

THE IMPACT OF ELEMENTARY PRINCIPALS' PREFERRED LEADERSHIP
FRAME ON TEACHERS' PERCEPTION OF THEIR PRINCIPAL'S
TRANSFORMATIONAL LEADERSHIP BEHAVIORS

© Copyright by

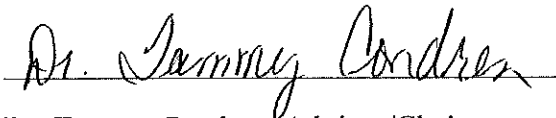
LORI ELLIOTT

2018

The undersigned, approved by the Department Chair of Graduate Studies in Education, have examined a dissertation entitled:

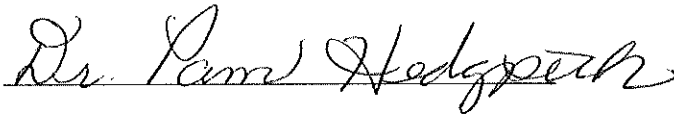
THE IMPACT OF ELEMENTARY PRINCIPALS' PREFERRED LEADERSHIP
FRAME ON TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S
TRANSFORMATIONAL LEADERSHIP BEHAVIORS

Presented by, Lori Elliott, a candidate for the degree of Doctor of Education and hereby certify that in their opinion it is worthy of acceptance.



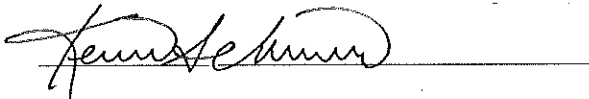
Dr. Tammy Condren, Advisor/Chair

Graduate Education, Southwest Baptist University



Dr. Pam Hedgpeth, Committee Member

Graduate Education, Southwest Baptist University



Dr. Kevin Schriver, Committee Member

Education and Social Sciences, Southwest Baptist University

THE IMPACT OF ELEMENTARY PRINCIPALS' PREFERRED LEADERSHIP
FRAME ON TEACHER PERCEPTIONS OF THEIR PRINCIPAL'S
TRANSFORMATIONAL LEADERSHIP BEHAVIOR

A Dissertation
Presented to
The Faculty of the Graduate Education Department
Southwest Baptist University

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

By

Lori Elliott, B.S., M.S., Ed.S.

Dr. Tammy Condren, Dissertation Advisor

January, 2018

ACKNOWLEDGEMENT

Just as leadership has many interpretations, one equally finds the same for the definition of success. After writing so many pages of a dissertation, I struggle to find just the right words for the acknowledgment of this particular achievement. The recipe of success is not comprised of one ingredient, but many important components that work endlessly together to make vision reality, the goal an accomplishment and the journey memorable. This dissertation success, a golden achievement, is not mine but ours.

To my advising committee—we did it! Thank you, Dr. Condren. You provided me the drive and the constant feedback and push that was needed, when I didn't see the end in sight. The strength and fire that I see in you, will forever leave a lasting impression on me and your guidance was perfectly matched for the spirit within myself that needed a little kick. The journey began and ended with you right beside me, and I hope to continue to learn from your guidance in future endeavors. Go, KU! Dr. Schriver, your expertise, patience, and resilience while diving in this journey halfway through, was just the icing on the cake for an incredible committee. I so appreciate the extra time and extra mile put into this statistical monster. Thanks for your contribution to this dissertation. Dr. Hedgpeth, the instructional guidance you provided through the coursework of this journey, was the backbone of this dissertation. Thank you for enlightening my perspectives into leadership.

This accomplishment is not meaningful without the love and support of my family. I would like for this dissertation to represent a meaningful experience for each of my children. Rylie, your passion for learning, work ethic and positivity have been a guiding light for me. Remember those characteristics and know that they can make goals

reality. As you reminded me of those life skills daily, through just being you, this dissertation is also your accomplishment. I love you more, PunkinBear! AJ, hard work is hard. It's easy to want to quit or blame someone else, remember that hard work has a purpose; if it was easy, everyone would do it. I see you work hard every day in your basketball goals. Even when it gets difficult and it isn't the ideal situation, remember to keep working hard. Great things happen to those who go out and get it. Go get yours. Avery, never stop asking questions and exploring things on your own. I hope this accomplishment serves as an example to remember that life is about taking risks and not being afraid to fall! I fell a lot, but there was always someone there to support me. You were one of those people. Thank you for reminding me to laugh a little along the way as well. Can't wait to see your next adventure!

I would like to also acknowledge my lifelong partner, my best friend, and my biggest fan—my husband, Aaron. You challenge me; you pick me up when I fall, brush me off, and put me back in the game. You truly love me unconditionally and although you received a lot of extra golf time because of this dissertation, you sacrificed a lot as well. This accomplishment is also yours. I cannot imagine any journey without you. I love you and look forward to the celebrations.

There is not enough space to continue the gratitude I feel, but to my parents, sisters, friends and extended family; I am forever grateful and humbled by your love and support. My gratitude for you will continue to flow long after this dissertation is filed on the shelf for others' reading pleasure. I am blessed beyond words.

Table of Contents

Chapter One	1
Introduction	1
Problem Statement	4
Purpose of Study	4
Hypothesis and Research Questions	5
Hypotheses	6
Significance of Study	6
Theoretical Framework	7
Bolman and Deal Four Frame Model	8
Transformational leadership	9
Gender Differences	13
Definition of Key Terms	14
Limitations, Delimitations and Assumptions	16
Limitations	16
Delimitations	16
Assumptions	16
Design Controls	17
Summary	18
Chapter Two	21
Literature Review	21

Introduction	21
Bolman & Deal Four-Frame Leadership Model	23
The structural frame.....	23
Human resource frame.....	26
Political frame.....	27
The symbolic frame.	30
Multiple frame thinking.....	31
Transformational Leadership	33
Brief history of transformational leadership.....	33
Transformational leadership in education.	38
Kent’s Transformational Leadership Behaviors	42
Visualizing greatness.....	44
Empowering the we.....	45
Care and recognition.....	48
Managing oneself.....	49
Communicate for meaning.....	50
Gender Differences in Leadership.....	51
Bolman and Deal gender differences.....	53
Gender Differences in Transformational Leadership	55
Summary	58
Chapter Three.....	60
Methodology.....	60
Introduction	60

Purpose of the Study	60
Research Questions	61
Research Hypotheses.....	61
Participants	62
Procedures	64
Selection/Sampling.....	68
Research Setting.....	69
Research Design	69
Instrumentation.....	70
Preferred Leadership Frame Orientation Instrument.....	70
Leadership Behavior Inventory (Observer Form)	73
Data Analysis	75
Summary	78
Chapter Four	79
Analysis.....	79
Introduction	79
Principal’s Preferred Leadership Frame.....	83
Preferred Leadership Frame and Teacher Perception of Overall Effectiveness	84
Preferred Leadership Frame and Teacher Perceptions of Specific Transformational Leadership Behaviors.....	86
Demographic of Gender	86
Gender and principal preferred leadership frame.....	87
Gender and transformational leadership behaviors.	88

Gender and overall leadership effectiveness	90
Summary	90
Chapter Five.....	91
Conclusions and Recommendations	91
Introduction	91
Summary of Methods	92
Limitations, Delimitations and Design Controls.....	93
Summary of Findings	95
Principal’s Preferred Leadership Frame and Teacher Perception of Overall Leadership Effectiveness	96
Principal’s Preferred Frame and Teachers’ Perception of Specific Transformational Leadership Behaviors.....	98
Demographics of Gender	100
Gender and principal preferred leadership frame.....	100
Gender and transformational leadership behaviors.....	101
Gender and teacher perception of overall effectiveness.....	103
General Recommendations	103
Recommendations for Future Research	105
Summary	107
References.....	109
Appendix A: Principal Consent to Conduct Research	124
Appendix B: Teacher Consent to Conduct Research	127

Appendix C: Leadership Orientation of Self..... 130

LIST OF TABLES

Tables		Page
1.	Percentage of Principal's Preferred Leadership Frame	84
2.	MANOVA Tests of Between Subjects Effects of Principal Preferred Leadership Frame Impact on Teacher Perception of Overall Effectiveness.....	85
3.	Oneway ANOVA of Gender and Principal Preferred Leadership Frame.....	87
4.	Oneway ANOVA of Gender and Transformational Leadership Behaviors.....	88

ABSTRACT

The purpose of this study focused on identifying a principal's preferred leadership frame and the impact, if any, on teachers' perception of their behavior as a leader, and considered whether or not gender played a role. This study was driven by the theoretical framework of Bolman and Deal's (2008) leadership framework and transformational leadership, specifically focusing on Kent's (2004) five transformational leadership behaviors: empowering the we; visualizing greatness; communicating for meaning; managing one's self, and care and recognition. Research implies leaders who utilize multi-frame thinking and demonstrate transformational leadership have greater impact on the success of the organization (Bass, 1985; Bass & Avolio, 1994; Bolman & Deal, 2008; Kousez & Posner, 1995, 2012; Bogler, 2001; Griffith, 2004; Kent, 2004; Leithwood & Janzi, 2005, 2006; Fullan, 2010) The findings of this study support the idea multi-frame principals do have an impact on teachers' perception of overall effectiveness, specifically with a focus on symbolic thinking. If elementary principals become knowledgeable of their leadership frame preference and model transformational behaviors that resemble that preference, the principal and teachers demonstrate a symbiotic relationship to the pathway of the educational organization's success.

Chapter One

Introduction

Effective leadership is a key component in improving the success of an organization. Leadership is described as an influence process that depends on a person's behavior being seen and acknowledged as "leadership" (Yukl, 2005). In addition, organizational success is dependent on the relationship between leader and follower. To be successful, leaders must develop relationships by which they can interact with their followers to bring about desired outcomes. In all organizational settings, including the educational setting, effective leadership is dependent upon the perception of the followers (Beck-Frazier, White & McFadden, 2007; Boatwright & Forrest, 2000; Ergle, 2012; Eliophotou-Menon & Ioannou, 2016; Emmanouil, Osia, & Paraskevi-Ioanna, 2014).

"Leadership is considered a key factor, if not the only factor, in the success or failure of an educational organization" (Simkins, 2005, p. 10). The principal acts as the educational leader and is responsible for making decisions affecting teachers and students. Principal leadership is considered second only to that of a teacher in facilitating learning (Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005). Highly effective principals are considered the key to beginning, implementing, and maintaining school success (Tucker & Coddling, 2002). Principal responsibility has evolved over the years from management to a much broader capacity. Principals are now responsible for instructional leadership, providing effective professional development, observing state and federal standards, evaluating teacher performance and providing students and teachers with a positive, safe culture of teaching and learning (Leithwood, & Jantzi, 2006, Fullan 2007). With increasingly high

expectations for the role of principal, placing importance on leadership behavior is key to building a successful and resilient learning environment.

Effective educational leadership has been widely researched with conflicting results in the field. Most research points to a direct relationship between highly regarded leadership behavior and the success of the educational organization in the general areas of student achievement and teaching and learning (Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K, 2004). Much of what is known about school leadership is based on teacher perceptions of leadership practices (Leithwood & Janzi, 1999; 2006). One position on leadership asserts that all good leaders must have the right stuff—qualities like vision, strength, and commitment (Stronge, Richard & Catano, 2008). Michael Fullan’s (2014) research identified leadership as trait characteristics and behaviors a leader possesses and demonstrates; such as moral purpose, understanding of the change process, ability to improve relationships, knowledge creation and sharing, and making processes coherent. Fullan’s (2011, 2014) research also supports transformational leadership theories. Transformational leadership is the process in which the leaders and followers interact with mutual respect and motivation. Key characteristics of transformational leadership include a shared vision, strong personal values and purpose, inspiring others, willing to take risks, and individual consideration (Burns, 1978; Bass 1985, 1999; Bass & Avolio, 1994). Although transformational leadership is still blossoming within the field of education, research implies there is an impact on teachers’ perceptions and leadership behavior (Bogler, 2001; Griffith 2004; Leithwood & Janzi 2005, 2006). How teachers perceive their leader will also drive the situation or the

pathway the organization will take; therefore making the mutual relationship an important topic of study.

As the educational organization continues to seek success, other theories focus on how teachers perceive a leader's effectiveness through the leader's chosen perception and behavior in the organization's current status. An empirical case study of three urban elementary school principals was conducted to explore the leader's mental models, and how the mental models vary with the principals' reputation and effectiveness. In their findings, principals who exhibited strategic planning and organizational decision-making were yielded as more effective principals (Ruff & Shoho, 2005). Likewise, other perceptions hold that good leadership is simply situational; what works in one setting will not work in another (Bolman & Deal, 1991, 1992, 2008). Research shows that leaders share similar characteristics among different organizations and even different situations within the organization. The focus is to find what kind of leadership works best.

“Leadership in whichever model it embraces, has a central goal to ensure and maintain the school improvement which has to do with the quality of teaching: the most influential factor of students' achievement.” (Emmanouil, Osia, & Paraskevi-Ioanna, 2014, p. 35). With existing turbulence in education and evolving responsibility, principals must be able to identify their own leadership styles and what works most effectively. By focusing on principal effectiveness, the ultimate goal is to improve the educational experiences and achievement of the students served in our schools (Stronge, Richard & Catano, 2008). The importance of considering the behaviors and situational awareness of elementary principals is to explore the potential ability to expand or limit organizational effectiveness in education (Ruff & Shoho, 2005).

Problem Statement

Repeated research shows effective leadership is key to building, maintaining and instilling success within an organization (Bolman & Deal, 2008). Leadership is a reciprocal process between those who choose to lead and those who follow (Bass 1985; Hall, Johnson, Wysocki & Kepner, 2008; Kouzes & Posner, 1995, 2002, 2003, 2007, 2012; Kent 2004, 2005). The principal, second only to the teacher, has a key impact on sustaining success within the education organization; especially in the areas of job satisfaction, commitment and motivation, and student achievement (Bogler, 2001; Griffith, 2004; Liethwood & Janzi, 2005,2006; Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005). Providing this is true, the principal's behavior should be considered a major factor in the effectiveness of any school organization. When faced with so many responsibilities, principals need to focus on their experience as well as their character and values, and then assess the situation as deemed fit for teaching and learning. Individuals in charge of decision-making often commit themselves into faulty ways of comprehending the status of situations. (Bolman & Deal, 2008). When perceptions of effective leadership vary, roadblocks are created and progress halts. How principals perceive themselves as leaders may impact their teachers' perception of their behavior as a leader, and if incompatible, could hinder the organizational progress of the school.

Purpose of Study

Often times, leadership is offered as a solution for many of the problems organizations face (Bolman & Deal, 2008). Many leadership theories and frameworks are driven on personality and psychological strengths. Personal leadership styles utilize

traits such as optimism, resilience, cognitive strengths and social skills (Zegarac, 2012). Theories might focus on situational leadership, transformational leadership and political or cultural strengths. Inevitably, definitions of effective leadership behavior vary from organizations, individuals and society. The definition of the word “leadership” continues to be complex in its description; yet, many administrators are placed or find themselves in a leader role facing challenging circumstances.

Effective leadership behavior becomes even more befuddled in education. The question remains whether many educational administrators practice, or even are aware of, their current behavior as a leader. This study attempts to help elementary principals’ identify their preferred frame of leadership orientation, using Bolman and Deal’s (2008) leadership framework. It also examines the impact of their working frame on teachers’ perception of their transformational leadership behavior, measured by Kent’s five behaviors of transformational leadership. Identifying one’s preferred leadership frame and identifying how the faculty views the principal as a leader, may provide insight in how to improve and sustain the success of the educational organization-

Hypothesis and Research Questions

The following research questions were addressed within the context of this study:

1. What is the impact of an elementary principal’s preferred leadership frame (political, structural, human resource, symbolic, multiple) on the teachers’ perceptions of their principal’s overall transformational leadership behaviors?
2. What is the impact of an elementary principal’s preferred leadership frame on teacher’s perception of their effectiveness in specific areas of transformational leadership

(visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition)?

3. Does gender play a role on the impact of a preferred leadership frame or teacher's perception of transformational leadership behavior?

Hypotheses

In an effort to answer the aforementioned research questions, the following null (H_0) hypotheses were investigated:

1. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on the teachers' perceptions of the principal's overall transformational leadership.
2. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on their teacher's perception of their behavior in specific areas of transformational leadership (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition).
3. H_0 : Gender does not play a statistically significant role on the impact of a principal's preferred leadership frame or teachers' perception of transformational leadership behavior.

Significance of Study

Effective leadership within the educational organization requires interaction between the leader and the followers, knowledge of how the followers perceive the leader's behavior in various situations, and how this behavior affects the success of the organization. The purpose of this study focused on identifying a principal's preferred leadership frame and the impact, if any, on teachers' perception of their behavior as a

leader. It is extremely important that principals know as much as possible about themselves, their leadership framework, how they view situations and the impact their views and actions have on their teachers. The teachers' perception of the principal may impact their followership and thus the success of the organization; therefore, it is significant that principals know how their teachers perceive them. This research may increase productivity and success in working effectively within the educational organization. Researchers noted people who work with leaders, who engage in exemplary practices of transformational leadership, were often more committed and driven in their work (Bass, 1985; Bass & Avolio, 1994; Kousez & Posner, 1995, 2012; Bogler, 2001; Griffith, 2004; Kent, 2004; Leithwood & Janzi, 2005, 2006; Fullan, 2010). When commitment is high, it is often driven by a motivating factor or high morale. Principals, as acting leaders, can improve teacher morale by first identifying their strengths as a leader and modeling those behaviors. Significant findings might be helpful in building stronger alliances of principal and teachers within the organization, as well as, amend gaps in educational leadership programs.

Theoretical Framework

This study was based on the works of two leadership theories. Bolman and Deal's (2008) Four Frame Leadership Model, and Transformational Leadership Theory (Burns, 1978, Bass 1985; Bass & Avolio, 1994; Kent, 1999; Leithwood & Janzi, 2006). Both leadership theories include the idea that leadership is built upon behaviors that can be developed by using experience, values and morals to lead fluently (Bass & Avolio, 1994; Bolman & Deal,; Leithwood & Janzi, 2006,2008; Kouzes & Posner, 1995,2012). In theory, leadership is a subtle process of mutual influence and trust of a leader and those

led. The effectiveness of a leader is being able to select and apply the most appropriate leadership for a given situation, then developing a channel by which the leader can interact with his or her followers to bring about a desired outcome (Palmer, 1995). In an effort to positively impact the school organization, principals must know their own leadership frame, but also be aware of their teachers' perceptions of their leadership behavior.

Bolman and Deal Four Frame Model.

“Bolman and Deal’s theoretical framework focuses on four central frames, the ability to reframe in given situations, and the importance of artistry” (Bolman & Deal, 2008, p. x). Reframing is the foundation of Bolman and Deal’s work. Reframing requires the ability to think about situations, using each of the four frames fluently, logically and significantly, to provide a more comprehensive approach to decision making (Bolman & Deal, 2008).

Bolman and Deal’s four frames include: the structural frame, the human resource frame, the political frame, and they symbolic frame (Bolman & Deal, 1991, 1992, 2008, 2010). The structural frame provides “a blueprint for the pattern of expectations and exchanges among internal players (executives, managers, employees) and external constituencies (such as consumers and clients)” (Bolman & Deal, 2008 p. 38). Growing a resilient organization often requires some form of restructuring. The structural frame is a lens in which the leader views, organizes, manipulates, and utilizes the members and tools within the structure. Leaders must know when and how the environment changes and redesign the organization effectively (Bolman & Deal, 2008). In contrast, the human resource frame focuses on the people of the organization, their skills, their attitudes and

the energy they bring to the organization. The human resource frame is centered on how the people and the organization coexist (Bolman & Deal, 2008). Leaders focus on bringing out the best in people while bringing forth the best in the organization. A third frame, the political frame views the organization as a colosseum hosting ongoing competitions of individuals and focus groups (Bolman & Deal, 2008). The leader, in this frame, acts as the advocate or negotiator. Political leaders focus on balancing power and interests and networking with key stakeholders (Bolman & Deal, 2008). The final Bolman and Deal model, is the symbolic frame, a frame that serves as the inspiration, culture, or ceremonial meaning (Bolman & Deal, 2008). More specifically, the symbolic frame addresses both complexities and ambiguity surrounding the organization, as well as, the ways in which these proceedings or symbols give meaning to organizational events and activities (Bolman & Deal, 2008). While researchers have consistently indicated the importance and benefits to a multi-framed or multiple perspective approach to leadership, the work of Bolman and Deal (1991,1992, 2008, 2010) seems to indicate leadership within organizations rarely make use of multiple frame thinking. Additionally, limited research is available on leadership frame preference of female elementary principals in comparison with male elementary principals.

Transformational leadership.

Burns (1978) first proposed the concept of transforming leadership. The focus of transformational leadership evolved first within the business and political sectors of organizations and was expanded upon by other researchers such as Bass and Avolio, Kouzes and Posner, and Yukl. Leithwood and several other researchers have applied and studied the factors of transformational leadership in education.

Burns (1978) originally described the differences between transactional and transformational leadership by examining leadership behaviors of social and political leaders throughout history. Through his extensive research, Burns (1978) defined transformational leadership as a mutual relationship between leader and follower, instead of the transactional leadership model that relies heavily upon managerial behaviors and actions, receiving one value in trade of another value such as a reward or punishment system. Burns (1978) emphasized:

Transforming 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. Their purposes, which might have started out as separate but related, [in contrast to] transactional leadership, become fused. Power bases are linked not as counterweights but as mutual support for common purpose. (p. 382)

Bass (1985, 1999) expanded upon Burns research asserting transactional research is also effective when partnered with transformational leadership behaviors. Bass' (1985, 1999) leadership model connects transformational and transactional leadership, stating that most effective leaders display both dispositions. Key behaviors were distinguishable in further research of transformational leadership, but often categorized differently dependent upon the researcher. These behaviors will be described in depth in Chapter Two, the review of literature. Transformational leadership, for the purpose of this study, will focus on the five behaviors described by Kent (2004, 2005) and Kent, Crotts and Azziz (2001).

In Kent's (2004, 2005; et. al 2001) leadership behavior research, leadership is a pattern of behavior, not a position. Exemplary leadership behavior is based on honesty,

forward vision, inspiration, competence and credibility (Kouzes & Posner, 2007). Effective leaders assess themselves and use results to improve the success of the organization. Dr. Thomas Kent (et. al 2001, 2004), lists five leadership practices that create successful leaders: *visualizing greatness, empowering the we, communicating the understanding, managing oneself and care and recognition*. Each behavior serves as one of the five fundamental behaviors consistently characteristic of transformational leadership.

Visualizing greatness signifies the importance of leaders establishing and communicating a shared vision (Kent, 2004). Leaders who visualize greatness have a clear sense of the organization's future, communicate and discuss continuously this direction with others and use the vision to inspire others. When visualizing greatness, leaders will look for the small wins that promote progression, encourage collaboration, and speak enthusiastically about the organization's future (Kent, 2004; Kouzes & Posner, 1995, 2002, 2003, 2007). Sustainable leadership thrives on the ability to envision a dream, hope or possibility, and enlist others to believe in it through shared language, thoughts, and values and promote human energy (Kent, 2004; Kouzes & Posner, 2012, 2013).

The second factor, empowering the we, involves getting people to be active in organizational decision-making. The behavior seems focused on forming a sense of togetherness in unity and encourages collaborative efforts inspired by a shared vision. Other transformational leadership research correlates the empowering of We, as enabling others to act, individual consideration or encouraging commitment in followers (Bass & Avolio, 1994; Kotter, 2012; Kouzes & Posner 1995, 2007, 2012).

The third behavior, communicating for meaning, focuses on the leader's ability to act as an effective communicator. Communicating for meaning is associated with the quality or qualities the leader demonstrates when communicating (Kent, 2004; Kent et. al 2001). Effective leaders are able to communicate in meaningful forms that promote deep understanding and value. These leaders challenge the process, clearly communicate and identify possible obstacles, but continue to motivate others to overcome hurdles. They are able to make changes within the organization in order to improve the performance and find better solutions of current issues and produce improved results.

Managing one's self is the fourth leadership behavior. This behavior is derived from the leader's ability to establish stability in his or her emotional being as well as building consistency, persistence, and a high-level of trust (Kent, 2004; Kent et al., 2001). "While the other four factors identified through this factor analysis seem to have some theoretical support from previous authors, this factor—Managing One's Self—seems unique in leadership literature (Kent, 2004, p. 431). However, Goleman's (1995, 1998, 2005) self-awareness and self-regulation component of emotional intelligence shares similarities in theory. Self-awareness is the ability to recognize one's personal behavior or mood on one's self as well as its effects on others (Goleman, 1995, 2005). Self-regulation is the ability to control, redirect or withhold behaviors or actions to create a more trustworthy environment or willingness to change (Goleman, 1995, 2005). Managing one's self shares similar hallmarks of these specific emotional intelligence components.

The final behavior in the Kent's research is care and recognition. Care and recognition reference a leader's ability to celebrate accomplishments, build positive

relationships through a sense of fun, passion, and recognition of others' hard work (Kent, 2004; Kouzes & Posner, 2007, 2012). Encouragement and positive communication are key drivers of this leadership practice. These five leadership practices are the foundation of Kent's research, derived from the characteristics of transformational leadership.

Kent's *Leaderships Behavior Inventory (LBI)* is an innovative instrument developed in an attempt to identify specific behaviors involved in transformational leadership both on national and global platforms (Kent, 2004; Rudd, Kent, Blair, 2009; Kent et. al, 2001). Limited research utilizes the LBI and further research is needed. While the global study found specific behaviors associated with transformational leadership are strong and commonly used, the research does not measure the perception of leadership effectiveness. While researching leadership behavior in individuals acting as leaders is relevant, further research should be considered on gender differences among leaders who demonstrate transformational behaviors.

Gender Differences

As school districts struggle to find effective, qualified principals to lead their systems through unstable reforms, it is noted throughout history that few females obtain leadership positions, even though they make up 75% of the nation's teaching positions (Tillman, 2012). Several research studies feel that various outliers contribute to the "glass ceiling effect". Studies have suggested that discrimination, stereotypical behaviors or labels, societal expectations, and even gender-defined leadership tasks hinder female leadership (Boatwright & Forrest, 2000; Bolman & Deal, 2008; Thompson, 2000).

Other research builds upon gender differences in leadership style and decision-making. One study indicates women operate from a more participative leadership style,

which mimics similar characteristics of transformational leadership, while men preferred a more autocratic or directive style, similar to transactional research (Bass & Bass, 2008; Burns, 1978; Eagly and Johnson, 1990; Yukl, 1998). Young and McLeod's (2001) research, found women decide to obtain a principal position because they want to be an educational leader, whereas men's decisions to lead tends to be driven by salary. Yet, Daft (2005) suggests that every leader actually draws on both feminine and masculine sets of characteristics for effectiveness. Furthermore, in the transformational leadership lens, females might have an advantage over males as a result of demonstrating the behaviors associated with this specific leadership style (Duehr & Bono, 2006; Eagly and Carli, 2003). However, researchers have also stated that the gender of a leader does not influence perceived leader effectiveness (Burton & Peachy, 2009; Welty, Peachey & Burton, 2011, 2012). As one can see, research in gender differences and transformational leadership combined with teacher perception of leadership effectiveness lacks consistent results.

“As the student population becomes increasingly more diverse, it is crucial that the composition of leaders of school systems become more reflective of this population. Leadership more representative of the U.S. population can benefit all students because the society students will join when they become adults is richly diverse” (Tillman, 2012, p. 133).

Definition of Key Terms

The following terms are important to the understanding and fluency of this study. A definition of each was described to provide clear understanding of these components.

Elementary School. For the purpose of this study, a building which houses any combination of grades, Kindergarten through sixth.

Dual-Frame User. An individual with mean scores of four or higher in two of Bolman and Deal's Four Frames on the Leadership Orientation Instrument (Bensimon, 1991; Del Favero, 2006). In this study, also categorized as a specific multi-frame user.

Five Practices of the Leadership Behavior Inventory. The five practices that emerged through Kent's (1999, et. al 2001, 2004) development of the Leadership Behavior Inventory and multiple years of research focused on transformational leadership behaviors. The five behaviors include: (a) visualizing greatness, (b) empowering the we, (c) communicating for meaning, (d) managing one's self, and (e) care and recognition (Kent, 1999; Kent 2004; Kent et. al, 2001)

Four-Frames Model. This model utilizes the structural, human resources, political, and symbolic points of view as researched by Bolman and Deal (2008)

Frame - "A coherent set of ideas forming a prism or lens that enables you to see and understand more clearly what goes on from day to day" (Bolman & Deal, 2008, p. 43)

Framing. "Matching mental maps to circumstances" (Bolman & Deal, 2008, p. 12)

Multi-framing. The ability to see events from more than one of Bolman and Deal's four leadership frames. The frames may be described as perspectives (Bolman & Deal, 2008).

Single-Frame User. An individual with a mean score of four or higher in one of Bolman and Deal's Four Frames on the Leadership Orientation Instrument (Bensimon, 1991; Del Favero, 2006).

Limitations, Delimitations and Assumptions

Limitations.

The limitations for this study were relative to geographical area and designs used by the researcher, and are indicated as follows:

1. Schools in the study have varying demographics.
2. The study used a cross-sectional survey design: thus, principals and teachers surveyed at a particular point in time. Perceptions may change over time and throughout the school year.
3. The number of participants who respond to the online survey.
4. Self-reflection bias in principal completion of their leadership frame preference.
5. The willingness of school principals to distribute the online survey to staff and their interest in participating in the study.

Delimitations.

Delimitations may exist in this research study are as follows:

1. This study was limited geographically to public elementary schools within the state of Missouri, including schools serving students in grades K-6, in any combination.
2. This study did not include charter or private schools, based on the idea that the culture and climate may vary from the public school setting.

Assumptions.

1. It is assumed that participants were honest in their responses and interpreted the survey instruments as intended.

2. It is assumed that participants who received electronic invitations chose to participate and took the survey themselves.
3. It is assumed that the list of Missouri public school principals, found on the Missouri Department of Elementary and Secondary Education website, was current and accurate.

Design Controls

This quantitative study utilizes a descriptive research design. Descriptive research is used to summarize or describe a set of observations on current characteristics of given populations (Pelham, 2013). Many times this involves use of survey questionnaires.

Survey research can be used to gather information about a group's beliefs attitudes, behaviors, and demographic compositions. Survey data are collected by asking members of a population a set of questions, which can be administered in a questionnaire that is mailed or emailed or in an interview over the phone or in person (Gay, Mills & Airasian, 2009, p176).

Response return of surveys can be problematic. The research in this study controlled for this problem by utilizing electronic responses. In addition, the researcher conducted a follow-up email three weeks after original request to nonresponsive participants, and once again one week after the extension to prolong the opportunity to complete the survey. The researcher was able to use two available instruments, which had been tested for reliability and validity, for measuring principal leadership frame preference and perception of leadership effectiveness.

The first survey, Bolman and Deal's Leadership Orientation of Self-LOS survey (Bolman & Deal, 1990), was distributed electronically to elementary principals of

buildings which house any combination of grades extending from kindergarten through sixth grade level elementary buildings located throughout Missouri. The second instrument, The Leadership Behavior Inventory (Kent, 1999, 2004; Kent et. al., 2001), is a survey tool completed by a subordinate teacher of the individual placed in the principal leadership position. The Leadership Behavior Inventory (LBI) was distributed electronically to the elementary principal, who would further distribute the survey link to five teachers serving in the elementary building. Data was collected from a random selection of teachers within each principal's building and completed concerning their current principal. Both the validity and reliability is discussed further in Chapter 3.

Another control of descriptive research is the protection of all participants involved. A cover letter was provided to all participants explaining the purpose of the study, its significance, and commitment to share results with participants upon request. Within the letter, both anonymity and confidentiality were addressed. The cover letter to participating teachers stated a commitment that all responses were to remain anonymous; whereas all principals received a commitment all their responses were to remain confidential, only known to researcher. "The promise of anonymity or confidentiality will increase the truthfulness of responses as well as the percentage of returns" (Gay, Mills & Airasian, 2009, p.184).

Summary

Schools are like any other organizations. They are multifaceted, challenging, and at times eccentric and deceptive. For educational organizations to grasp success, it requires attention to meeting various stakeholders and focus group needs; the ability to produce anticipated outcomes, the innate capacity to deal with political interests as well

as conflict, and cultivate a shared essence that permeates work with meaning (Bolman & Deal, 2010). The elementary principal balances these demands daily, hoping to strengthen the success of his or her educational organization. Bolman and Deal's four-frame leadership model suggests that when administrators or leaders view situations from more than one angle, they are more successful. However, leadership is also measured by the perception or attitudes of followers toward the leader's effectiveness (Yukl, 2005). Research reveals transformational leadership is connected with leadership effectiveness (Bass 1999; Bass & Avolio, Yukl, 2005; Bono & Judge, 2004; Burns, 1978; Eagly & Johannesen-Schmidt, 2001; Leithwood & Jantzi 1999, 2000. 2005).

The intent of this study was to examine the impact an elementary principal's preferred leadership frame might have on their teachers' perception of their transformational leadership behavior. In addition to studying the impact, the investigation was also intended to explore if the principal's preferred frame impacts specific leadership behaviors, according to Kent's Leadership Behavior definitions. Likewise, according to Ayman and Korabik (2010), studying leadership behaviors without exploring gender differences limits the scope of understanding. Therefore, gender differences should also be considered. The more frequently an individual engages in effective leadership practices and behaviors and understands leadership is a relationship, the more significant and successful he or she will be (Bolman & Deal, 2008; Fullan, 2011).

The initial chapter provides an overview and introduction to the rationale for researching the possible impact of principal's preferred leadership frame on their teacher's perceptions of their leadership effectiveness. Chapter Two provides an in-depth review of literature related to Bolman and Deal's leadership frameworks,

transformational leadership, the basis of Kent's leadership behavior descriptors and the role of gender differences within those theories. A detailed report of the research design to address the research questions is presented in Chapter Three. This chapter includes details regarding Bolman and Deal's Leadership Orientations of Self Survey (1990) and The Leadership Behavior Inventory (Kent, 1999, 2004; Kent et al., 2001). These details also include sampling methods for the survey, data collection procedures, and data analysis methods. Chapter Four will provide results of the data collection used in this study. Chapter Five will then summarize study findings and provide implications and recommendations related to the research question.

Chapter Two

Literature Review

Introduction

There have been numerous models created to examine leadership and the effectiveness of leadership. Hallinger and Heck (1998) noted that while the principal plays an important role in effective schools, this role must be understood within the context of the school and should be viewed as a complex interaction between self-reflection as a leader and how teachers perceive their effectiveness as a leader. As the job of the elementary principal grows more complex, understanding leadership preference and the perception of leadership effectiveness can hinder or accelerate the success of the elementary school organization. As leadership effectiveness is directly related to the behavior presented by the leader, it is equally important to examine how teachers perceive the particular leadership behaviors seen as effective.

The review of literature is divided into four areas of research. The first area provides a history behind the work of Bolman and Deal's (2008) Four-Frame Leadership Model. Bolman and Deal's (2008) model focuses on the four methods of framing the current environment and the challenges that are being faced while the research explains the practices in-depth and how utilization can improve leadership behavior in any given organization.

A brief overview of the purpose of the four-frame model is provided. Additionally, overviews are given of each frame respectively: structural, human resource, political and symbolic. Bolman and Deal's multiple-frame perspective is explained. The preferred frame of a leader can be identified through a survey instrument and the model

has determined that the most effective leader is one who has the ability to use all four frames in decision-making processes (Bolman & Deal, 2008).

Academic literature relating to transformational leadership and the development of Kent's leadership behaviors is explored. The first section will focus on the history of transformational leadership. "Transformational leadership is the process through which an individual commits himself/herself to the well-being of the organization and creates connections which increase the level of motives and morale of subordinates" (Eliophotou-Menon & Ioannou, 2016, p.13). This section will also provide the multiple research components that developed this study's particular five behavior focus. The next five sections focus on the development and understanding of the five behaviors defined by the Leadership Behavior Inventory (Kent, 1999, 2004; Kent et. al, 2001.) Each section provides insight to the skills or qualities the leader might exhibit or practice to increase effectiveness.

The third area of this chapter includes scholarly literature that identifies themes among male and female leaders within the context of each leadership model. Section one identifies similarities and differences of leadership frame preference using Bolman and Deal's Four-frame model within various organizational settings. The second section in this area provides similarities and differences among male and female leaders utilizing transformational leadership. In summary, a review of the literature illustrates Bolman and Deal's four-frame model and transformational leadership behaviors, including a focus upon gender differences, which might provide insight to what is viewed as effective leadership behavior for improving the success of the elementary school setting.

Bolman & Deal Four-Frame Leadership Model

Leadership, as defined by the actions of a leader, involves being able to see all dimensions of the organization and people who contribute to the organization. (Bolman & Deal, 2008). The framework of Bolman and Deal provides a structure that allows leaders to see situations from multiple perspectives. The model is contrived of four frames of thinking. These frames are the structural frame, human resource frame, political frame, and symbolic frame (Bolman & Deal, 2008). The researchers envisioned the frames as lenses or windows through which one might better view the world as well as tools for action. Learning to apply all four deepens the awareness of an organization and allows leaders to devise a pathway of effective results (Bolman & Deal, 2008, 2010). Bolman and Deal allude to the idea that matching situational cues with a well-learned model can provide the leader opportunities to make useful, accurate judgments in situational analysis (Bolman & Deal, 2008). The researchers refer to this strategy as reframing (Bolman & Deal, 2008). A four-frame leadership model was developed by Bolman & Deal (2008) through which organizational leadership can be examined in comprehensiveness and context.

The structural frame.

The structural frame is a derivative from theorists such as Frederick Taylor, father of scientific management and Max Weber, monocratic bureaucracy (Bolman & Deal, 2008; Taylor, 1911; Weber, 1947). Their work inspired a body of theory and research around the relationship of structure and the effects of structure and morale, productivity and effectiveness. The structural frame supports both theories in the aspect they all focus on identifying how to allocate responsibilities across different roles; how to get the right

people in the right roles in pursuit of a common goal; and how to align tasks, governance and responsibility with the most qualified individuals (Bolman & Deal, 2008; Taylor, 1911; Weber 1947). In the twenty-first century, examples of structural components might include data-teams, professional learning, building improvement committees, and strategic planning teams. The elementary principal's array of job responsibilities may include, but are not limited to, managing the structural constraints placed within the school building, delegating various responsibilities throughout the school year effectively, and placing the proper person in the proper role to ensure success.

Elementary principals as educational leaders encounter many structural dilemmas in the school environment. Education thrives on structure in every aspect. Effective educational leaders must be able to focus on the structure of the school to confidently and successfully design new systems or adjust existing ones. An organization's structure represents its best effort to align internal efforts with outside focus group needs. Structure represents a resolution to meet needs from the various groups (Bolman & Deal, 2008).

The basis of the structural frame is formulated by six core assumptions. First, the organization can only exist if there are established goals and objectives. The organization may exist in name, but cannot exist as a sound, structural entity without a common focus and communicated achievable outcomes. An organization is designed strategically to increase efficiency and enhance performance through specialization and appropriate division of labor (Bolman & Deal, 2008; Weber, 1947). In the education organization, educational leaders may encounter assigning the appropriate individual to the proper specialization, in order to increase the efficiency of raising student achievement. In addition, Bolman and Deal (2008) propose the structural frame is also based on the

assumption, the organization is able to form suitable coordination and control, in order to ensure the diverse efforts of individuals and groups converge sufficiently. A fourth assumption is organizations work best when rational decisions overrule personal agendas and extraneous forces from external units. The education organization must be able to operate using realistic measures that best suit the population served, which includes a diverse group of stakeholders in the community. Educational leaders must be able to visualize how the structure can run smoothly with rational decision making for the best interest of student progress. This eludes to Bolman and Deal's fifth assumption, structures must be designed to fit the organization's current circumstances. The final assumption that provides the basis for the structural frame, is problems arise and performance suffers when the structure of an organization suffers from deficiencies; however, remedies can be identified through analysis of the structure and a focus upon restructuring.

Within the school organization, the principal might focus on the purpose of the structure as well as the how and why of the operating system currently in existence. The elementary principal encounters structural decisions throughout many areas of their job, which requires an executive, well thought out plan to cater to all stakeholders. For example, principals will need to make decisions regarding the structure of their building to plan for future or current overpopulation, change within the social or economic population, implementation of new research-based practices, and many other educational elements that lends itself to structural change that may impact the success of the school. Leaders must know when and how to adjust control or guidance in order to approach the situation accordingly (Bolman & Deal, 2008).

In other words, principals should be aware of external and internal structures that may impede the outcomes of the learning organization and find ways to utilize or redesign structure for clarity and stability. Bolman and Deal (2008) further describe the structural leader as one who has the capacity to parallel new structural models with environment, current trends and technology. It also centers on the direction for putting new structures in place.

According to Bolman and Deal (2008), effective structural leaders share similar characteristics. Structural leaders research, observe and analyze. They have the ability to alter the relationship, strategy and environment fluidly. Structural leaders focus their time on implementation and are not timid of experimentation. Leaders who emphasize and envision structure are mindful of placing people in the right position at the right time (Bolman & Deal, 2008; Taylor, 1911; Weber, 1947). Principals must know what challenges are occurring, who needs more support, what additional resources are needed and how the current ones are being allocated (McNulty, 2011).

Human resource frame.

The human resource frame concentrates only on the relationship between people and the organization (Bolman & Deal, 2008). This framework is based upon theoretical ideas of Maslow's Hierarchy of Needs and McGregor's Theory X and Theory Y (Bolman & Deal, 2008). As the school organization is pushed into global competitiveness and an information-intensive economy, new skills and demands are placed upon educators and students. Principals are faced with externally driven agendas to motivate teachers through performance-based pay merits and limited funding to offer substantial salary increases. With structural limitations, principals might consider various human needs to

fulfill teachers' individual desires to feel valued and to provide motivation for best performance within their positions. Fullan (2011) supports motivation of the masses through providing teachers with realized effectiveness through motion leadership. Motion leadership is simply considered a leadership style that causes forward movement (Fullan, 2011). Likewise, Bolman and Deal (2008) identify four core assumptions for the human resource frame. First, organizations exist to serve human needs rather than the opposing perspective, humans exist only to serve the organization. In addition, people and organizations need each other. Organizations need ideas, energy, and talent; whereas people need the opportunity to drive a career, earn a salary and seize opportunity to feel successful and fulfilled. The third assumption occurs as a stipulation of the first two: when the fit between individual and organization is not agreeable, one or neither will achieve desired outcomes. Either the organization or the individual, or both, may become victim to mistreatment or abuse. The fourth assumption is the opposite viewpoint of the aforementioned. A good fit of individual and organization is beneficial to both stakeholders. Human resource leaders find creative ways to build, hire, keep, invest, and empower employees, while promoting diversity and maintaining accountability (Bolman & Deal, 2008).

Political frame.

The political frame views a world that is built upon coalitions made up of diverse individuals and groups conflicting for power in order to obtain scarce resources (Bolman & Deal, 2008). The political frame, like Bolman and Deal's other frames operates based on five basic assumptions. Because, organizations are coalitions of assorted individuals and interest groups; coalition members will encounter differences in values, beliefs,

information, interest and perceptions of reality. This assumption appears valid due to the personal experiences and backgrounds of the various members that are brought naturally into the organization. The organization is also built on the assumption due to these enduring differences and scarce resources, conflict is prominent in the day-to-day affairs, making power a very important asset. Important decisions must be made on how scarce resources are allocated and what unit or individual gets what resource. The final assumption that drives the political frame focuses on how conflict negotiations drive goals and decision-making within the organization.

The principal, as leader, encounters several political arenas: parents, school boards, community members, teacher unions, local business, and governmental agencies. The principal understands time and money are two main resources that remain scarce in the educational realm. As a leader, the principal will also have to use power and position in order to allocate sufficient resources. Power is the ability to articulate preferences to gather scarce resources for survival and success (Bolman & Deal, 2008).

Elementary principals will need to be able to exercise power in various modes to be viewed as an effective leader. According to Bolman and Deal (2008), power can be exuded in different modes. Positional power is the ability to utilize the title to obtain a desired outcome. Elementary principals often utilize this power to influence parent support and student behaviors. Elementary principals are also often seen as the builders of their education team. In this respect, elementary principal's power is viewed as a control of rewards. Another example of power an elementary principal may utilize is coercive power. However, this power is often seen as a negative form of power. The elementary principal may need to utilize such force to block negative staff or special

interest parties that interfere or do not coincide with the educational mission of the school (Bolman & Deal, 2008). Principals may also utilize their information and expertise as a form of influence or power. Demonstrating the ability to problem-solve, gather the information to solve a problem and communicate resolutions are seen as very important skills needed to build reputable character and establish an effective reputation (Bolman & Deal, 2008; Reeves, 2009; Stronge, Richards & Catano, 2008).

Bolman and Deal (2008) state, “At every level in organizations, alliances form because members have interests in common and believe they can do more together than apart. To accomplish their aims, they need power” (p.201). As alliances form, the leader may also need to look closely at with whom and how relationships are formed. Power might also be obtained, influenced or shifted by individuals with attractive personality traits. Principals may encounter power struggles with a well-liked teacher or community member or in the same respect be able gain the respect of constituents through a gifted personality trait, such as a gifted sense of humor or a natural conversationalist. How one manages one’s self, such as building a reputation, alliances and networking can impact the amount of power gained or lost (Bolman & Deal, 2008; Kent, 2004; Senge, 2006)

The political frame is the ability to locate power sources and utilize power to guide an organization to success. Power can be obtained through either a position of authority or a partisan position (Bolman & Deal, 2008). As leaders mostly play an authority role, they must be prepared to listen openly and evaluate what type of power the partisan party may hold in order to make an effective decision. As an authority, positional power almost becomes automatic, however, an effective leader learns other ways to gain power in order to lead effectively. If the leader holds the partisan position, which he or

she may do in some aspects of the principal role, he or she must be able to do the same. Power and conflict are the forefront of the political frame and are viewed as a necessity for effective decision-making for organizational success. In the same instance, transactional and transformational leadership theories are typically defined as a power and influence theory (Livengood, 2012). Understanding the political realities of a situation calls for the principal to consider their own values and ethical principles, while creating political coalitions to enhance the long-term success of the school organization (Roddy, 2010).

The symbolic frame.

The symbolic frame's focus is on the culture, symbolism and visions of the organization (Bolman & Deal, 2008). Symbolic actions and thinking is the foundation of culture building. When implemented over time, symbolic behavior can shape an organization's individualization and character (Bolman & Deal, 2008). The image of the leader in the symbolic frame is an inspirational one driven by several core assumptions.

The symbolic frame concentrates not on what is most important or what happens, but moreover what it means. As people experience life differently, they bring varying interpretations of the activity and meaning of the activity to the organization. As the organization encounters uncertainty or confusion, each individual or unit of the organization creates symbols to resolve confusion, discovering or creating a guiding path which is designed by hope and faith. As groups of individuals collaborate, find similar meaning and engage in the understanding of events and processes, the culture created acts as the symbolic bond that drives the organization in obtaining desired outcomes (Bolman & Deal, 2008). The education organization is no different in the assumption that culture

is an important aspect leading to success of student progress and teacher perception of leadership effectiveness.

Similar research regarding symbolism or culture in an organization is noted by Peter Senge's (2006), *The Fifth Discipline*. His work discusses team learning and shared vision as an intricate asset to effective leadership within an organization. Both characteristics are represented in the tenants of the symbolic frame. Stronge, Richard and Catano (2008) identified collaborative leadership was valued higher in the area of school climate when compared to a directive or nondirective leadership style. When leaders are able to communicate, delegate and distribute efforts and develop trust with teachers and staff, the leader is more effective and more respected (Kouzes & Posner, 1995, 2012). The symbolic frame builds upon trust and faith to gather diverse ideals to work towards a common goal or vision (Bolman & Deal, 2010).

Multiple frame thinking.

By using multiple frames, a comprehensive picture of leadership emerges; both management and leadership collaboratively work for effectiveness. Bolman and Deal (2008) stated:

Leading and managing are different, but they're equally important. If an organization is over managed but under led, it eventually loses any sense of spirit or purpose. A poorly managed organization with a strong charismatic leader may soar briefly—only to crash shortly thereafter. The challenges of modern organizations require the objective perspective of managers as well as the brilliant flashes of vision that wise leadership provides. (viii)

Strong leadership by the school leader is likely to indicate an effective school, but successful organizations require leadership and management skills from administration. Research, such as the works of Bass (1985, 1999), Bass & Avolio (1993, 1994, 2004) and Yukl (2006) share similar beliefs that both transaction and transformational research must be in place to drive success forward. Further research is discussed later in this chapter.

Stronge, Richard, and Catano (2008) allude to the notion that the most effective school leader is prepared to handle challenging circumstance by consistently being aware of the situation. This characteristic is referred to as situational awareness. Situational awareness is one of twenty-one research-based leadership behaviors of Marzano, Waters and McNulty's (2005). This study recognized a high correlation between a principal who demonstrates situational awareness and high student achievement. Thus the effective school leader recognizes and understands his or her own ability to analyze the school environment and be prepared to handle any circumstances are indeed an important leader skill.

Leaders have to be able to navigate organizations fluently. Principals need to identify leadership tools that guide effective decisions and approach various situations accordingly. Effective supervisors need several tools, the skill to use each one, and the knowledge of how to match frame of thinking to each situations (Bolman & Deal, 2008). School leaders can view situations more successfully with this mental model. Most leaders and managers are successful when they can view situations from more than one angle. The best leaders use multiple frames of thinking, each offering a different perspective on collective situations. Framing in multiple ways can be advantageous. The most important skill is the ability to reframe. Reframing is a cognizant effort to assess a

situation from diverse perspectives and then find an appropriate way to approach and handle the situation (Bolman & Deal, 2010).

Carol Dweck (2006) and Michael Fullan (2011) address a fixed mindset versus a growth mindset way of handling circumstance. Individuals who operate with fixed mindset view intelligence and ability as a predisposed phenomenon and cannot be changed (Dweck, 2006; Fullan, 2011). Principals who use multiple frames or have the ability to reframe have a growth mindset. Leaders with this skill set believe they can get better through effort and change in ability and intelligence is possible (Fullan, 2011; Kotter, 2012; Leithwood & Janzi, 2000).

The school organization is very complex, confusing and often a whirlwind of political agendas, lofty morale and structural chaos. Success requires attention to meeting people's needs, producing desired outcomes, dealing with political interests and conflicts, while cultivating a shared spirit that makes work meaningful (Bolman & Deal, 2010). Although many principals enter the leader role with preconceived personal theories, the ability to reframe allows principals to see the school organization in a different perspective. When leaders are mundane in practice, they continue to rely on comfortable behaviors and values (Bolman & Deal, 2008, Fullan 2011). Once leaders recognize they are not inclined to stick to a certain theory or practice, they can explore multiple methods, then experiment and learn from experience (Fullan, 2011).

Transformational Leadership

Brief history of transformational leadership.

The perception of effective leadership is not simply based on leadership behavior, but also calls for involvement in all facets of the organization, including the perception of

the constituents. A leader's ability to adjust to a situation and behave in an effective manner may guide the organization in the right direction, but how the follower perceives the particular behavior in a current situation will often determine the depth of leader efficacy. Barnett, McCormick, and Connors (2001) stated that there is a significant relationship between an educational leader's success and a teachers' perceptions of how the leader's behavior will ultimately influence the overall mission of fluent teaching and learning. In the field of education, how teachers and principals view one another in a leader-follower relationship is critical. Research on qualities that followers find appealing and motivating, is essential. In a study of transformational leadership, Bass and Avolio (2004) concluded that a leader's effectiveness is related to specific behaviors, which they have described as transformational leadership characteristics. Transformational leadership studies provide the basis for determining effective leadership behaviors.

The foundation of transformational leadership studies began in the field of political science, was used to identify the characteristics existing in historical leaders and then continued into the concept of other business organization (Bass, 1985, 1999; Bass & Avolio, 1993, 1994, 2004; Burns, 1978; Leithwood & Janzi, 1999, 2000, 2005, 2006, 2008; Leithwood & Sun, 2012). Transformational leadership theory, first introduced by James Burns, assumed that people who display particular leadership behaviors could inspire followers to higher levels of performance and dedication (Burns, 1978). According to Burns, transformational leadership occurred "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). A transformational leader relies upon core values and motivation, unlike the transactional leader who operates only upon structure,

managerial, short-term thinking. A transactional leader, often referred to as managerial leadership, also operates upon a reciprocal relationship in some aspects. The transactional leader, however, views the relationship as a behavior compliance, give-and-take relationship instead of a mutual partnership. The focus of transformational leadership was a more futuristic forward-thinking agent dedicated to increasing the productivity of an organization instead of maintaining the present status quo (Bass, 1985, 1999; Bass & Avolio, 1993, 1994; Burns, 1978). As society continued to unveil rapid changes, focus upon increased production called for a leader who could motivate versus maintain.

Bass (1985) built upon Burns' research, asserting transformational leadership could not thrive without the components of transactional leadership. Bass (1985) used the word transformational to describe Burns' transforming leadership; and this has become the accepted language when describing the specific behaviors in which leaders engage and make them effective leaders. Bass' model of leadership is composed of both transformational and transactional leadership strategies. Merging the two strategies, Bass and Avolio (1993, 1994, 2004) developed four transformational leadership behaviors, which later were the driving component of further transformational leadership studies and creation of the Multifactor Leadership Questionnaire (MLQ). The four behaviors referred to in the MLQ are known as the four I's of transformational leadership. The Four I's (Bass & Avolio, 1994, 2004) are described as follows.

Idealized influence is defined in terms of the followers' reactions to their leader and his or her behavior. The leader displays effective communication, consistency and is seen as trustworthy. *Inspirational motivation* is displayed by the transformational leader

when he or she motivates and inspires those around them by providing meaning and challenge to followers' work. *Intellectual stimulation* is how a leader communicates and motivates followers to be innovative, risk-takers and problem solvers as individuals and in a group setting. *Individualized consideration* is the characteristic in which the transformational leader provides direct attention to individual's need and personal growth. The transformational leader provides optimum opportunities for learning and is supportive of individual differences and needs (Bass & Avolio, 1994, 2004).

Other research has taken a derivative of Bass and Avolio's five factor dimensions of transformational leadership. Kouzes and Posner's Leadership Effectiveness Model (1995, 2002, 2013) also focused on five practices of effective leadership for increasing the success of an organization. These practices include: challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart (Kouzes & Posner, 1995, 2002, 2003, 2007, 2012, 2013).

Kouzes and Posner (1995)'s work included over 780 surveys and 42 in-depth interviews with managers and non-managers from several occupations. The focus of their studies was built upon the question: the personal traits or characteristics individuals look for and appreciate in a leader (Kouzes & Posner, 2002). After a significant amount of responses, Kouzes and Posner narrowed the list to 20 characteristics. Those characteristics were sent internationally in a questionnaire to 500,000 to 750,000 people annually, again asking constituents to identify what they seek out and respect in a leader, someone whom they would readily follow (Kouzes & Posner, 2012). Over the last twenty years, four characteristics remained consistent receiving over fifty percent of the votes. Most people, whom willingly followed a leader, believed the leader was: honest,

forward-looking, and competent and inspiring (Kouzes & Posner, 2007). Kouzes and Posner (2002), in their research, found the five practices of exemplary leadership effective in varying professions: managerial roles, sole proprietorships, volunteer roles, religious leaders, government positions, teachers, school principals and even student leadership positions. As a leader engages in these exemplary leadership practices, the more likely it is they will have a positive, lasting influence on others within the organization (Kouzes & Posner, 2002, 2007, 2012).

Kotter (1990) also focused on the impact of transformational research in an organization. According to Kotter (1990), leadership could be divided into three dimensions: establishing direction, aligning people, and motivating and inspiring. Kotter's research is similar to Bass and Avolio (1994) in the way that transactional leadership was deemed as a necessary component of leadership efficacy. However, Kotter's three leadership dimensions keyed in on the long-term sustainable successes versus the managed short-term success. Similarly, Kotter's, establishing a vision, mirrors Bass and Avolio's inspirational motivation, placing focus on setting challenging goals and providing the necessities and commitment needed to reach the goal, as well as clearly and passionately communicating the vision (Bass & Avolio, 1994, 2004; Kotter, 1990). The second dimension, aligning people, encompasses the same behaviors described by Bolman and Deal's (2008) human resource framing. Kotter's dimension encompasses the idea of not just communicating goals to obtain the vision, but seeks commitment from individuals, building teams and coalitions to create a positive sustainable organization. Both researchers mimic the transformational leadership of Kouzes and Posner's (2012) enabling other to act, so all constituents have a meaningful place in the organization.

Thus, the concept of transformational leadership portrays a process that drives followers to attain organizational and personal goals to their greatest potential through inspiration, communication and integrity.

Transformational leadership in education.

Transformational leadership studies in the field of education did not make an appearance until the 1990's (Bogler, 2001; Ergle, 2012; Griffith, 2004; Hall, Johnson, Wysocki & Kepner, 2008; Hallinger & Heck, 1998; Kent, 1999, 2004; Kent et. al, 2001; Kotter, 1990; Leithwood & Janzi, 2005, 2006). Research on transformational leadership, in the last decade or so, has attempted to examine the effects of transformational leadership practices on behaviors that drive educational effectiveness. Transformational research suggests that leadership is not a position, but a collection of practices and behaviors.

Hallinger (1992) expressed that the role of principals is evolving into a more mutual decision-making approach, including teachers and parents collaborating with the principal. He emphasized that the principal as a transformational leader has a better vision of what is needed to identify problems and solutions to the constant transformation of the educational organization. Leithwood (2000) and other researchers (Bogler, 2001; Ergle, 2012; Fernandez, 2012; Fullan, 2010; Griffith, 2004; Leithwood & Jantzi, 1999, 2000, 2005,2006; Leithwood & Sun, 2012; Sergiovanni, 1990) advocate that transformational leadership strategies are especially important to the challenges schools face in current times. As school organizations include various stakeholders with sometimes conflicting ideals of what makes the educational organization successful, Leithwood and Jantzi (1990) asserted transformational leadership nurtured the

development of collaborative school cultures. By demonstrating transformational leadership, principals are more likely to build a collaborative school culture with parents, students and teachers. A transformational leader helps build shared purpose among school staff members. The leader pays high regard to the purposes of staff members and creates high levels of commitment to the accomplishment of these purposes. Such transformational leaders nurture purpose and beliefs of school staff about the contribution each member may make to one's practices. They also encourage openness to new ideas and practices, and take time to have dialogue of such ideas and practices with other staff to gather an overall picture of the culture. Both individual and group reflection on the purposes and practices and how each may improve the organization are encouraged by the leader, including reinforcement to periodically identify and assess the purpose and practice is merited (Leithwood & Jantzi, 1990).

Leithwood joined other researchers to continue several studies in the early 90's. Leithwood and Jantzi (1990, 1999) studied the transformational behaviors principals used to build collaborative school cultures to improve educational success. In their research, principals utilized six common behaviors proving effective in growing a sustainable school culture. Defining strong culture, promoting staff development, focus on norms, values and beliefs, shared power and honoring cultural values through symbolic meaning shaped a positive culture. Their sample consisted of nine elementary and three secondary schools from ten different boards of education across southern Ontario (Leithwood & Jantzi, 1991).

Findings from Leithwood and Steinbach (1991) supported the concept that effective principals used group problem solving strategies demonstrating transformational

leadership behaviors. Principals invited teachers, parents and students to be part of the decision-making process creating a team atmosphere simulating transformational behaviors of intellectual stimulation and individualized consideration (Bass, 1985). As they continued their research, they explored the effects of transformational leadership on community, teacher professional development and social organization.

Leithwood and Jantzi's (2006) most recent research was a study to test the effects of a transformational model of school leadership on teachers, their classroom practices, and student learning. Using a three category model, Leithwood and Jantzi (2006) categorized nine specific behaviors under three main umbrella strategies: *setting direction, developing people* and *redesigning the organization*. Under *setting direction*, principals practiced goal setting, communicating a common vision, and holding high expectations. Under *developing people*, the principal showed behaviors that provide intellectual stimulation, individualized support and motivation, and modeled focused professional development. When *redesigning the organization*, educational leaders practiced collaboration, group decision-making, and developed relationships in a community setting. As a result of this study, Leithwood and Jantzi (2006) found significant influence between transformational leadership and teachers' willingness to change or try new practices. These implications require further research on more specifically the transformational behaviors that most likely had the largest impact.

Contemporary research of transformational leadership at the school level found an impact on teachers' perceptions and behavior (Bogler, 2001; Griffith, 2004; Leithwood & Jantzi, 2006). Transformational leadership has been linked to the commitment of employees to the organization, their trust in their leader, their job

satisfaction and their motivation to learn. In education, it seems to affect teachers' attitudes toward their school, and their commitment to change and learning (Bass, 1999; Hallinger, 2003). One of the most striking transformational behaviors identified is trust (Jung & Avolio, 2000). The formation of trust in schools seems to be important in that the scope that policymakers make principals responsible for the effectiveness of school success, and ultimately student achievement. When there is trust, all educators and stakeholders are willing to share and exchange ideas willingly with their colleagues and the leader (Shih, Chiang, & Chen, 2012; Stewart, 2006). Finnigan (2010) also replicated the prior findings in her quantitative research. When trust is not present, it is difficult for schools to move forward or create a collaborative culture. Another quantitative study, Mirza and Redzuan (2012) researched the relationship between the leadership style of primary school principals and teachers' trust in their school leader. They found that there was a statistically significant relationship between the principals' transformational leadership behaviors and the trust of teachers. Specifically, high levels of trust were associated with transformational leadership in that there were high positive correlations between teachers' trust in their leaders and transformational leadership behaviors.

Further research of transformational leadership in education, focused on teacher's motivation to learn. In Leithwood and Jantzi's (2006) study, it was found that transformational leadership had a significant effect on the desire of teachers to change their practices, their motivation to learn and their ability. Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011) indicate transformational leadership behaviors were a key factor in encouraging teachers to learn and try new teaching practices. It was found that transformational leaders had a direct effect on teachers' motivation to learn, on the

achievement of goals and on the participation in joint decision making in the school setting in Holland. Moreover, in a case study, King (2011) studied the role of transformational leadership in the development of teachers' professional development. Her research aimed to find out how leadership affects teachers' learning. The sample consisted of teachers and principals working at five Irish schools. According to King, in cases where school leaders focused on long-term goal setting and a shared vision, and also gave opportunities for using collaborative decision making, teachers learned from each other. The participants of this study felt gratified when they used cooperative learning, giving them the chance to learn and support each other in their job. King (2011) concluded that transformational leadership had an important effect on teachers' professional development by allowing them to improve and build upon their teaching practice.

Transformational leaders are viewed as effective because of the importance they place on engaging followers' values, self-worth, and celebrating individuality (Bass, 1985, 1999; Fullan, 2011; Senge 2006). These leaders have charisma, know how to remain optimistic, and have the urge to motivate and inspire followers in order to effectively transform the organization (Duehr & Bono, 2006; Yukl, 2006).

Transformational leadership is considered to be an effective and predominant process that changes and transforms individual people, similar units or groups, and entire organizations (Northhouse, 2007; Hall, Johnson, Wysocki & Kepner, 2008).

Kent's Transformational Leadership Behaviors

With an abundance of research, the specific behaviors that define transformational leadership vary between researchers. Various researchers have compiled consistent

behaviors and organized them into a model or dimension of similarity. Thomas Kent's (1999, 2004; Kent et al., 2001) Leadership Behavior Inventory helps specifically identify behaviors that are related to transformational leadership and has been implemented internationally to help achieve an international model for leader behavior (Gioconda, Marvin & Kent, 2008). Although, Kent's core belief resides in that the ultimate challenge is to develop complete leaders/managers. Kent implies it is imperative that researchers investigate the two functions of leading and managing, how those functions are interrelated, and how they are utilized in various situations (Kent, 2005). Additionally, preparing those leader/managers for any situation, and to apply those behaviors appropriately would be the ideal addition to any leadership research. In order to do so, a description of leadership behaviors or competencies were developed.

Behavioral descriptions were derived from distinguished leadership authors to create a questionnaire that would identify behaviors of leaders as described by their subordinates. Kent's research focused mainly on transformational leadership, specifically by the works of Bennis & Namus, 1985; Conger, 1989; Kotter, 1990 and Kouzes and Posner, 1995 (Kent, 2004). The purpose of developing these leadership behaviors is to attempt to measure leader behavior using structural equation modeling and achieve a global measure for leader behavior. " Kent et al. (2001), using SPSS, factor analyzed behavioral descriptions of leaders' performance and developed four factors. A reanalysis of the data using LISREL confirmed the original four factors plus a fifth factor (Kent, 2005)" (Giocando et al., 2008, p.679). The five leadership behaviors associated are: *visualizing greatness, empowering the we, communicating for meaning, managing*

one's self, care and recognition. Each behavior is described in detail in the following sections.

Visualizing greatness.

Visualizing greatness refers to having a sense of direction and a clear sense of the future, while effectively communicating the vision to others. Simply having a vision is not enough to be an effective leader, but the leader must be able to motivate, inspire and build enthusiasm within the organization (Kent, 2004). Similarly, this behavior resembles, Kotter's *Establishing Direction* (1990), Kouzes and Posner's *Inspiring a vision* (1995, 2012), and Bennis and Nanus (1985), *Attention Through Vision*. Each researcher speaks directly about the importance of goal setting, communication, gathering and maintaining inspired, motivated followers, as well as obtaining sustainable, positive results.

Leaders who inspire a vision communicate excitement about the part other people are playing in making the organization's mission a reality; speak openly and positively and often about the bright future for the organization (Kouzes & Posner, 2013). Effective leaders who practice visualizing greatness, find ways to build relationships through creating a sense of anticipation and promising stance toward the organization's future. Bennis and Nanus (1985) reiterate vision as the driving force of an organization. The vision allows all constituents, leaders and followers, to find their role within the organization and, at the same time, meet the goals of the organization, as well as receive personal attainment. In other words, vision puts purpose into action. Bolman and Deal (2008) shared similar views within the core assumptions of the human resource frame. When organizations provide meaning to work, they will often get the talent and energy

needed be successful. Bass and Avolio's (1994) transformational research also articulates visualizing greatness as an effective leadership behavior. Their coined term, *inspirational motivation*, similarly articulates effective leaders will hold high standards, challenge constituents to invest in the organization's vision concurrently while empowering them to reach their own individual potential.

Other researchers share similar frames of thinking. Daniel Pink (2012) extends visionary thinking through a lens of working for the "why", not the "how". People, by nature, seek purpose and want to be part of causes greater than themselves. Peter Senge's (2006) research also identifies the importance of shared vision as a key element to leadership effectiveness. Shared visions are collaborative visions that encourage genuine commitment and are reflective of their own personal vision. A shared vision, especially one that is genuine and apparent, inspires people to reach higher and strive for individual and group goals. Work becomes purposeful and brings life and personalization in the organization (Senge, 2006,). "Nothing bonds a team like a shared mission. The more that people share a common cause—whether it's creating something insanely great, outperforming an outside competitor, or even changing the world—the more your group will do deeply satisfying and outstanding work" (Pink, 2009, p. 174).

Empowering the we.

Empowering the we is the ability to create a sense of unity, team and engaged commitment from constituents within the organization (Kent, 1999, 2004). Although many functions or actions within empowering the we overlap into visualizing greatness; empowering the we is dedicated to the people of the organization and celebrating their personal meaning and success, as well as a cohesive unit that values team. In this

respect, the role of a leader is to promote cohesiveness among the organization, promote a sense of well-being, develop an understanding of purpose, and to develop a shared vision, as well as create opportunities for others to grow as leaders (Marzano et. al, 2005).

Empowering the we is a culture-building concept that cultivates each individual, including the leader, making each person valuable and part of something bigger than themselves. Leaders who foster empowering the we, also strengthen others by increasing their own self-determination and developing competence. Pink (2009) focused his research on the need for human beings to direct their own lives and each person is motivated by innovation and autonomy. Researchers at Cornell University studied 320 small businesses, half granted autonomy, the other half relied on top-down initiatives. The business that offered autonomy grew at four times the rate of the top-down firms and had one-third the turnover rates (Pink, 2009). All individuals have personal goals and views. Allowing workers to explore and make decisions toward a shared vision builds a sense of identity and encourages a commitment to the organization.

Supporting transformational leadership research also endorses the importance of empowering the we, through categories or behaviors such as, individual consideration (Bass & Avolio, 1994), enabling others to act (Kouzes & Posner, 2002, 2003, 2007, 2012), aligning people (Kotter, 1990), and in the education organization, developing people (Leithwood & Jantzi, 2006). In each model, effective leaders enable others through promotion of learning, creation of choice and demonstration of confidence to attain the organization's vision successfully while celebrating individuality and encouraging personal growth. In addition, individuals are each still viewed as a learner.

Each member of the organization holds a sanction of personal mastery, the desire to continually build and develop in their own personal vision. Personal mastery can be viewed as the “cornerstone of the learning organization” (Senge, 2006, p.7).

Organizations often do not spend the time encouraging the growth of the people, but encourage people to grow to meet the organization’s needs. Barriers of motivation are then created and lack of commitment prevails (Senge, 2006).

In addition to personal mastery, Senge’s team learning discipline also mirrors empowering the we. Team learning is an opportunity for members of the organization to brainstorm and create meaningful discussions and dialogues to bring forth individual experiences, mental models, and leadership to the organization’s vision (Senge, 2006). Leaders often struggle with the ability to relinquish power, but research signifies that power is a unit of exchange and when used in reciprocity, leaders are seen as more effective (Kotter, 2003). Empowering the we is the ability to foster collaboration, get people involved in decision-making, exhibit genuine care about the people within the organization and hold positive positions on the organization as a valuable asset to the greater good (Kent 1999, 2004). Empowerment often comes in the form of significance, enjoyment, a sense of family, and competence (Kotter, 2003). Kouzes and Posner (2012), affirmed effective leaders are those who foster collaboration through creating a climate of trust, facilitating relationships and strengthening others while developing confidence and enhancing self-determination. Transformational leaders, who empower the we, focus careful attention on the recognition of strengths in each individual within the organization and embrace the opportunity to communicate growth and success as a team.

Care and recognition.

Kent (1999, 2004) states exemplary leaders bring others to life by providing care and recognition for all individual and group interests within the organization. When leaders take the time to recognize contributions, show appreciation for individual excellence and celebrate the changes and successes of the organization, people feel valued and are more apt to see the leader as effective and put forth optimal efforts as individuals. (Kent, 2004, Kouzes & Posner, 2012). Consistently, Pink (2009) suggests that people are intrinsically motivated, and employees do not need extrinsic rewards to feel valued. “Humans, by their nature, seek purpose – to make a contribution and to be part of a cause greater and more enduring than themselves” (Pink, 2009, p.223). This research suggests that leaders who communicate the importance of individual contribution, encourage employee autonomy and inspire creativity and personal growth are more effective. When individuals feel important, valued or celebrated, each is more apt to put forth more effort, trust and energy into situations. For these reasons, many organizations advocate a commitment to fostering personal growth among constituents because they believe it will make the organization more successful. (Senge, 2006).

Care and recognition encompasses the notion that exemplary leaders create an environment that makes it comfortable to receive and give feedback, while maintaining high expectations about what groups and individuals can accomplish (Kent, 1999, 2004; Kouzes and Posner, 2012). Bolman and Deal (2009) concur with care and recognition through positive and open communication. In the human resource frame, Bolman and Deal stress the importance of emphasizing common goals and mutual influence, combining advocacy with inquiry, and communicating openly and honestly to test

assumptions and beliefs (Bolman and Deal, 2009). Effective leaders love what they do, model their passions and demonstrate care consistently by making their employees feel loved and empowered, then celebrated for their achievements.

Managing oneself.

To effectively drive success in the organization, a leader must first be clear about his or her own driving value and morale. A leader must portray his or her values visibly and identify his or her own voice (Bennis & Nanus, 1985; Kouzes & Posner, 2012; Kent, 1999, 2004). Managing one's self pertains to the leader's own self-control, confidence and awareness. Effective leaders are self-confident, morally sound, but also have an empathetic understanding of other's values, so that values are similarly shared within the group. The first step a leader must take along the path to becoming an exemplary leader is inward. It's a step toward discovering personal values and beliefs. Leaders must find their voice. They must discover a set of principles that guide decisions and actions. They must find a way to express leadership philosophy in their own words and not in someone else's. Yet, leaders don't just speak for themselves. They also speak for their team and their organization. Setting an example and living by that example in daily actions and decisions demonstrate commitment of core values and follow-through (Kouzes & Posner, 2012). Leaders are people who are willing to step out into the unknown. They're willing to take risks to find better ways of doing things, remaining positive and determined while doing so. Managing one's self means a leader must be a model of persistence and perseverance for their followers (Giocanda et al., 2008).

The history of emotional intelligence also backs the idea that managing one's self can assist leaders in more effective leadership. A significant body of research suggests

that a person's ability to perceive, identify and manage emotion can lay a solid foundation for success in any position (Fullan, 1998; Goleman, 1995; Salovey & Mayer, 1990; Sosik & Mergerian's; 1999). Without the ability to self-regulate and self-manage, individuals who are in a leadership role may encounter difficulty controlling emotions, portraying empathy and building relationships. Managing one's self is also the ability to identify emotions experienced and determining the meaning behind those emotions, so one can act appropriately, setting the example and tone for the situation. This awareness is identical to the emotional intelligence theory where a person is aware of one's goals, intentions, responses, emotions and behaviors, as well as the ability to comprehend and respond how others are feeling (Goleman, 1995). Such behavior is consistent with other leadership research such as Michael Fullan's (2011) key insight, "Be Resolute". Leaders, who use impressive empathy, or putting yourself in other's shoes, are more effective than leaders who tell the way (Fullan, 2011). Pink's (2012) research also signifies that the secret to leadership in our own lives and in organization is the human need to direct our own lives and give purpose to *why* we do the things we do.

Communicate for meaning.

Kent's communicate for meaning is the behavioral category that seems to stand out from other models. Other transformational leadership behaviors incorporate communication spun throughout each behavior category. Kent keeps communication for meaning separate to signify the importance of specialized communication focused on meaning and purpose. Kent's communicating for meaning focuses specifically on the leader having the ability to effectively explain why he/she is taking certain action or making decisions, with emphasis on the principles or values behind it. (Kent, 1999, 2004;

Kent et al. 2001). A leader who is able to communicate for meaning not only says what they mean, but lives what is said. In other words, the follow-through is a delicate behavior that creates a positive, trusting culture.

Communicating for meaning is a critical behavior of transformational leadership, because by definition, transformational leadership's sole existence is based upon leader/follower (Burns, 1978; Bass, 1985; Bass & Avolio 1993, Bennis & Nanus, 1985). Therefore, perception is essential when a leader is communicating meaning or purpose, especially in turbulent or stressful situations. Leaders will make communication the purpose and meaning of the situation, will create a sense of commitment, influence others and utilize the opportunity as a time of learning (Kouzes & Posner, 2012). Practitioners who communicate with meaning will often take the opportunity to listen, teach and guide constituents through a process, celebrate small wins, and do so proactively and consistently.

Gender Differences in Leadership.

In addition to preferred leadership methods, conflicting research suggests gender may not impact leadership effectiveness. Leadership is based on a social interaction between leaders and their peers, supervisors, and subordinates. Teachers' perceptions of effective leadership in the views of Hur (2008), is one where schools are pragmatically aware of the significance of leadership positions in the field of educational leadership. The quest for the best candidate to serve, places the needs of the educational sites above the needs of individual leaders irrespective of gender. Therefore, a leader who can develop leadership skills through practical interaction with all stakeholders is preferred (Fullan, 2001) over gender.

Research, in the subject of relationship between leader gender and leadership effectiveness, attempts to identify strengths and weaknesses in both male and female constituents. The majority of research, however, reveals no unchanging pattern of differences in leadership practices between men and women. Some research shows once women obtain leadership power in legitimate circumstances, their practices resemble those of men (Ayman & Korbik, 2010). Kanter (1977) argues that men and women do not differ in the way they lead, but that a leader adapts his/her leadership style to their situation and conforms to what is expected of them in the managerial role, ignoring their gender's influence on their leadership style. Yukl (2002, 2006), researcher in leadership and influence, has found few differences in how men and women regard leadership. In contrast, current research also suggests that significant differences in the way males and females *approach* leadership is evident (Shakeshaft & Nowell, 1992). First, upbringing differences and role expectation differences naturally will drive one's disposition. Therefore, due to stereotyping in upbringing, some dispositions will not waiver (Yukl, 2002). In addition, female leaders have a more nurturing leadership approach, where males are portrayed as a more "take charge" approach (Yukl, 2002). There are two schools of thought on gender differences in leadership styles. While some argue that men and women practice the same leadership skills and techniques just in different situations, others argue that men and women use completely different leadership styles. Furthermore, focus among leadership and gender researchers criticized the simplicity of these arguments, proposing that studies should not be asking whether there is a perceived gender difference in leadership but rather when and why there may be gender differences in perceived leadership effectiveness (Eagly & Karau, 2002).

Eagly and Karua (2002) proposed female leaders might be viewed as inadequate leaders dependent upon historical social roles, context of leadership as well as the characteristics of those whom evaluate the leader. However, the context of when, where and by whom leaders are evaluated will directly impact their effectiveness. Paustian-Underdahl, Walker and Woehr (2014) extended the studies of Eagly and Karau's (2002) role congruity theory in a meta-analysis study. Their analysis is consistent with Eagly and Karau's role congruity theory that men are viewed as more effective leaders in a male-dominant business (Paustianl-Underdahl, Walker & Woehr, 2014). However, a contradiction was noted within education organizations, where women were viewed as more successful (Paustian-Underhal, Walker, and Woehr, 2014). These studies imply a call for further examination of relative influences upon gender differences and leadership effectiveness.

Bolman and Deal gender differences.

Bolman and Deal (1991,1992) found no differences in frame orientation among men and women. No important differences were found in leader effectiveness ratings depending upon whether the respondent was male or female. In the field of education, many studies indicate that leaders, male or female combined, will predominantly use the human and structural frames most often (Beck-Frazier et al., 2007; Bolman & Deal, 1991, 1992; Griffin, 2005). Even though women, historically, have predominantly held a majority of education roles, as of 2007, they still accounted for only 15 percent of leadership roles (Bolman & Deal, 2008). The need for further research to differentiate how men and women lead was implicated.

In one particular study by Bolman and Deal (1991), women in comparable leadership positions, rated themselves significantly higher than men on the structural, political, and symbolic leadership frames, by use of the Leadership Orientation Instrument (LOI) for Self (Tillman, 2012). In 1992, a second mixed-methodology study by Bolman and Deal was employed, once again utilizing the LOI for Self was given in combination with interviews. Two hundred eight K-12 school administrators in the state of Florida and 220 school administrators from Singapore served as participants in the study to analyze the frame orientations of educational leaders. The study found all four frames were significantly associated with leadership effectiveness. Furthermore, the symbolic frame was noted to predict leadership effectiveness, whereas the structural frame was found to predict managerial effectiveness. In conjunction to gender, this study indicated women rated higher than men on every frame, and utilized the symbolic frame more often than men.

Other studies indicated significant differences in the way males and females utilized leadership frames within educational organization. Studies were only found for secondary and post-secondary learning organizations. Beck-Frazier, White and McFadden (2007) used the Bolman and Deal (2008) framework to characterize 15 female deans of education across the United States. These female deans utilized the human resource frame most often, followed by the structural, political and symbolic frames. They did not utilize multiple frames in contradiction of Bolman & Deal's (1991) assertion that multiple frames were needed for effective leaders.

Davis' (1996) study of 49 female and male secondary school principals in Pennsylvania reported more females operated from managerial frames, structural and

political, than males. Also discovered in this study, both genders most frequently operated from the human resource frame; however, males used one to two frames more frequently, while females operated from multiple frames. Many other research studies of post-secondary were conducted, all with inconsistent findings (Tillman, 2012). Gender difference research, however, shows consistent patterns in leadership frame orientation, but limited research exists on specific gender differences in transformational leadership behaviors and effectiveness especially in the field of education at the elementary level. (Kent et al., 2010).

Gender Differences in Transformational Leadership

While there is data to indicate that women leaders employ different leadership styles than men (Karau & Eagly, 1999; Kim & Shim, 2003; Paustianl-Underdahl, Walker & Woehr, 2014, Rosener, 1990; Yukl, 2002), limited research has been examined of specific transformational leadership behaviors engaged by women vs. men (Kent et al, 2010). Role congruity theory, an important aspect to consider in gender research, still plays a vital element in placement of men and women in a leadership role. As mentioned, society has certain expectations for the role of men and women. Women are expected to be more sensitive, nurturing and caring; whereas men are expected to demonstrate qualities such as assertiveness, willfulness, and being more demanding (Eagly & Karau, 2002; Eagly, & Carli, 2004; Newport, 2001). With this conflicting research, further research should be considered regarding transformational leadership behaviors of men and women.

Eagly and Johnson (1990) analyzed 162 studies and showed women used a more participative and inclusive style of leadership in informal leadership positions, such as

small focus groups, yet men were more likely to continue and use their formal leadership which consists of a more directive, controlling style. Bass and Avolio (1994) used the Multifactor Leadership Questionnaire, an instrument developed to study transformational leadership behaviors, to show that women were more inspirational and paid close attention to the care of constituents, as well as individual consideration behaviors and idealized influence behaviors, more so than their male counterparts. Rosener (1990) found that women described their leadership style using transformational leadership behavior descriptions, whereas men used a description of a more laissez faire leadership, which demonstrates traits that are more passive in nature. Eagly and Johannesen-Schmidt (2001) also showed similar findings in their meta-analysis of 47 studies of men and women who proclaim they utilized transformational leadership style. Their findings mirror Bass and Avolio's (1994) research, in that women exceeded men significantly on individualized consideration. Individualized consideration encompasses behaviors also described in Kent's (1999, 2004) care and recognition and Kouzes and Posner's (1993, 2012) encouraging the heart. The results of Kawatra and Krishnan's research (2004) also provided support to the claim that feminine leadership creates team-oriented, collaborative and people-oriented cultures. On the other hand, the research also stated transformational leadership increases achievement and competition. Women scored lowest in areas of competition, which led to a reduction in the organization's stability. Due to the inconsistency in past research, further research on gender and leadership is needed especially in the areas of elementary education.

Kent et al. (2010) conducted research utilizing the Leader Behavior Inventory, the LBI to examine the differences between men and women leaders with respect to their

transformational behaviors. The conflicting findings of the aforementioned research led Kent to believe that if the leadership styles of men and women vary little in differences, then the results of leader success would also have little differences. As a result, Kent attempted to explore leadership deeper by looking at the specific leadership behaviors employed by women and men. In order to also better understand leadership behaviors and organizational success, Kent et al. (2010) considered the Leadership Categorization Theory (Johnson et al., 2008, Offerman, Kennedy, & Wirtz, 1994). The Leadership Categorization Theory suggests that constituents hold personal ideals about how their leader behaves and they hold different ideals for men and women. So, if the prior research resulted in female leaders being viewed, or seeing themselves as more transformational, then Kent thought it may be necessary to study the specific behaviors that define transformational leadership versus the generic leadership style.

Transformational leadership behaviors were assessed using the Leadership Behavior Inventory (LBI) which assesses leadership behaviors in five categories: visualizing greatness, empowering the we, communicating meaning, managing one's self and care and recognition. The results of the study found there was no significant difference between men and women in four of the categories, but did find a significant difference in how men and women communicate meaning, or how constituents perceived male and female leaders communication of meaning. This finding suggests that men may attempt to communicate meaning more than women (Kent et al, 2010). Further studies were recommended to investigate which forms of communication differ, as communication is a wide category. Limited research still remains on transformational leadership behaviors

and perceived leadership effectiveness of male and females in the leadership role, especially in the area of educational leadership.

Summary

Although leadership is widely researched, “many views of leadership fail to recognize its relational and contextual nature and its distinction from power and position. “A multi-frame view provides a more comprehensive map of a complex and varied terrain” (Bolman & Deal, 2008, p. 372). Bolman and Deal’s (2008) Four-Frame Leadership model encourages principal leaders to understand their own strengths, work to improve and build upon them, while growing other leaders within the educational organization in all four frames: structural, political, human resource and symbolic.

Kent’s five leadership behaviors also provide insight on how a leader’s behavior, may impact how others view the leader’s effectiveness within the organization. How a leader interacts with followers can impact the accomplishments of the organization as a whole. A relationship built upon mutual respect and conviction will overcome the greatest of obstacles and make a significant impact (Kouzes & Posner, 2012).

Empowering the we, visualizing greatness, communicating for meaning, managing one’s self, and care and recognition are the five categories that attempt to summarize the key behaviors of transformational leadership (Kent 1999, 2004; Kent et al., 2001).

Transformational leadership has been positively linked to organizational success (Burns, 1978; Bass 1999; Bass & Avolio, Yukl, 2005; Bono & Judge, 2004; Eagly & Johannesen-Schmidt, 2001; Leithwood & Jantzi 1999, 2000. 2005). The literature review supports there is insufficient research, especially in the education field, specifically in elementary education; the concept of a leader’s preferred leadership frame may affect how faculty

perceives the leader. This study will help identify if and how the leader's self-perception of leadership impacts their followers' perception of their leadership effectiveness.

Chapter Three provides a description of research methodology, sampling procedures, and data analysis methods. Chapter Four includes research findings based upon data. In Chapter Five, the results of the study are explicated and implications for further research provided.

Chapter Three

Methodology

Introduction

An elementary principal's leadership is key to the success of the educational organization. The elementary principal must be able to make effective decisions in a multifaceted arena. How an elementary principal makes those decisions may affect the teachers' perception of leadership effectiveness. Bolman and Deal's (2009) four-frame leadership model implies a leader works from a preferred frame: political, human resources, symbolic or structural. The principal's preferred frame guides decision making and may set the tone for organizational progress and success. How these decisions are made and acted upon may be perceived as effective or ineffective by the teachers.

Purpose of the Study

This quantitative descriptive study was designed to examine how a principal's preferred leadership frame may impact the teacher's perception of transformational leadership behavior. Most research points to a direct relationship between highly regarded leadership behavior and the success of the educational organization in the general areas of student achievement and teaching and learning (Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K, 2004). Much of what is known about school leadership is based on teacher perceptions of leadership practices (Leithwood & Janzi, 1999; 2006). The purpose of this study was to determine the level of significance between an elementary principal's preferred leadership frame and its impact on the teacher's perception of the principal's transformational leader behaviors. Bolman and

Deal's Four-Frame Leadership Model and Kent's Transformational Leadership behaviors were the theoretical framework in this study; therefore, the researcher selected survey tools specifically aligned to these works. In this chapter, details of the participants, procedures, research setting and design will be given.

Research Questions

1. What is the impact of elementary principal's preferred leadership frame (political, structural, human resource, symbolic, multiple) on teachers' perceptions of their principal's overall transformational leadership behaviors?
2. What is the impact of elementary principal's preferred leadership frame on teacher's perception of principal's leadership effectiveness in specific areas of transformational leadership (visualizing greatness; empowering the we; communicating for meaning; managing one's self; care and recognition)?
3. Does gender play a role on the impact of a preferred leadership frame on teacher's perception of transformational leadership behavior?

Research Hypotheses

In an effort to answer the aforementioned research questions, the following null (H_0) hypotheses were investigated:

1. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on the teachers' perceptions of the principal's overall transformational leadership.
2. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on their teacher's perception of their behavior in specific areas

of transformational leadership (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition).

3. H₀: Gender does not play a statistically significant role on the impact of a principal's preferred leadership frame or teachers' perception of transformational leadership behavior.

Participants

The participants in this study included public elementary principals and teachers in the state of Missouri. For the purpose of this study, elementary principals were defined as lead building principals of public schools, in buildings which housed any combination of kindergarten through sixth grade levels. Of the 548 principals invited, 95 elementary principals actually participated in the study for a 17% return. The principals who participated were instructed to forward the teacher survey to five teachers in the building who would serve as a representative sample of the faculty. Out of a possible 475 teacher participants invited, 184 teachers responded to the study for an approximate 39% return. Due to the importance of matching teacher data with their corresponding principal's data collection to complete the research, only principal surveys with corresponding teacher surveys were utilized in the data analysis. Twenty-five of the 95 principals' surveys correlated appropriately with teacher survey responses, providing a response rate of 26%. Of the 184 teacher respondents, 86 responses were appropriately matched to a principal response, consequently providing a return rate of approximately 47%.

The participants, used for this study, were chosen by the researcher from the updated listing obtained through the Missouri Department of Elementary and Secondary

Education. Schools designed specifically for students with disabilities or gifted students and charter schools on the list were excluded. The researcher's decision to not include these participants was based upon the idea that the culture and climate of the school environment may create a varied opinion of effectiveness from the population studied and skew results.

A numerical coding method was not necessary in this study. Principals who participated had their email addresses automatically collected through the secured and password protected survey software, Question Pro when they agreed to participate in the study. Utilizing Question Pro assisted the researcher in guaranteeing the study remained safe and confidential. The collection of emails allowed for an automatic method of matching teachers participating to his or her corresponding principal. Due to electronic security measures taken by most school districts in the state of Missouri, Question Pro data distribution was blocked. As a result, the researcher revised the method for distributing the survey, which resulted in some data being mismatched, and thus discarded during the analysis process. During the follow-up process, an additional question was added to the Leadership Behavior Inventory, requesting teacher participants to provide their corresponding principal's email. This was used only to match principal and teacher data, and did not alter the anonymity and confidentiality guaranteed to participants.

Ethical considerations and precautions were made to ensure no risks were created for participants from whom the data was collected. Anonymity and confidentiality were also taken into consideration to protect participants from whom the research data was collected. A cover letter was provided to all participants explaining the purpose of the

study, its significance, and commitment to share results with participants. Within the letter, both anonymity and confidentiality were addressed. The cover letter to participating principals addressed information regarding the purpose of collecting their email address, as well as a commitment, all their responses were to remain confidential, only known to the researcher. Anonymity could not be guaranteed for the principal survey portion of this study due to the linkage of teachers' surveys to the corresponding principals. The surveys forwarded by the principal included a confidentiality and anonymity explanation for teachers. All teacher responses would remain anonymous and confidential.

Principals who participated in the study were given information regarding how to disseminate the teacher survey. Principals were directed to select five random teachers from their building, making sure to obtain a representative sample from as many grade levels as possible. Surveys forwarded by the principal to the teachers remained anonymous and confidential while linked back to the building principal's email address stored in Question Pro and through an additional question embedded in the survey, for automatic matching purposes.

Procedures

In compliance with the Southwest Baptist University guidelines regarding the protection of human participants, the researcher submitted a request for review to the Research Review Board for approval. The request for review inquired approval to survey Missouri elementary teacher and principal participants for this study. Five hundred forty-eight principals were invited to participate. Seventeen percent actually participated, equivalent to 95 principals. Participating principals were directed to forward the teacher

survey to five teachers in their building who would function as a representative sample from that particular building. With 95 principal respondents, there was a prospect of 475 teacher participants. Of the 475 teachers invited, 184 participated for a return of 38%. Participating principals were requested to invite five teachers from their building to submit a corresponding survey which gathered data on their perception of the principal. Out of the 95 principal respondents, 25 principals acquired corresponding teacher participant data, resulting in a return rate of 26%. Out of the 184 teacher participants, 96 teacher responses corresponded with the 25 principal participants, for a return rate of 26%.

Participant recruitment and data collection began after RRB approval was granted. The informational consent forms for teachers and principals to conduct research are located in Appendices A & B. Information about the purpose of the study, voluntary participation, confidentiality and anonymity of information gathered through the study was provided at the beginning of the online survey. Principals and teachers were given the opportunity to accept or decline participation by clicking a required directive, “I Agree”, embedded at the beginning of the online survey.

The purpose of this study was to determine the impact between two groups. It is, therefore, necessary to have participants representing both principal and teachers from the same building. The researcher first needed to obtain consent to participate in this study from the building principal. Principals who declined participation in the study were not directed to forward teacher surveys, and therefore data from that building was not included in the analysis of the research questions. Principals who agreed to participate in the study were then given instructions to use random selection to distribute the teacher

survey to five certified teachers in their elementary building. The random selection directions provided suggestions on what teachers would serve as a representative sample of their building. Suggestions included in the directions were to choose either various grade level teachers, such as one from each grade level, or enrichment teachers, special education or gifted teachers in order that the teacher sampling was as inclusive as possible. This method of selection allowed for the principal to be biased in selection; however, the researcher assumed the participating principals would randomly select the teacher participants and was taken in consideration in data analysis.

The researcher chose to utilize Question Pro to create the online surveys. Utilizing Question Pro, allowed automaticity and quick dissemination of surveys to the principal, including directives on how to disperse teacher surveys. Question Pro generated a unique web address, embedded in an email, which directed the principal participant to the principal survey. Within the email, the directions and confidentiality information was provided, as well as the opportunity to participate or decline before furthering to the survey. If the principal completed the survey, directions on how to disseminate the teacher survey link were included in the “Thank You” page of the survey. Directions were also provided in the invitation email, in case principal participants did not read the “Thank You” page. Included in the directions was a unique URL address to the teacher survey. Similar to the principal survey, teachers were provided with directions, confidentiality information and a participation agreement.

The researcher initiated the first attempt for data collection for this study in October 2017. Email invitations were sent to elementary principals which included a two-week window for completion. A follow-up email was sent by the researcher through

personal email to principals who had not completed the survey immediately following the closing of the two-week window. An additional email was sent to superintendents of larger districts to bring awareness about the dissertation participation request in the district in which they served. The superintendents were encouraged to disseminate the survey to elementary principals who fit this study's definition of elementary principal.

The participation rate was not of substantial size for analysis therefore the researcher extended the survey for an additional two-week period for increased participation, following the same process as in the initial window. In addition, the researcher made additional phone calls to elementary principals in the state of Missouri to encourage participation in this study. As principal surveys were completed, the researcher also sent follow-up emails to principals regarding the number of teachers who had completed the study from his or her particular building. Emails were not directly sent to teacher participants as the researcher did not assign the random selection within each building, eliminating direct access to teacher participants. A pre-designed email was provided to each principal participant to disseminate to the teacher sample as a reminder to complete the survey. The researcher also shared in the email the specific number of teachers that still needed to complete the survey.

On November 30, 2017, the data collection window closed and no further responses were collected. The researcher, once again, utilized the automaticity of Question Pro to store data. The data in this study will be kept active for five years for further analysis by other researchers.

Selection/Sampling

A specific sampling method was not utilized in the selection of principal participants in this study, but the researcher chose to exclude private and charter elementary building principals to maintain focus on elementary, public school leaders. Charter schools, private schools and parochial schools were excluded from this study by researcher due to possible building cultures that could skew leadership effectiveness perceptions. All Missouri public school elementary principals of buildings who housed any combination of kindergarten through sixth grades, were included in the invitation to participate. Elementary buildings that included middle school grade levels, such as seventh grade and above, may also have different leader expectations for principals than elementary principals. Utilizing elementary principals across the whole state of Missouri, allowed the researcher a generous sampling in order to generalize conclusions regarding the impact of preferred leadership frame and teacher perceptions of transformational leadership behaviors of public school elementary principals. Conclusions from this study may be indicative of other leadership behaviors of elementary principals in other states and allow the researcher to identify common patterns or themes in behavior and leadership frames.

In respect to teacher participation and sample for this particular study, a numerical coding system was unnecessary. Question Pro utilized each principal's email address for distribution, resulting as the storing of the email. The principal's email then served as the code for each participating principal's building and teacher sample. As teachers completed the survey, they were instructed to enter the principal's email address. Upon entering, Question Pro software linked the principal's email to each teacher survey that

aligned with the principal participant. The email address method provides question upon the confidentiality of this procedure. Therefore, a confidentiality section was included at the beginning of the online survey to all participants; principal and teacher alike. The confidentiality section stated the researcher would maintain confidentiality in all responses and teacher responses would remain anonymous to the principal participant. Likewise, the purpose of response was only to satisfy the data analysis of this study. Anonymity could not be guaranteed for principals, however, as their email served as the coding method to keep teacher surveys linked to corresponding principal participants.

Research Setting

All participants in this study were from the state of Missouri. Participants were not asked for any additional demographic questions besides gender. Gender was included to aid the researcher to further analyze data. Gender was requested from both principal and teacher participants.

Research Design

A quantitative descriptive research design was utilized for this study. Quantitative research refers to the collection and analysis of numerical data used to describe, explain or predict occurrences that can be measured and generalized across similar populations (Gay, Mills, & Airasian, 2009). Utilizing descriptive statistics, the researcher is able to quantify behaviors and preferences about the participants in this study, in order to identify any significant impacts that may affect leadership behaviors as related to overall leadership effectiveness. The researcher will employ the significance level of .05 to examine any impact between the responses of the principal survey data and

the corresponding teacher data. This level is commonly referred to as the alpha level, which is the acceptable probability value for rejecting the null hypothesis (Pelham, 2013).

Instrumentation

Two pre-existing instruments were utilized in this study for principal and teacher respectively. Preferred leadership frame data were acquired through the electronic distribution and collection of *Bolman and Deal's Leader Orientation Inventory* (Appendix C) to Missouri elementary principals leading a building containing any combination of kindergarten through fifth grades. Transformational leadership behavior data were collected through the electronic distribution and collection of the *Leadership Behavior Inventory* survey (Appendix D) to five teachers within the principal's building, via a link attached to the principal email. Gender identification was the only additional demographic asked of both principal and teacher participant. As established instruments used in previous studies, both inventories hold high reliability and validity.

Preferred Leadership Frame Orientation Instrument

The Leadership Orientation Instrument (LOI) was developed by Lee G. Bolman and Terrence E. Deal (1990). The LOI has two versions, LOI-self was created to examine a leaders' self-perceptions of their leadership orientations. The LOI-Other is used to measure the perceptions about the leadership characteristics of the leader. The LOI-Other version was not utilized in this study. The LOI-Self was the only version needed to serve the purpose of this study. Permission was requested and granted for the use of this version and permission to modify the instrument was also granted if needed for this study (See Appendix E).

The LOI-Self was utilized in previous research in various fields, including the education field (Beck, et al., 2007; Bensimon, 1991; Bolman & Deal, 1991, 1992, 2010; Griffin, 2005; Livengood, 2012; Roddy, 2010; Thompson, 2000; Tilman 2012). The LOI-Self was found to both a valid and reliable instrument to conduct quantifiable leadership research. The LOI-Self instrument is broken into three sections. The first section is comprised of 32 questions in which the participant rates themselves on specific leadership behaviors. The 32 questions was comprised of eight questions that were associated with each of the four leadership frames: structural, human resource, political, and symbolic. Questions 1, 5, 9, 13, 17, 21, 25, 29 are directly associated with the structural frame. The human resource frame is represented in questions 2, 6, 10, 14, 18, 22, 26, and 30. The political frame is measured in 3, 7, 11, 15, 19, 23, 27, and 31. Questions 4, 8, 12, 16, 20, 24, 28, 32 measure the symbolic frame. A five-point Likert scale was utilized to quantify responses: 1=never, 2=occasionally, 3 = sometimes, 4 = often, 5 = always. Sub-scales were also assigned to each frame, but will not be utilized for the purpose of this study, as this portion of the survey was most often used to explore managerial improvement (Bolman, n.d).

The second section of the LOI-Self Survey was made of six statements that required the participant to rank four choices, using a scale of 4 to 1, best to least, as pertaining to a description of themselves. Each of the four choices, in each question, related to one of the four leadership frames (Bolman, n.d.).

The third section is comprised of only two items. The first question measures the principal participants' self-perception of their effectiveness as a manager and then their effectiveness as a leader. The questions are quantified by using a five-point likert scale.

(Bolman, n.d.). This section was included in the survey, but the results of question one were not used in this study, as this question focuses on managerial effectiveness and does not measure self-perception of leadership effectiveness. Question two that requests for an overall rating of leadership effectiveness will be utilized in this study.

A final section of the Leadership Orientation (Self) Inventory is a demographic section. Questions reference gender, years in current position, and years of experience of the principal participant. This gender identification was needed to answer one of the research questions. Years in current position and years of experience as an elementary principal were not analyzed in this research study. These demographics, however, may be purposeful in extending leadership research of elementary principals in future studies.

Bolman (n.d.) has published analysis of reliability and validity of the Leadership Orientation Inventory on his website. According to the website, the reliability statistics were collected and analyzed on approximately 1,300 managers from business and education fields. Internal consistency data statistics were ran utilizing Split-half correlation, Spearman Brown coefficient, Guttman (Rulon) coefficient, and coefficient alpha for all items, even and odd items separately (Bolman, n.d.) Internal consistency reliability was included to provide sufficient evidence that multiple test items meant to measure a specific frame are indeed consistently measuring that intended frame. Another purpose for Cronbach's alpha is because the instrument uses a Likert scale, multiple numbers used to represent choices. Therefore, internal consistency reliability needs to be assessed (Gay, Mills & Airasian, 2009). Cronbach's coefficient alpha should be greater than 0.70 is considered an acceptable level for research in social sciences (Pallant, 2011). Bolman published Cronbach's alpha levels for each of the frames section one and section

two of the LOI-Self survey. The levels for each frame in section one are as follows: .920 for the structural frame, .931 for the human resource frame, .913 for political frame, and .931 for the symbolic frame. Section two, comprised of the six forced-choice items presents Chronbach alpha levels per frame as follows: structural frame is .841, human resource frame is .843, political frame is .799, and symbolic is .842 (Bolman, n.d.). Based on past research, the Leadership Orientation (Self) Instrument is viewed as a valid and reliable instrument in measuring preferred leadership frame.

Leadership Behavior Inventory (Observer Form)

The Leadership Behavior Inventory (LBI) was developed to measure the capacity to which a leader engages in the five types of leadership behavior: empowering the “we”, communicating or meaning, managing one’s self, visualizing performance and care and recognition (Kent 1999; Rudd, Kent & Blair, 2009). The LBI is a questionnaire that is completed by constituents of the targeted leader. The questionnaire includes 29 items in which subordinates rate how often a leader engages in a transformational leadership behavior, utilizing an eight-point Likert scale, 1-2 is rarely, 3-4 is sometimes, 5-6 is often and 7-8 is very often. This instrument has been used to measure leadership behaviors among various cultures and genders (Kent et al., 2010; Kent & Blair, 2008; Rudd et al., 2009; Quesada, 2008). The LBI was derived from factor analysis studies (Kent, et al., 2001; Quesada, et al., 2008). Kent used different transformational leadership behavior descriptions of past prominent leaders in the field to create the questionnaire (Bass, 1985; Bennis & Nanus, 1985; Conger 1989; Kotler, 1990; Kouzes & Posner, 1995). The test items were given to constituents of leaders who used the items to describe how often leaders displayed behaviors. The responses were factor analyzed to identify clusters of

behaviors that might relate to transformational leadership. (Kent, 2017). Five behavioral factors were identified and were further researched in other cultures (Quesada, et al., 2008; Rudd, et al., 2009). The five factors: empowering the we, visualizing performance, communicating the meaning, managing one's self and care & recognition were supported as transformational leadership behaviors. It is important to make known, "while the five factors are purported to measure transformational leadership behaviors there have not been any studies to show the actual relationship between scores on this leadership questionnaire and organizational performance, nor have there been studies to indicate this questionnaire measures actual behaviors..." (Kent, 2017, p. 2).

In addition, the researcher requested permission from the author of the LBI instrument (Appendix D) to add a section that would help the researcher answer the research question that addresses teacher perception of overall leadership effectiveness. Two new items were added in this section. The first new item would be labeled as question 30. Question 30 requested the teacher participant to provide the principal's email address for purposes of matching the teacher survey to the proper corresponding principal survey. The second new item was labeled Question 31. Question 31 states, "I would describe my leader as an effective leader". The question would continue to use the same Likert scale as described and utilized in Kent's LBI, which has been identified as both valid and reliable.

The LBI is a reliable and valid instrument for measuring transformational leadership behaviors. The LBI was assessed to measure the predictive and construct validity. To assess criterion validity, the LBI was compared with the Multi-factor Leadership Questionnaire (MLQ), which is honored as a valid measure of

transformational leadership behaviors (Bass, 1998; Bass & Avolio, 1999). Factors of the LBI highly correlated with each of the factors of the MLQ, except for the behavior description of empowering the we. Because numerous studies have been conducted on the validity of the MLQ, the positive significant relationship of factors supports the construct validity of the LBI (Bass, 1998; Bass & Avolio, 1999). Because the LBI and MLQ measure the about the same thing the LBI is a valid instrument for measuring transformational leadership behavior. As for the behavior description of empowering the we, repeated factor analyses conducted in the development of the LBI indicated that this category is associated with transformational leadership. However, when assessing validity, there is not evidence here that indicates this category is related to leadership. Consideration should be taken when analyzing data from teacher participants (Kent, 2017).

In addition, criterion validity was measured by comparing the results of constituents' assessment of leadership behavior, using the LBI and the leader's description of their own performance utilizing the Hogan Personality Inventory. Some significant correlation between the five factors of the LBI and the eight factors of the Hogan Personality Inventory exist. As a result, support for the LBI measuring behavior is independent of personality and partially validates criterion validity (Kent, 2012). Further study is suggested to increase levels of validity and reliability.

Data Analysis

Several statistical methods were utilized to analyze data for this study. The researcher specified each test necessary to fully analyze each of the research questions. The first goal of the researcher, in research question one, was to identify differences in

principal's overall preferred leadership frame and teachers' overall perception of transformational leadership behavior. A MANOVA, multivariate analysis of variance was used to assess the statistical significance of mean differences between principal's self- survey on preferred leadership frame and teacher perceptions of transformational behavior. The MANOVA is a procedure that simultaneously evaluates the significance of mean differences on a multiple dependent variable and various levels of the independent variables (Mertler & Vannatta, 2005). If significance was found, univariate tests were analyzed to identify differences between-subject effects.

To thoroughly analyze Research Question Two, the researcher's goal was to investigate the impact of a principal's preferred leadership frame on the teacher's perception of specific areas of transformational leadership behaviors, a multivariate analysis of variance (MANOVA) was utilized. A MANOVA design allowed the researcher to test the significance of group differences, specifically groups that include several dependent variables measuring the same concept, having some degree of linearity and share a common conceptual meaning (Mertler & Vannatta, 2005). The researcher examined the overall multivariate test of significance through using the Wilk's lambda. As significant differences were identified, the researcher utilized univariate tests of each individual variable to determine further significance. Post hoc tests were performed through Bonferroni adjustments to maintain the overall error rate of .05 (Mertler & Vanatta, 2005).

In order to analyze impact of gender, principal preferred leadership frame and teacher perception of specific leadership frame, the researcher used a two-way MANOVA. The researcher's goal was to find an impact, if any, the principal's gender

impacted preferred frame, which may also result in an impact on teacher perception of teacher perception of specific transformational leadership frame and overall leadership effectiveness. The two-way MANOVA design allows the researcher to examine multiple independent variables, gender and preferred leadership frame, as well as multiple dependent variables, and various linear relationships for each variable relationship separately.

Through use of the two-way MANOVA, the researcher was able to examine several combinations of variables that may have impacted teacher perception of leadership effectiveness, as measured by transformational leadership behavior. Significant mean differences of the combined variable of gender and the elementary principal's preferred leadership frame and the impact on teachers' perception of transformational leadership behavior were studied. First, the researcher was able to identify which specific transformational behaviors were impacted, if any, by principal's preferred frame. By utilizing this statistical design, the researcher was then able to view different linear combinations of the dependent variables. The researcher was able to identify how preferred leadership frame and gender may have impacted teacher perception of leadership effectiveness, as measured by transformational leadership behavior, separately, and then as a combined variable, and which transformational leadership behaviors were impacted, if any through interpretation of the two-way MANOVA results by looking at the factor interaction, F ratio and p value. As interactions were found significant, the inferences drawn from the main effects are limited and only those factors should be examined. As significant results were found, univariate ANOVA results allowed the researcher to examine to the degree to which

groups differ for each variable. The Bonferroni adjustment once again is applied to maintain a conservative alpha level. Post hoc results indicated which groups were significantly different (Mertler & Vannatta, 2005).

In chapter four, the results of this study will be provided. Determination of rejection or acceptance of the null hypothesis will also be shared.

Summary

Chapter three focused on details of this study's methodology. The details include information regarding the purpose of the research, research questions and hypotheses, validity and reliability of the both instruments used in data collection, design utilization and setting, as well as selection and sampling of participants. The researcher also described the data analysis procedure. In Chapter four, the research will present the findings from this study. Chapter five will summarize conclusions from data analysis as well as provide recommendations for future study in the area of elementary principal leadership.

Chapter Four

Analysis

Introduction

Bolman and Deal's four-frame leadership model suggests that when administrators or leaders view situations from more than one viewpoint, they are more successful. However, leadership is also measured by the perception or attitudes of followers toward the leader's effectiveness (Yukl, 2005). Research reveals transformational leadership is connected with leadership effectiveness (Burns, 1978; Bass 1999; Bass & Avolio, Yukl, 2005; Leithwood & Jantzi 1999, 2000, 2005; Eagly & Johannesen-Schmidt, 2001; Bono & Judge, 2004). Ayman and Korabik (2010), eluded studying leadership behaviors without exploring gender differences limits the scope of understanding. Therefore, gender differences should also be considered. The more frequently an individual engages in effective leadership practices and behaviors and understands leadership is a relationship, the more significant and successful he or she will be (Bolman & Deal, 2008; Fullan, 2011).

The purpose of this study was to examine the impact, if any, principal's preferred leadership frame preference had on their teachers' perception of leadership effectiveness, demonstrated through transformational leadership behaviors. If impact was identified, further analysis would examine if preferred leadership frame impacted teachers' perception of leadership effectiveness in specific areas of transformational leadership, as defined by the Leadership Behavior Inventory. Additionally, the researcher included an analysis of gender and its role on the impact of preferred leadership frame or teachers' perception of transformational leadership behavior.

Data will be reported to provide insight into how elementary principals' leadership frame is perceived by their teachers. The following research questions were addressed in this study:

1. What is the impact of an elementary principal's preferred leadership frame (political, structural, human resource, symbolic or multi-frame) on the teachers' perception of their principal's overall transformational leadership behaviors?
2. What is the impact of an elementary principal's preferred leadership frame on teachers' perception of principal's leadership effectiveness in the specific areas of transformational leadership (visualizing greatness; empowering the we; communicating for meaning; managing one's self; care and recognition)?
3. Does gender play a role on the impact of a preferred leadership frame on teachers' perception of transformational leadership behavior?

In an effort to answer the aforementioned research questions, the following null (H_0) hypotheses were investigated:

1. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on the teachers' perceptions of the principal's overall transformational leadership.
2. H_0 : An elementary principal's preferred leadership frame has no statistically significant impact on their teacher's perception of their behavior in specific areas of transformational leadership (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition).

3. H₀: Gender does not play a statistically significant role on the impact of a principal's preferred leadership frame or teachers' perception of transformational leadership behavior.

The researcher distributed two leadership surveys to two subject groups: Missouri public school elementary principals of buildings housing any combination of Kindergarten through six grades, and a sampling of the teachers who serve under the principal. Both surveys were distributed through the use of Question Pro. Question Pro allowed the researcher to distribute surveys electronically and collect teacher data corresponding to principal data with automaticity.

Bolman and Deal's *Leadership Orientation of Self* survey (Appendix C) was shared with the principals to identify the principal's preferred leadership frame. The *Leadership Orientation of Self* survey utilized a likert scale of 1-5: (1) *Never*, (2) *Occasionally*, (3) *Sometimes*, (4) *Usually*, (5) *Always* to rate themselves on leadership characteristics. Kent's *The Leadership Behavior Inventory*, LBI, (Appendix D) was given to the teachers to rate their principal's leadership effectiveness. The LBI also uses a Likert scale, 1-8: (1-2) *Rarely*, (3-4) *Sometimes*, (5-6) *Often*, (7-8) *Very Often*. The researcher recognized that although Likert scale is very common practice in quantitative data collection, the restricted range of scale can be limiting and sometimes skew data results, especially in a small sample size. However, both instruments were reliable and valid and fit the purposes of this study.

The researcher first needed to obtain consent to participate in this study from the building principal. Principals who agreed to participate in the study were then given instructions to use random selection to distribute the teacher survey to five certified

teachers in their elementary building. The random selection directions provided suggestions on what teacher roles would serve as a representative sample of their building. This method of sampling allowed for the principal to be biased in selection; however, the researcher assumed the participating principals would randomly select the teacher participants and considered this process during data analysis.

If the principal completed the survey, directions on how to disseminate the teacher survey link were included in the “Thank You” page of the survey. Directions were also provided in the invitation email, in case principal participants did not read the “Thank You” page. Included in the directions was a unique URL address to the teacher survey. Similar to the principal survey, teachers were provided with directions, confidentiality information and a participation agreement. Five hundred forty-eight Missouri elementary principals were initially invited to participate in this study. Ninety-five principals completed the survey, for a return rate of 17%. Out of the 95 principal respondents, 25 principals acquired corresponding teacher participant data, resulting in a return rate of 26%. Out of the 184 teacher participants, 96 teacher responses corresponded with the 25 principal participants, for a return rate of 26%.

Upon completion of the surveys, all responses to the survey instruments were downloaded, combined for overall scores, and uploaded to the IBM Statistical Package for Social Sciences Statistics (SPSS) program for complete analysis. The final survey results included 111 corresponding responses, which included 25 principals and 86 teachers. The researcher acknowledges the small sample size may limit the ability to generalize to the larger population, and recommends further research in the conclusions of this study. As the study was descriptive in nature, quantitative analysis was utilized to

investigate each of the research questions through conducting MANOVA statistical methods, utilizing Wilks' Lambda to evaluate group differences on the combined dependent variables, as well as univariate and Bonferroni post hoc analysis to determine significant differences between variable groupings. Analysis of significance, at the .05 level, are included in the following narrative. In addition, the narrative will also address univariate ANOVA results performed to determine significant group differences for each transformational leadership behavior and leadership frame, as well as post hoc results to indicate which groups were significantly different for the identified transformational behavior. In order to address the null hypothesis, the researcher was looking for statistical significance that indicates principal's preferred leadership does not have an impact on teachers' perception of their leadership effectiveness and transformational leadership behaviors.

Principal's Preferred Leadership Frame

Bolman and Deal's research alludes to the idea when leaders know which frame they operate from: structural, symbolic, human resource, cultural or multi-frame; they are able to make sounder judgments and improve an organization's effectiveness (Bolman & Deal, 2008). To determine the principal's preferred leadership frame, the researcher used Bolman and Deal's Leadership Orientation Survey of Self (1990). Although 95 elementary principals of the 548 invited completed the Leadership Orientation Survey of Self, the researcher was able utilize 25 principal responses due to necessary correlation of teacher data with corresponding principal respondent data. Elementary principal participants were asked to rate themselves on leadership characteristics, using a Likert scale of (1) *Never*, (2) *Occasionally*, (3) *Sometimes*, (4) *Often*, and (5) *Always*. The first

section was comprised of 32 questions, eight associated with each of the four leadership frames: structural, human resource, political, and symbolic. Questions 1, 5, 9, 13, 17, 21, 25, 29 were directly associated with the structural frame. The human resource frame was represented in questions 2, 6, 10, 14, 18, 22, 26, and 30. The political frame was measured in 3, 7, 11, 15, 19, 23, 27, and 31. Questions 4, 8, 12, 16, 20, 24, 28, 32 addressed the symbolic frame. Principals who rated themselves either a (4) *Often* or (5) *Always* in more than one category on the Likert scale, were viewed as a multi-frame leader (see Table 1).

Table 1.
Percentage of Principal's Preferred Leadership Frame

Frame	Principals (n=25)	Percentage
Structural	2	8
Human Resource	2	8
Political	2	8
Symbolic	1	4
Multi-frame	18	72

Of the 18 principals determined as multi-frame, two principal participants acted from specific frame combinations. One participant acted specifically from the human resource and symbolic frame equally, and the other from the structural and symbolic frame equally. Further analysis of the significance in these specifically combined multi-frame respondents will be discussed later in this Chapter.

Preferred Leadership Frame and Teacher Perception of Overall Effectiveness

To determine statistical significance between the elementary principal's preferred leadership frame (structural, human resource, political, symbolic, multi-frame) and

teachers' perception of overall effectiveness, a MANOVA test was utilized. The MANOVA was used to determine if there was a significant impact between each of the leadership frames and teacher perception of principals' overall leadership effectiveness. MANOVA results revealed no significant impact among the five leadership frames preferred by principals on teachers' perception of their overall leadership effectiveness. Analysis of variance (ANOVA) was conducted on each of the leadership frames as a follow-up test to MANOVA. Univariate ANOVA results indicated significant differences in multi-frame, human resources and the combined structural/symbolic preferences on teacher perception of overall effectiveness. Multi-frame leaders, defined in this research, are leaders who rated themselves a four or five in more than one frame, receiving a mean score of 4 or higher in each frame. Therefore, the structural-symbolic frame preference is also defined as a multi-frame leader, but works ultimately as a dual-frame user of those two specific frames as seen in Table 2.

Table 2.
MANOVA Tests of Between Subjects Effects of Principal Preferred Leadership Frame Impact on Teacher Perception of Overall Effectiveness

Frame	<i>F</i>	<i>df</i>	<i>p</i>	η^2
Multi-frame	3.505	16	.039*	.085
Human resource	8.575	2	.010*	.085
Structural-Symbolic	7.011	1	.029*	.085

**p* = .05

Thus, a principal who viewed themselves as a multi-frame, human resource or combined structural-symbolic leader had a significant impact on how teachers' perceived their overall effectiveness. Principals who adopted a structural, political, symbolic or

combined human resource-symbolic frame did not have a significant impact on teachers' perception of their overall leadership effectiveness. Therefore the null hypothesis is rejected. Further analysis was conducted in Research Question 2, to identify whether significant impact existed between elementary principal's preferred leadership frame and specific transformational leadership behaviors demonstrative of effective leadership.

Preferred Leadership Frame and Teacher Perceptions of Specific Transformational Leadership Behaviors

In research question two, the researcher utilized a MANOVA to determine impact of an elementary principal's preferred leadership frame (structural, human resource, political, symbolic, multi-frame) on specific transformational leadership behaviors (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition). There was no statistical significance found at the alpha level ($p < .05$) for any of the measured combinations. Therefore, the null hypothesis for research question two was accepted. Thus, the elementary principal's preferred leadership frame does not have a statistically significant impact on the specific areas of transformational leadership behaviors (visualizing greatness, empowering the we, communication for meaning, managing one's self, care and recognition).

Demographic of Gender

Research question three examined the role gender played on the impact of preferred leadership frame on teachers' perception of transformational leadership behavior. Of the participating elementary principals, 8 participants were male and 17 were female. A MANOVA analysis was conducted to determine statistical significance. Through the MANOVA, univariate ANOVA of each independent variable showed

difference in significance in both principal leadership frame (structural, human resource, political, symbolic, multi-frame) and within specific transformational leadership behaviors (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition). To further analyze significance, post-hoc comparisons using the Bonferroni adjustment, was utilized to determine which groups were significantly different for preferred leadership frame and transformational leadership behaviors. In addition, the Bonferroni post hoc test was also used to determine if gender played a significant role on the teachers' perception of the overall leadership effectiveness. Due to finding statistically significant differences in both areas of preferred leadership frame and transformational behaviors, the null hypothesis was rejected. Further description of the rejection of the null hypothesis is found in the following sections.

Gender and principal preferred leadership frame.

When examining principal's preferred leadership frame and the role of gender, statistical significance was not found in the structural, political or multi-frame leader. However, statistical significance was found in the human resource and symbolic leaders, as shown in Table 3.

Table 3.
Oneway ANOVA of Gender and Principal Preferred Leadership Frame

Frame		Sum of Squares	df	Mean Square	F	p
Human Resource	Between Groups	2.241	2	1.120	3.149	.047*
	Within Groups	35.220	99	.356		
	Total	37.461	101			
Symbolic	Between Groups	4.276	2	2.138	5.397	.006*
	Within Groups	39.215	99	.396		
	Total	43.490	101			

*p = 0.05

The statistical significant difference found in these two leadership frames, human resource and symbolic, were further analyzed using the Bonferroni post hoc test. The Bonferroni revealed female ($p = .05$) and male principals ($p = .205$) who prefer the symbolic frame are significantly different at the $p < .05$ level. Although female and male principals who prefer the human resource frame demonstrated a statistical difference, the difference between them was not statistically significant. Therefore, the null hypothesis is rejected.

Gender and transformational leadership behaviors.

The second purpose of research question three is determine if gender plays a role in how principals demonstrate transformational leadership behaviors (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition) as perceived by their corresponding teachers. The MANOVA analysis revealed statistically significant differences in male and female principals' transformational behaviors. Statistically significant data was found in all five transformational behaviors as seen in Table 4. To further analyze the significance of the role gender plays on transformational leadership behaviors, post hoc comparisons, using the Bonferroni adjustment, were run.

Table 4.
Oneway ANOVA of Gender and Transformational Leadership Behaviors

		SS	df	MS	F	p
VIZ	Between Groups	11.3382	2	5.691	3.864	.022*
	Within Groups	321.070	218	1.473		
	Total	332.452	220			
EMP	Between Groups	57.635	2	28.817	10.306	.000*
	Within Groups	609.587	218	2.796		
	Total	667.222	220			
COM	Between Groups	74.392	2	37.196	11.997	.000*
	Within Groups	675.906	218	3.100		
	Total	750.299	220			
MOS	Between Groups	54.324	2	27.162	13.355	.000*
	Within Groups	443.386	218	2.034		
	Total	497.710	220			
CAR	Between Groups	88.177	2	44.088	11.179	.000*
	Within Groups	859.751	218	3.944		
	Total	947.928	220			

Note. VIZ=visualizing greatness; EMP=empowering the we; COM= communicating for meaning; MOS=managing one's self; CAR=care and recognition
 * $p=.05$

The Bonferroni post hoc showed a statistically significant difference between females and males, at the $p<.05$ level, in the following transformational behaviors: empowering the we, communicating for meaning, managing one's self, care and recognition. There were significant differences between males and females in each of the five areas, however there was a greater emphasis from females in the areas of empowering the we, communicating for meaning, and care and recognition. As mentioned previously, the statistical findings support the rejection of the null hypothesis.

Gender and overall leadership effectiveness

In addition to gender's role in principal's preferred leadership frame and teachers' perception of transformational leadership behaviors, the researcher was also able to analyze the role of gender in overall leadership effectiveness through the MANOVA analysis. Gender did not play a significant role in teachers' perception of overall effectiveness.

Summary

In this chapter, the findings of this study were provided. The survey results of the 25 principal respondents and 86 corresponding teacher respondents were quantitatively analyzed to investigate the three research questions. The researcher utilized MANOVA statistics to determine if the null hypothesis was accepted or rejected. The MANOVA statistics, also include one-way ANOVAs to analyze the preferred leadership frame of principals and their teachers' perception of overall effectiveness and specific transformational leadership behaviors. In addition to MANOVA and one-way ANOVA, the Bonferroni post hoc comparison was utilized to further examine the level of significance of gender in research question three. The null hypothesis was rejected for research question one and three due to statistically significance differences found in the data analysis. The data analysis failed to reject the null hypothesis regarding the principal's preferred leadership frame's impact on the teachers' perception of transformational leadership behaviors as a measure of leadership effectiveness. Chapter five will provide a summary and conclusions of the research study in its entirety, as well as recommendations for future research in the area of educational leadership.

Chapter Five

Conclusions and Recommendations

Introduction

The purpose of this study was to determine the level of significance between an elementary principal's preferred leadership frame and its impact on the teacher's perception of the principal's transformational leader behaviors. Bolman and Deal's Four-Frame Leadership Model and Kent's Transformational Leadership behaviors were the theoretical basis for this study.

An elementary principal makes decisions daily which may affect the teachers' perception of leadership effectiveness and impede the success of the educational organization. Bolman and Deal's (2009) four-frame leadership model implies a leader works from a preferred frame: political, human resources, symbolic or structural. The principal's preferred frame guides decision making and may set the tone for organizational progress and success. How these decisions are made and acted upon may also be perceived as effective or ineffective by the teachers.

Perceptions can be guided by how an individual views or interprets the actions or behavior of another. In Kent's (2004, 2005; et. al 2001) leadership behavior research, leadership is a pattern of behavior, not a position. Kent's transformational leadership behaviors, visualizing greatness, empowering the we, communicating for meaning, managing one's self and care and recognition are representative of transformational leadership. Transformational leadership has been significantly linked to effective leadership, as perceived by others (Bogler, 2001; Ergle, 2012; Fernandez, 2012; Fullan, 2010; Griffith, 2004; Leithwood & Jantzi, 1999, 2000, 2005,2006; Leithwood & Sun,

2012; Sergiovanni, 1990). A leader's ability to understand his or her frame of leadership, adjust to a situation and behave in an effective manner may guide the organization in the right direction, but how the follower perceives the particular behavior in a current situation will often determine the depth of leader efficacy (Bolman & Deal, 2009; Burns, 1978; Bass 1999; Bass & Avolio, Yukl, 2005; Bono & Judge, 2004; Eagly & Johannesen-Schmidt, 2001; Kent, 2004; Kouzes & Posner, 2007; Leithwood & Jantzi 1999, 2000. 2005).

The research was guided by the following three research questions:

1. What is the impact of an elementary principal's preferred leadership frame (political, structural, human resource, symbolic or multi-frame) on the teachers' perception of their principal's overall transformational leadership behaviors?
2. What is the impact of an elementary principal's preferred leadership frame impact teachers' perception of principal's leadership effectiveness in the specific areas of transformational leadership (visualizing greatness; empowering the we; communicating for meaning; managing one's self; care and recognition)?
3. Does gender play a role on the impact of a preferred leadership frame or teachers' perception of transformational leadership behavior?

Summary of Methods

This study utilized a quantitative descriptive approach to collect and analyze data. The researcher collected data from Missouri elementary principals of public schools, housing any combination of Kindergarten through sixth grades. The researcher also collected data, through random selection, from five teachers within the participating principals' buildings. Upon receiving approval from the Research Review Board (RRB)

in September of 2017, the researcher sent a survey embedded in an electronic invitation, created in Question Pro, to the 548 Missouri elementary principals that fit the researcher's definition. The 95 principals who chose to participate then forwarded the teacher survey to five random teachers in their building, who would serve as a representative sample from their school building.

The researcher used two pre-existing instruments in this study for principals and teachers respectively. Preferred leadership frame data were acquired through collection of *Bolman and Deal's Leader Orientation Inventory* (Appendix C). Transformational leadership behavior data were collected through the *Leadership Behavior Inventory* survey (Appendix D). Gender identification was the only additional demographic asked of both principal and teacher participants. The data collected electronically through Question Pro was uploaded into the IBM Statistical Package for Social Sciences Statistics (SPSS) program for analysis. The researcher conducted a MANOVA analysis, followed by univariate analyses (one-way ANOVA), and Bonferroni post hoc tests to determine significance and accept or reject the null hypotheses.

Limitations, Delimitations and Design Controls

The researcher encountered some limitations that may have affected the results of this study. First, the researcher had limited control over the response return rate to the online surveys. Out of 548 principals invited, only 95 responded correctly or in the extended amount of time provided. The 17% response rate was not as high as anticipated. With limited principal participation, teacher response rate was also affected. Out of a possible 475 teachers invited from the 95 principal participants, only 184 teachers responded, resulting in a return rate of 39%. Although the teacher return rate

appears sufficient, the researcher's data collection relied heavily on the principal-teacher corresponding data. The researcher needed teacher data to match their specific principal participant data to determine perception of principal leadership frame and behavior. As data analysis began, only 25 principal participants had matching teacher data, resulting in a 26% return rate. Of the 184 teacher respondents, only 86 were appropriately matched to corresponding principal data, a return rate of 47%. However, with only 25 principal participants, the sample size was not as large as anticipated and limited the researcher's ability to generalize results to the larger population without recommending further research.

Other limitations out of the researcher's control were the elementary principal's willingness to complete the principal survey and the willingness to disperse the teacher survey to their staff. In addition to survey distribution, the researcher had limited control on if the survey was distributed in a random manner. Finally, districts across Missouri now restrict the number of data surveys entering the district to protect educator time. The researcher encountered several districts who denied permission to distribute online surveys, restricted survey distribution via firewall, or lacked timely permission granting processes, affecting principal and teacher participation.

Design controls were utilized by the researcher attempting to account for the limitations, delimitations, and assumptions. The researcher encouraged principal participation through extension of the response window, and personal follow-up calls. In addition, the researcher contacted principal participants with a follow-up reminder to forward the teacher survey to teachers in their building. Survey link and directions for the

teachers, were provided for the principal, as well as how to distribute the teacher survey in both the invitation and the thank you page of the online principal survey.

The researcher also addressed confidentiality and anonymity in the online survey introduction to encourage honest responses from all participants. It was brought to the researcher's attention, participation was limited due to including the principal's email address in the teacher survey. It is recommended for future research, another method might be considered to clarify confidentiality for increased participation. Incomplete surveys were not included in the analysis of the data.

Data collection was intentionally limited to public school elementary teachers of school buildings which housed any combination of grades Kindergarten through sixth grade, in the state of Missouri. The researcher recommends design controls include a greater span of grade levels to account for the limitation of various demographic variables, thus expanding the generalizability to more schools throughout the state of Missouri and the United States.

Summary of Findings

The purpose of this study was to examine elementary principal's preferred leadership frame and its impact on their teachers' perception of the principal's transformational leadership behaviors. Leadership is not a position, but a process in which mutual influence, action and cooperative effort with purpose is comprised of both leader and led (Bolman & Deal, 2008; Kent, 2004; Kent & Blair, 2008; Kouzes & Posner, 2012; Stronge, Richard & Catano, 2008). The researcher wanted to bring attention to the idea that ability to lead is not a set of inborn skills, but rather the ability to learn about what type of leadership one might utilize and how this frame of thinking

might influence others' perception of leadership. By focusing on principal leadership effectiveness, the ultimate goal is to improve educational experiences and success (Stronge, Richard & Catano, 2008). Bolman and Deal's leadership framework (2008) offers a comprehensive view on how leaders approach decision-making and organizational challenges, while Kent's (2004) transformational leadership behaviors provide a window for others to perceive action as effective or ineffective leadership. The researcher also wanted to shed some light on the contradicting research that exists around the role of gender in leadership frameworks and behaviors. The following sections provide detailed description of the findings for each of the three research questions in this study.

Principal's Preferred Leadership Frame and Teacher Perception of Overall Leadership Effectiveness

The first research question addressed the following: What is the impact of an elementary principal's preferred leadership frame (political, structural, human resource, symbolic or multi-frame) on the teachers' perception of their principal's overall transformational leadership behaviors? The impact was measured by analyzing teachers' perception of their principal's overall effectiveness and principals self-professed preferred leadership frame. Results indicated there was a significant difference found in three specific areas: human resource frame, multi-frame, and dual frame principals specifically who operate from the structural-symbolic frames. This led the researcher to believe principals who embrace multi-frame leadership have a more significant impact on teachers' overall perception of their principal's leadership effectiveness. It is unknown to what degree or what form the impact might be. It is recommended further research be

conducted on multi-frame principals and how this leadership frame impacts teacher perception of overall leadership effectiveness. Past research, however, can provide some insight on what this significance may imply.

Bolman and Deal (2010) found educators prefer the human resource frame and structural frame. However, as Bolman and Deal continued to provide professional development, the educational leaders learned to reframe into multi-frame leaders. The educational leaders noted, reframing into multi-frame leaders helped them obtain a clearer picture of the overall educational organization, as well as pick up on issues they may have not seen in the past. Schools need more than just the ability to meet accountability constraints and the individual needs of stakeholders; schools must also have the ability to produce progressive outcomes, deal with political arenas, cultivate shared spirit and meaning among the organization, and find an equilibrium that serves all stakeholders (Bolman & Deal, 2010). With the idea that the elementary school organization is such a complex setting, elementary principals need to be ready to serve with a multi-frame lense in order to lead effectively.

Multi-frame leaders have the ability to utilize all four frames in every area of the principal's responsibilities including: strategic planning, decision-making, conflict resolution, effective communication, goal setting, motivating the masses, and much more. As situations continue to change and redirect the course of progress in elementary, principals need the ability to meet each situation with a frame that matches (Bolman & Deal, 2008). In two different studies of frame preference influence on leadership effectiveness, Bolman and Deal (1991, 1992) and Bolman and Granell (1999) found that the ability to use multiple frames was a consistent link to overall effectiveness. Each

frame played a significant role. Utilizing and leading from the structural frame indicated effective management. Symbolic and political frames were indicative of effective leaders (Bolman & Deal, 2008). Elementary principals must serve as both the manager and leader in the complexity of the educational organization, requiring the ability to use the right frame in the right situation. It is recommended elementary principals pay attention to the each of the four frames and embrace the characteristics of all frames to lead effectively. Elementary principals, aspiring principals and hiring committees may want to consider a strong focus on the ability to: lead by example, use experiences to improve decision-making and relationship building, reflect on each situation individually to fully understand its purpose and how all stakeholders perceive the reality of the situation (Bolman & Deal, 2008). Utilizing some of these characteristics of a multi-frame leader might help build the success of the elementary organization.

Principal's Preferred Frame and Teachers' Perception of Specific Transformational Leadership Behaviors

The second research questions as follows: What is the impact of an elementary principal's preferred leadership frame on teachers' perception of principal's leadership effectiveness in specific areas of transformational leadership (visualizing greatness, empowering the we, communicating for meaning, managing one's self, care and recognition)? The null hypothesis failed to reject. No statistical significance was found on principal's preferred leadership frame and the impact on teacher perception of transformational leadership behaviors. No significant difference may imply teachers perceive their principal as operating from the principal's preferred frame. In the same respect, teachers may observe principals' transformational behaviors as corresponding

with the principal's preferred leadership frame, and how principals perceive themselves as leaders. Barnett, McCormick, and Connors (2001) stated there is a significant relationship between an educational leader's success and a teachers' perceptions of how the leader's behavior will ultimately influence the overall mission of fluent teaching and learning. Transformational leadership behaviors as described by the Kent's *Leadership Behavior Inventory* (Kent 1999; Rudd, Kent & Blair, 2009) are very similar to behaviors described in multi-frame leaders (Bolman & Deal, 2008, 2012). It is recommended elementary principals continue to explore the characteristics of Bolman and Deal's framework model to increase awareness of their operating lens and gain multiple perspectives to better lead the complex systems of educational organization.

In this research study, eighteen of the 25 principals rated themselves as multi-frame leaders. Multi-frame leaders use all facets of each of the leadership frames (structural, human resource, political, symbolic). Two multi-frame principals worked specifically from human resource-symbolic frame, and structural-symbolic frame, respectively. With 72% of the principals self-identifying as a multi-frame principal, the data analysis of question two suggests the majority of elementary principals are utilizing the transformational behaviors appropriately. Based on the findings in this study, aspiring and current principals might benefit from practicing a multi-frame approach to increase the execution of transformational leadership behaviors for consistent effectiveness. Bolman and Deal (2008) elude to the idea, leadership is not tangible, and it only exists in the relationships and perceptions of followers. With no significant difference found, this may imply teachers perceive their elementary principal as using transformational leadership behaviors as intended. In conclusion, as elementary

principals continue to encounter change and complexities in the educational arena, they might benefit from reframing. Reframing provides elementary principals the opportunity to use their transformational behaviors in all situations and match their behavior and their frame to the appropriate situation (Bolman & Deal, 2008, 2012).

Demographics of Gender

The third research question is as follows: Does gender play a role on the impact of a preferred leadership frame of the principal or teachers perception of transformational leadership behavior? The null hypothesis was rejected for research question three based on the MANOVA data analysis. Statistically significant differences were found in both areas of preferred leadership frame in males and females, and transformational leadership behaviors used by male and female principals, as perceived by their corresponding teachers. The findings for each area is found in the following sections.

Gender and principal preferred leadership frame.

In this research study, the researcher identified only one statistically significant difference in preferred leadership frame of male and female elementary principals. Female principals rated themselves significantly higher than males on the symbolic frame. In this study, 68% of the elementary principal participants were female. With the significant finding in research question one and the high percentage of the principal participants being female, this may explain the significance found in this study. Nonetheless, the findings in this research study are similar to the findings in Bolman and Deal's research studies (1991, 1992) and Tillman (2012) indicating women rated higher, by themselves and others, than men in the symbolic frame. Other researchers also suggest females, by nature and societal expectations, are more nurturing and as a result

they would expect women to operate as a human resource or symbolic leader (Bolman & Deal, 1991, 1992; Eagly & Karau, 2002; Yukl, 2002). On the contrary, out of the 18 elementary principals who rated themselves as a multi-frame principal, 68% were female. This is a contradiction of Bolman and Deal's (1991, 1992) research of multi-frame leaders, where females typically led from a single frame versus multi-frame. Further investigation of more contemporary research may help to understand this contradiction of more female multi-frame leaders than in the past. Overall, from the findings in this study, the researcher can conclude that gender does not play a consistent role in preference of leadership frame.

It is suggested, both male and female elementary principals or aspiring principals, continue to reflect more on their leadership framework. Hallinger and Heck (1998) noted that while the principal plays an important role in effective schools, this role must be understood within the context of the school and should be viewed as a complex interaction between self-reflection as a leader and how teachers perceive their effectiveness as a leader. In an effort to positively impact the school organization, principals must know their own leadership frame, but also be aware of their teachers' perceptions of their leadership behavior.

Gender and transformational leadership behaviors.

The second part of research question three focused on gender's role in teacher perception of transformational leadership behaviors. The null hypothesis was also rejected due to statistically significant differences in four of the five transformational behaviors defined in this study (visualizing greatness; empowering the we; communicating for meaning; managing one's self; care and recognition). The significant

differences imply that men and women's transformational leadership behaviors are perceived differently by their teachers. Women were significantly different in all areas except visualizing greatness, where no significance was identified in the Bonferroni post hoc analysis. The findings in this research are conflicting with Kent's (2010) consideration of the Leadership Categorization Theory (Johnson et al., 2008; Offerman, Kennedy, & Wirtz, 1994). The Leadership Categorization Theory suggests that constituents hold personal ideals about how their leader behaves and they hold different ideals for men and women. So, if the prior research resulted in female leaders being viewed, or seeing themselves as more transformational, then Kent thought it may be necessary to study the specific behaviors that define transformational leadership versus the generic leadership style. The results of Kent's study found there was no significant difference between men and women in four of the categories, but did find a significant difference in how men and women communicate meaning, or how constituents perceived male and female leaders communication of meaning. This study contradicted Kent's finding, showing statistical significance only in visualizing greatness. The contradiction may be impacted by the professions of males and females utilized in Kent's study, whereas this study focused only on elementary principals. With the elementary setting focused primarily on the business of educating young children, teachers may look toward more nurturing characteristics such as care and recognition. According to the role congruity theory, women are expected to be more sensitive, nurturing and caring; whereas men are expected to demonstrate qualities such as assertiveness, willfulness, and being more demanding (Eagly & Karau, 2002; Eagly, & Carli, 2004, Newport, 2001).

Gender and teacher perception of overall effectiveness.

Although not addressed as a research question, the researcher was able to analyze data on gender impact on overall leadership effectiveness, as perceived by teachers. The analysis indicated no significant difference between male and female elementary principals. The research indicates similar findings from past research stating leadership is a set of skills that can be learned and not based on male or female societal expectations (Bolman & Deal, 2001, 2002, 2008, 2012; Eagly & Karau, 2002, Fullan 2001; Kent 2004, 2005). Therefore, a leader who can develop leadership skills through practical interaction with all stakeholders is preferred over gender (Fullan, 2011).

General Recommendations

Hallinger and Heck (1998) noted that while the principal plays an important role in effective schools, this role must be understood within the context of the school and should be viewed as a complex interaction between self-reflection as a leader and how teachers perceive their effectiveness as a leader. As leadership effectiveness is directly related to the behavior presented by the leader, it is equally important to examine how teachers perceive the particular leadership behaviors as effective. The findings in this study support the notion leadership is a mutual relationship built upon valued leadership characteristics in the elementary setting. Utilizing transformational leadership behaviors and Bolman and Deal's leadership framework, the researcher was able to get a glimpse of how elementary principals perceive themselves as leaders and if the mutual perception of leadership effectiveness is matched by corresponding teachers.

Based on the findings of this research, aspiring principals are encouraged to familiarize themselves with their own preferred leadership frame and work towards

becoming a multi-frame leader. Each frame offers the elementary principal a different lens to approach decision making, change initiatives and problem solving. A multi-frame view provides a more comprehensive outlook to leading effectively (Bolman & Deal, 2008). As aspiring principals learn to utilize a multi-frame leadership mentality, hiring possibilities may increase, especially when considering various demographics of elementary buildings such rural, urban, and suburban.

In the same respect, principals already in the field, should also continue to explore and reflect upon their preferred leadership frame. Leadership research indicates leaders are not locked into one style of leadership, but leadership can be learned and adapted (Bass, 1985, 1999; Bass & Avolio, 1993, 1994; Bolman & Deal, 2008, 2012; Burns, 1978; Kent 2004, 2005; Kouzes & Posner, 2012). Therefore, elementary principals should identify their strengths and learn when and how to utilize the other frames in appropriate situations. According to Bolman and Deal (2008, 2012), reframing offers a chance to move beyond stagnant approaches in leading the educational organization forward. Due to the complexity of the educational field and the constantly changing aspects of teaching and learning, reframing allows the elementary principal to break free from limited views and see multiple windows of bringing forth successful experiences for teachers and students.

Leadership programs focused on improving leadership in the field of education may also benefit from the findings of this research. Whether the educational leadership program is based at the university, district or organizational level, multi-frame thinking or framing may be an asset to improving leadership in all aspects of the educational arena.

Dunford and Palmer (1995) found that management courses teaching multiple frames had significant positive effects over both the short and long term—in fact, 98 percent of their respondents rated reframing as helpful or very helpful, and 90 percent felt it gave them a competitive advantage. (Bolman & Deal, 2008, p.19)

Transformational leadership is significantly related to leadership effectiveness (Bass & Avolio, 1994, 2004; Burns, 1978; Kotter, 1990). In addition, Bass and Avolio (2004) concluded that a leader's effectiveness is related to specific behaviors, which they have described as transformational leadership characteristics. The findings in this study demonstrate elementary principals that behave in the way they perceive themselves as leaders, are also perceived by their staff in the same manner. Therefore, behaviors of leaders should mimic their preferred leadership frame. Further research in this area may provide further insight in perception of transformational leadership behaviors.

Recommendations for Future Research

Further research in the area of preferred leadership frame and principal leadership effectiveness is needed. Bolman and Deal (2008, 2010) have provided a solid foundation of how multi-framing can be advantageous to educational leadership. A further investigation of this study might include teacher perception of preferred leadership frame as measured by Bolman and Deal's *The Leadership Orientation Survey of Other* (1990). Utilizing this particular study, allows the researcher to look specifically at leadership frame and teacher perception of leadership frame, in place of transformational leadership behaviors.

Qualitative research studies may also provide more in-depth understanding of the importance of multi-framing in the educational organization. A qualitative study of how

multi-frames are perceived by teachers in the education organization may provide more consistency in past and current research, especially in the areas of gender. With limited contemporary research of female multi-frame leaders, more research is needed to support the growth of females in the role of principal leader and their ability to improve perceptions of leadership effectiveness. Additionally, a qualitative study of effective elementary principals and ineffective, as measured by student achievement and teachers perception of leadership preferred frame, may also lend to further understanding of multi-frame approaches, in place of single or dual frame approaches.

The elementary principal is not alone in their leadership roles and the importance they play in the success of the educational organization. Secondary principals may lead differently than elementary principals, and be perceived differently in their separate setting. Furthermore, the superintendent serves as the leader in an even bigger arena, serving all facets of the educational organization, with an even more varying degree of stakeholders. Further research is recommended to investigate superintendents' preferred leadership frame and the impact it has on various stakeholders' perception of leadership effectiveness such as principals, board members, teachers, community members. As the superintendent is a lead decision-maker for the educational organization, leadership framework might provide insight for the opportunity to grow and progress in a positive direction for the organization as a whole.

As elementary principals continue to set the tone for the success of their school, it is recommended further research be conducted on teacher perception of leadership effectiveness as measured by transformational behaviors. This study focused particularly on the elementary setting, however further researcher should be extended into the

secondary education setting. In addition, a qualitative study may provide further insight in which transformational behaviors are most demonstrative of the elementary principal leading from the preferred leadership frame.

As male and female elementary principals continue to demonstrate transformational leadership behaviors differently, further qualitative research is also recommended for gender differences and its role in transformational leadership and leadership effectiveness in the elementary setting.

Summary

The purpose of this study was to examine how an elementary principal's preferred leadership frame may impact the teacher's perception of transformational leadership behavior. This study supported previous research finding principals who rated themselves as multi-frame leaders or symbolic leaders had significant impact on teachers' perception of overall leadership effectiveness. The ability to use more than one frame can be an effective leadership skill because it allows the principal the ability to think flexibly and see organizations from multiple perspectives (Bolman & Deal, 2008). Symbolic leaders seek to explore and nurture the building blocks of culture, bringing meaning and purpose to the organization (Bolman & Deal, 2008). This would suggest aspiring principals and current elementary principals explore their leadership frame and familiarize themselves with their strengths and weaknesses as a leader, in order to focus on the areas needed to make the greatest impact in their own organizations.

Research points to a direct relationship between highly regarded leadership behavior and the success of the educational organization in the general areas of student achievement and teaching and learning (Leithwood, K., Seashore Louis, K., Anderson,

S., & Wahlstrom, K, 2004). Much of what is known about school leadership is based on teacher perceptions of leadership practices (Leithwood & Janzi, 1999; 2006). In this study, it was found that an elementary principal's preferred leadership frame did not have a significant impact on teachers' perception of leadership practices associated with transformational leadership. This led the researcher to believe that teachers perceive their elementary principal as leading in a way that the principal proclaims themselves to lead. In other words, when teachers perceive their principal in the same manner that principals portray themselves, the educational organization is operating symbiotically. In the position of elementary principal, current and aspiring principal leaders might benefit from focused attention on transformational behaviors valued by teachers. Both individual and group reflection on purposes and practices and how each may improve the organization are encouraged by the leader, including reinforcement to periodically identify and assess the merits (Leithwood & Jantzi, 1990).

Highly effective principals are considered the key to beginning, implementing, and maintaining school success (Tucker & Coddling, 2002). Principal responsibility has evolved over the years from management to a much broader capacity. Principals are now responsible for instructional leadership, providing effective professional development, observing state and federal standards, evaluating teacher performance and providing students and teachers with a positive, safe culture of teaching and learning (Leithwood & Jantzi, 2006; Fullan 2007, 2011). With such importance placed upon effective leadership in education, the preparation and learning journey is a critical component to becoming an effective elementary principal. Principal leadership programs, at any level, may benefit from the findings of this study. Providing aspiring and current principals a means by

which to identify and reflect on their preferred leadership frame and their practice of transformational leadership behaviors may impact the improvement and success of the educational organization.

References

- Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist*, 65(3), 157-170. doi:10.1037/a0018806
- Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership in schools; Panacea, placebo or problem. *Journal of Educational Administration*, 39(1), 24-46.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bass, B.M & Avolio, B.J. (1993). Transformational leadership and organizational culture [Electronic version]. *Public Administration Quarterly*, 17(1), 112-121
- Bass, B. M. & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.
- Bass, B.M. & Avolio, B.J. (2004) *MLQ. The benchmark measure of transformational leadership*. Redwood City, CA: Mind Garden.
- Bass, B.M. & Bass, R. (2008). *The Bass handbook of leadership: Theory, Research & Managerial Application* (4th ed.). New York, NY: Free Press.

- Beck-Frazier, S., White, L.N., & McFadden, C. (2007). Perceived differences of leadership behaviors of deans of education: A selected study. *Journal of Leadership in Education*, 6(1), 93-104.
- Bennis, W., & Nanus, B. (1985). *Leaders*. New York: Harper & Row.
- Bennis, W. & Nanus, B. (2003). *Leaders: Strategies for Taking Charge* [Kindle edition]. Retrieved from: <https://www.amazon.com/Kindle-eBooks/b?ie=UTF8&node=154606011>
- Bensimon, E.M. (1991). The meaning of good presidential leadership: A frame analysis. In M.W. Peterson(Ed.), *ASHE reader series: Organization and governance in higher education* (4th ed., pp. 421-431). Needham Heights, MA: Simon & Schuster Custom Publishing.
- Boatwright, K.J. & Forrest, L. (2000). Leadership preferences: the influence of gender and needs for connection on workers' ideal preference for leadership behaviors. *Journal of Leadership Studies*, 7(2), 18.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37, 662-683.
<http://dx.doi.org/10.1177/00131610121969460>
- Bolman, L. (n.d.). Research with leadership orientations instrument. Retrieved July, 12, 2017 from <http://www.leebolman.com/orientations.htm>
- Bolman, L. G., & Deal, T. E. (1990). *Leadership orientation survey* [Measurement instrument]. Retrieved from <http://www.leebolman.com/orientations.htm>
- Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Managment*, 30, 509-534.
<http://dx.doi.org/10.1002/hrm.3930300406>

- Bolman, L. G., & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly*, 28, 314-329.
<http://dx.doi.org/10.1177/0013161X92028003005>
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2nd ed.). Thousand Oaks, CA: Corwin.
- Bono, J.E., & Judge, T.A. (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology*, 89(5), 901-910.
DOI: 10.1037/0021-9010.89.5.901
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Burton, L.J., & Peachey, J.W. (2009). Transactional or transformational? Leadership preferences of Division III athletic administrators. *Journal of Intercollegiate Sport*, 2, 245- 259.
- Conger, J.A. (1989). *The Charismatic Leader*. San Francisco: Jossey-Bass Publishers.
- Daft, R. (2005). *The leadership experience* (3rd ed.). Toronto, ON: Webcom Ltd.
- Davis, T.I. (1996). The ways administrators work: A study of the theoretical frames of leadership used by female and male secondary school principals in Pennsylvania (Doctoral dissertation, Temple University, 1996). *Dissertation Abstracts International*, 57(6), 2287A.
- Del Favero, M. (2006). An examination of the relationship between academic discipline and cognitive complexity in academic deans' administrative behavior. *Research in Higher Education*, 47(3), 281-315.

- Duehr, E.d., & Bono, J.E. (2006). Men, women and managers: Are stereotypes finally changing?. *Personnel Psychology*, 59(4), 815-846. doi: 10.1111/j.1744-6570.2006.00055.x
- Dweck, Carol S. (2008). *Mindset: The new psychology of success* New York : Ballantine Books
- Eagly, A.H., & Carli, L.L. (2003). The female leadership advantage: An evaluation of the evidence. *Leadership Quarterly*, 14, 807-834.
- Eagly, A.H. & Johannesen-Schmidt, M.C. (2001). The leadership styles of women and men. *Journal of Social Issues*, 57, 781-797.
- Eagly, A.H., & Johnson, B.T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108, 233-256.
- Eagly, A.H., & Johannesen-Schmidt, M.C. (2001). The leadership styles of men and Women. *Journal of Social Issues*, 57, 781-797.
- Eagly, A.H. & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573–598. doi: 10.1037/0033-295X.109.3.57
- Eagly, A.H. & Johnson, B.T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108(2), 233-256.
- Eliophotou-Menon, M., & Ioannou, A. (2016). The link between transformational leadership and teachers' job satisfaction, commitment, motivation to learn, and trust in the leader. *Academy of Educational Leadership Journal*, 20(3), 12-22.
Retrieved from
<http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/1847544727?accountid=14196>

- Emmanouil, K., Osia, A., & Paraskevi-Ioanna, L. (2014, May). The impact of leadership on teachers' effectiveness. *International Journal of Humanities and Social Science*, 4, 34-39. Retrieved from <http://www.ijhssnet.com>
- Ergle, B. (2012). *Transformational leadership behaviors in elementary school principals* (Doctoral dissertation). Retrieved from <http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/1033500906?accountid=14196>
- Fernandez, J.A. (2012). *Principals' perspectives on how transformational, instructional, and managerial leadership practices influence teacher effectiveness and student achievement*. [Doctoral dissertation]. Retrieved from <http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/1027376546?accountid=14196>
- Finnigan, K.S. (2010). Principal leadership and teacher motivation under high-stakes accountability policies. *Leadership and Policy in Schools*, 9(2), 161-189.
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College Press.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.
- Gay, L.R., Mills, G.E., and Airasian, P.W. (2009). *Educational research: Competencies for analysis and applications* (9th ed). Upper Saddle River, New Jersey: Pearson.

- Gioconda, Q., Gonzalez, M.E., & Kent, T.W. (2008). A road for achieving an international measure and understanding on leaders' behaviors. *Leadership and Organizational Development*, 29(8), 678-692
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantum Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantum Books.
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ (10th Anniversary Edition)*. New York: Bantum Books.
- Griffin, M.S. (2005). *A comparison of the leadership orientations of chairpersons of biology and English departments at the baccalaureate and master's institutions in the southern region*. (Order No. 3170917). Available from ProQuest Dissertations & Theses Global. (305419762). Retrieved from <http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/305419762?accountid=14196>
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333-356.
- Hall, J., Johnson, S., Wysocki, A. & K. Kepner (2008). *Transformational leadership: The transformation of managers and associates*. Florida: University of Florida.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration*

30(3), 35. Retrieved from

<http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/220458343?accountid=14196>

- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-352.
- Hallinger, P. and Heck, R.H. (1998). *Exploring the principal's contribution to school effectiveness: 1980-1995*. School Effectiveness and School Improvement. June 1988.
- Hattie, J. & Clinton, J. (2011) School leaders as evaluators. In E. Allison, J. Clinton, J. Hattie, C. Kamm, C. Lassiter, B. McNulty, D.B. Reeves, A. Rose, J. Trujillo, S. Ventura, M. Wasta, S. White (Eds.), *Activate: A leader's guide to people, practices, processes* (171-198). Englewood, CA: Lead & Learn
- Hur, M.H. (2008). Exploring differences in leadership styles: A study of manager tasks, follower characteristics, and task environments in Korean human service organizations. *Social Behavior and Personality*, 36(3), 359-372.
- Johnson, S.K., Murphy S.E., Zewdie, S., & Reichard, R.J. (2008). The strong sensitive type: Effects of gender stereotypes and leadership prototypes on the evaluation of male and female leaders. *Organizational Behavior and Human Decision Processes*, 106, 36-60.
- Jung, D.I., & Avolio, B.J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and

- transactional leadership. *Journal of Applied Psychology*, 88(2), 246-255. Doi: 346450701.
- Kanter, R. (1977). *Men and women of the corporation*. New York, NY: Basic Books
- Karau, S.J., & Eagly, A.H. (1999). Invited reaction: Gender, social roles, and the emergence of leaders. *Human Resource Development Quarterly*, 10(4), 321-327.
- Kawatra, S. & Krishnan, V.R. (2004). Impact of gender and transformational leadership on organizational culture. *NMIMS Management Review*, 16(1,2) 1-6.
- Kent, T.W. (1999). *Leadership*. In A.O. Kilpatrick & J.J. Johnson (Eds.) *Handbook of health administration and policy*, (pp 961-969). New York: Marcel Dekker, Inc.
- Kent, T.W. (2004, June). *The five ingredients of leadership*. Proceedings of The 4th Annual International Conference on Business, Hawaii
<https://doi.org/10.1201/NOE1420052756.ch224>.
- Kent, T. W. (2005). Leading and managing: It takes two to tango. *Management Decision*, 43(7), 1010-1017. Retrieved from
<http://eagle.sbuniv.edu:2048/login?url=http://search.proquest.com/docview/212072927?accountid=14196>
- Kent, T.W. (2012) *The predictive capabilities of a global measure of leadership*. Unpublished manuscript.
- Kent, T.W. and Blair, C. (2008). Leadership across cultures: Examining the equivalence of the Leadership Behavior Inventory in two different cultures. Southern Management Association 2008 Meeting. St. Petersburg, FL, Oct.
- Kent, T. W., Crotts, J. C., & Azziz, A. (2001). Four factors of transformational leadership

behavior. *Leadership & Organization Development Journal*, 22(5), 221-229.

Retrieved from

<http://eagle.sbuniv.edu:2048/login?url=http://search.proquest.com/docview/226922119?accountid=14196>

Kim, H., & Shim, S. (2003). Gender-based approach to the understanding of leadership roles among retail managers. *Human Resource Development Quarterly*, 14, 321-342.

King, F. (2011). The role of leadership in developing and sustaining teachers' professional learning. *Management in Education*, 25(4), 149-155.

Kotter, J.P. (1990). *A force for change*. New York: The Free Press.

Kotter, J.P. (2012). *Leading Change*. Boston, MA: Harvard Business Press.

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting the extraordinary things done in organizations*. San Fransisco, CA: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z (2002). *The leadership challenge* (3rd ed.). San Fransisco, CA: Jossey Bass.

Kouzes, J.M, & Posner, B.Z.(2003). *The five practices of exemplary leadership publication*. San Fransisco, CA: Pfeiffer.

Kouzes, J.M., & Posner, B.Z. (2007). *The leadership challenge* (4th ed.). San Fransisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). [Kindle DX version].

Retrieved from <http://www.wiley.com>

- Kouzes, J.M., & Posner, B.Z. (2013). *Great leadership creates great workplaces*. San Francisco, CA: Jossey-Bass.
- Leithwood, K. A. (2000). Transformation school leadership in a transactional policy world. In M. Fullan, JosseyBass Reader on Educational Leadership. San Francisco: Jossey-Bass.
- Leithwood, K. A., Harris, A. & D. Hopkins (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Leithwood, K. & Jantzi, D. (1990). Transformational leadership: How principals can help reform school cultures. Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies, Victoria, British Columbia. Retrieved from ERIC database. (ED323622).
- Leithwood, K. & Jantzi, D. (1999) The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35. pp. 679-706.
- Leithwood, K & Jantzi, D. (2000). Principal and teacher leadership effects: A replication [Electronic version]. *School Leadership & Management*, 20(4), 415-434.
- Leithwood, K. A. & D. Jantzi (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools*, 4(3), 177-199.
- Leithwood, K. A. & D. Jantzi (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Leithwood, K. A. & D. Jantzi (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4),

496 - 528.

Leithwood, K. A. & J. Sun (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3) 387- 423.

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. Ontario, Canada: Center for Applied Research and Educational Improvement, Ontario Institute for Studies in Education. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx>

Leithwood, K & Steinbach, R. (1991). Indicators of transformational leadership in the everyday problem solving of school administrators. *Journal of Personnel Evaluation in Education*, 4(3), 221-244.

Livengood, J. A. (2012). *The leadership orientations and effectiveness of college and university career services directors* (Doctoral dissertation). Available from Educational Leadership Commons.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Aurora, CO: Mid-continent Research for Education and Learning.

Mertler, C.A., & Vannatta, R.A. (2005). *Advanced and multivariate statistical methods: Practical application and interpretation (3rd ed.)*. Glendale, CA: Pyrczak Publishing.

- Mirza, M. & Redzuan, M. (2012). The relationship between principal's leadership styles and teacher's organizational trust and commitment. *Life Science Journal*, 9(3), 1356-1362).
- McArdle, Felicity. (2008). The arts of staying cool. *Contemporary Issues in Early Childhood*, 9(4), 365-374. <https://doi.org/10.2304/ciec.2008.9.4.365>
- McNulty, B.A. (2011). Leaders developing learning systems. In E. Allison, J. Clinton, J. Hattie, C. Kamm, C. Lassiter, B. McNulty, D.B. Reeves, A. Rose, J. Trujillo, S. Ventura, M. Wasta, S. White (Eds.), *Activate: A leader's guide to people, practices, processes* (171-198). Englewood, CA: Lead & Learn
- Newport, F. (2001, February). *Americans see women as emotional and affectionate, men as more aggressive: Gender specific stereotypes persist in recent Gallup poll*. Retrieved from <http://brain.gallup.com>.
- Northouse, P.G. (2007). *Leadership: Theory and Practice*(4th ed.). Thousand Oaks, CA: Sage Publication
- Pallant, J. (2011). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Allen & Unwin: Australia. Retrieved from: http://hbanaszak.mjr.uw.edu.pl/TempTxt/ebooksclub.org__SPSS_Survival_Manual__A_Step_by_Step_Guide_to_Data_Analysis_Using_the_SPSS_Program__4th_Edition.pdf
- Palmer, R. E. (1995). *The relationship between principals' leadership style and faculty perception of principals' effectiveness* (Order No. 9601431). Available from ProQuest Dissertations & Theses Global. (304224048). Retrieved from <http://search.proquest.com/docview/304224048?accountid=14196ent>

- Paustian-Underdahl, S.C, Walker, L.S. and Woehr, D.J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of Applied Psychology*, 99(6), 1129-1145. <http://dx.doi.org/10.1037/a0036751>.
- Peachey, J.W., & Burton, L.J. (2011). Male or female athletic director? Exploring perceptions of leader effectiveness and a (potential) female leadership advantage with intercollegiate athletic directors. *Sex Roles*, 64, 416-425.
- Peachey, J.W., & Burton, L.J. (2012). Transactional or transformational leaders in intercollegiate athletics? Examining the influence of leader gender and subordinate gender on evaluation of leaders during organizational culture change. *International Journal of Sport Management*, 13, 115-142
- Pelham, B.W. (2013). *Intermediate statistics: A conceptual course*. Thousand Oaks, California: Sage Publications.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rehmeyer, A. M. (2014). *The impact of gender on perceived leadership effectiveness of elementary principals* (Order No. 3581791). Available from ProQuest Dissertations & Theses Global. (1616636464). Retrieved from <http://search.proquest.com/docview/1616636464?accountid=14196>
- Rosener, J.B. (1990). Ways women lead. *Harvard Business Review*, 68, 119-125.
- Roddy, T. (2010). Frame analysis of the self-perceived leadership orientation of headmasters of the Independent Schools Association of the Southwest, Southern

Association of Independent Schools and the Association of Independent Schools of Greater Washington member schools (Doctoral dissertation, University of New Orleans, 2010). Available from ProQuest Dissertations & Theses Global. (808582369). Retrieved from <http://eagle.sbuniv.edu:2048/login?url=http://eagle.sbuniv.edu:2085/docview/808582369?accountid=14196>

Rudd, H., Kent, T., Blair, C.A. (2009). Leader Behavior Inventory: A test of measure Equivalence in Germany and the United States. *International Journal of Leadership Studies*, 5(1), 22-36.

Ruff, W.G., Shoho, A.R. (2005, August). Understanding instructional leadership through mental models of three elementary school principals. *Educational Leadership*, 41(3), 554-577.

Salovey, P. & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

Senge, P.M. (2006). *The Fifth discipline: The art and practice of the learning organization*. United States: Doubleday.

Shakeshaft, C. & Nowell, I. (1992). Gender and supervision in school personnel. *Education Digest* 57(6), 14-18.

Shih, H.A., Chiang, Y.H., & Chen, T.J. (2012). Transformational leadership, trusting climate and knowledge exchange behaviors in Taiwan. *The International Journal of Human Resources Management*, 23(6), 1057-1073.

Simkins, T. (2005) "Leadership in education: What works or what makes sense?", *Educational Management Administration and Leadership*, 33(1), 9-26

- Sosik, J. & Megerian, L. (1999, September). Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions. *Group & Organization Management*, 24, 267-390.
- Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54, 1-29.
- Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Taylor, Frederick W. (1911). Scientific management: Principles of scientific management. *American Magazine* 71:101-113.
- Thompson, M.D. (2000). Gender, Leadership Orientation, and Effectiveness: Testing the Theoretical Models of Bolman & Deal and Quinn. *Sex Roles*, 42(11/12), 969-992.
- Thoonen, E.E.J., Slegers, P.J.C., Oort, J.J., Peetsma, T.T.D, and F.P. Geijsel (2011). How to improve teaching practices: The role of teacher motivation, organizational factors and leadership practices. *Educational Administration Quarterly*, 47(3), 496-536.
- Tillman, P. S. (2012). *Leadership orientations of female school superintendents: A multidimensional framework perspective* (Doctoral dissertation). Retrieved from <http://digitalcommons.georgiasouthern.edu>
- Tucker, M.S., & Coddling, J.B. (2002). *The principal challenge: Leading and managing schools in an era of accountability* (6th ed.). San Francisco: Jossey-Bass.
- Weber, M. *The Theory of Social and Economic Organization*. (T. Parsons, trans.) New York: Free Press, 1947.

Young, M.D., & McLeod, S. (2001). Flukes, opportunities, and planned interventions:
Factors affecting women's decisions to become school administrators.

Educational Administration Quarterly, 37(4), 462-502.

Yukl, G.A. (2002) *Leadership in organizations*. Upper Saddle River, NJ: Prentice Hall

Appendix A: Principal Consent to Conduct Research

By clicking, “I Agree,” you are giving consent to participate in this research project and understand the following:

Project Background

This project involves gathering data through the Question Pro online survey that follows, and will look into the impact of a principal’s preferred leadership frame and their teachers’ perception of transformational leadership behaviors for leadership effectiveness. The data will be collected for analysis and may be published. Participants must of at least 18 years of age to participate and must currently hold a title of elementary principal in a public school setting, which houses grades K-5, in any combination.

Purpose

The purpose of this study is determine the impact, if any, of a principal’s preferred leadership frame and the teachers’ perception of their transformational leadership behaviors for leadership effectiveness. In addition, the researcher will analyze whether gender will have an impact on teacher perception of leadership effectiveness.

Voluntary

The survey is entirely voluntary. You may refuse to answer any question or choose to withdraw from the study at any time, without any penalty or loss of benefits to which you are otherwise entitled.

Procedures

Principal participants will receive an email that includes an online survey invitation and link to the survey. This invitation to participate will be sent to all elementary principals serving a Missouri public school, housing grades K-5, in any combination. Charter schools and private school elementary principals will not be utilized in this study, as cultural or structural differences within those settings, may skew the data.

This study seeks to determine the impact that occurs between two groups of participants. Therefore, it is necessary to have participation from **principals and teachers** within the same building. It is necessary to first obtain the principal’s consent to participate in the study before the teacher survey is distributed. Principals who agree to participate will be instructed to use a random selection method to aid distribution of teacher survey. The principal will be asked to disperse the teacher survey via email to five teachers in their building; these five teachers will serve as the representative sample for the building.

Duration of Involvement

Participation in this study should only take approximately 15 minutes or less. Principals will only take the survey one time. Following the survey, your participation will be complete once you have distributed the teacher survey to a random selection of five

teachers within your building. No further involvement is necessary. Participants may request to receive a copy of the findings from the research when complete.

Confidentiality

Your confidentiality will be maintained in that a participant's name will not appear on the survey or in the published study itself. Principals who participate will have their email address automatically collected through Question Pro when they agree to participate in the study. The collection of email address is solely for the purpose of linking principal surveys with the corresponding teacher surveys, as the responses from the teachers will be linked to the building principal's email address. Question Pro is a secure, password protected system that will keep the data from this study safe and confidential. The data will only be reported in cumulative form. While anonymity cannot be guaranteed for principals, anonymity for teachers can be. Confidentiality will be ensured for all participants.

Risks

This project does not pose any risks greater than those encountered in everyday life.

Benefits

Your participation in this research project will enhance the information base for leadership in education. Principals will learn about their own leadership style and the research can add to the database what leadership behaviors are perceived as effective for elementary principals in the public school setting. Additional benefits might include foresight into professional development opportunities that could improve a leader's effectiveness by highlighting strengths and building upon weaknesses, information about leadership preparation programs and utilization of selection and recruitment of quality principals.

Thank you for your assistance in providing information regarding principal preferred leadership frame and how it may impact teacher perception of transformational leadership behaviors. Your time and effort is greatly appreciated. If you have questions regarding this study, please contact me at (417)-830-7391, or s612485@sbuniv.edu. You may also contact my Faculty Advisor, Dr. Tammy Condren, at (417)328-1737, or tcondren@sbuniv.edu.

The SBU Research Review Board has reviewed this study. If you have questions regarding your rights as a participant in research, please feel free to contact the Research Review Board Chair, Martaun Stockstill at (417) 328-2089, or RRB@sbuniv.edu. Thank you in advance for your assistance with this research project.

Sincerely,

Lori Elliott, Doctoral Candidate
Southwest Baptist University

Appendix B: Teacher Consent to Conduct Research

By clicking, “I Agree,” you are giving consent to participate in this research project and understand the following:

Project Background

This project involves gathering data through the Question Pro online survey that follows, and will look into the impact of a principal’s preferred leadership frame and their teachers’ perception of transformational leadership behaviors for leadership effectiveness. The data will be collected for analysis and may be published. Participants must of at least 18 years of age to participate and must currently hold a title of certified elementary teacher in a public school setting, which houses grades K-5, in any combination.

Purpose

The purpose of this study is determine the impact, if any, of a principal’s preferred leadership frame and the teachers’ perception of their transformational leadership behaviors for leadership effectiveness. In addition, the researcher will analyze whether gender will have an impact on teacher perception of leadership effectiveness.

Voluntary

The survey is entirely voluntary. You may refuse to answer any question or choose to withdraw from the study at any time, without any penalty or loss of benefits to which you are otherwise entitled.

Procedures

Principal participants will receive an email that includes an online survey invitation and link to the survey. This invitation to participate will be sent to all elementary principals serving a Missouri public school, housing grades K-5, in any combination. Charter schools and private school elementary principals will not be utilized in this study, as cultural or structural differences within those settings, may skew the data.

This study seeks to determine the impact that occurs between two groups of participants. Therefore, it is necessary to have participation from **principals and teachers** within the same building. It is necessary to first obtain the principal’s consent to participate in the study before the teacher survey is distributed. Principals who agree to participate will be instructed to use a random selection method to aid distribution of teacher survey. The principal will be asked to disperse the teacher survey via email to five teachers in their building; these five teachers will serve as the representative sample for the building.

Duration of Involvement

Participation in this study should only take approximately 15 minutes or less. Principals will only take the survey one time. Following the survey, your participation will be

complete once you have distributed the teacher survey to a random selection of five teachers within your building. No further involvement is necessary. Principals may request to receive a copy of the findings from the research when complete.

Confidentiality

Your confidentiality will be maintained in that a participant's name will not appear on the survey or in the published study itself. Principals who participate will have their email address automatically collected through Question Pro when they agree to participate in the study. The collection of email address is solely for the purpose of linking principal surveys with the corresponding teacher surveys, as the responses from the teachers will be linked to the building principal's email address. Question Pro is a secure, password protected system that will keep the data from this study safe and confidential. The data will only be reported in cumulative form. While anonymity cannot be guaranteed for principals, anonymity for teachers can be. Confidentiality will be ensured for all participants.

Risks

This project does not pose any risks greater than those encountered in everyday life.

Benefits

Your participation in this research project will enhance the information base for leadership in education. Principals will learn about their own leadership style and the research can add to the database what leadership behaviors are perceived as effective for elementary principals in the public school setting. Additional benefits might include foresight into professional development opportunities that could improve a leader's effectiveness by highlighting strengths and building upon weaknesses, information about leadership preparation programs and utilization of selection and recruitment of quality principals.

Thank you for your assistance in providing information regarding principal preferred leadership frame and how it may impact teacher perception of transformational leadership behaviors. Your time and effort is greatly appreciated. If you have questions regarding this study, please contact me at (417)-830-7391, or s612485@sbuniv.edu. You may also contact my Faculty Advisor, Dr. Tammy Condren, at (417)328-1737, or tcondren@sbuniv.edu.

The SBU Research Review Board has reviewed this study. If you have questions regarding your rights as a participant in research, please feel free to contact the Research Review Board Chair, Martaun Stockstill at (417) 328-2089, or RRB@sbuniv.edu. Thank you in advance for your assistance with this research project

Sincerely,

Lori Elliott, Doctoral Candidate
Southwest Baptist University

Appendix C: Leadership Orientation of Self

Please provide your professional email (this email serves as identification with teacher response only-CONFIDENTIALITY IS PROTECTED):

This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you. Please use the following scale in answering each item.

1 = Never	2 = Occasionally	3 = Sometimes	4 = Often	5 = Always
-----------	------------------	---------------	-----------	------------

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
2. _____ *Show high levels of support and concern for others.*
3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspire others to do their best*
5. _____ *Strongly emphasize careful planning and clear time lines.*
6. _____ *Build trust through open and collaborative relationships.*
7. _____ *Am a very skillful and shrewd negotiator.*
8. _____ *Am highly charismatic.*
9. _____ *Approach problems through logical analysis and careful thinking.*
10. _____ *Show high sensitivity and concern for others' needs and feelings.*
11. _____ *Am unusually persuasive and influential.*
12. _____ *Am able to be an inspiration to others.*
13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*

16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skillful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*
28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II. Leadership Style

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
 - _____ a. *Analytic skills*
 - _____ b. *Interpersonal skills*
 - _____ c. *Political skills*

- _____ d. *Ability to excite and motivate*
2. The best way to describe me is:
- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*
3. What has helped me the most to be successful is my ability to:
- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*
4. What people are most likely to notice about me is my:
- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma.*
5. My most important leadership trait is:
- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*
6. I am best described as:
- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a **manager**.

1	2	3	4	5
Bottom 20%	Middle 20%		Top 20%	

2. Overall effectiveness as a **leader**.

1	2	3	4	5
Bottom 20%	Middle 20%		Top 20%	

IV. Background Information

1. Are you: ___ Male ___ Female
2. How many years have you been in your current job? _____
3. How many total years of experience do you have as a manager? _____