successful leaders are able to create a shared vision and build a sense of commitment among staff, students, and parents (Peterson, 2002). These deep-rooted values and beliefs are reflected through the school's culture. Goldman (1998) states, "leadership style is determined by deep seated values and beliefs about how people

learn” (p. 21). Additionally, he indicates, “leaders may call their leadership style whatever they wish – transactive, transformation, top-down, bottom-up but ultimately, their deep-seated values and beliefs are mirrored throughout the school” (p. 21). In turn, one can detect the type of leader that the principal is by observing the school’s environmental setting.

### *Historical Overview of Principal Leadership*

The position of school principal began in the 1890s when the Committee of Twelve proposed a school improvement plan that incorporated professional leadership (Le Clear, 2005). However, the official recognition of the position did not take place until the early 1920s when the National Education Association created the Department of Elementary School Principals (Beck & Murphy, 1993). Because of this public acknowledgment, principals were then viewed as being held accountable to society.

Principals were heavily influenced by religious beliefs and scientific management in the 1920s (Beck & Murphy, 1993). In addition to being the leaders of the school, they were also considered as being central leaders of the community. In the 1930s, leadership preparation programs began to depict principals as being middle-level managers within the organization. Their primary responsibility was to manage the affairs of the institution through a business lens. The expectation of maintaining positive public relations with the community increased in the 1940s after World War II. A critical aspect of the position was to involve more stakeholders in a democratic decision-making process. In the 1950s, principals became more involved in managing the day-to-day operations of the school. In addition, they were expected to be advocates for their teachers. In the 1960s, principals were no longer allowed to lead schools based on their spiritual beliefs. Instead, they were

expected to adhere to the directives of their superiors. As racial tension, substance abuse, and teen pregnancy increased in the 1970s, principals were required to focus on more humanistic issues and be able to deal with the disruptions from the community (Beck & Murphy).

Although some of the principal's responsibilities changed during this time frame, the principal was still considered to be a hierarchical manager. However, in the 1980s, the principal's role transformed from hierarchical manager to instructional leader (Schein, 1992). A key emphasis was placed on accountability for student achievement as a result of the research on effective schools, as well as the publication of *A Nation at Risk* in 1983 (Seyfarth, 1999). As noted by Leithwood et al. (1999), instructional leadership "assumes that the critical focus for attention by leaders is the behaviors of teachers as they engage in activities directly affecting the growth of students" (p. 8).

Hallinger and Heck (1998) conducted an in-depth quantitative meta-analysis study on principal leadership in terms of school effectiveness within the concept of instructional leadership. Forty reviews were selected from published journal articles, dissertation studies, and papers presented at peer-reviewed conferences. Thirty-one out of the 40 studies identified the role of the principal as having an effect on school effectiveness and student achievement. In addition, the findings revealed that the principal shapes the school through vision, mission, and goals.

As an instructional leader, the principal was expected to be an expert on curriculum, instruction, and any government-funded programs that were designed to improve student achievement (Hallinger, 1992). Since the 1980s, several of the responsibilities associated with being an instructional leader have continued to be a

critical aspect of the principal's job, especially with the development and implementation of the state and national standards, as well as the requirement of high-stakes testing. However, in today's rapidly changing and highly competitive society, the principal's role as being the instructional leader of the school appears to be inadequate in order to ensure the success of today's students. As a result, the position of school principal has become increasingly difficult to define due to the constant changing of the nature of the tasks (Daresh et al., 2000).

A more current paradigm shift in the position of principal requires him or her to no longer be viewed as the sole leader within the school. Instead, he or she is expected to recognize the leadership talents in other staff members and empower them to be able to assist in leading the organization through a facilitative or collaborative approach. The principal is then seen as being a leader of leaders (Crow & Glascock, 1995). This new form of leadership may be referred to as transformational leadership. According to the professional literature, several of today's school leaders are choosing to adopt either the transformational or transactional leadership style (Bass & Avolio, 1996; Leithwood, 1992; Leithwood et al., 1999; Sergiovanni, 2000). These two forms of leadership are discussed in detail throughout this study.

### *Effective Principal Leadership*

Some principals are considered to be more effective leaders than others. However, there is no simple formula or distinctive pattern that can replicate exactly what it means to be an effective school leader (Davis, 1998b). Nevertheless, there are specific characteristics that effective leaders possess, such as being intelligent and self-reflective. In addition, they have excellent interpersonal skills. As opposed to being power-driven

and demanding, effective principals are warm, approachable, and genuinely care about the needs of others. In a study conducted by Davis (1998a), 200 superintendents in California were surveyed on the reasons why principals fail. Although several factors were listed on the questionnaire, including low student achievement, a disorderly campus, resistance to change, poor administrative skills, and poor decision-making, the number one reason given by far was the inability to develop interpersonal relationships.

In addition, principals who are considered to be effective leaders exhibit certain behaviors, such as being well-organized, efficient, decisive, and task-oriented (Davis, 1998b). Sergiovanni (2000) believes that a leader's behaviors are reflected through his or her leadership style and refers to this as moral leadership. According to him, school administration is an ethical science that is associated with "good or better processes, good or better means, and good or better ends" (p. 166). Davis (1998b) adds that effective principals set high expectations for both the staff and the students. They are concerned with not only being able to model good ethical behavior but also with being able to encourage others to display strong moral values as well (Leithwood et al.).

Effective principals also promote a positive school culture that protects the safety and well-being of both the staff and the students. They are knowledgeable about the instructional strategies and practices that have been proven to be successful (Davis, 1998b). As stated by Davis (1998a), "Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes" (p. 59).

Waters, Marzano, & McNulty (2004) examined the effect of leadership on student achievement to determine exactly what characteristics effective leaders possess. The



results suggested that a significant, positive correlation exists between effective school leadership and student achievement. In addition, the findings revealed that effective leaders affect student achievement in 21 key areas. They are listed as follows:

(1) culture; (2) order; (3) discipline; (4) resources; (5) curriculum, instruction, and assessment; (6) knowledge of curriculum, instruction, and assessment; (7) focus; (8) visibility; (9) contingent rewards; (10) communication; (11) outreach; (12) input; (13) affirmation; (14) relationship; (15) change agent role; (16) optimizer role; (17) ideals and beliefs; (18) monitoring and evaluation; (19) flexibility; (20) situational awareness; and (21) intellectual stimulation. (p. 49)

Moreover, the researchers concluded that effective leaders have a thorough understanding of the changes that will have the greatest affect on student achievement, how to successfully implement these changes, and can, consequently, modify their leadership practices to reach the desired goal. According to them, “Leaders can act like effective leaders, but if they fail to guide their schools toward making the correct changes, these changes are likely to have a diminished or negative impact on student achievement” (p. 50). The researchers also concluded that leaders who are interested in changing their school cultures should first consider looking in the mirror to determine what adjustments they may need to make within themselves in order to become more effective leaders.

Finally, effective principals are good communicators and visionaries because they are able to communicate a shared vision and establish a commitment from their followers in achieving the school goals. According to Hallinger and Heck (1998), principals have the greatest affect on student achievement by establishing a shared vision for the school. Witziers, Bosker, and Kruger (2003) investigated this matter further by using quantitative

meta-analysis to examine the direct and indirect effects of principal's leadership on student achievement. The results indicated that school leadership has a significant and positive effect on student achievement. The findings also suggested that some leadership behaviors have a significant and positive relationship with student outcomes, including the following: supervision and evaluation, monitoring, visibility, as well as defining and communicating a mission. The most important leadership behavior identified was defining and communicating a mission, which was consistent with Hallinger and Heck's findings.

### *Transformational Leadership*

Burns (1978) was the first researcher to formulate a concept of transformational leadership. He describes transformational leadership as being the leadership that transpires when the leader's primary goal is to motivate the employees to cooperate, as opposed to forcing them to perform tasks and job duties. As stated by him, "Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Because the employees are inspired to perform the work that is needed, they are also more receptive to change. Schein (1992) confirms, "Transformational leaders help people accept the need for change without feeling that they are personally responsible for failure. At the same time, these leaders increase followers' self-confidence and optimism about making a successful transition" (p. 361).

As indicated by Leithwood et al. (1999), the transformational leadership style is most effective in restructuring schools. Additionally, Verona and Young (2001) propose that the transformational leadership style is suitable for the social and organizational

context within the school environment. These researchers examined the influence of the transformational leadership style on high stakes test results in vocational and comprehensive high schools throughout New Jersey. The results suggested that transformational leadership is a significant predictor of passing scores in reading, mathematics, and writing; however, vocational schools were affected at a significantly lower percentage in comparison to comprehensive high schools. Thus, it was concluded that principals of vocational high schools need to increase the degree that they currently use the transformational leadership style in order to achieve higher passing scores on the exam.

Leithwood (1994) confirms that many school leaders possess the characteristics of a transformational leader. Scope (2006) conducted a study that examined the leadership styles of middle school principals at successful schools and school culture. The researcher determined that there were 77 schools in the state of Indiana that were considered to be successful, which was based on meeting or exceeding the state average score on the Indiana state standardized test. Thirty-six principals participated in the study, and the results suggested that a significant relationship existed between the variables. Also, the findings indicated that effective leadership is related to the transformational leadership style and school culture.

Howell and Avolio (1993) assert that managers should develop the characteristics of a transformational leader in order to positively influence their organizations. According to a recent study conducted by Berson, Shamir, Avolio, and Popper (2001), transformational leaders are able to generate and communicate a persuasive vision. Bass (1985) adds that transformational leaders elevate the needs and concerns of the

employees from basic needs, such as safety and security, to higher-order needs, such as achievement and self-actualization. As a result, they frequently disregard their own self-interests to perform the work that is needed for the good of the group. Not only is this beneficial to the organization, it is also helpful to the employees by enhancing their level of confidence and challenging them to go beyond their own expectations (Bass & Avolio, 1996).

Nguni, Slegers, and Denessen (2006) compared the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior within 70 public primary schools located in Tanzania. The researchers used the following criteria to determine a school's eligibility: (a) the principal must have worked at the school for at least one calendar year, and (b) at least 20 teachers must have worked at the school with the principal for at least one calendar year. As a result, 700 teachers were selected to participate in the study. Regression analyses indicated that transformational leadership dimensions have strong effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior.

#### *Transactional Leadership*

Burns (1978) views transformational and transactional leadership as being opposite ends of the leadership continuum. Unlike transformational leadership, he affirms that transactional leadership is task-oriented. He states that the transactional leader can only be successful when both the leaders and followers are in agreement with the tasks that are to be performed. It is a bargaining process and is limited to the extent that the purposes in the process are shared by all participants.

Bass (1985) concurs that transactional leadership can be distinguished from transformational leadership by making negotiations and forming contractual agreements between the administrator and the employee. According to Barling, Slater, and Kelloway (2000), transactional leaders are able to motivate their followers by choosing rewards and incentives that will be the most desirable to them. Since the relationship is based on a promised transaction, these relationships are easy to form (Burns, 1978). However, because there is not a persevering purpose that exists beyond this point, the participants will more than likely choose to stop following the leader's direction unless the leader extends the bargain (Bass, 1985). As Bass (1999) states, "Whereas transformational leaders uplift the morale, motivation, and morals of their followers, transactional leaders cater to their followers' immediate self-interests. The transformational leader emphasized what you can do for your country – the transactional leader, what your country can do for you" (p. 9).

However, Bass (1985) believes that transformational and transactional leadership build on each other. He describes this as being a "Two-factor theory of leadership." Although transformational and transactional leadership are viewed as being independent dimensions of leadership, Bass states that they are still related to each other because they are both linked to the needs and wants of the staff members. Consequently, he affirms that the same leader may display the behaviors of both a transactional and a transformational leader depending on the demands of the situation.

Le Clear (2005) investigated this matter further in a study where she examined the relationship between perceived effective school culture, the leadership styles of principals, and student performance. Three hundred twenty elementary classroom

teachers throughout 22 elementary schools in a north central Florida school district participated in the study. Using correlation and regression analysis, the results suggested that school culture and leadership styles are significantly related to student achievement. In addition, the findings indicated that both the transformational and transactional leadership styles influence professional learning communities and teacher efficacy.

While transformational leadership is believed to make transactional leadership better, it can not replace it (Bass, 1998). The environmental context of the organization must be considered when determining which of the two forms of leadership is required. For example, transactional leadership may be more effective when the organization is relatively stable, as opposed to transformational leadership, which is more suitable for times when the organization is experiencing a multitude of rapid changes.

#### *Laissez-faire Leadership*

Bass (1985) refers to laissez-faire leadership as a lack of leadership. He states that laissez-faire leaders avoid intervening in situations when needed. They exhibit little or no confidence in their ability to supervise their employees and will ignore their responsibilities. In addition, laissez-faire leaders fail to inspire their employees as transformational leaders do, and they do not rely on the contractual agreements for performance that are included in transactional leadership. Since there are no shared goals in place, there is also a lack of recognition of performance.

Previous research has shown that a leadership substitution effect will occur when there is an absence of leadership (Dionne, Yammarino, Atwater, & James, 2002). This typically leads to negative effects. Frischer (2006) concurs with this notion and adds, “This abdication of leadership is disempowering, effecting leadership behavior of change,

relation and production negatively” (p. 3). Bass (1998) describes President Ronald Reagan as an example of a laissez-faire leader. As opposed to closely monitoring his employees, he gave them the freedom to make their own decisions. As a result, there were a multitude of scandals that were revealed during and after his term in office. This could possibly have been avoided if he had utilized a different leadership style.

However, Barnett, Marsh, and Craven (2005) argue that laissez-faire leadership can also be beneficial, especially within the school environment. They conducted a study in 52 secondary schools in Australia that examined the effects of the laissez-faire leadership style on seven school learning environment constructs. The researchers were particularly interested in determining whether or not laissez-faire leadership, a perceived negative leadership style, would negatively impact teachers’ perceptions of the school learning environment.

The findings indicated that the laissez-faire leadership style has a positive influence in three of the seven school learning environment constructs: (a) student supportiveness, which is described as the level of rapport between the teachers and students; (b) affiliation, which refers to the degree teachers feel they can obtain assistance from their colleagues; and (c) achievement orientation, which refers to the degree teachers maintain high expectations of student achievement. Consequently, the researchers suggested that schools should consider employing laissez-faire leaders if they are interested in improving specific areas within the school learning environment.

#### *Multifactor Leadership Questionnaire (Form 5X)*

The Multifactor Leadership Questionnaire (MLQ-5X) was adapted from Bass’s (1985) leadership conceptualization. It was developed, tested, and copyrighted by Bass

and Avolio (2000) to measure aspects of transformational, transactional, and laissez-faire leadership styles, as well as three outcomes of leadership: extra effort, effectiveness, and satisfaction.

The MLQ-5X classifies transformational leadership into five components: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized attributes explain the degree that leaders are able to instill pride in his or her followers for being associated with the group (Bass & Avolio, 2000). He or she will often sacrifice his or her needs to meet the needs of others in an effort to build their respect and to demonstrate a sense of power and confidence.

The second dimension of transformational leadership, idealized behaviors, explain the extent to which leaders establish trust among his or her followers in order to build a shared mission and vision within the group (Bass & Avolio, 2000). In addition, he or she is considered to be a risk-taker and will frequently make decisions based on what he or she believes is morally and ethically right.

The third dimension of transformational leadership, inspirational motivation, indicates the extent that the leader is able to communicate a shared vision and establish a commitment from his or her followers in achieving the goals set forth by the organization (Bass & Avolio, 2000). Because the followers are motivated by this vision, they will typically ignore their own self-interests to perform the work that is needed for the good of the group. In addition to the leader modeling the desired behavior, symbols are also utilized to convey the expectations and focus the employees' efforts on the work that is to be performed. In turn, the workers are confident in their ability to achieve the goals that have been set forth.



The fourth element of transformational leadership is intellectual stimulation where leaders involve followers in the decision-making process and encourage them to find creative solutions to problems (Bass & Avolio, 2000). The leader is open to new ideas, and although the solutions may not be typical, he or she is not afraid of being criticized by the public. This is done in an effort to encourage the followers to be risk-takers and problem-solvers. Consequently, the employees develop their skills both individually, and as a team, which makes them more valuable to the organization.

The last dimension of transformational leadership is individualized consideration. It describes the degree to which leaders are able to develop new leaders by providing support and encouragement to their followers (Bass & Avolio, 2000). He or she may do so through mentoring and coaching, as well as by delegating specific tasks to different employees. The leader recognizes that each employee is different and addresses each person's needs individually. This creates a personal relationship between the leader and the follower and establishes a sense of trust.

The MLQ-5X also includes three scales of transactional leadership: contingent reward, active management-by-exception, and passive management-by-exception. Contingent reward is explained as an exchange of rewards for services (Bass & Avolio, 2000). It is the major component of transactional leadership; however, previous research has shown it as being associated with transformational leadership (Barling et al., 2000). The leader is able to motivate his or her employees through the terms of an agreed transaction. Employees are recognized and rewarded when they meet the performance requirements of their job responsibilities. The reward may be offered in the form of a bonus, commission, or pay raise. However, it can be as simple as praise or recognition. In

addition, it is not always positive or beneficial for the employees, as there are occasions where the employees may receive a demotion, criticism, or some other negative consequence from their leader if their performance is deemed unsatisfactory.

Consequently, the transaction becomes the primary focus, as opposed to achieving the goals and objectives of the organization (Bass, 1985).

Management-by-exception is described as being either active or passive. In the active role, leaders constantly monitor their workers' performance and maintain a record of any mistakes that are made or rules that are broken. The leader immediately takes action and intervenes when he or she recognizes that corrective action is needed. Additionally, the leader will frequently remind the employees of the contractual agreement in order to motivate them to meet the required standards. Yet, in the passive role, leaders fail to monitor their workers' performance and only intervene after the problem has been brought to their attention (Bass & Avolio, 2000). This form of leadership is considered to be extremely ineffective typically because of the delayed response to situations from the managers.

The third leadership style described in the MLQ-5X is laissez-faire leadership. It is similar to passive management-by-exception. Leaders who utilize this form of leadership avoid all aspects involved in being the leader of the organization (Bass & Avolio, 2000). He or she evades making decisions and solving problems, is absent when needed, and fails to follow-up with requests for assistance. Because the leader delegates the tasks to the employees with little or no instruction, he or she has little or no influence on the decisions that are made and must be prepared to accept the outcomes.

Finally, three outcomes of leadership are explained in the MLQ-5X to measure the success of the group: extra effort, effectiveness, and satisfaction. Extra effort refers to doing more than what is required and being motivated to achieve success. Bass (1985) states that subordinates of transformational leaders are more likely to put forth extra effort in comparison to employees of transactional leaders. Additionally, empirical studies have shown that a negative correlation exists between the exertion of extra effort and laissez faire leadership, as well as passive management-by-exception. Although it is positively correlated with contingent reward, it has a much stronger correlation with the factors of transformational leadership (Bass & Avolio, 1990).

Leader effectiveness refers to having the ability to lead a group and obtain the desired results of the organization, as well as to meet the needs of the members of the organization. Burns (1978) and Bass (1985) feel that transformational leaders are more effective leaders than those who are considered to be transactional. Studies have also indicated that the employees of transformational leaders perceive them as being more effective than those of transactional leaders (Bass & Avolio, 1990).

Lastly, satisfaction with the leader indicates the leader's capability to please his or her employees and to be able to meet their expectations (Bass & Avolio, 2000). It is a result of the relationship between the employees' expectations and their actual experiences. Being able to meet every employee's expectation can be a difficult task for the leader because each subordinate may have a different set of expectations. Therefore, leaders may wish to employ tactics that motivate their followers to sacrifice their own self-interests for the common good of the group in an effort to create a more satisfying

work environment and to increase the employees' level of satisfaction with their leader (Bass, 1998).

### The Principal's Role in Shaping School Culture

Leadership and culture are considered to be inseparable concepts (Schein, 1985). Being an effective leader requires having a supportive culture; however, having a supportive culture also requires effective leadership (Deal & Peterson, 1990). In addition, Deal and Peterson state that the more principals are aware of their role in shaping school culture, the more prepared they will be in guiding school reform and leading their schools to being successful.

#### *Creating School Culture*

Schein (1992) describes leadership and culture as being “two sides of the same coin in that leaders first create cultures when they create groups and organizations” (p. 15). Whenever a group is formed, a culture is created (Schein, 1985). The group agrees with the founder's ideas, and in turn, the founder infuses his or her personal beliefs and values into the mission and goals of the group. The leader creates the language, symbols, principles, and rituals, which define the group. Consequently, the culture is created, and the group members pass along these routines and traditions to new members as they join the group.

Barth (2002) affirms that the principal, as well as other school leaders, should shape the culture of the school by being cultural builders. Sergiovanni (1995) adds that school culture building and goal setting are the essential components of symbolic and cultural leadership forces. Constructing these forces allow the principal to define and strengthen the values, beliefs, and cultural strands that give the schools its identity.

Deal and Peterson (1990) state that there are five roles that the principal must fulfill in order to shape a school's culture: (a) as a "symbol," the principal affirms values through his or her behavior, dress, attention, and routines; (b) as a "potter," the principal shapes others by first being shaped by the school's heroes, rituals, ceremonies, and symbols; (c) as a "poet," the principal has an expectation that appropriate language will be used in order to maintain a good school image and to reinforce the values of the school; (d) as an "actor," the principal manages the necessary school's dramas; and (e) as a "healer," the principal monitors transitions and changes at the school.

Leithwood and Jantzi (1990) conducted a study to learn more about the how school leaders shape school culture. Twelve principals in Canadian schools were interviewed. Their findings suggested that successful principals influence the school culture by using six strategies: emphasizing shared goals; reinforcing cultural change; promoting staff development; regularly communicating the cultural norms, values, and beliefs of the organization; sharing power and responsibility with others; and expressing cultural values through the use of symbols and rituals by celebrating the accomplishments of the staff members.

Leaders involved in shaping the culture must have the vision and determination to be able to transform the existing elements of the school's culture into qualities that support, rather than undermine, the school's mission (Barth, 2002). According to Bolman and Deal (2003), it is the vision of an organization that provides an image of what is expected to occur in the future. Deal and Peterson (1999) affirm that the "vision and values form a school's mission and purpose, instilling the intangible forces that motivate teachers to teach, school leaders to lead, children to learn, and parents and community to

have confidence in their school thus shaping the definition of success” (p. 24).

Additionally, Deal and Peterson (1998) assert,

School leaders, in shaping school cultures, are all-encompassing. Their words, their nonverbal messages, their actions, and their accomplishments all shape culture. They are models, potters, poets, actors, and healers. They are historians and anthropologists. They are visionaries and dreamers. Without the attention of leaders, school cultures can become toxic and unproductive. By paying fervent attention to the symbolic side of their schools, leaders can help develop the foundation for change and success. (p. 4)

### *Changing School Culture*

According to Schein (1985), “The unique and essential function of leadership is the manipulation of culture” (p. 317). Additionally, Deal and Peterson (1999) assert, “It is important to remember the formidable nature of school leaders’ unofficial power to reshape school culture toward an ‘ethos of excellence’ and to make quality an authentic part of the daily routine of school life” (p. 86). However, shaping the culture of the school can be one of the most difficult aspects of being an instructional leader (Barth, 2002). Hoy and Miskel (2005) confirm that culture is something that is deeply rooted into the schools, and as a result, those who attempt to manipulate it will most likely be unsuccessful. Thus, it is vital that school leaders develop a sense of awareness and understanding of the existing culture before they attempt to change it (Schein, 1992). As Bulach (2001) states, “A principal who fails to identify his or her school’s existing culture before attempting to change it will meet with resistance” (p. 48).

Peterson and Deal (2002) believe that principals can begin this process by, first, reading the culture in order to understand the school's history and analyze the norms and values that are currently in place. This can be accomplished by talking to the staff at the school that have been there for years and years and enjoy reminiscing about the school's memories or by asking the staff to participate in a series of exercises at the faculty meetings. Once enough information is gathered to make an analysis about the school, then the next step is to examine what aspects of the culture are positive and should be kept, as well as what aspects of the culture are negative and should be changed. Finally, the principal should reinforce the positive features. He or she will want to ensure that time is provided in faculty meetings for the staff to celebrate their successes, tell stories of their accomplishments, and collaborate with one another so that these things are recognized as being a part of the rituals and ceremonies that are held on a consistent basis.

Deal and Peterson (1999) affirm that the rituals and ceremonies established at a school are an important component in shaping its culture. According to Schmoker (1996), these forms of celebrations provide an opportunity for employees to be recognized for their accomplishments and contributions to the school. In addition, it cultivates a shared vision and builds a goal-oriented culture that focuses on continuous improvement. Eventually, these celebrations develop into traditions and begin to reinforce the mission, vision, and beliefs of the school. As Deal and Peterson state,

Cultural patterns and traditions evolve over time. They are initiated as the school is founded and thereafter shaped by critical incidents, forged through controversies and conflict, and crystallized through triumph and tragedy. Culture

takes form as, over time, people cope with problems, stumble onto routines and rituals, and create traditions and ceremonies to reinforce underlying values and beliefs. (p. 49)

Deal and Peterson (1990) also conducted case studies in order to examine symbolic leadership on five successful school leaders who worked in different school environments. Although each of their situations were unique, they used tactics that were similar, including recognizing what is important; selecting compatible staff members; dealing with conflict; setting an example for others; communicating the importance of values; and incorporating traditions, ceremonies, rituals, and symbols into the school culture.

Although change is inevitable, people generally resist it, as opposed to embracing it. In order to manage change and successfully lead others, it is vital for school leaders to understand the change process. Because the school's culture is already intact, the staff resists changes that are based on a different set of beliefs. This is affirmed by Winceck (1995) who states, "Teachers resist imposed change. Unless they see either greater efficiencies in their work or improved learning for the children, they quickly and quietly abandon the prescribed reform" (p. 10). Some teachers are resistant to change because it requires them to learn something new and to leave their comfort zones. Others may feel that they no longer have control of the situation, and as a result, experience uncertainty, confusion, or incompetency (DuFour & Eaker, 1998).

Shouse, Ford, Kleine-Kracht, and Ryan (1992) explored this further when they performed a case study involving a new principal at a troubled Chicago elementary school whose culture was toxic. The principal quickly attempted to rectify the problems



that she diagnosed; however, she was met with resistance and animosity from several of the veteran teachers. In order to transform the idiosyncratic culture of the school, she had to change her strategy. To do so, she mobilized a team of seven teachers who were considered to be the good teachers at the school. She held meetings with them both on and off campus, which in turn, caused her to build a relationship with them. The principal was then able to establish a shared vision and mission with the team that focused on creating a more nurturing environment for the students. As a result, she received the support of the parents and challenged the efforts of the obstructionist teachers.

In order for change to become permanent, its constituents must not only accept it but take ownership of it. As indicated by Fullan and Hargreaves (1996), the staff members of the school must have a tacit agreement that instills this is “the way we do things and relate to each other around here” (p. 37). This understanding gives them a sense of stability and ownership. Bulach (2001) adds, “If principals create conditions in which followers and subordinates create the rules and the policies and leaders enforce them, they can change the culture in their schools and classrooms” (p. 51).

Sarason (1990) ascertains that both the staff members and students must be devoted to and routinely involved in learning and collaborating with one another in order for a cultural change to take place. Then, the principal can begin to address the issues directly by finding examples of success stories to counteract those of failure, by stopping those who attempt to criticize or ridicule new ideas, and by replacing negative comments about staff development with positive results (Peterson, 2002).

### *Maintaining School Culture*

Once the school culture has been created or changed, then the principal's role changes to maintaining this culture. Crows, Matthew, and McCleary (1996) state that the principal will need to address three groups of individuals. The first, of which, are the veteran teachers. To do so, he or she should maintain some of the existing rituals, ceremonies, and other forms of celebration that were utilized to create a positive culture in order to ensure that these values and beliefs are carried on as the veteran teachers retire and new teachers are hired. The new teachers are the second group that the principal will need to address. He or she should make sure that the new teachers are familiar with the existing norms and beliefs. However, hiring new teachers with similar values and beliefs will make this process easier. The last group that the principal will need to address includes the central office administrators, community leaders, government officials, politicians, and other individuals outside the school. This ensures that they have a clear understanding of the mission and vision of the school, and as a result, will support it in an effort to achieve the school's goals.

Shaping the culture of the school is the primary responsibility of the principal (Snowden & Gorton, 1998). According to Snowden & Gorton, principals can be successful in fulfilling this role by doing the following:

1. envisioning a future direction of collaboration;
2. clearly establishing the connection between mission and practice by being an enthusiastic facilitator, meeting the needs of teachers and students, understanding the motivations of each employee, and promoting growth in all school personnel;
3. viewing problems as opportunities and focusing on solutions;

4. being creative in stimulating good teaching practices;
5. thinking of others;
6. fostering staff development;
7. creating networks that decrease teacher isolation and promote professional sharing; and
8. staying focused on the most important outcome, student performance. (p. 113)

Deal and Peterson (1998) also identified specific ways school leaders can successfully shape culture:

1. They communicate core values in what they say and do.
2. They honor and recognize those who have worked to serve the students and purpose of the school.
3. They observe rituals and traditions to support the school's heart and soul.
4. They recognize heroes and heroines and the work these exemplars accomplish.
5. They eloquently speak of the deeper mission of the school.
6. They celebrate the accomplishments of the staff, the students, and the community.
7. They preserve the focus on students by recounting stories of success and achievement. (p. 3-4)

Yet still, the level of influence that a principal has on school culture heavily depends on the developmental stage of the organization. The more principals continue to deepen their understanding of their role in shaping school culture, the better equipped they will be to directing change and leading their schools to being victorious (Peterson, 2002).

## Summary

School culture contributes to the overall success of a school. Although the objective of the standards-based reform efforts is to align content, teaching, and assessment, the chances of these reforms being successful are remote unless a culture exists that supports and values these structural changes. In addition, leaders are viewed as being vital to improving the effectiveness of an organization. One possible method for increasing an organization's effectiveness is by identifying an individual's leadership style, and consequently, matching it to a compatible culture.

Based on the review of the literature, there is evidence that clearly indicates that leadership and school culture are correlated. Attempting to understand one without having an understanding of the other will not obtain the desired results. As a result, school leaders must have a thorough understanding of their role in shaping the school culture, as well as the leadership style that is most appropriate for assisting them in doing so, in order for them to be effective. Increasing the body of knowledge of understanding which leadership style would be considered as the best fit for a school's culture could potentially lead to assisting organizations in selecting the best leaders to enhance the effectiveness of the organization. In turn, this research study will help to fill this gap.

## CHAPTER 3

### METHODOLOGY

#### Introduction

The principal is viewed as having the greatest position of power and influence in maintaining and improving the quality of the school (Sergiovanni, 1995). However, principals typically do not realize that the key to creating and sustaining a successful school is by nurturing a positive school culture (Chiang, 2003; Peterson, 2002). The research from the literature clearly indicates that the school leader has a vital part in cultivating a positive school culture (Hamilton & Richardson, 1995; Sergiovanni, 1995; Snowden & Gorton, 1998; Webster, 1994). Yet, little research has been conducted that indicates how the leadership style of the principal correlates to school culture.

The principal's role is continuously changing in order to respond to the demands and complexity of the modern day schools (Daresh, et al., 2000). This frequently leaves principals stressed and frustrated from the daily challenges associated with the routine operations of the school (Lashway, 2003). Thus, having a clear understanding of how the leadership style or behavior of the principal relates to promoting a positive school culture is critical. Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

#### Research Questions

By conducting this study, the researcher addressed the following overarching research question: What is the relationship between the leadership styles of principals and school culture? The following sub-questions guided this study:

1. What is the relationship between the transformational leadership style of principals and school culture?
2. What is the relationship between the transactional leadership style of principals and school culture?
3. What is the relationship between the laissez-faire leadership style of principals and school culture?

### Research Design

The research design of this study was quantitative, which describes data in abbreviated terms (Sprinthall, 2000) by utilizing statistical analysis. Two surveys, the School Culture Survey (Gruenert & Valentine, 1998) and the Multifactor Leadership Questionnaire (Bass & Avolio, 2000), were used to collect the data for this nonexperimental study. Each survey required approximately 10 minutes or less to complete. The purpose of survey research is to generalize from a sample of participants to a population so that inferences can be made in regards to the perceptions, attitudes, or behaviors of the population (Strahan, et al., 2003). Additionally, the survey design was chosen so that the data could be collected in an efficient and cost effective manner.

In this study, the independent variables included three leadership components: transformational leadership, which is described as when leaders raise the awareness levels of their subordinates and inspires them to commit to a shared vision; transactional leadership, which relies primarily on an exchange of services and rewards between leaders and subordinates; and laissez-faire leadership, which is described as a lack of leadership (Bass & Avolio, 2000). In addition, the dependent variable was school culture, which is defined as the set of norms, values and beliefs, rituals and ceremonies, and

symbols and stories that make up the persona of the school (Peterson, 2002).

Correlational statistics were used to examine the relationship between the leadership styles of principals and school culture.

### Population and Sample

According to Sackmann (1991), a thorough understanding of school culture can be obtained by collecting information from the members of the organization.

Additionally, Eagly and Johannesen-Schmidt (2001) suggest that the style of the leader can be best explained by his or her subordinates. As a result, this research study examined teacher perceptions of the leadership styles of principals and school culture.

The participants for this study consisted of 250 teachers from 50 elementary, middle, and high schools located in five districts in the state of Georgia. The teachers were state-certified classroom teachers who teach in grades kindergarten through twelve. Hawkins (2001) found that teachers perceive things differently from principals. Therefore, principals were not asked to participate in this study.

In order to provide a representative sample of teachers, random sampling was utilized. Five teachers were selected from each school by the researcher: one whose last name begins with letters A-E; one whose last name begins with letters F-J; one whose last name begins with letters K-O; one whose last name begins with letters P-S; and one whose last name begins with letters T-Z. In addition, the teachers were required to have at least one or more years of experience at the selected schools in order to participate in the study, and their principals were also required to have at least one or more years of experience at their schools.

## Instrumentation

### *School Culture Survey*

The School Culture Survey (Gruenert & Valentine, 1998) is one of the instruments that were used to conduct this study. It was developed to measure characteristics of school culture after an extensive examination of 27 articles, chapters, and books on school culture (Appendix A). This instrument includes 35 Likert scale items based on a five-point scale from “strongly disagree” to “strongly agree.”

Additionally, it measures six dimensions of school culture. The first, of which, is collaborative leadership, which refers to the degree to which school leaders maintain relationships with the staff members of the school. The second dimension, teacher collaboration, refers to the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Unity of purpose, the third factor, indicates the degree to which teachers work toward a common mission for the school. Next, professional development refers to the degree to which teachers seek continuous personal development and value school-wide improvement. The fifth dimension, collegial support, refers to the degree to which teachers work together effectively. Finally, learning partnership indicates the degree to which teachers, parents, and students work together for the common good of the student (Gruenert & Valentine, 1998).

To determine construct validity, Gruenert and Valentine (1998) performed an item analysis on the initial bank of 79 items included in the School Culture Survey. After 632 teachers completed the survey, 44 of the items were extracted. As a result, the alpha reliability coefficients for the dimensions of the School Culture Survey have all been shown to be above .64 (Gruenert & Valentine). Table 1 provides the reliability



coefficients for each of the factors. Subscale values were determined by adding item responses and then dividing by the number of items. This resulted in values ranging from one (low) to five (high).

Table 1

*School Culture Survey Reliability Coefficients*

Subscales	Items	Reliabilities
Collaborative leadership	2, 7, 11, 14, 18, 20, 22, 26, 28, 32, 34	.91
Teacher collaboration	3, 8, 15, 23, 29, 33	.83
Unity of purpose	5, 12, 19, 27, 31	.82
Professional development	1, 9, 16, 24, 30	.87
Collegial support	4, 10, 17, 25	.80
Learning partnership	6, 13, 21, 35	.66

*Multifactor Leadership Questionnaire Form 5X*

The Multifactor Leadership Questionnaire (MLQ) Form 5X is the other instrument that was used to conduct this study. It was developed, tested, and copyrighted by Bass and Avolio (2000) and published by Mind Garden, Inc. In addition, it was adapted from Bass's (1985) leadership conceptualization. It measures the components of transformational, transactional, and laissez-faire leadership, as well as three outcomes of leadership: extra effort, effectiveness, and satisfaction. It has been used in more than 200 doctoral dissertations and master's thesis, as well as in various types of organizational

sectors, including the government, military, public, and private, to assess leadership behavior.

There are two versions of the MLQ: the rater form and the leader form. The rater form is used by employees to score a leader's behaviors within the organization; however, the leader form is a self-assessing tool that leaders can use to evaluate their own leadership behaviors. Since the participants in this study were teachers, the rater form, which is also referred to as the MLQ-5X, was the only version used in this research (Appendix B). A minimum of three raters is the recommended size to utilize to evaluate a single leader. While there is not an optimal size that is suggested, there will be more variability in the scores provided by the raters as the number of raters per leader increases (Avolio, Yammarino, & Bass, 1991).

The MLQ-5X classifies a principal's leadership style as transformational, transactional, or laissez-faire. It describes a transformation leader as being someone who raises the awareness levels of their subordinates and inspires them to commit to a shared vision. Next, the transactional leader is described as someone who primarily relies on an exchange of services and rewards between leaders and subordinates. Finally, the laissez-faire leader is described as someone who accepts no responsibility in guiding or engaging subordinates and intervenes as little as possible.

The MLQ-5X contains 45 Likert scale items based on a five-point scale from "not at all" to "frequently, if not always." The first 36 questions describe and define the three leadership styles, which are broken down into nine subscales. Each subscale has a total of four items. The remaining nine questions measure the three outcomes of leadership.

There are five factors that are grouped under the transformational style scale. Idealized attributes, the first factor, explain the degree that leaders are able to instill pride in his or her followers for being associated with the group. In addition, idealized behaviors describe the extent to which leaders establish trust among his or her followers. Next, inspirational motivation indicates the extent that the leader is able to communicate a shared vision and establish a commitment from his or her followers in achieving the goals set forth by the organization. The fourth dimension, intellectual stimulation, is a process where leaders increase follower awareness of problems and influence them to view problems from a new perspective. Finally, the last factor, individualized consideration, refers to the degree to which leaders provide support, encouragement, and developmental experiences to followers (Bass & Avolio, 2000).

In addition, there are three factors that are placed under the transactional leadership scale. The first, of which, is contingent reward, which provides others with rewards in exchange for their efforts. Management-by-exception is described as being either active or passive. Active management-by-exception occurs when leaders constantly monitor their workers' performance and keep track of their mistakes, while passive management-by-exception occurs when leaders fail to monitor their workers' performance and do not interfere until the problem becomes serious (Bass & Avolio, 2000).

Finally, laissez-faire leadership is considered to be the nonleadership component and refers to a lack of leadership. Leaders who employ this form of leadership circumvent all aspects involved in being the leader of the organization. In addition, they avoid making decisions and solving problems, are absent when needed, and fail to

follow-up with requests for assistance. The laissez-faire leadership component does not have any additional subfactors; however, it is similar to passive management-by-exception (Bass & Avolio, 2000).

Three contextual factors are also included in the survey to assist in understanding the effectiveness of the organization in relation to leadership styles. Extra effort refers to doing more than what is required and being motivated to achieve success. Next, effectiveness refers to having the ability to lead a group and obtain the desired results of the organization, as well as to meet the needs of the members of the organization. Lastly, satisfaction indicates the leader's capability to please his or her employees and to be able to meet their expectations (Bass & Avolio, 2000). There are nine additional questions on the survey that address these factors. Since these items do not directly relate to this study, the researcher will omit these items from the results.

Content validity for the constructs of the MLQ-5X has been ensured through several methods. A panel of six leadership scholars evaluated an earlier version of the instrument and provided feedback for refinements. Their recommendations were included in the development of the final instrument. Since then, a total of nine samples have been utilized to validate the MLQ Form 5X, as well as five additional samples that have been used to cross-validate it. The alpha reliability coefficients for the MLQ-5X rater form scales and subscales have all been shown to be above .73 (Bass & Avolio, 2000). As a result, the MLQ-5X has been used by researchers in a variety of sectors, including public, private, military, and the government. Table 2 provides the reliability coefficients for each of the subscales from the nine studies (Bass & Avolio, 2000). Subscale values were

determined by adding item responses and then dividing by the number of items. This resulted in values ranging from zero (low) to four (high).

Table 2

*MLQ-5X Reliability Coefficients*

Subscales	Items	Reliabilities
Transformational leadership		
Idealized attributes	10, 18, 21, 25	.86
Idealized behaviors	6, 14, 23, 34	.87
Inspirational motivation	9, 13, 26, 36	.91
Intellectual stimulation	2, 8, 30, 32	.90
Individualized consideration	15, 19, 29, 31	.90
Transactional leadership		
Contingent reward	1, 11, 16, 35	.87
Active management-by-exception	4, 22, 24, 27	.74
Passive management-by-exception	3, 12, 17, 20	.82
Laissez-faire leadership	5, 7, 28, 33	.83

Data Collection

A written letter (Appendix D) was submitted to Gruenert and Valentine (1998) to request permission to use the School Culture Survey, and as a result, permission was granted (Appendix E). In addition, the researcher purchased rights to reproduce the Multifactor Leadership Questionnaire Form 5X designed by Bass and Avolio (2000) for

the purpose of this study (Appendix E). Once the researcher received approval from the Institutional Review Board (IRB) (Appendix E) and the district superintendents to conduct the study, she contacted each principal of the selected schools to explain the purpose of the study and request permission to randomly survey the teachers.

After permission was granted, the researcher contacted the teachers who were selected to explain the purpose of the study and advise them that they would be receiving the surveys in the mail within the next few days. A packet that contained the teacher consent letter (Appendix C) and questionnaires, as well as a pre-printed return envelope, was subsequently mailed to the teachers in October 2008. In order to guarantee anonymity and confidentiality of the participants, no codes were placed on the surveys. Each participant was provided with an individual envelope that had no identifying marks. After completing the questionnaires, the participants sealed the envelopes and mailed them back to the researcher.

Approximately two weeks after the initial mailing, follow-up reminders were sent to all teachers who had not returned the surveys by the requested date. Replacement packets were then sent to all teachers who needed one. In addition, principals, assistant principals, and instructional lead teachers were contacted to encourage the teachers to return the surveys. The data collection process lasted for a period of four weeks to allow the researcher to reach the desired return rate of at least 60%. According to Schutt (1999), a return rate below 60% is disastrous because it does not provide an adequate representation of the sample population.

## Data Analysis

The Statistical Package of the Social Sciences (SPSS) was utilized to statically analyze the data from both survey instruments (Sprinthall, 2000). The mean scores and standard deviations were computed for each of the factors of the three leadership styles and the factors of school culture. This study employed correlational research methods, which are appropriate for determining if a relationship exists between two variables. Pearson product-moment correlation coefficients were used to calculate the correlational relationships between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

## Summary

The purpose of this study was to examine the relationship between the leadership styles of principals and school culture. In order to do so effectively, this study employed quantitative research methods. A total of 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia were selected to participate in this study. The instruments that were used to collect the data were the School Culture Survey, which assessed school culture, and the Multifactor Leadership Questionnaire Form 5X, which measured the leadership styles of principals. Finally, Pearson product-moment correlation coefficients were used to determine if any correlational relationships existed between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

## CHAPTER 4

### REPORT OF DATA AND DATA ANALYSIS

#### Introduction

Leadership and culture are two concepts that are considered to be inseparable (Schein, 1985). According to Deal and Peterson (1990), having a supportive culture is essential to being an effective leader; however, being an effective leader is also essential to having a supportive culture. Yet, there is no simple formula or distinctive pattern that explains what being an effective leader means (Davis, 1998b). Nevertheless, there are specific characteristics or behaviors that effective leaders possess. Thus, having a clear understanding of how the leadership style or behavior of the principal relates to promoting a positive school culture is critical. Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

#### Research Questions

By conducting this study, the researcher addressed the following overarching research question: What is the relationship between the leadership styles of principals and school culture? The following sub-questions guided this study:

1. What is the relationship between the transformational leadership style of principals and school culture?
2. What is the relationship between the transactional leadership style of principals and school culture?
3. What is the relationship between the laissez-faire leadership style of principals and school culture?



## Research Design

The research design of this study was quantitative. Since the researcher examined the relationship between two variables, correlational research methods were utilized. In addition, two questionnaire instruments were used to collect the data for this nonexperimental study. The School Culture Survey (Gruenert & Valentine, 1998) assessed school culture, and the Multifactor Leadership Questionnaire Form 5X (Bass & Avolio, 2000), classified a principal's leadership style as transformational, transactional, or laissez-faire. Survey research was employed so that a generalization could be made from a sample of participants to a population. This permitted the researcher to make inferences about the perceptions, attitudes, or behaviors of the population (Strahan et al., 2003). In addition, Pearson product-moment correlation coefficients were used to determine if any correlational relationships existed between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

## Respondents

A total of 250 teachers from 50 elementary, middle, and high schools in five school districts in the state of Georgia were selected to participate in this study. The teachers were state-certified classroom teachers who teach in grades kindergarten through twelve. In addition, they were required to have at least one or more years of experience at their present schools, and their principals were also required to have at least one or more years of experience at their schools. Out of the 250 selected participants, there were a total of 194 who returned their questionnaires, yielding a return rate of 78%.

District 1 had 126 of the 170 questionnaires completed and returned, which yielded a return rate of 74%. District 2 had 26 of the 30 questionnaires completed and returned, which yielded a return rate of 87%. District 3 had 20 of the 20 questionnaires completed and return, which yielded a return rate of 100%. District 4 had 17 of the 20 questionnaires completed and returned, which yielded a return rate of 85%. District 5 had 5 of the 10 questionnaires completed and returned, which yielded a return rate of 50%. The return rate information is presented in Table 3.

Table 3

*Return Rate of Questionnaires by District*

District	Distributed	Returned (%)
1	170	126 (74%)
2	30	26 (87%)
3	20	20 (100%)
4	20	17 (85%)
5	10	5 (50%)

Findings

*Descriptive Statistics*

The School Culture Survey (Appendix A) developed by Gruenert and Valentine (1998) was used to assess faculty ratings of their school's culture as described by six factors: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. The School Culture Survey

includes 35 Likert scale items based on a five-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Descriptive statistics, including the means and standard deviations, for each of the individual items grouped by factors are presented in Table 4.

The factor, unity of purpose, had the highest mean of 4.16 and the smallest standard deviation of 0.79. This mean score suggested that the teachers believed that the teachers in their schools worked toward a common mission for the school. Additionally, the smaller standard deviation indicated that there was not much variation in the responses for this factor.

The factor, professional development, had the next highest mean of 4.04 and a standard deviation of 0.80. This mean score indicated that the teachers also believed that the teachers in their schools continuously sought personal development and valued school-wide improvement.

The factor, collegial support had a mean score of 3.94 and a standard deviation of 0.88. This mean score revealed that the teachers somewhat agreed that the teachers in their schools effectively worked together and respected the ideas and beliefs of their colleagues.

The factor, collaborative leadership, had a mean score of 3.77 and a standard deviation of 1.04. This mean score indicated that the teachers somewhat agreed that their school leaders maintained relationships with the staff members and included them in the decision-making process.

The factor, learning partnership, had a mean score of 3.51 and a standard deviation of 1.02. Although this factor had the second lowest mean score, it still showed

that the teachers somewhat agreed that the teachers, parents, and students in their schools worked together for the common good of the student.

Finally, the factor, teacher collaboration, had the lowest mean score of 3.45 and the highest standard deviation of 1.08. However, it still indicated that the teachers agreed to some extent that the teachers in their schools engaged in constructive dialogue that furthers the vision of the school. Although this factor had the highest standard deviation, it still indicated that there was not a great deal of variation in the responses for this factor.

Table 4

*School Culture Survey Descriptive Statistics by Factors*

Factors	Mean	SD
Unity of Purpose	4.16	0.79
Professional Development	4.04	0.80
Collegial Support	3.94	0.88
Collaborative Leadership	3.77	1.04
Learning Partnership	3.51	1.02
Teacher Collaboration	3.45	1.08

The Multifactor Leadership Questionnaire (MLQ) Form 5X (Appendix B) developed by Bass and Avolio (2000) was used to assess faculty ratings of the leadership behaviors of principals as described by the five subscales of transformational leadership (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration), the three subscales of transactional

leadership (contingent reward, active management-by-exception, and passive management-by-exception), and laissez-faire leadership, which does not have any additional subscales. The MLQ-5X contains 45 Likert scale items based on a five-point scale where 0 = Not At All, 1 = Once In A While, 2 = Sometimes, 3 = Fairly Often, and 4 = Frequently, If Not Always. Descriptive statistics, including the means and standard deviations, for each of the individual items grouped by factors are presented in Table 5.

The factor, inspirational motivation, had the highest mean of 3.37 and the smallest standard deviation of 0.94. This mean score suggested that the teachers frequently believed that their leaders communicated a shared vision and motivated their followers to achieve the school's goals. Additionally, the smaller standard deviation indicated that there was not much variation in the responses for this factor.

The factor, idealized behaviors, had the next highest mean of 3.23 and a standard deviation of 1.01. This mean score indicated that the teachers also often believed that their leaders established trust with the staff members. In addition, they felt that their leaders did not make decisions without first considering the moral and ethical consequences of the outcomes.

The factor, contingent reward had a mean score of 3.13 and a standard deviation of 1.10. This mean score suggested that the teachers agreed that their leaders provided others with rewards in exchange for their efforts. The expectations were clear, and they knew who was responsible for each performance goal.

The factor, idealized attributes, had a mean score of 3.04 and a standard deviation of 1.19. This mean score indicated that the teachers agreed that their school leaders maintained relationships and established a sense of respect with the staff members.

Additionally, they felt that their leaders often set aside their personal interests and made decisions that would be the most beneficial for the group.

Next, intellectual stimulation had a mean score of 2.83 and a standard deviation of 1.11. This mean score revealed that the teachers felt that their school leaders increased follower awareness of problems and influenced them to view problems from a different perspective some of the time.

The factor, individualized consideration, had a mean score of 2.47 and the highest standard deviation of 1.33. This mean score indicated that the teachers felt that their school leaders provided support, encouragement, and developmental experiences to followers some of the time. Although this factor had the highest standard deviation, it still indicated that there was not a great deal of variation in the responses for this factor.

Active management-by-exception had a mean score of 1.96 and a standard deviation of 1.31. This mean score revealed that the teachers believed that the leaders in their schools did not closely monitor their workers' performance, nor did they keep a detailed record of all mistakes made by their employees.

The factor, passive management-by-exception, had the second lowest mean score of 1.23 and a standard deviation of 1.28. This mean score showed that the teachers believed that the leaders in their schools rarely waited to interfere until the problem became serious. In addition, the teachers felt that their leaders did not avoid setting goals and ensuring that their expectations were clear.

Finally, the factor, laissez-faire leadership, had the lowest mean score of 0.74 and a standard deviation of 1.09. This mean score indicated that the teachers did not feel that the leaders in their schools exhibited a complete lack of leadership.

Table 5

*MLQ-5X Descriptive Statistics by Factors*

Factors	Mean	SD
Transformational leadership		
Inspirational motivation	3.37	0.94
Idealized behaviors	3.23	1.01
Idealized attributes	3.04	1.19
Intellectual stimulation	2.83	1.11
Individualized consideration	2.47	1.33
Transactional leadership		
Contingent reward	3.13	1.10
Active management-by-exception	1.96	1.31
Passive management-by-exception	1.23	1.28
Laissez-faire leadership	0.74	1.09

*Response to Research Questions*

*Research Question 1: What is the relationship between the transformational leadership style of principals and school culture?* Pearson product-moment correlation coefficients were calculated to find the relationships between the factors of transformational leadership and the factors of school culture. Table 6 presents the correlation matrix for each of these factors. The data can be interpreted as the following: 0 to .39 = weak correlation; .40 to .59 = moderate correlation; and .60 or higher = strong correlation. In addition, statistical significance is reported at the .01 and .05 levels. At the

.01 level, there is a one percent chance of making a faulty generalization, and at the .05 level, there is a five percent chance of making a faulty generalization.

The transformational leadership factor, idealized attributes, had positive correlational relationships with all six factors of school culture. Five of the six factors were significant at the .01 level, including collaborative leadership (.595), teacher collaboration (.376), unity of purpose (.317), professional development (.281), and collegial support (.292). In addition, learning partnership (.148) was found to have a significant correlation with idealized attributes at the .05 level. While none of the r-values represented a strong relationship between idealized attributes and any of the subscales of school culture, a moderate relationship was found to exist between idealized attributes and collaborative leadership.

The transformational leadership factor, idealized behaviors, had positive correlational relationships with all six factors of school culture. Five of the six factors were significant at the .01 level, including collaborative leadership (.574), teacher collaboration (.337), unity of purpose (.278), professional development (.305), and collegial support (.236). In addition, learning partnership (.173) was found to have a significant correlation with idealized behaviors at the .05 level. While none of the r-values represented a strong relationship between idealized behaviors and any of the subscales of school culture, a moderate relationship was found to exist between idealized behaviors and collaborative leadership.

The transformational leadership factor, inspirational motivation, had positive correlational relationships with all six factors of school culture. Five of the six factors were significant at the .01 level, including collaborative leadership (.578), teacher



collaboration (.315), unity of purpose (.343), professional development (.269), and collegial support (.240). Learning partnership (.139) was not found to be significant at either level. While none of the r-values represented a strong relationship between inspirational motivation and any of the subscales of school culture, a moderate relationship was found to exist between inspirational motivation and collaborative leadership.

The transformational leadership factor, intellectual stimulation, had positive correlational relationships with all six factors of school culture, including collaborative leadership (.680), teacher collaboration (.456), unity of purpose (.310), professional development (.391), collegial support (.332), and learning partnership (.272). In addition, all of the factors were significant at the .01 level. One r-value denoted a strong relationship between intellectual stimulation and collaborative leadership, and one r-value also represented a moderate relationship between intellectual stimulation and teacher collaboration.

The transformational leadership factor, individualized consideration, had positive correlational relationships with all six factors of school culture. Five of the six factors were significant at the .01 level, including collaborative leadership (.604), teacher collaboration (.360), unity of purpose (.265), professional development (.307), and collegial support (.262). In addition, learning partnership (.170) was found to have a significant correlation with idealized behaviors at the .05 level. One r-value also signified a strong relationship between individualized consideration and collaborative leadership.

Therefore, the results revealed that there was a positive relationship between the transformational leadership style of principals and school culture. Also, the results

indicated all of the factors of transformational leadership were moderately or strongly correlated with the school culture factor, collaborative leadership. Table 6 provides a summary of this information, which can be interpreted as follows: 0 to .39 (weak); .40 to .59 (moderate); and .60 or higher (strong). Additionally, the significance levels of .01 and .05 indicate the likelihood of making an inaccurate generalization.

Table 6

*Correlational Matrix for Transformational Leadership and School Culture*

	School Culture Subscales					
	Collab. Ldrship.	Tchr. Collab.	Unity of Purpose	Prof. Dev.	Colleg. Support	Learn. Part.
Transformational Subscales						
Idealized Attributes	.595**	.376**	.317**	.281**	.292**	.148*
Idealized Behaviors	.574**	.337**	.278**	.305**	.236**	.173*
Inspirational Motivation	.578**	.315**	.343**	.269**	.240**	.139
Intellectual Stimulation	.680**	.456**	.310**	.391**	.332**	.272**
Individualized Consideration	.604**	.360**	.265**	.307**	.262**	.170*

Note: \*  $p \leq .05$ ; \*\*  $p \leq .01$

*Research Question 2: What is the relationship between the transactional leadership style of principals and school culture?* Pearson product-moment correlation coefficients were calculated to find the relationships between the factors of transactional leadership and the factors of school culture. Table 7 presents the correlation matrix for each of these factors. The data can be interpreted as the following: 0 to .39 = weak correlation; .40 to .59 = moderate correlation; and .60 or higher = strong correlation. In addition, significance is reported at the .01 and .05 levels. At the .01 level, there is a one percent chance of making a faulty generalization, and at the .05 level, there is a five percent chance of making a faulty generalization.

The transactional leadership factor, contingent reward, had positive correlational relationships with all six factors of school culture. Five of the six factors were significant at the .01 level, including collaborative leadership (.646), teacher collaboration (.391), unity of purpose (.330), professional development (.314), and collegial support (.256). In addition, learning partnership (.171) was found to have a significant correlation with contingent reward at the .05 level. One r-value also signified a strong relationship between contingent reward and collaborative leadership.

The transactional leadership factor, active management-by-exception, had negative correlational relationships with all factors of school culture except professional development. In addition, only one factor, collaborative leadership (-.178) was found to have a significant correlation with active management-by-exception at the .05 level. The remaining five factors, including teacher collaboration (-.014), unity of purpose (-.022), professional development (.036), collegial support (-.075), and learning partnership (-.044) were not found to be significant at the .01 or .05 levels. None of the r-values

indicated a strong or moderate relationship between active management-by-exception and any of the factors of school culture.

The transactional leadership factor, passive management-by-exception, had negative correlational relationships with all factors of school culture. Two of the six factors were found to have a significant correlation at the .01 level, including collaborative leadership (-.397) and teacher collaboration (-.257). In addition, professional development (-.166) was found to have a significant correlation with passive management-by-exception at the .05 level. The remaining three factors, including unity of purpose (-.107), collegial support (-.124), and learning partnership (-.035) were not found to be significant at either level. None of the r-values suggested a strong or moderate relationship between passive management-by-exception and any of the factors of school culture.

Therefore, the results revealed that there was a positive relationship between one transactional subscale, contingent reward, and school culture. However, a negative relationship existed between the remaining two transactional subscales, active management-by-exception and passive management-by-exception, and school culture. In addition, the results indicated that contingent reward was the only transactional factor that was moderately or strongly correlated with the school culture factor, collaborative leadership. Table 7 provides a summary of this information, which can be interpreted as follows: 0 to .39 (weak); .40 to .59 (moderate); and .60 or higher (strong). Additionally, the significance levels of .01 and .05 indicate the likelihood of making an inaccurate generalization.

Table 7

*Correlational Matrix for Transactional Leadership and School Culture*

	School Culture Subscales					
	Collab. Ldrship.	Tchr. Collab.	Unity of Purpose	Prof. Dev.	Colleg. Support	Learn. Part.
Transactional Subscales						
Contingent Reward	.646**	.391**	.330**	.314**	.256**	.171*
Active MBE	-.178*	-.014	-.022	.036	-.075	-.044
Passive MBE	-.397**	-.257**	-.107	-.166*	-.124	-.035

Note: \*  $p \leq .05$ ; \*\*  $p \leq .01$

*Research Question 3: What is the relationship between the laissez-faire leadership style of principals and school culture?* Pearson product-moment correlation coefficients were calculated to find the relationships between laissez-faire leadership and the factors of school culture. Table 8 presents the correlation matrix for each of these factors. The data can be interpreted as the following: 0 to .39 = weak correlation; .40 to .59 = moderate correlation; and .60 or higher = strong correlation. In addition, significance is reported at the .01 and .05 levels. At the .01 level, there is a one percent chance of making a faulty generalization, and at the .05 level, there is a five percent chance of making a faulty generalization.

Laissez-faire leadership did not have any additional subfactors. The results revealed that it had negative correlational relationships with all six factors of school

culture. Five of the six factors were significant at the .01 level, including collaborative leadership (-.461), teacher collaboration (-.359), unity of purpose (-.190), professional development (-.221), and collegial support (-.196). Learning partnership (-.122) was not found to be significant at either level. While none of the r-values represented a strong, negative relationship between laissez-faire leadership and the factors of school culture, a moderate, negative relationship was found to exist between laissez-faire leadership and collaborative leadership. Table 8 provides a summary of this information, which can be interpreted as follows: 0 to .39 (weak); .40 to .59 (moderate); and .60 or higher (strong). Additionally, the significance levels of .01 and .05 indicate the likelihood of making an inaccurate generalization.

Table 8

*Correlational Matrix for Laissez-faire Leadership and School Culture*

	School Culture Subscales					
	Collab. Ldrship.	Tchr. Collab.	Unity of Purpose	Prof. Dev.	Colleg. Support	Learn. Part.
Laissez-faire Leadership	-.461**	-.359**	-.190**	-.221**	-.196**	-.122

Note: \*  $p \leq .05$ ; \*\*  $p \leq .01$

*Overarching Research Question: What is the relationship between the leadership style of principals and school culture?* The purpose of the overarching research question in this study was to ascertain any relationship between the leadership style of principals and school culture. The findings revealed that 44 of the 54 correlations that

were calculated in this study were statistically significant at the .01 or .05 levels. Therefore, the results of this study indicated that there was a statistically significant relationship between most of the factors of the leadership styles of principals and the factors of school culture. More specifically, the findings suggested that a positive relationship existed between the transformational leadership style of principals and school culture. In addition, one factor of transactional leadership, contingent reward, was positively correlated with school culture. Conversely, a negative relationship existed between the laissez-faire leadership style of principals and school culture. Moreover, the results repeatedly indicated that there was a moderate or strong correlation between the leadership style factors and the school culture factor, collaborative leadership.

#### Summary

The purpose of this study was to examine the relationship between the leadership styles of principals and school culture. A total of 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia were asked to participate in this study by completing the School Culture Survey and the Multifactor Leadership Questionnaire Form 5X. There was a return rate of 78% on the questionnaires.

The mean scores and standard deviations were computed for each of the factors of the three leadership styles and the factors of school culture for use as descriptive statistics. The factor, unity of purpose, yielded the highest mean from the School Culture Survey, and the factor, inspirational motivation, produced the highest mean on the MLQ-5X. Finally, Pearson product-moment correlation coefficients were used to determine if any correlational relationships existed between the factors of transformational leadership

and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

The results of this study indicated that 44 of the 54 correlations conducted in this study between the factors of the leadership styles of principals and the factors of school culture were statistically significant. More specifically, the findings suggested that a positive relationship existed between the transformational leadership style and school culture. In addition, transformational leadership was most associated with the school culture factor, collaborative leadership, and least associated with the school culture factor, learning partnership. Likewise, transactional leadership was most associated with collaborative leadership and least associated with learning partnership. However, contingent reward was the only factor of transactional leadership that was positively correlated with school culture. On the contrary, a negative relationship existed between the laissez-faire leadership style and school culture. Yet still, the laissez-faire leadership style was most associated with the school culture factor, collaborative leadership and least associated with the school culture factor, learning partnership.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

School culture impacts the way that people think, feel, and act (Peterson, 2002). In addition, it is an essential factor that contributes to the effectiveness of the organization (Lamond, 2003). Research shows that students are more motivated to learn in schools that are considered to have strong cultures (Fyans & Maehr, 1990). Snowden and Gorton (2002) characterize schools with strong cultures as having a shared belief that all students can learn, a clearly defined school vision, a staff committed to continuous professional development, and a safe and orderly environment. Conversely, schools with weak cultures tend to produce students who are typically labeled as being at-risk because they are more likely to either quit school before graduating from high school or choose not to pursue a post-secondary education (Barth, 2002).

According to Snowden and Gorton (1998), the principal has the ultimate responsibility for shaping the culture of the school; however, he or she may fail to realize it because school culture is typically an area that goes unnoticed. Effective principals promote a positive school culture that creates a safe environment for both the staff and the students. While there is no simple formula or distinct pattern that can duplicate exactly what it means to be an effective leader, one can determine the kind of leader that the principal is by observing the school's environmental setting (Davis, 1998b). Therefore, the purpose of this study was to examine the relationship between the leadership styles of principals and school culture.

Two instruments were used to collect quantitative data for this study. A total of 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia were selected to participate in the study, and 194 completed and returned the questionnaires, yielding a return rate of 78%. The School Culture Survey (Gruenert & Valentine, 1998) (Appendix A) includes 35 questions that measures six dimensions of school culture: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. In addition, the Multifactor Leadership Questionnaire Form 5X (Bass & Avolio, 2000) (Appendix B) consists of 36 questions that classify a principal's leadership style as transformational, transactional, or laissez-faire. There are five factors that are grouped under the transformational leadership style: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. There are also three factors that are placed under the transactional leadership style: contingent reward, active management-by-exception, and passive management-by-exception. Laissez-faire leadership does not have any additional subfactors.

Data were collected and analyzed to answer the following overarching research question: What is the relationship between the leadership styles of principals and school culture? In addition, the following sub-questions guided this study:

1. What is the relationship between the transformational leadership style of principals and school culture?
2. What is the relationship between the transactional leadership style of principals and school culture?

3. What is the relationship between the laissez-faire leadership style of principals and school culture?

Pearson product-moment correlation coefficients were used to determine if any correlational relationships existed between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

#### Analysis of Research Findings

The mean scores and standard deviations were computed for each of the factors of the three leadership styles and the factors of school culture for use as descriptive statistics. The factor, unity of purpose, yielded the highest mean (4.16) from the School Culture Survey, and the factor, inspirational motivation, produced the highest mean (3.37) on the MLQ-5X. In addition, Pearson product-moment correlation coefficients were used to determine if any statistically significant differences existed between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

The findings revealed that 44 of the 54 correlations that were conducted in this study were statistically significant at the .01 or .05 levels. Therefore, the results of this study suggested that there was a statistically significant relationship between most of the factors of the leadership styles of principals and the factors of school culture. More specifically, the findings showed that a positive relationship existed between the transformational leadership style of principals and school culture, and this relationship was significant with all factors with the exception of learning partnership. In addition,

one factor of transactional leadership, contingent reward, was positively correlated with school culture. On the contrary, a negative relationship existed between the laissez-faire leadership style of principals and school culture. Moreover, the results constantly showed that there was a moderate or strong correlation between the leadership style factors and the school culture factor, collaborative leadership.

### Discussion of Research Findings

*Research Question 1: What is the relationship between the transformational leadership style of principals and school culture?* The first research question addressed the relationship between the transformational leadership style of principals and school culture. The findings revealed that there was a positive relationship between all of the factors of transformational leadership and all of the factors of school culture. Therefore, the results showed that increased levels of transformational leadership were associated with increased levels of school culture. This study's findings were consistent with Scope (2006) who examined the leadership styles of middle school principals at successful schools and school culture by surveying principals and found that effective leadership was related to the transformational leadership style and school culture.

According to Peterson (2002), effective leaders can successfully create a shared vision and build a sense of commitment among all stakeholders. In addition, Hallinger and Heck (1998) found that principals have the greatest affect on student achievement by establishing a common vision for the school. Likewise, the research of Berson et al. (2001) revealed that transformational leaders are able to create and communicate a persuasive vision to others. Bass (1999) added that transformational leaders motivate their followers to achieve the vision and perform the work that must be done. This study

reinforced the findings of researchers who have examined transformational leadership as a form of visionary leadership that is positively associated with student achievement and school culture. The factor, inspirational motivation, produced the highest mean value (3.37) on the MLQ-5X. This indicated that several of the teachers felt that their principals were successful in communicating a shared vision and motivating their followers to achieve the school's goals.

The findings in this study also suggested that there were moderate to strong degrees of positive correlation among all of the factors of transformational leadership and the school culture factor, collaborative leadership. Collaborative leadership refers to the extent that school leaders can form and sustain relationships with the staff members by making sure that they feel valued and supported, as well as by including them in the decision-making process. The characteristics of the transformational leader, as defined by Bass and Avolio (2000) in the MLQ-5X, comprise of creating a shared vision, building trust and respect, providing support and encouragement, as well as involving others in the decision-making process. There are noticeable similarities between the transformational leader and the collaborative leader, which provide some insight into why the correlational relationships between the factors of the transformational leadership style and the school culture factor, collaborative leadership, were stronger in comparison to the correlations with the remaining five school culture factors in this study.

Additionally, the findings in this study revealed that the school culture factor, learning partnership, was the only factor that was not significantly correlated with the transformational leadership factor, inspirational motivation. Learning partnership refers to the extent that the teachers, parents, and students work together to ensure that the

students succeed. Transformational leaders typically focus on instilling a shared vision within the school and motivating their staff members to have a higher level of commitment to the organization (Burns, 1978; Howell & Avolio, 1993; Sergiovanni, 1995). Thus, this may be an area that is overlooked by them.

Overall, the correlations between the factors of transformational leadership and school culture were weaker than anticipated with the exception of collaborative leadership. A possible explanation for this may be due to the fact that 31 out of the 50 schools that participated in this study were elementary schools. Teachers at the elementary level are rarely provided with the opportunity to collaborate and plan together. Yet, most of the factors of school culture require teachers to build relationships with each other and work together to achieve a common school mission. Thus, this may be an indication that school leaders at the elementary level need to incorporate common planning time into their master school schedules so that teachers are given time within the school day to exchange ideas and engage in constructive dialogue.

*Research Question 2: What is the relationship between the transactional*

*leadership style of principals and school culture?* The second research question addressed the relationship between the transactional leadership style of principals and school culture. The findings revealed that there was also one factor of transactional leadership, contingent reward, which was positively correlated with school culture. This finding was consistent with the research conducted by Barling et al. (2000) who found that there is a connection between contingent reward and transformational leadership. Contingent reward refers to an exchange of rewards for services and is considered to be the most dominant behavior of transactional leaders. Employees are recognized and

rewarded when their job performance is satisfactory. Thus, the results of this study showed that increased levels of contingent reward were associated with increased levels of school culture.

In addition, these findings were consistent with the views of Bass (1998) who stated that transformational leadership can only improve transactional leadership; however, it can not replace it. According to Bass (1985), transformational and transactional leadership are independent; however, they are still related to each other because they are both linked to the needs and wants of the employees. Le Clear (2005) also found that there were specific characteristics of both the transformational and transactional leadership styles that are related to school culture. In addition, her results revealed that school culture and leadership styles were significantly related to student achievement. The environmental context of the organization should be considered when deciding which of the two types of leadership to use, as there may be certain circumstances where the leader can motivate his or her employees through a shared vision. However, other situations may require him or her to offer rewards to the staff members.

The findings in this study also suggested that there was a positive correlation between active management-by-exception and professional development. Professional development refers to the extent to which teachers actively participate in staff development training sessions and stay up-to-date on the current trends and practices in education. Teachers are required to have a certain number of professional development hours in order to renew their contracts with the state department. In addition, school districts will often require teachers to attend specific professional development classes,

which must be monitored by their principals. Active management-by-exception leaders, as defined by Bass and Avolio (2000) in the MLQ-5X, continuously examine their workers' performance and remind them of the terms of their contractual agreement. This may provide some insight into why a positive relationship existed between these two factors in comparison to the correlations with the remaining five school culture factors in this study.

*Research Question 3: What is the relationship between the laissez-faire*

*leadership style of principals and school culture?* The third research question addressed the relationship between the laissez-faire leadership style of principals and school culture. The findings revealed that there was a negative relationship between laissez-faire leadership and the factors of school culture. Deal and Peterson (1998) explained that strong, positive cultures exist when there is a shared sense of what is important and a shared commitment to ensure that all students learn. Laissez-faire leaders avoid all aspects involved in being the leader of the organization, including defining goals and making decisions (Bass & Avolio, 2000). The results of this study showed that increased levels of laissez-faire leadership were associated with decreased levels of school culture. This finding was consistent with previous research, which states that when there is an absence of leadership, negative effects will typically occur (Yammarino, et al., 2002).

However, Barnett et al. (2005) suggested that laissez-faire leadership could be beneficial within the school environment. They found that the laissez-faire leadership style positively influenced three of seven areas of the school learning environment, including student supportiveness (rapport between teachers and students), affiliation



(colleagues assisting each other), and achievement orientation (high expectations of students). There are some similarities among these factors and the factors of the School Culture Survey (Gruenert & Valentine, 1998), which was utilized to examine school culture in this study. However, the findings in this study did not support the belief that these factors were positively related to each other.

*Overarching Research Question: What is the relationship between the leadership style of principals and school culture?* The overarching research question addressed the relationship between the leadership style of principals and school culture. The findings revealed that 44 of the 54 correlations that were conducted in this study were statistically significant at the .01 or .05 levels. Therefore, the results of this study indicated that there was a statistically significant relationship between most of the factors of the leadership styles of principals and the factors of school culture. In addition, these correlations provide support from previous research in the areas of leadership and school culture. Based on the review of related literature, prior research has shown that the essential variable in shaping school culture and guiding school reform efforts is the leadership of the principal (Hamilton & Richardson, 1995; Sergiovanni, 1995; Snowden & Gorton, 1998; Webster, 1994). In addition, Schein (1985) stated that leadership and culture are considered to be undividable concepts. Therefore, it is imperative that principals are aware of how their leadership behaviors impact school culture so that they may create and sustain effective schools.

### Conclusions

The purpose of this study was to examine the relationship between the leadership styles of principals and school culture. The findings in this study provide quantitative

data that reflect the perceptions of teachers who responded to the School Culture Survey and the Multifactor Leadership Questionnaire Form 5X. Based on these findings, several conclusions can be drawn. First, it can be concluded that a relationship exists between the leadership styles of principals and school culture. Prior research indicates that the principal is the essential element in shaping school culture. Therefore, it is critical that principals have a thorough understanding of how their leadership behaviors shape the culture of the school.

The findings in this study indicated that a positive correlation existed between all of the factors of transformational leadership and all of the factors of school culture. There are key elements that are found in schools with strong, healthy cultures, such as having a clearly defined school vision that is shared among the stakeholders, establishing a commitment from the staff members to achieve the goals and objectives of the organization, and having shared leadership that provides a balance of stability and growth within the school. Based on the review of related literature, as well as the results of this study, the behaviors of transformational leaders are aligned to the characteristics that are needed to create and maintain schools that have strong, healthy cultures. Thus, it can be concluded from the researcher's findings that principals who are interested in creating or maintaining strong, positive cultures should exercise transformational leadership behaviors within their schools.

In addition, the findings in this study indicated that a positive relationship existed between the transactional leadership style factor, contingent reward, and the factors of school culture. Therefore, it can be concluded from these findings that principals must take the time to analyze the environmental context of the situation in order to properly

determine when to utilize transformational leadership behaviors as opposed to transactional leadership behaviors. In addition, they must be flexible and willing to use the style that is most appropriate for each situation.

Finally, the results of this study revealed that a negative correlation existed between laissez-faire leadership and the factors of school culture. Laissez-faire leaders exhibit a lack of leadership and avoid all aspects involved in being the leader of the organization. Therefore, it can be concluded from the researcher's findings that principals who are interested in creating or maintaining strong, positive cultures should not employ laissez-faire leadership behaviors within their schools.

#### Implications

The role of the principal continues to change in response to the demands and complexity of modern day schools, which in turn, causes principals to experience frustration, stress, or even impairment. The findings in this study indicated that a relationship existed between the leadership styles of principals and school culture. As a result, post-secondary institutions, as well as system-level staff development departments, that have leadership programs designed to prepare administrators for principalship positions should ensure that the components of leadership styles and school culture are included in their programs so that principals can be adequately trained in order for them to be effective school leaders.

In addition, the data in this study showed that there was a positive relationship between the transformational leadership style of principals and school culture. Therefore, district-level administrators who are responsible for hiring principals should consider employing principals who motivate others to commit to a shared vision and are willing to

perform the work that is needed for the good of the group. Transformational leaders also help others accept the need for change, which is critical in today's schools where teachers must begin to understand and implement a range of teaching strategies and pedagogical approaches in response to the demands of the new Georgia Performance Standards (GPS) and in the age of accountability.

The findings presented in this study also indicated that a positive relationship existed between the transactional leadership style factor, contingent reward, and school culture. This indicates that principals must be willing to be flexible, as their schools' needs may require them to shift between the transformational leadership style and the transactional leadership style depending on the circumstances. Principals must take time to reflect on their current leadership practices, as well as accept feedback from others, in order to decide on the type of behavior that will be most beneficial for the situation at hand. By including other faculty members in this process, they may begin to understand why their principals behave or make decisions in a certain way.

### Recommendations

Below is a list of recommendations for implementing the results of this study for individuals or groups who are interested in further examining the relationship between the leadership styles of principals and school culture:

1. Higher education institutions and system-level professional development programs should provide continuous professional development training on both the transformational and transactional leadership styles for principals to help them gain a better understanding of how and when to apply different leadership style behaviors depending on the environmental context of the organization.

2. Shaping a positive school culture requires teachers to collaborate with each other; however, this is frequently an impossible task at the elementary level. Therefore, it is recommended that elementary school leaders ensure that common planning time is included in their master school schedules so that teachers are given time within the school day to exchange ideas and engage in constructive dialogue.
3. Learning partnership was the only school culture factor that was not significantly correlated with all of the five factors of transformational leadership in this study. Thus, it is recommended that school districts provide additional training for principals in this area to ensure that they have a thorough understanding of how to effectively create a learning partnership among the teachers, parents, and students so that all stakeholders will be involved in the educational process.
4. District-level administrators should regularly collect data on school culture and the leadership styles of principals in order to evaluate the needs of the schools and to properly match the principals with the schools' needs.
5. The principals of the selected elementary, middle, and high schools in Georgia that participated in this study should continue to collect data on their leadership styles and school culture on a yearly basis. In turn, this data could be analyzed to assist in making decisions related to school improvement.

Below is a list of recommendations for future research that further examines the relationship between the leadership style of principals and school culture:

1. This study only examined the perceptions of teachers. A replication of the study would be beneficial that examines the perceptions of other stakeholders, such as parents, students, community members, central office personnel, or other school-

based employees. This could provide valuable data in comparing how different groups view the principal and the culture of the school.

2. This study did not collect demographic data on the participants. Further research is needed to determine if there are differences in the responses to the School Culture Survey and the Multifactor Leadership Questionnaire Form 5X in regards to age, gender, years of experience, and highest educational level attained.
3. This study did not collect demographic data on the principals associated with the participants, such as age, gender, years of leadership experience, and years of leadership experience at their current schools. This could provide school districts with useful information when evaluating the needs of the schools and making placement decisions.
4. This study did not collect demographic data on the schools. Further research is needed to determine if there are any differences in the responses to the School Culture Survey and the Multifactor Leadership Questionnaire Form 5X in regards to the demographical characteristics of the schools, such as the size, location, socioeconomic status, and whether or not the school has continuously made adequate yearly progress (AYP).
5. The nature of this study was quantitative. As a result, the participants were limited in their responses. Future studies should be conducted that include a qualitative component that would allow the participants to elaborate on their answers, such as a study that would explore the types of situations that leaders are effective in exercising transformational leadership behaviors versus transactional leadership behaviors.

## Dissemination

The results of this study will be shared with the school districts that participated in this study. The researcher will present the information found in this research to each district upon request. These findings should give district-level administrators a better understanding of how principals' leadership styles correlate to developing and sustaining a positive school culture. In turn, this will assist them in making changes to improve their districts.

The results of this study will also be shared with the principals in these districts via either a multimedia presentation or other print media. Consequently, principals may begin to reflect on their current practices and analyze their own leadership styles to determine if their leadership behaviors are positively impacting the culture of their schools.

In addition to sharing these findings with the local school boards and principals, the researcher will submit this dissertation to ProQuest database for dissertations and theses, as well as write an article describing the findings for submission to professional journals so that the information can contribute to the ongoing research that examines leadership and school culture. As a result of the findings from this study, further research may evolve, especially from researchers who are interested in conducting similar studies in other counties or regions.

## Concluding Thoughts

The demands for school leaders are increasing each day. The researcher has a personal connection to this study and a passion for learning more about this topic because she holds the position of a leader within her school. She experiences the stress and

frustration from the daily demands of the district administrators, the teachers, the students, the parents, as well as from society in general. In order to relieve some of this anxiety, assistance is needed. Principals must not be abandoned to figure out how to not only operate the school effectively but also to be the instructional leader of the school in order to ensure its success. Principals are already held accountable for student achievement; however, there is still a dire need for additional training and assistance in the areas of leadership styles and school culture that will help them meet the accountability requirements.

In addition, school leaders must continue to educate themselves and learn more about the appropriate action steps that they can begin to take to be able to continuously demonstrate improvement in their schools. The results of this study suggested that a relationship exists between the leadership style of the principal and school culture. Moreover, the findings indicated that the transformational leadership style is significantly and positively related to school culture. Therefore, principals should employ the characteristics and qualities described in transformational leadership when making decisions and implementing school improvement reform efforts. However, it is vital for principals to be mindful of the fact that the transformational leadership style should not be used in every situation. Instead, this style should be used in conjunction with transactional leadership as the circumstance demands in order for the school to be successful. Thus, it is critical for school leaders to have a thorough understanding of the leadership style behaviors that are most appropriate in different situations in order to create or shape a positive school culture.



Finally, school districts must begin to assess the culture of the schools when determining placement of principals. Transformational leaders are more suitable for schools that have cultures that need to be changed, while transactional leaders are more successful in cultures that need to be maintained. Placing principals at schools that are most appropriate for their particular leadership style can, in turn, relieve some of stress and anxiety that they are experiencing and, at the same time, provide the assistance that is needed for them to lead their schools to being successful and productive organizations.

## REFERENCES

- Alvesson, M. (2002). *Understanding organizational culture*. Thousand Oaks, CA: Sage.
- Avolio, B. J., Yammarino, F. J., & Bass, B. M. (1991). Identifying common methods variance with data collected from a single source: An unresolved sticky issue. *Journal of Management*, *17*, 571-587.
- Barbuto, J. E. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies*, *11*(4), 26-40.
- Barling, J, Slater, F., & Kelloway, E. (2000). Transformational leadership and emotional intelligence: An empirical investigation. *Organizational Development Journal*, *21*(8), 405-413.
- Barnett, A. M., Marsh, H. W., & Craven, R. G. (2005). *The fallacy of laissez-faire leadership: A multilevel analysis of the influence of leadership avoidance behaviors on aspects of school learning environment*. Paper presented at the AARE conference, Brisbane, Australia.
- Barth, R. S. (2002). The culture builder. *Educational Leadership*, *59*(8), 6-11.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M. (1998). *Transformational leadership: Industry, military, and educational impact*. Mahwah, NJ: Erlbaum.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, *8*, 9-32.
- Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and

- beyond. *Journal of European Industrial Training*, 14, 21-27.
- Bass, B. M. & Avolio, B. J. (1996). *Manual for the administration of the multifactor leadership questionnaire*. Redwood City, CA: Mind Garden.
- Bass, B. M. & Avolio, B. J. (2000). *MLQ multifactor leadership questionnaire sampler set* (2<sup>nd</sup> ed.). Redwood City, CA: Mind Garden.
- Beck, L. G., & Murphy, J. (1993). Understanding *the principalship: Metaphorical themes, 1920s-1990s*. New York: Teachers College Press.
- Berson, Y., Shamir, B. Avolio, B. J., & Popper, M. (2001). The relationship between vision, strength, leadership style, and context. *Leadership Quarterly*, 12, 53-73.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.
- Bulach, C. R. (2001). A four-step process for identifying and reshaping school culture. *Principal Leadership*, 1, 48-51.
- Burns, J. M. (1978). *Leadership*. NY: Harper & Row.
- Chiang, L. (2003, October). *Shaping positive school culture: Judgments of school administrators*. Paper presented at the annual conference of the Midwestern Educational Research Association, Columbus, OH.
- Creswell, J. W. (2003). *Research design. Qualitative, quantitative, and mixed methods approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Crow, G. M. & Glascock, C. (1995). Socialization to a new conception of the principalship. *Journal of Educational Administration*, 33(1), 22-43.
- Crow, G. M., Matthews, L. J., & McCleary, L. (1996). *Leadership: a relevant and realistic role for principals*. Larchmont, NY: Eye on Education.

- Daresh, J. C., Ganter, M. W., Dunlap, K., & Hvizdak, M. (2000). Words from “the trenches”: Principals’ perspectives on effective school leadership characteristics. *Journal of School Leadership, 10*, 69-83.
- Davis, S. H. (1998a). Superintendents’ perspectives on the involuntary departure of public school principals: The most frequent reasons why principals lose their jobs. *Educational Administration Quarterly, 34*, 58-90.
- Davis, S. H. (1998b). Taking aim at effective leadership. *Thrust for Educational Leadership, 28*(2), 6-9.
- Deal, T. E., & Peterson, K. D. (1990). *The principal’s role in shaping school culture*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- Deal, T. E., & Peterson, K. D. (1998). How leaders influence the culture of schools. *Educational Leadership, 56*, 28-30.
- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.
- Derpak, D. & Yarema, J. (2002). Climate control. *Principal Leadership, 3*, 42-45.
- Dionne, S. D., Yammarino, F. J., Atwater, L. E., & James, L. R. (2002). Neutralizing substitutes for leadership theory: Leadership effects and common-source bias. *Journal of Applied Psychology, 87*, 545-564.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.
- Eagly, A. H. & Johannesen-Schmidt (2001). The leadership styles of women and men.

*Journal of Social Issues*, 57(4), 781-797.

Frischer, J. (2006). Laissez-faire leadership versus empowering leadership in new product development. *Danish Centre for Philosophy and Science Studies*, 1, 1-15.

Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* Buckingham: Open University Press.

Fyans, L. & Maehr, M. (1990). *School culture, student ethnicity, and motivation*. Urbana, IL: The National Center for School Leadership.

Goldman, E. (1998). The significance of leadership style. *Educational Leadership*, 55(7), 20-22.

Gruenert, S. W. (1998). *Development of a school culture survey*. Unpublished doctoral dissertation. Columbia, MO: University of Missouri-Columbia.

Gruenert, S. W. & Valentine, J. W. (1998). *The school culture survey*. Columbia, MO: University of Missouri-Columbia.

Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration*, 30(3), 35-48.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-191.

Hamilton, M. L., & Richardson, V. (1995). Effects of the culture in two schools on the process and outcomes of staff development. *The Elementary School Journal*, 95(4), 367-385.

Hawkins, T. (2001). Principal leadership and organizational climate: A study of

- perceptions of leadership behavior on school climate in international schools  
(Doctoral Dissertation, University of Minnesota, 2001).
- Hoy, W. & Miskel, C. (2001). *Educational administration: Theory, research, and practice* (6<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- Hoy, W. & Miskel, C. (2005). *Educational administration: Theory, research, and practice* (7<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology, 78*(6), 891-902.
- Johnson, B. J. (1996). Types of educational leadership in a postindustrial society. *The Urban Review, 28*, 213-232.
- Lamond, D. (2003). The value of Quinn's competing values model in an Australian context. *Journal of Managerial Psychology, 18* (1), 46-59.
- Langer, J. (2000). Excellence in English in middle and high school: How teachers' professional lives support student achievement. *American Educational Research Journal, 37*, 397-439.
- Lashway, L. (2003). The strategies of a leader. *ERIC Digest, 105*, 3.
- Le Clear, E. A. (2005). Relationships among leadership styles, school culture, and student achievement (Doctoral Dissertation, University of Florida, 2005).
- Leithwood, K. A. (1992). The move toward transformational leadership. *Educational Leadership, 49*(5), 8-12.
- Leithwood, K., & Jantzi, D. (1990, June). *Transformational leadership: How principals*

*can help reform school culture*. Paper presented at American Educational Research Association annual meeting.

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Philadelphia: Open University Press.

Levin, H. (2001). Learning from school reform. Retrieved September 15, 2007, from ERIC database, Article No. ED469533.

Liontos, L. B. (1992). Transformational Leadership. ERIC Digest, Number 72. *ERIC Clearinghouse on Educational Management*. Retrieved February 22, 2008, from the ERIC database.

Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in *primary schools: The Tanzanian case*. *School Effectiveness and School Improvement*, 17(2), 145-177.

Pellegrini, A. (2001). Rough-and-tumble play from childhood through adolescence: Development and possible functions. In P.K. Smith (Ed.), *Childhood Social Development* (pp. 438-453). Malden, MA: Blackwell Publishers Ltd.

Peterson, K. D. (2002). Positive or negative? *Journal of Staff Development*, 23(3), 10-15.

Peterson, K., & Deal, T. (2002). *Shaping school culture fieldbook*. San Francisco: Jossey-Bass.

Poplin, M. S. (1992). The leader's new role: Looking to the growth of teachers. *Educational Leadership*, 49(5), 10-11.

- Polka, W. (2001). Facilitating the transition from teacher centered to student centered instruction at the university level via constructivist principles and customized learning plans. *Educational Planning*, 13(3).
- Sackmann, S. A. (1991). *Cultural knowledge in organizations: Exploring the collective mind*. Newbury Park, CA: Sage.
- Sarason, S. B. (1990). *The predictable failure of educational reform: Can we change course before it's too late?* San Francisco: Jossey Bass.
- Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Schein, E. H. (1992). *Organizational culture and leadership: A dynamic view* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Schmoker, M. J. (1996). *Results: The key to continuous school growth*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schutt, R. K. (1999). *Investigating the social world: The process and practice of research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
- Scope, P. S. (2006). Relationship between leadership styles of middle school principals and school culture (Doctoral Dissertation, Purdue University, 2006).
- Seyfarth, J. T. (1999). *The principalship: New leadership for new challenges*. Columbus, OH: Prentice Hall.
- Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective*. Massachusetts: Allyn and Bacon.
- Sergiovanni, T. J. (1999). Refocusing leadership to build community. *The High School Magazine*, 7(1), 10-15.



- Sergiovanni, T. J. (2000). *The lifeworld of leadership*. San Francisco: Jossey-Bass.
- Shouse, R., Ford, D., Kleine-Kracht, P., & Ryan, S. (1992). The prince and the principal: Case study #1. *Educational Management*. Retrieved September 29, 2007, from ERIC database, Article No. ED350693.
- Snowden, P. E. & Gorton, R. A. (1998). *School leadership and administration: Important concepts, case studies, and simulations* (5<sup>th</sup> ed.). New York: McGraw-Hill.
- Snowden, P. & Gorton, R. (2002). *School leadership and school administration: Important concepts, case studies, and simulations* (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Snyder, K., Anderson, R., & Johnson, W. (1992). A tool kit for managing productive schools. *Educational Leadership*, 49, 76.
- Sprinthall, R. (2000). *Basic statistical analysis* (6th ed.). Needham Height, MA: Allyn and Bacon.
- Strahan, D., Carlone, H., Horn, S., Dallas, F., & Ware, A. (2003). Beating the odds at Archer elementary school: Developing a shared stance toward learning. *Journal of Curriculum & Supervision*, 18(3), 204.
- Verona, G. S., & Young, J. W. (2001, April). *The influence of principal transformational leadership style on high school proficiency test results in New Jersey comprehensive and vocational-technical high schools*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Waters, J. T., Marzano, R. J., & McNulty, B. (2004). Leadership that sparks learning. *Educational Leadership*, 61(7), 48-51.
- Webster, W. E. (1994). *Voices in the hall: High school principals at work*. Indiana: Phi

Delta Kappa Educational Foundation.

Winceck, J. (1995). *Negotiating the maze of school reform: How metaphor shapes culture in a new magnet school*. New York: Teachers College Press.

Witziers, B., Bosker, R. J., & Kruger, M. L. (2003). *Educational Administration Quarterly*, 39(3), 398-425.

Wren, D. (1999). School culture: Exploring the hidden curriculum. *Adolescence*, 34, 593-596.

## APPENDICES

APPENDIX A  
SCHOOL CULTURE SURVEY

# SCHOOL CULTURE SURVEY

## Form 4-98

*To what degree do these statements describe the conditions at your school?*

*Rate each statement on the following scale:*

1=Strongly Disagree    2=Disagree    3=Neutral    4=Agree

5=Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teachers utilize professional networks to obtain information and resources for classroom instruction.	①	②	③	④	⑤
2. Leaders value teachers' ideas.	①	②	③	④	⑤
3. Teachers have opportunities for dialogue and planning across grades and subjects.	①	②	③	④	⑤
4. Teachers trust each other.	①	②	③	④	⑤
5. Teachers support the mission of the school.	①	②	③	④	⑤
6. Teachers and parents have common expectations for student performance.	①	②	③	④	⑤
7. Leaders in this school trust the professional judgments of teachers.	①	②	③	④	⑤
8. Teachers spend considerable time planning together.	①	②	③	④	⑤
9. Teachers regularly seek ideas from seminars, colleagues, and conferences.	①	②	③	④	⑤
10. Teachers are willing to help out whenever there is a problem.	①	②	③	④	⑤
11. Leaders take time to praise teachers that perform well.	①	②	③	④	⑤
12. The school mission provides a clear sense of direction for teachers.	①	②	③	④	⑤
13. Parents trust teachers' professional judgments.	①	②	③	④	⑤
14. Teachers are involved in the decision-making process.	①	②	③	④	⑤
15. Teachers take time to observe each other teaching.	①	②	③	④	⑤
16. Professional development is valued by the faculty.	①	②	③	④	⑤
17. Teachers' ideas are valued by other teachers.	①	②	③	④	⑤
18. Leaders in our school facilitate teachers working together.	①	②	③	④	⑤
19. Teachers understand the mission of the school.	①	②	③	④	⑤
20. Teachers are kept informed on current issues in the school.	①	②	③	④	⑤
21. Teachers and parents communicate frequently about student performance.	①	②	③	④	⑤
22. My involvement in policy or decision making is taken seriously.	①	②	③	④	⑤
23. Teachers are generally aware of what other teachers are teaching.	①	②	③	④	⑤
24. Teachers maintain a current knowledge base about the learning process.	①	②	③	④	⑤
25. Teachers work cooperatively in groups.	①	②	③	④	⑤
26. Teachers are rewarded for experimenting with new ideas and techniques.	①	②	③	④	⑤
27. The school mission statement reflects the values of the community.	①	②	③	④	⑤
28. Leaders support risk-taking and innovation in teaching.	①	②	③	④	⑤
29. Teachers work together to develop and evaluate programs and projects.	①	②	③	④	⑤
30. The faculty values school improvement.	①	②	③	④	⑤

31. Teaching performance reflects the mission of the school.	①	②	③	④	⑤
32. Administrators protect instruction and planning time.	①	②	③	④	⑤
33. Teaching practice disagreements are voiced openly and discussed.	①	②	③	④	⑤
34. Teachers are encouraged to share ideas.	①	②	③	④	⑤
35. Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	①	②	③	④	⑤

APPENDIX B

MULTIFACTOR LEADERSHIP QUESTIONNAIRE FORM 5X

## MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: \_\_\_\_\_ Date: \_\_\_\_\_  
Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?  
 I am at a higher organizational level than the person I am rating.  
 The person I am rating is at my organizational level.  
 I am at a lower organizational level than the person I am rating.  
 I do not wish my organizational level to be known.

Five sample items of the forty-five descriptive statements are listed below. The publisher has chosen not to allow the entire instrument to be included or reproduced in any other published material.

Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

### *THE PERSON I AM RATING. . .*

1. Provides me with assistance in exchange for my efforts .....0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate.....0 1 2 3 4
3. Fails to interfere until problems become serious.....0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.....0 1 2 3 4
5. Avoids getting involved when important issues arise.....0 1 2 3 4



APPENDIX C  
TEACHER CONSENT LETTER

October 6, 2008

Dear Teachers,

My name is Terese Martin, and I am a doctoral student at Georgia Southern University. I am conducting a study to examine teachers' perceptions of their principal's leadership styles and their school culture. The purpose of this study is to identify the relationship between the leadership styles of principals and school culture in elementary, middle, and high schools in the state of Georgia. Participation in this research will include completion of the Multifactor Leadership Questionnaire Form 5X and the School Culture Survey.

Your assistance with this study will be greatly appreciated. By completing the two surveys, you will help provide valuable information about how teachers perceive the leadership styles of their principals, as well as their school's culture. However, your participation in this study is completely voluntary, and there is no penalty if you decide not to participate. If you experience any discomfort or risk, such as embarrassment or anxiety, you may choose to end your participation in the study at any time by informing the principal or the principal's designee, or by not returning the instruments. In addition, you do not have to answer any questions that you do not want to answer.

If you choose to participate, please complete the enclosed surveys and return them in the envelope that you received to the principal or principal's designee by **October 17, 2008** so that he or she can mail them back to me. Please make sure that you seal the envelope, as your responses to the surveys will remain completely anonymous and confidential.

If you have any questions, you may contact me at (478) 971-4921 or via e-mail at [teresemartin@hotmail.com](mailto:teresemartin@hotmail.com). For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-681-0843.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below. Thank you for your assistance in this study. The contribution of your time and expertise is greatly appreciated.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

I, the undersigned, verify that the above informed consent procedure has been followed.

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

APPENDIX D  
PERMISSION REQUEST LETTER

Dr. Jerry Valentine, Director  
Middle Level Leadership Center, University of Missouri-Columbia  
211 Hill Hall  
Columbia, MO 65211

September 1, 2008

Dr. Valentine:

I am writing this letter to provide additional information regarding the study that I plan to conduct for my dissertation research at Georgia Southern University in Statesboro, Georgia. The purpose of my study is to examine the relationship between the leadership styles of principals and school culture.

My overarching question is as follows: What is the relationship between the leadership styles of principals and school culture? The following sub-questions will guide this study:

What is the relationship between the transformational leadership style of middle school principals and school culture?

What is the relationship between the transactional leadership style of middle school principals and school culture?

What is the relationship between the laissez-faire leadership style of middle school principals and school culture?

The research design of this study will be quantitative. In addition to the School Culture Survey, I am also planning to use the Multifactor Leadership Questionnaire developed by Bass & Avolio to examine leadership styles. The participants for this study will include approximately 250 teachers from 50 schools within five districts in the state of Georgia. Once approval to conduct the study and use the selected instruments has been granted, a letter will be sent to the principal of the schools, which explains the purpose of the study and requests permission to administer the surveys to the selected teachers. Five teachers from each school will be selected to participate in the study.

The Statistical Package of the Social Sciences (SPSS) will be utilized to statically analyze the data from both survey instruments. The mean scores will be computed for each of the factors of the three leadership styles and the factors of school culture. Pearson product-moment correlation coefficients will be used to calculate the relationships between the factors of transformational leadership and the factors of school culture; the factors of transactional leadership and the factors of school culture; and laissez-faire leadership and the factors of school culture.

If any additional information is needed, please let me know. Thanks again in advance.

Sincerely,

Terese Martin

APPENDIX E  
PERMISSION APPROVAL LETTERS

Georgia Southern University  
Office of Research Services & Sponsored Programs

**Institutional Review Board (IRB)**

Phone: 912-478-0843

Veazey Hall 2021

P.O. Box 8005

Statesboro, GA 30460

Fax: 912-478-0719

IRB@GeorgiaSouthern.edu

**To:** Shawn Terese Martin  
115 Ellicott Drive  
Warner Robbins, GA 31322

**CC:** Charles E. Patterson  
Associate Vice President for Research

**From:** Office of Research Services and Sponsored Programs  
Administrative Support Office for Research Oversight Committees  
(IACUC/IBC/IRB)

**Date:** October 3, 2008

**Subject:** Status of Application for Approval to Utilize Human Subjects in Research

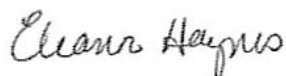
---

After a review of your proposed research project numbered: **H09056** and titled "**The Relationship Between the Leadership Styles of Principals and School Culture**", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.*

**This IRB approval is in effect for one year from the date of this letter.** If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



Eleanor Haynes  
Compliance Officer



## Middle Level Leadership Center

University of Missouri-Columbia • 211 Hill Hall • Columbia, MO 65211

Director: Jerry Valentine

(573) 882-0944 • E-mail: ValentineJ@missouri.edu

Assistants: Catherine O'Brien; Justin Collins; Gregory W. Mees

Assistant Phone: (573) 882-0947

Center Fax: (573) 884-7922



October 9, 2008  
115 Ellicott Drive  
Warner Robins, GA 31088

Dear Ms. Teresa Martin,

I am pleased to give you permission to use the Middle Level Leadership School Culture Survey. The permission to use the survey is based upon our prior communication and the understanding that you will comply with all procedures necessary to protect the rights and privacy of respondents.

If you have any questions regarding our instrument as you are conducting your research, please do not hesitate to give us a call.

Thanks for your interest in our work at the Middle Level Leadership Center.

Best Wishes,

Jerry W. Valentine  
Director, Middle Level Leadership Center  
Developer, School Culture Survey

AN EQUAL OPPORTUNITY/ADA INSTITUTION



**www.mindgarden.com**

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material;

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

Copyright: *1995 by Bruce Avolio and Bernard Bass*

for his/her thesis research.

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,

Vicki Jaimez  
Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)