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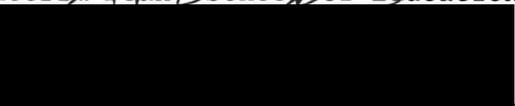
**School of Education
Virginia Commonwealth University**

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Friday, December 14, 2001
Date

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A Study of Two Leadership Styles and School Cultural Norms in Small Middle Schools

A Dissertation

Submitted to the Graduate Faculty of Virginia Commonwealth University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
The School of Education

by
Deborah Evans Marks
B.S., Longwood College, 1978
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February 11, 2002

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Abstract

A Study of Two Leadership Styles and School Cultural Norms in Small Middle Schools

By Deborah Evans Marks

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the School of Education, Virginia Commonwealth University

Virginia Commonwealth University, 2002

Director: Dr. Rosemary A. Lambie
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The purpose of this study was to explore and compare small, public middle school principals' and middle school teachers' perceptions of the leadership style exercised by principals in these schools. The study also investigated the relationship between the principals' and teachers' perceptions of the principals' leadership style as well as the principals' and teachers' perceptions of the presence of the 14 school cultural norms in their school cultures.

The sample used in this study included building principals and their instructional staffs from 32 small, public middle schools across the Commonwealth of Virginia. Onsite visits were conducted by the researcher to administer the surveys at scheduled faculty meetings or to train a staff member on the administration of the surveys.

Leadership style was measured by Bass and Avolio's (1996) Multifactor Leadership Questionnaire. The 14 school cultural norms were measured by Sagor's (1996) School Culture Survey. Descriptive and inferential statistics and Pearson's r , the correlation coefficient, were used to investigate the relationship of the perceptions of the teachers and of the principals in regards to the principals' leadership style and the school cultural norms.

Some of the findings of the study were:

Middle school principals and their teachers differ in their perceptions of the leadership style exhibited in their schools. A significant difference was found to exist between the perceptions of principals and teachers in regards to the degree in which the middle school principals exhibited transformational leadership style behaviors. Both principals and teachers perceived that transactional leadership style behaviors were exhibited by these principals but to a lesser degree.

Middle school principals and their teachers perceived that the 14 school cultural norms “generally” exist in their present positive school cultures. The middle school principals in this study perceived the 14 school cultural norms to exist at a higher degree than did their teachers.

A correlation was found to exist between transformational leadership style behaviors and the one cultural norm, protection of what is important from the middle school principals’ perceptions. Seven cultural norms were perceived by the teachers in this study to be significantly correlated with the transformational leadership style behaviors exhibited by the middle school principals.

Chapter One--Introduction

*The good teacher discovers the natural gifts
of his pupils and liberates them by the
stimulating influence of the inspiration that
he can impart. The true leader makes his
followers twice the men they were before.*

Stephen Neill

Overview

Leadership styles of public school administrators have continued to change with the trends in education. According to the professional literature, many current school leaders have adopted the style of either transactional or transformational leadership (Bass & Avolio, 1996; Bolman & Deal, 1991; Leithwood, 1992; Leithwood, Jantzi, & Steinbach, 1999; Sergiovanni, 1987, 1996, 2000). A review of the professional literature indicates that both of these leadership styles involve the skill to begin, continue and/or change the organizational culture that exists in each school building (Ashby & Krug, 1998; Deal & Peterson, 1999; Firestone & Louis, 1999; Snowden & Gorton, 1998; Stoll & Fink, 1999).

This chapter begins by presenting the problem statement, then moves on to the purpose of the study, providing a theoretical framework, presenting the research questions, describing the methodology, discussing the possible limitations, defining the terms, and concluding with a statement of the importance of the study. The theoretical framework section is divided into three subsections: transformational leadership, transactional leadership, and school culture. The two subsections on leadership contain the leadership behaviors that were evaluated in this study. The subsection on school culture discusses the 14 school cultural norms that were explored in this study.

Problem Statement

There is an abundance of evidence provided throughout the professional literature that a specific leadership style of a school administrator has an effect on the school culture (Fiore, 2001; Firestone & Louis, 1999; Fullan, 1998; Saphier & King, 1985; Stoll & Fink, 1999). The literature also supports the premise that a positive school culture is related to the accomplishments of the school organization (Fiore; Sagor, 1996; Saphier & King). School cultural norms--beliefs and values of the members of the organization--that undergird these behavioral manifestations, are the basis for any school culture. The professional literature, however, does not link a specific leadership style with specific school cultural norms.

Purpose of the Study

The relationship between the styles of transformational and transactional leadership and the cultural norms that manifest values of existing school cultures needs to be established empirically in order to offer suggestions and guidance to practicing school administrators and those aspiring to be school administrators. The professional literature supports that the culture of a school is determined by the underlying beliefs and values of the members, as manifested in school cultural norms prior to the arrival of any administrator. It is the responsibility of the school administrator to determine the leadership style that would most benefit the overall school organization. The leadership style chosen must be inter-related in a positive way with the school cultural norms that are present in the existing school culture.

The purpose of this study was to investigate and compare principals' and teachers' perceptions of the leadership style exhibited by the principal in small, public middle schools. The purpose was also to examine the relationship of the principals' and teachers' perceptions of the leadership style and the school cultural norms present in their schools.

Although studies exist on the superintendency level and elementary level, no studies have been found in the professional literature that parallel this study on the middle school level. Dr. Fiore, in a personal communication on October 24, 2001, shared that he “knew of no research” on the 14 individual school cultural norms presented in this study. Books, dissertations and literature located through the use of electronic searches have been used in the literature review.

Theoretical Framework

Theoretical Development

There has been speculation for years concerning the type of leader a school organization needs in a public high, middle or elementary school in the United States. The professional literature provides support that school principals have evolved from one of a manager in the 1950s to one of an instructional leader in the 1980s and to one of a transformational leader in the 1990s (Schein, 1996). A manager is defined in the literature as one who manages the affairs of the organization but does not lead the organizational group towards a common vision or goal. Managers plan, coordinate and monitor, which are all part of being a school leader; however, managers do not inspire, guide and persuade. The major difference in managers and leaders is that managers are concerned with directing and leaders are concerned with influencing (Crow, Matthews & McCleary, 1996).

Instructional leadership became the trend in the 1980s with school principals considered as the instructional leader within the school building. As the instructional leader, the principal has been defined by Leithwood, Jantzi & Steinbach (1999) as the one who is to provide constant support and recommendations to the instructional staff concerning the direction of the curriculum and the overall academic program. During the instructional leader decade, school principals found their actions dictated by the behaviors

of the teachers as they engaged in the activities directly affecting the growth of the students within their buildings (Leithwood, et.al, 1999).

Transformational leaders, as defined in the literature, are ones who can provide a vision for where the school organization is going and accomplish this by using a collaborative, shared decision-making approach, as well as teacher empowerment. They have the ability to encourage change in others (Leithwood, 1992). Leithwood also indicates that it is imperative for a school to have strong leadership on the part of the school principal, regardless of the leadership style. For years, literature from experts (Bolman & Deal, 1991; Leithwood, 1982, 1992, 1994, et. al, 1999; Sergiovanni, et. al, 1999; Snowden & Gorton, 1998) has supported the need for strong school leadership in regards to the culture of the school community.

Strong leadership exhibited by a school principal is defined by Leithwood, et. al (1999) as those administrators with knowledge of the teaching and learning processes and the power to motivate other members of the organization to achieve and work toward the common good of the school. They state that a school principal exhibits strong leadership when moral values are not only modeled but are encouraged of everyone in the organization. Strong leaders have the power of influence over others in the organization when decisions must be made for the betterment of the organization. Strong school principals have the ability to know the leadership behaviors that match the needs of the organizational members (Leithwood, et. al). This professional literature remains consistent on the position that strong leadership by the principal is needed in regards to one aspect of the school organization/community. That one aspect is school culture, a major focus of this study.

School culture or organizational culture has taken on many different definitions throughout the years. It was first thought to exist only in the business world “as social or

normative glue that holds an organization together. It expresses the values or social ideas and beliefs that organization members come to share” (Snowden & Gorton, 1998, p. 107). The literature that evolved in the 1970s on “effective schools” suggested that organizational culture can be related to the education world in much the same way as the business world. The research on effective schools found that “the culture of the school serves as an important effectiveness variable” (Snowden & Gorton, p. 107).

Bass and Avolio (1996) have provided professional literature and numerous studies involving transactional and transformational leadership styles. These two leadership styles are explored in this study with regards to middle school principals. The professional literature documents that both of these leadership styles exist in today’s public schools (Bass & Avolio).

Transactional Leadership

One leadership style explored in this study was transactional leadership. According to Bass and Avolio (1996), transactional leaders can be looked upon as the leaders prior to the 1980s, described as the managers. Transactional leaders gain compliance from associates by making promises of reward for desired effort and performance and disciplinary threats when not meeting these expectations. Bass and Avolio define transactional leadership as having four dimensions: contingent reward, management-by-exception whether active or passive and, laissez-faire (Leithwood, et.al, 1999).

The first dimension of transactional leadership is contingent reward. Contingent reward leaders set goals for the organization and indicate what rewards the members of the organization will receive for accomplishing the goals. This process may include participatory as well as directive in nature. Contingent reward is usually successful if

everyone is clear on the specific goals. Objectives are needed to achieve the preferred outcomes.

The second dimension of transactional leaders is management-by-exception (active). This type of transactional leader can be described as one that only looks for mistakes and takes corrective action when mistakes occur. This type of leader usually produces an organization of individuals who work to minimal standards, avoid taking risks, and are not innovative. The organization with this type of leader usually does not perform at high levels.

The third dimension of transactional leaders is management-by-exception (passive). This type of leader is one who only takes action when something goes wrong. This type of transactional leader waits for problems to come to him/her prior to making corrections. Management-by-exception leaders can be described as the leaders who leave things alone as long as their employees do not create trouble (Bass & Avolio, 1996).

The fourth dimension of transactional leaders that was explored in this study was that of nontransactional or laissez-faire leadership (Leithwood, et. al, 1999). The situation that best describes this style when no leadership exists within the organization. The leader with a laissez-faire leadership style avoids getting involved when important issues arise, is absent when needed, delays responding to urgent questions, avoids dealing with chronic problems, and fails to follow up requests for assistance. This type of leadership has a negative impact on effectiveness and satisfaction within any organization (Bass & Avolio, 1996).

Transformational Leadership

Transformational leadership style is the second leadership style that was explored in this study. Leithwood (1992) described transformational leadership as power that is

either consensual or facilitative within other people instead of over other people. In regards to its purpose, “transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transforming effect on both” (Burns, 1978, p. 20). Bass and Avolio (1996) believe that transformational leaders portray five behaviors that evolve into a transformational style of leadership: idealized influence (attributed), idealized influence (behaviors), inspirational motivation, intellectual stimulation, and individualized consideration.

The five transformational leadership style behaviors as described by Bass and Avolio (1996) were explored in depth in this study. The first and second behaviors are idealized influence (attributed and behavior). A leader who exhibits these behaviors talks about his or her most important values and beliefs. This leader has a strong sense of purpose and considers the moral and ethical consequences of decisions. A transformational leader with this style is very supportive of new and exciting ideas and talks about the importance of trust with each member of the organization. The transformational leader who exhibits these types of behaviors encourages the members of the organization to share in the goals and objectives of the group. The vision of the organization and identification with the leader can be found throughout the members of the group. This leader believes in taking on difficult and challenging tasks. Confidence is shown in all members of the group thus enhancing the success of the organization (Bass & Avolio).

It is said by Bass and Avolio (1996) that leaders who exhibit the behaviors of idealized influence (attributed and behaviors) represent the highest level of transformational leadership. These leaders instill pride in others for being associated with them, go beyond their self-interests for the good of the group, act in ways that build others' respect, display a sense of power and competence, make personal sacrifices for

others' benefits, and reassure others that obstacles will be overcome. The members of an organization with a transformational leader who possesses these behaviors trust their leader, emulate the leader's behavior, assume the values the leader portrays, and are committed to achieving the leader's vision (Bass & Avolio).

The third behavior that Bass and Avolio (1996) felt displayed a transformational style was inspirational motivation. A leader who displays this behavior speaks optimistically about the future of the organization, talks enthusiastically about what needs to be accomplished, has a vision of the future, shares a confidence that goals will be achieved, and takes a stand on controversial issues. The transformational leader who possesses these leadership qualities can move associates to achieve extraordinary levels of accomplishment in the organization and in themselves. They also have the ability to provide an explanation of future goals of the organization that can attract the attention of staff members (Bass & Avolio).

Intellectual stimulation was the fourth behavior that was evaluated in this study. Transformational leaders who exhibit this behavior represent the rational aspects of leadership. The main aspect of this behavior is that the leader approaches problems by questioning answers that have been used previously to address the problem. This type of leader challenges and stimulates the staff to confront problems from many different perspectives. If a mistake is made, then it is used as a learning process. This behavior is not just being a smart and creative leader, it is helping to make associates smarter and more creative (Bass & Avolio, 1996).

Coaching and development, or individualized consideration, was the last behavior that was investigated in this study under transformational leadership. Leaders who have this behavior spend time teaching and coaching their staffs. They listen attentively to

others' concerns. These leaders treat members of the organization as individuals and not just members of the group. Each member is looked upon as having different needs and abilities. By being familiar with each member of the organization, this type of leader can readily help each member develop his or her strengths (Bass & Avolio, 1996).

School Culture

A definition for school culture, agreed to by leaders in the field, has not yet evolved. There has been much confusion concerning the definition of school culture. Some say it is difficult to define. Stoll and Fink (1999) quote Schein (1985) as saying there are various interpretations of organizational culture. They are: "observed behavioral regularities, including language and rituals; norms that evolve in working groups; dominant values espoused by an organization; philosophy that guides an organization's policy; rules of the game for getting along in the organization" (Stoll & Fink, p. 81). Stoll and Fink continue their discussion of organizational culture by quoting Deal and Kennedy (1983) who said that organizational culture is defined most simply as "the way we do things around here" (Stoll & Fink, p. 81).

School culture, can, however, be seen as how the school's faculty and staff members solve problems to achieve specific goals. Edgar Schein (1992) notes that culture is a body of solutions to problems that have worked consistently and are taught to new members as the correct way to perceive, think about, and feel in relation to those problems. School culture can then be described as being historically based, socially constructed and difficult to change (Schein).

Edgar Schein (1992) believes that culture can be very difficult to measure. Qualitative research methods have been used widely in organizations to depict the organizational culture of a specific institution. Edgar Schein, however, also believes that quantitative research methods can be used and can be very useful when the cultural norms

are evaluated. Cultural norms lie within a school culture. For the purpose of this study, the 12 cultural norms from Saphier and King's article Good Seeds Grow in Strong Cultures (1985), plus two additional ones from the work of Richard D. Sagor (1996), were used as a measure of school culture. Sagor's School Culture Survey, was used in this study to provide quantitative measures of school cultural norms within a school culture. The 14 cultural norms measured were:

collegiality--the teachers and students within the school help each other;

experimentation--administration and colleagues encourage creativity in instruction;

high expectations--teachers and administration are held accountable for high performance through evaluation;

trust and confidence--administration and parents trust teachers' professional judgment and commitment to improvement;

tangible support--professional development is very important; colleagues, parents, teachers and administration extend themselves to help each other with both time and resources;

reaching out to the knowledge bases--professionals need to reach out beyond their immediate buildings and share with others, attend workshops, use research, read journals, visit other schools and/or programs;

appreciation and recognition--providing feedback (positive) to all persons within the school;

caring, celebration and humor--there is a time when everyone can show caring for one another;

appreciation of leadership--specifically, leadership provided by teachers, principals and other staff;

clarity of school goals--the school mission and goals are very clear to teachers, students, parents, administration and other staff;

protection of what is important--administration, colleagues, teachers and students protect instructional and planning time in the school; meetings are kept to a minimum; use of memos instead;

involvement in decision making--all personnel are considered important in decisions that may involve them; input is requested and taken seriously;

traditions--the special events throughout the year that can be looked upon as something that can be seen as refreshing or challenging and a definite change of pace; and

honest, open communication--the ability to express oneself honestly and tactfully with no fear of losing self-esteem or the other person's friendship (Saphier & King, 1985; Sagor, 1996).

Richard D. Sagor (1996) notes that the cultural norms used in the School Culture Survey are a way that "any faculty can monitor the health of their culture and to be sure that their school is becoming or staying the kind of place where inquiry, innovation, and accountability will thrive" (Sagor, pp.104-107). In keeping with this thinking about monitoring the health of a school culture, the leader or principal of the school must constantly adjust personal behaviors regarding leadership to be able to fit within the puzzle. Edgar Schein (1992) noted that the only thing of real importance that leaders contribute to the organizational culture is creativity and management. Professional literature, however, has proven to be contradictory to Schein's 1992 beliefs, and suggests that the leader or principal in a school plays a very big part in the school culture. (Ashby & Krug, 1998; Deal & Peterson, 1999; Fiore, 2001; Firestone & Louis, 1999; Saphier & King, 1985; Sergiovanni, 1987; Snowden & Gorton, 1998; Stoll & Fink, 1999).

Research Questions

This study explored the following questions:

1. Do middle school principals perceive their leadership styles in the same way as their teachers?
2. Do middle school principals perceive the school cultural norms in these schools in the same way as their teachers?
3. Are there moderate to high degrees of correlation between principals' perceptions of their leadership styles and their perceptions of 14 school cultural norms in these schools?
4. Are there moderate to high degrees of correlation between teachers' perceptions of their principals' leadership styles and their perceptions of 14 school cultural norms in these schools?

Hypotheses

H1: There will be a significant difference between principals' and teachers' perceptions of their principals' leadership styles.

H2: There will be a significant difference between principals' and teachers' perceptions of the school cultural norms that exist in these schools.

H3: There will be a moderate to high degree of correlation between principals' perceptions of their leadership styles and the 14 school cultural norms that exist in these schools.

H4: There will be a moderate to high degree of correlation between teachers' perceptions of their principals' leadership styles and the 14 school cultural norms that exist in their schools.

Methodology

A random sampling of small, public middle schools in the Commonwealth of Virginia, with a grade configuration of 6-8, was used in this study. Some public, middle schools use a grade configuration of 7-9. To obtain valid results it was necessary to select only one type of grade configuration. The principals and instructional staffs of the randomly selected, public middle schools were the focus of the study. All middle schools in Virginia with a grade configuration of 6-8 and a student enrollment of 0-499 provided the population that was sampled. The enrollment figures used to define a small middle school were based on the Virginia High School League description of Single A, Double A, and Triple A high schools.

Three questionnaire instruments were used to collect information from the participants. Bass and Avolio's (1996) Multifactor Leadership Questionnaire, Form 5X Short (Appendix A), allowed self-rating by the principals and a rating of the principals by the teachers. The second instrument used in this study was the School Culture Survey (Appendix B) developed by Sagor and Curley (1991) and Sagor (1996). The School Culture Survey was based on the work of Saphier and King (1985). Saphier and King's (1985) article, *Good Seeds Grow in a Strong Culture*, provided 12 cultural norms that exist in a positive school culture. In developing the School Culture Survey, Sagor added two additional cultural norms to the 12 developed by Saphier and King for a total of 14 cultural norms. The third instrument used in this study was a short demographic questionnaire (Appendix C) created by the researcher for principals to complete.

Fifty small middle schools existed within the Commonwealth of Virginia with an enrollment of 0-499 and a grade configuration of 6-8 during the 2000-2001 school year. Student enrollment figures were based on the Fall 2000 membership. Selection of 45 middle schools was completed randomly. A letter (Appendix D) was sent during the

spring of 2001 to the superintendent of the school system in which the middle school was a member. This letter requested permission to survey the principal and teachers at the selected school and to contact the building level principal. Permission was obtained, and the letter (Appendix E) was sent, also during the spring of 2001, to the principal of the middle school(s). This letter explained the study's purpose and requested permission to administer the surveys to the building level administrator and to the instructional staff. Additionally, a specific date and time for an onsite visit by the researcher to administer the surveys was requested.

Onsite visits were made on separate dates during the spring of 2001 to the randomly selected middle schools. The researcher or hired test administrators, trained by the researcher, presented the Research Subject Information and Consent Form to the building level administrators and to the instructional staffs at a planned faculty meeting. All participants were assured of confidentiality and were provided a copy of the Research Subject Information and Consent Form.

Responses to the Multifactor Leadership Questionnaire, Form 5X Short, the School Culture Survey and the demographic questionnaire were coded and entered into an SPSS data file for data analysis.

Limitations

This study was limited to small, public middle schools in the Commonwealth of Virginia. The school districts randomly chosen could be put in three categories: urban, suburban and rural. Fifty-two percent of the chosen schools fell in the rural category.

The study was limited to principals of public middle schools and the middle school teachers within their respective schools.

The sample of 45 small, public middle schools was chosen from a population of 50 small public middle schools located in the Commonwealth of Virginia. The principal and

the entire teaching staff were asked to participate in the study. More than half of the teachers in two schools elected not to participate. Two principals elected not to participate.

The administration of the surveys was accomplished through planned faculty meetings at the randomly selected schools. The researcher administered 14 (60%) of the surveys onsite. The remaining ten (40%) were administered by a school staff member or nonschool related person trained by the researcher.

The study was limited to the gathering of data by a single leadership questionnaire and a single school culture survey. These two instruments gathered responses that report the perceptions that principals and teachers had of the principals' leadership style and the school cultural norms existing in these schools.

There should not be an attempt to generalize the results beyond the intended population. There should also not be an attempt to generalize beyond the present time due to the limited sample used in the study.

In addition to the limitations of this study, this study was correlational in design. This type of design results in no cause and effect relationships.

Definition of Terms

Cultural norms--Cultural norms are the implicit standards and values that evolve in working groups within an organization. They are the basis for developing a strong and positive school culture.

Degree of correlation--Very high correlation, very dependable relationship, greater than .90; high correlation, marked relationship, .70 to .90; moderate correlation, .40 to .70; low correlation, .20 to .40; slight almost negligible relationship, less than .20.

Leadership--Leadership is the ability of the leader to influence the group or organization to follow him or her in the mission to promote a positive environment and relationships for the betterment of the organization.

School culture--School culture can be best described as how things are done within a school. The school culture consists of the values, beliefs and ideas that the members of the organization share. Schools differ in their cultures. It is very important for the administrator in a school to conduct an analysis of the school culture to be able to determine values and ideals that the school represents.

School size--A small size school in this study has a student enrollment of fewer than five hundred (500).

Transactional leadership--Transactional leadership consists of four behaviors: contingent reward, management-by-exception (active or passive), and laissez-faire. This leader gains members' compliance through making contracts with them. These contracts contain promises of reward or disciplinary threats in exchange for the expectations described by the leader. The fourth behavior, laissez-faire, the avoidance of the leader to become involved in issues that are important to the organization, may occur in cooperation with other behaviors.

Transformational leadership--Transformational leaders portray five behaviors that evolve into the transformational leadership style: idealized influence (attributed); idealized influence (behavior); inspirational motivation; intellectual stimulation; and individualized consideration. The transformational leader takes action to try to make the members of the organization aware of what is important and right for the organization. They are able to move the members of the organization beyond the members' self-interests and strive for the good of the organization. This type of leader is able to provide members of the organization with intrinsic rewards for their efforts.

Importance of the Study

This study provides information important to theory, practice and future research due to the following reasons. First, studies including transformational and transactional leadership in the field of education are few, due to the fact that educational researchers only began their investigation of these two styles in regards to education in the late 1980s and the 1990s.

Second, most of the research conducted on school culture has been qualitative in nature. According to Edgar Schein (1996), one part of organizational culture that can be evaluated quantitatively is that of the cultural norms. This study will provide data on school culture by the use of a quantitative survey in rating the cultural norms that exist within a school culture.

Third, Bass and Avolio (1996) believe that leadership styles can be taught, thus, if there is a significant relationship between one or both of the leadership styles of the middle school principals and school cultures, higher education policy-makers and school board administrators can develop programs that address the development of the leadership styles among educational leaders on the middle school level.

Fourth, Fiore (2001) has stated that the school culture within a school can be created, maintained and/or destroyed by the leadership style of the school principal. This study is of importance to the research that has been done in regards to the impact a school principal's leadership style has on the existing school culture. If one or both of the leadership style(s) is found to have a more positive relationship with school cultural norms, this would be useful information for training and staff development of principals, as well as for those in the process of hiring prospective principals.

Finally, research on leadership styles and school culture is ongoing. This study is a contribution to the research concerning leadership style and its impact on the school culture within a school building. Further research may evolve from this study, especially when researchers attempt to conduct similar research in schools with a larger student enrollment.

Chapter Two--Review of Literature

The purpose of this study was to explore the perceptions of middle school principals and teachers in regards to the principals' leadership styles and how, if at all, the leadership styles were inter-related with the school cultural norms as perceived by both principals and teachers. This study used small, public middle school principals and their respective teaching staffs, in the Commonwealth of Virginia as the population to be sampled for the research.

The majority of studies reviewed occurred in the 1980s and 1990s in the United States of America. The studies presented in this chapter have been divided into four parts: (a) leadership styles; (b) school culture; (c) leadership style, as it relates to school culture; and (d) school size.

This review begins with a brief section on research related to leadership style in schools. Research on transformational and transactional leadership styles has been provided. School culture is the second section in this review explored through the literature with the 14 school cultural norms present in this study explored individually. A third section has been provided for theories and current research on the relationships that may exist between leadership styles and school culture. The final section provides a brief review on research pertaining to school size. The literature review concludes with a brief summary of this review.

Stephen Neill's quote at the beginning of chapter one provides a statement of how important a "good teacher" and a "true leader" can be to those with whom they work but does not describe the leadership style of a "true leader." In an attempt to identify the leadership style of this "true leader," the first section of this chapter reviews the professional literature pertaining to leadership styles.

Leadership Styles

Goldman (1998) stated that the role of the leader in a school is one of recognizing the consequences of one's beliefs, values and vision. Many principals in schools today have had to rethink their roles in the overall scheme of things (Goldman, 1998). This section reviews the two leadership styles: transformational and transactional.

Bolman and Deal (1991) suggest that school leaders think and react to everyday issues and problems according to a specific framework. Their research is based on four frames derived from the works of Goffman (1977). Qualitative and quantitative research from Bolman and Deal provide data to support that one or more of the frames are necessary for a leader to be effective. The four frames presented are present in a leader's style of leading. The **rational** frame focuses on the formal domains of the system, such as goals, policies, and constraints. The **human resource** frame considers the human need of participants. The **symbolic** frame addresses the values, beliefs, and assumptions that provide members with a sense of belonging. The **political** frame considers the way that participants pursue their own interests (Bolman & Deal).

The frames that are presented by Bolman and Deal (1991) surface in other research and literature. Sergiovanni (2000) believes that schools are special places that need a special kind of leadership. He refers to the leadership in a school building as a kind of moral leadership. This moral leadership is bound by the type of behaviors that are present in the leader's style. Sergiovanni further states that school administration can be thought of as an ethical science concerned with "good or better processes, good or better means, and good or better ends" (Sergiovanni, p. 166).

Snowden and Gorton (1998) reinforce the issue of behaviors that must be present in the style of a school leader if they are to be successful. They regard a school administrator as someone who can attempt to bring about change, but the position itself

does not determine whether or not the person is a leader. Snowden and Gorton (1998) state that “it is the nature of that individual’s behavior while occupying that position” that determines if a person is a leader (Snowden & Gorton, p. 65). They examine behaviors in school administrators further by referring to the work of Andrew Halpin (1966). Research conducted by Halpin dealt with the behavior of school superintendents and aircraft commanders. Halpin found that two sets of behaviors were found to be associated with effective leadership. The first behavior Halpin found that was necessary to be an effective leader was the ability to establish a pattern of organization, open communication and establish procedural processes. He called this “initiating structure” (Snowden & Gorton, p. 67). The second leadership behavior found by Halpin to be necessary was the ability of the leader to develop a sense of friendship, mutual trust, respect and warmth towards the group. Halpin calls this “consideration behavior” (Snowden & Gorton, p.67).

Snowden and Gorton (1998) further state that, according to Halpin, an administrator must exhibit both types of behavior discussed above. Although both behaviors need not be exhibited at the same time, it is necessary that both behaviors be exhibited in order to meet the goals of the organization and maintain rewarding relationships with the group.

To further support the findings of Halpin, the research of Pounder, Ogawa, and Adams (1995) found that effective leadership depended on the ability to provide a sense of organizational structure. In their study, they described one of the behaviors of leadership as an organizational quality. They examined the relationship between this leadership behavior in principals as well as in secretaries and parents. The results indicate the leadership of principals and the leadership of groups of teachers were positively related to organizational commitment, or loyalty and devotion to the success of the organization, which was associated with perceived effectiveness of schools and negatively associated with teacher turnover.

The next two subsections included in this review refer to transformational and transactional leadership styles. An important commentary to consider when viewing leadership styles is the work of Douglas J. Fiore (2001) in regards to the community principal. Fiore said that the community principal is causing much frustration for today's school administrators. Most of the leaders in school buildings want to be "true leaders." As defined in chapter 1, a "true leader" is one who makes others twice what they were before. Fiore, however, indicated that leaders in schools today find that leading is the last thing that they have time to do. The responsibilities of the job and the challenges that exist continue to rise.

Fiore refers to Sergiovanni (1995) as the one who emphasized the concept that schools should be looked at as communities and as opposed to formal organizations. A sense of community is how a leader in a school today can get all the challenges and responsibilities completed by relying on others in the community or in the school to help by sharing the challenges and responsibilities. In other words, it makes members of the community twice what they were before. He further states that by developing a sense of community, the leader or school administrator then is free to lead. The behaviors needed for this type of leadership have been summarized by Fiore (2001). He has developed 10 key behaviors, based on research, as the behaviors necessary for a school principal to possess to be able to promote a sense of community within a school building. These 10 behaviors have also been listed as behaviors present in the styles of transformational and transactional leadership that will be discussed further in the following sections.

Transformational Leadership

James McGregor Burns (1978) defines transformational leadership as the leadership that arises when leaders are more concerned about gaining overall cooperation and energetic participation from organization members than they are in getting particular

tasks performed. Transformational leadership is concerned with shaping the values of leaders and followers (Burns).

According to Bennis and Nanus (1985), transformational leadership can be thought of as a process in which followers are converted to leaders and these followers, as leaders, are then the agents of change. Transformational leaders communicate values and norms supporting a clearly defined vision, establish trust by stating and adhering to the organization's goals, and model self-confidence by being risk-takers (Bennis & Nanus).

In 1985 a definition for transformational leadership was developed by Bernard M. Bass. He wrote:

transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about issues of consequence. This heightening of awareness requires a leader with vision, self-confidence, and inner strength to argue successfully for what he sees is right or good, not for what is popular or is acceptable according to the established wisdom of time (Bass, 1985, p. 17).

Burns (1978) and Bass (1985) based their definitions and theories of transformational leadership on political leaders, military officers, and business leaders. More recent work on transformational leadership by Kenneth Leithwood (1994) indicates that school leaders also possess transformational leadership style behaviors (Murray, 1998).

Leithwood (1992) describes transformational leadership as consensual or facilitative power that works "with" people as opposed to "over" them. He believes that it

is composed of three elements: (a) shared decision making, (b) teacher empowerment and professionalism, and (c) an ability to promote change in others.

Leithwood (1994) found the transformational leadership style to be the most effective in school restructuring. Seven quantitative studies conducted under his direction were completed. Results indicated that transformational leadership had a significant direct and indirect effect on school restructuring, teacher perceived student outcomes, and teachers' personal and professional goals (Leithwood).

The study conducted by Leithwood (1994) leads one to conclude that transformational leadership is the one leadership style that may bring about the most positive changes in schools. In their studies of superintendents and principals, however, Mitchell and Tucker (1992) indicated that transformational leadership is not the only way to improve school academic performance. They stated that

public education and the nation's children will be well served if school executives devote as much skill and energy to supervising well-established programs, administering to the needs of teachers and students, and managing the utilization of scarce resources as they are not being urged to spend on mobilizing and focusing energy on sweeping revisions and fundamental changes. As important as it is to redefine educational goals and restructure school programs to pursue them, this kind of frontier leadership is only one part of a balanced approach to creating and sustaining high performance in schools (Mitchell & Tucker, p. 35).

The research of Davidson and Dell (1996) contrasted the leadership styles of school principals involved in the restructuring process. Davidson and Dell based their

results on a qualitative study of two principals, one with transformational leadership style and one with transactional leadership style. The results indicated that the leadership style of the principal has a relationship with the changing needs of the teachers and students in a school.

Bernard M. Bass (1998) identifies five behaviors of transformational leadership: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) is a survey instrument used by teachers and school principals to evaluate the existing leadership style exhibited in their schools.

Two recently written and approved dissertations used the Multifactor Leadership Questionnaire (MLQ) as one of the survey instruments in the studies to determine the leadership style of public school principals. In the first dissertation, Kathleen Cahill Bannon (2000) used the MLQ to evaluate the degree to which elementary principals exercise transformational leadership according to the perceptions of principals and teachers. She related the perceptions about the leadership style with the degree of shared school goals and teacher commitment in these schools. Dr. Bannon dealt only with transformational leadership style in her study. She derived a group mean from the five leadership behaviors evaluated on the MLQ to represent the degree of transformational leadership style present to assist her with the data analysis for her study.

The second dissertation, written by Thomas A. Estep, III (2000), used the MLQ to determine teachers' perceptions of transformational and transactional leadership styles. He compared their perceptions about leadership styles with their perceptions about teacher empowerment. He also derived a group mean for the two leadership styles on the MLQ and compared these with teacher empowerment.

The Bass and Avolio Multifactor Leadership Questionnaire (MLQ) has been used by other researchers to assess the leadership style behaviors of leaders. A paper

presented at the Australian Association for Research in Education Annual Conference in 1999, reported the study of leadership behaviors of school principals and school learning culture. Barnett, McCormick, and Conners (1999) used the MLQ to obtain teachers' perceptions of their principals' leadership styles. Transformational, transactional and laissez-faire leadership styles and organizational outcomes were evaluated in the study. A factor analysis and multiple regression were completed to compare the leadership styles and the school learning culture. The findings of this study revealed that transformational and transactional leadership practices were interwoven. Relationships were found to exist between the transformational and transactional leadership behaviors of the school principal with aspects of school learning culture.

Brown, Birnstihl & Wheeler (1996) used the MLQ to measure the behaviors of transformational, transactional and laissez-faire leadership styles individually. The subjects in the study were not school related but were in the public sector. Mean scores for each of the three leadership style behaviors were derived, and a comparison of leaders and subordinates was made. Pearson's correlation was also used to compare the degree of leadership style with the organizational outcomes that the MLQ also evaluates. The results of this study revealed that transformational leadership style behaviors had a very strong positive relationship with desired organizational outcomes. Transactional leadership behaviors were less strongly correlated with organization outcomes than transformational behaviors.

Transformational leadership can be briefly summarized as a values-based style of leadership involving all members of the organization. Leaders exhibiting this type of leadership strive to meet the needs of the individuals and the organization in addition to establishing interpersonal relationships.

Transactional Leadership

James McGregor Burns (1978) defines transactional leadership as task oriented and that it only works when both leaders and followers understand and agree about the important tasks to be performed. It occurs when one person takes the initiative to make contact with others for the purpose of an exchange of valued things, such as paying wages to employees for their work or effort. An individual's basic and primarily extrinsic needs are met through transactional leadership (Sergiovanni, 1990). Transactional leadership can be distinguished from transformational leadership style by negotiation, exchange, and contractual agreements between manager and employee (Bass, 1985).

Gaspar (1992) bases his work on that of Bass (1985) in his attempt to distinguish between transformational and transactional leadership styles. According to Gaspar, transactional leadership style can be considered management. Bennis and Nanus (1985) state that leadership operates on the emotional level, where management operates on the physical level. Leadership relates to values that inspire follower action, and management relates to tasks being measured (Fairholm, 1991).

Bernard M. Bass (1998) shares that transactional leadership takes place when the leader rewards or disciplines a follower according to how well the follower performs a task. He further states that transactional leadership is based upon some type of tangible reinforcement. He calls this contingent reinforcement. Transactional leadership behavior occurs when leaders respond to whether the followers carried out what was decided upon by the leader and the followers. Contingent rewarding behavior is also a part of transactional leadership according to Bass (1998). Leaders using this type of behavior make assignments or meet with followers to decide what needs to be done in exchange for some type of reward.

Two other behaviors have been related to transactional leadership. These are active management-by-exception, and monitoring follower performance and providing

feedback and suggestions for improvement for followers' mistakes. Leaders who engage in passive management-by-exception wait passively for followers' mistakes to be called to their attention before taking any type of action with a negative or reprimand tone (Bass, 1998).

Transactional leadership has been characterized as the process of exchange by Mizock (1986). A transactional leader clearly states what he or she wants, determines what the employee wants, and develops a contractual exchange between the two. The contract provides the decided upon goals, acceptable performance levels, and reward for satisfactory performance and penalty for unsatisfactory performance (Mizock). It has been noted by Deluga (1988) that this contractual agreement or focus promotes mediocrity due to the minimum acceptable performance of assigned tasks.

Laissez-faire leaders also fall under the category of transactional leadership. Bernard M. Bass (1998) defines this type of leader as one who avoids leading. Laissez-faire leaders avoid trying to influence others and shirk their responsibilities as leaders. This type of leader has very little confidence in their ability to supervise. Leaders who exhibit this type of leadership behavior bury themselves in paperwork and rarely leave their offices. They leave the responsibility of running the organization to the faculty members and provide no help in making group decisions (Bass).

According to Bass (1998), one of the best examples of laissez-faire leadership was President Ronald Reagan. The members of his staff had freedom to proceed as they thought best. The many scandals that surfaced during and after his administration could be blamed in part to his style of leadership and poor staffing choices. In contrast to Reagan's high level of laissez-faire leadership style, were President Lyndon B. Johnson and President Jimmy Carter who, according to Bass, both involved themselves in every aspect of their administration.

Bass (1998) believes that transformational leadership supports transactional leadership. Leithwood, et. al (1997) share that transactional behaviors that are simply managerial are needed for the stability of the organization. In 1997, Leithwood adjusted a 1994 model of transformational leadership to include certain behaviors of transactional leadership. The original aspects of the model are: (a) building school vision, (b) establishing school goals, (c) providing intellectual stimulation, (d) offering individualized support, (e) modeling best practices and important organizational values, (f) demonstrating high performance expectations, (g) creating a productive school culture, and (h) developing structures to foster participation in school decisions. The aspects believed to be a part of transactional leadership added to the model include staffing, instructional support, monitoring school activities and community focus (Leithwood, 1994).

In the professional literature by Burns (1978), Bass (1998), and Leithwood (1994), it has been stated that the behaviors of the transactional leader play an important part in the success of the organization. They agree that every effective leader within an organization displays both transactional and transformational behaviors.

The professional literature supports the theory that the best leadership combines elements of both transformational and transactional styles. While transformational leadership can be said to benefit or to make better the effectiveness of transactional leadership, it does not replace transactional leadership.

Transformational leaders and transactional leaders do exist even though most leaders exhibit behaviors from more than one leadership style. Those who are called transformational leaders exhibit more of the transformational behaviors than the transactional and the transactional leaders display more of the transactional leadership behaviors. Leaders exhibiting behaviors predominantly from one of the two leadership

styles display attitudes, beliefs and values more consistent with that leadership style, but still may exhibit behaviors of the other leadership style at times.

In summary, the professional literature supports the theory that the best leadership combines elements of transformational and transactional leadership styles. While transformational leadership can be said to benefit or to increase the effectiveness of transactional leadership, it does not replace transactional leadership.

School Culture

School culture is often confused with school climate. Each of these terms deals with the behavior of persons in organizations as they interact with immediate events and by the interaction with internal and external forces in the school's environment (Owens, 1981). Culture refers to the behavioral norms, assumptions and beliefs of the school staff, whereas climate refers to perceptions of persons in the organizations that reflect those norms, assumptions and beliefs. School climate involves how individuals feel about their settings, their immediate psychological well-being or state of mind, and their reactions to the physical environment. Beliefs and values are the components of school culture that result in individuals acting as they do in the school organization, in other words, the unstated "rules of the game" in the school.

A useful definition of school culture has been offered by the Office of Education Research and Improvement of the United States Department of Education in 1990.

School culture is defined

as that tangible 'feel' of a school, the unspoken understanding of 'how things are done around here.' You can sense it as you approach the building. You can almost smell and taste it as you walk through the doors. You can see it in the pictures on the walls or hear it in the chatter in the halls. School culture

reflects the values, beliefs and traditions of the school community, which underlie the relations among students, parents, teachers, and principals (Office of Educational Research and Improvement of the United States Department of Education, 1990, p. 1).

Schein (1992) says that cultures evolve from three sources: “1) the beliefs, values, and assumptions of founders of organizations; 2) the learning experiences of group members as their organization evolves; and 3) new beliefs, values, and assumptions brought in by new members and leaders” (Schein, p. 211). In the study of cultures, Schein states that the part that can be quantitatively studied is the cultural norms or, as he calls them, the “beliefs, values and assumptions” (Schein, p. 211).

The literature reviewed for this study explored norms related to school culture and how they relate to the leadership style of the small, public middle school principal. In the effective school research completed by Purkey and Smith (1982), they argue

that an academically effective school is distinguished by its culture: a structure, process, and climate of values and norms that channel staff and students in the direction of successful teaching and learning...the logic of the cultural model is such that it points to increasing the organizational effectiveness of a school building...(Purkey & Smith, p. 68).

The research of Purkey and Smith is further supported by the work of Saphier and King (1985) who indicate that 12 cultural norms have a positive relationship to school culture. They state that the development of the 12 norms depends on the existence of good leadership and the will and the commitment of the teachers. The 12 norms suggested are:

1. collegiality,

2. experimentation,
3. high expectations,
4. trust and confidence,
5. tangible support,
6. reaching out to the knowledge base,
7. appreciation and recognition,
8. caring, celebration and humor,
9. involvement in decision making,
10. protection of what's important,
11. traditions, and
12. honest, open communication (Saphier & King, p. 67)

Schweiker-Marra (1995) suggests that the first six of these norms of school culture appear to have a dependent relationship on one another. She further states that it has been hypothesized that these first six norms work together to create an effective school culture for change.

Schools, where teacher change occurs, have high expectations and collegiality to support teacher experimentation. This collegiality is built upon teacher trust and confidence. Their administrators treat them as professionals by offering them tangible support in the form of professional development. This professional development affords teachers the opportunity to reach out to a knowledge base. This knowledge base concerns both the formal knowledge base of the discipline and how-to knowledge base of teaching methods and materials (Schweiker-Marra, p.1).

The final six norms of school culture listed above have been stated by Schweiker-Marra (1995) as demonstrating what teachers and their administrators do to work together effectively. The achievement of this is accomplished by the promotion of caring and recognition throughout the school building. Schweiker-Marra also indicates that the shared responsibility of decision-making on the part of the administrator and the continued protection of the instructional staff's time promote a feeling that everyone within the building must play a part in developing a culture of caring, celebrating and one of humor. Teachers are also left with the task of creating traditions and maintaining open, honest communication with everyone in the building (Schweiker-Marra).

In 1996, as a result of his research, Richard D. Sagor added two additional norms to the 12 identified by Saphier and King (1985) and researched by Schweiker-Marra (1995): appreciation of leadership and clarity of school goals (Sagor, p. 104). The 14 school cultural norms have become the basis for a survey developed by Sagor to measure the degree to which each norm is perceived to be a part of the school as a work environment for teachers. The School Culture Survey developed by Sagor was one of the quantitative measures used in this study. Each of the 14 school cultural norms used in the School Culture Survey has an impact on the school culture within the school. Each of the 14 cultural norms explained in the next section were explored in this study.

School Cultural Norms

Collegiality. Sagor (1996) defines collegiality as professional collaboration on educational issues. It can also be seen as professional staff helping each other. Each member of a staff has different needs, and each member has different gifts and talents to give to each other.

Experimentation. Experimentation can be defined as the interest in exploring new, not yet proven techniques within the different areas of a school. Administrators and colleagues alike can encourage others to experiment with new ideas and techniques in an

attempt to improve. The main objective in a school is to find more effective ways of teaching so that student achievement will be increased.

High Expectations. High expectations can be viewed as a pervasive push for high performance for students and for teachers. Administrators and teachers are held accountable for high performance through evaluations. Professional development is encouraged, and the ideal to excel is present through being a part of a successful organization.

Trust and Confidence. In a school there is a need for a pervasive feeling that people will do what is right. It is the need of administrators and teachers to feel that the administration and the community trust their professional judgment and commitment to the improvement of the school. There is also a need for confidence to be shown in the individualized instructional activities and instructional techniques that are used.

Tangible Support. Tangible support refers to the feeling in the school that people will assist each other with both time and resources, including financial and material assistance to support teaching and learning.

Reaching Out to the Knowledge Base. Teachers and staff members use research, have access to professional journals and attend workshops to develop a wider knowledge base. Colleagues and supervisors offer assistance to teachers to help in the areas of instruction and discipline.

Appreciation and Recognition. The school has ongoing acknowledgment of quality student or faculty work and effort. School administration and colleagues recognize others through notes, assemblies, school committee meetings, PTA luncheons, special parking spaces and recognition in the local newspapers.

Caring, Celebration, and Humor. Colleagues celebrate birthdays and special occasions through gatherings during and after school hours. Jokes and humorous stories

are distributed for the entire staff, and there is a feeling of camaraderie throughout the staff.

Appreciation of Leadership. Leadership is a shared responsibility among teachers, principals and other staff members.

Clarity of Goals. Everyone on the staff is aware of the mission and vision of the organization. This mission is communicated throughout the school on bulletin boards and through messages in the classrooms. At all public events, the administration or member of the staff that is in charge of an event makes the community aware of the mission or vision of the school.

Protection of What Is Important. Administrators and colleagues protect instructional and planning time of all members of the organization. Meetings and paperwork are kept to a minimum. Memoranda and emails are used for everyday communications, and meetings are used for instructional or curriculum concerns.

Involvement of Stakeholders in Decision-Making. Teachers are included in making decisions within the school that will have an impact on them. Input from teachers and other staff members is taken seriously and considered when decisions are being made.

Traditions. The school has rituals and events that help celebrate and support the core school values. Each month there are activities that promote school spirit and unity.

Honest, Open Communication. There is a feeling in the school that teachers and administrators can speak directly to each other concerning issues. There is no threat or fear of losing a relationship or damaging someone's self-esteem when there is disagreement.

The 14 school cultural norms described in the preceding section provide the reader with an understanding of what a positive school culture must feel and look like. Richard Sagor (1996), referencing Saphier and King (1985), compares school culture and school cultural norms to a garden. A school that is rich with the 14 cultural norms listed above

can be considered a good garden, one that is thriving and productive. However, a school where there is little or no sunshine, and rain, and full of weeds does not produce a bounty. For Sagor and Saphier and King, a school with a positive school culture is a thriving environment in which teachers do their best work and students are the beneficiaries. On the other hand, they have concluded that schools with negative or weak school cultures lead to teachers becoming burned out and students suffering (Sagor; Saphier & King).

Karpicke and Murphy (1996) draw from the findings of Lambert (1988) and Rosenholtz (1989) to provide a further understanding of school culture. Karpicke and Murphy state that “a healthy culture that promotes student learning goes far beyond a healthy climate. A healthy culture is one in which the purposes and goals of the organization are understood by all stakeholders” (p. 26).

Mawhinney (1999) has provided a critique of four chapters from Part 2 of the new Handbook of Research on Education Administration. Chapter 14, “Schools as Cultures” by William Firestone and Karen Seashore-Louis, explores the nature of schools as cultures and expands the conceptions of culture in educational administration. They describe the meaning of culture and the understanding of cultural codes and lines of action in a school (Firestone & Louis, 1999; Mawhinney).

Further research has provided a much deeper understanding of school culture for today’s educators. The effective school research (Hoy & Hannum, 1997; Levine & Lezotte, 1990), school restructuring literature (Leithwood, 1994) and school improvement studies (Fullan, 1998) have all indicated that school culture plays a major role in all of these areas (Deal & Peterson, 1999). Hoy and Hannum suggest that school culture is an important aspect of effective schools, and they provide data that support the theory that school culture has a positive correlation with student achievement. In their study of middle schools, they first share that the culture of each of the schools studied will

be different from the other due to the internal characteristics of the schools and to the influences of the behavior of its members. The results of their study provided support that the healthy interpersonal dynamics within the schools related to the academic achievement of the students. The research also shared that the wealth of the district played a part in predicting student achievement but the organizational health of the schools studied also played a part in the overall academic achievement of the students (Hoy & Hannum).

The review of the professional literature to this point has shown the existence of a strong link between the school leader and the school culture. The literature, however, does not clearly identify the behaviors necessary for a leader of a school with a positive and productive school culture. The literature does support the quote from Stephen Neill that a “true leader makes his followers twice the men they were before” (Freeman, 1998, p. 89). If a school has a positive school culture and the 14 school cultural norms are taking place within the school, then the teachers are performing on a level of twice what they were before. The question that still remains is: What constitutes a “leader?”

Leadership Styles as They Relate to School Culture

This section of the professional literature review provides evidence from recent research that the leadership style of a school principal relates to the school culture within a school. This section begins with suggestions for the school principal from several researchers as to their conclusions of the principles or behaviors that school principals must possess to create, enhance or change a school culture. Literature has also been reviewed indicating that the leadership style and/or behaviors of a school principal must be constantly changing to meet the existing school culture. This section concludes with research that states that the school culture within a school determines the school leadership instead of the leadership style of the school principal determining the school culture. This statement is specifically relative to a new principal entering a new school and being thrust into the already existing school culture.

It has been stated by Snowden and Gorton (1998) that the school principal has the ultimate responsibility for the culture within his/her school. If this is a fact, then a school principal new to a pre-existing school and its culture would be wise to review the eight principles suggested by Snowden and Gorton that enhance school culture. A school principal should:

1) envision a future direction of collaboration; 2) clearly establish the connection between mission and practice by being an enthusiastic facilitator, meeting the needs of teachers and students, understanding the motivations of each employee, and promoting growth in all school personnel; 3) view problems as opportunities and focus on solutions; 4) be creative in stimulating good teaching practices; 5) think of others; 6) foster staff development; 7) create networks that decrease teacher isolation and promote professional sharing; and 8) stay focused on the most important outcome, student performance (Snowden & Gorton, p. 113).

Other researchers have also rendered their professional opinions in regards to what a school principal must do to help to shape a positive school culture. Karpicke and Murphy (1996) refer to the work of Norris (1994) in their article regarding the seven principles that principals should follow. According to Norris,

successful principals 1) learn the existing culture; 2) tap into the formal and informal communication links of the school; 3) meet teacher needs and recognize accomplishments; 4) promote professional development; 5) create a learning environment;

6) model their vision for the school; and 7) hire the right people (Karpicke & Murphy, p. 28).

Karpicke and Murphy add in their article that the skills of listening, responding and questioning provide the basis for principals to move forward in changing culture.

The work of Snowden and Gorton (1998) and Karpicke and Murphy (1996) supports the report out of the Office of Research and Improvement of the United States Department of Education in 1990. The report stated that a school principal has the power to influence and mold the school culture in positive ways. School principals also have the power to create successful school cultures if they are able to work with teachers, students and community members to form a bond with one another to create a commitment to common values and beliefs. In addition to the everyday running of a school building, which includes making sure the buses run on time, the bells ring on time, substitutes are found for absent teachers and numerous other responsibilities, the report shared that a principal is also:

a symbol who models values in routines, dress and behavior;
a potter who shapes the school's heroes, rituals, ceremonies and symbols, and who is shaped by them; **a poet** who uses language to reinforce values and sustain the school's best image of itself; **an actor** who improvises in school dramas; and **a healer** who oversees transitions and changes in school life (Office of Educational Research and Improvement of the United States Department of Education, 1990, p.1).

Edgar Schein (1992) describes culture and leadership as "two sides of the same coin in that leaders first create cultures when they create groups and organizations"

(Schein, p. 15). He shares that existing cultures determine the behaviors for leadership and who will and who will not be a leader in an organization. Also, Schein states that it is the responsibility of the leader to determine what is and is not working in an existing culture and provide the leadership needed to bring about a change in the environment (Schein). Cultural leadership is the process of influencing changes in beliefs, values and attitudes of members (Sergiovanni, 1987).

Leaders must remember, according to Schein (1992), that if they do not become aware of the culture of which they have become a part, then those cultures will dictate them and their behaviors. If a leader is to lead, then it is necessary for the leader to have a clear understanding of the existing culture (Schein).

Sergiovanni, Burlingame, Coombs and Thurston (1999) speak of school culture and leadership as reacting to each other. Once a culture has been established in a school, the school culture can act as the determinant of thought and behaviors. They further state that school culture does not just happen—it is formed by the participants within the environment. The predominant beliefs, values and assumptions that exist in the school culture are those that have been seen as the most important for the school as a whole. School administrators play a big part in what beliefs, values and assumptions are the most important in the existing school culture, as they can determine what is communicated to whom, who receives resource allocations, and who is in receipt of rewards and discipline (Sergiovanni, et. al).

Leadership and school culture building have been studied for years. The main emphasis in most cases appears to be how school leaders can obtain achievement over the mission and goals of the school and to gain acceptance and support from the teachers to ensure that the accomplishments of the school as a whole are worked towards in a

cooperative nature. Sergiovanni, et. al (1999) share that a school leader must move away from the managerial concerns, political happenings and interpersonal psychology and move towards behaviors that center around “understanding, using, and, if necessary, reconstructing school artifacts, perspectives, values and assumptions” (Sergiovanni, et. al, p. 143).

Once the school culture has been established, the role of the school leader changes to one of maintaining this culture. The first group that leaders must address in the effort to maintain culture is veteran teachers. This can be acquired by maintaining some of the existing rituals, ceremonies, stories and other items of history that have helped to develop the values, beliefs and assumptions of the existing school culture (Crow, et. al, 1996).

The second group that a school leader must address is new teachers. The role of the school leader is to familiarize newcomers to the school cultural norms that exist in the school culture. The first step in acquiring this is through the recruitment and selection of new teachers that have similar beliefs, values and assumptions that exist in the present school culture (Crow, et. al, 1996).

The third group that must be a part of maintaining the school culture is individuals on the outside of the school. These persons include central office administration, government officials, community leaders, and political groups. The role of the school leader is one of communicator of the values, beliefs, and assumptions of the school’s culture to these individuals and groups in an effort to solicit support and a clear understanding of the underlying meaning of the mission and the goals of the school (Crow, et. al, 1996).

School leaders may be called upon to change an existing school culture if the behaviors or the values, beliefs, and assumptions do not agree with environmental changes within or outside the school. A good example of this is when a school’s demographic

population changes from a predominantly Caucasian school to a very diverse school. The values, beliefs, and assumptions that have been a basis of the school culture may not agree with the values, beliefs and assumptions that need to be present when the population of the school changes. A school leader must be sensitive to the teachers within the school when time for change is imminent. A school leader must provide the teachers with ways to see the problem or problems that exist and help to create an environment within the school that supports their efforts to make the change (Crow, et. al, 1996).

Ortiz (1986) conducted a study of three superintendents and their leadership styles and the organizational cultures of the their respective school divisions. Ortiz used the leadership styles defined by Schein, including “insider” leadership, leadership with “vision,” and leadership with “cognitive redefinition.” Ortiz’s findings share that each of the superintendents reflected a different style of leadership under the definitions from Schein. The findings also shared that each superintendent and his/her respective leadership style impacted the organizational culture. The findings also suggest that for a leader to succeed in creating a positive culture, a leader requires change to occur in the areas of activities, relational patterns, and attitudes.

Sashkin and Sashkin (1990) provided a study using both quantitative and qualitative analyses. The main purpose of their research was to provide evidence and understanding that effective school leadership is a function of culture building. By using both forms of measurement, quantitative and qualitative, they were successful in their use of the two forms of research and provided findings for both parts of their study. Their quantitative findings indicate that leadership and culture are significantly interrelated. Overall, visionary leadership behavior relates most strongly to teamwork, and effective leadership characteristics are consistent with visionary leadership theory. The qualitative part of the study involved the application of Deal and Peterson’s (1990) five themes of

effective culture building to five exceptional principals. The five themes identified and described by Deal and Peterson involve (a) staffing, (b) conflict, (c) modeling, (d) telling stories, and (e) creating traditions, ceremonies and rituals. The qualitative findings indicate that all five strategies are major tools of effective school leaders in the culture building process (Sashkin & Sashkin).

A paper presented by Firestone and Wilson (1984) identified important elements of a school's culture that school principals should recognize, as well as ways in which a school principal can change or maintain the present school's culture. They focus on three areas of communication as the most important place for a principal to begin to analyze a school's present culture (Firestone & Wilson).

Firestone and Wilson (1984) continue their paper with a section specifically designed to assist principals in understanding the school cultures in which they work. Firestone and Wilson repeat what so many others have noted, that principals must first recognize their own values, task definitions, and commitment prior to moving to the type of culture they prefer. Second, Firestone and Wilson share ways in which a school principal can shape the symbols of the school in a productive way. They allude to the fact that principals can shape the symbols of the school in a productive way by managing the expressions of alternative viewpoint by limiting discussions in faculty meetings and minimizing the information released on student discipline. They further state that a principal may also symbolize the importance given to instruction and learning by how the allocation of funds, space and time are given to faculty and staff. The school principal must consistently communicate to the faculty, staff, students and community the importance of instruction. This is done informally in faculty meetings or can be done in impromptu conversations with individual staff members. Firestone and Wilson conclude that all three areas are most important in the everyday dealings of a school principal (Firestone & Wilson).

Mitchell and Tucker (1992) provide support for Firestone and Wilson's (1984) research by classifying different types of school cultures, as settlement and frontier. A settlement culture is one that has been established and a frontier culture is one that has not been developed. The two types of school cultures that they have described need different types of leaders and leadership style. They present to the reader the differences in the two leadership styles of transformational and transactional and that these leadership styles are impacted by the two different school cultures they have presented. They provide evidence that the behaviors from both of the leadership styles, transformational and transactional, are a necessary part in the ability to work within the existing school culture (Mitchell & Tucker).

Mitchell and Tucker (1992) also identify four key terms of control over school performance--supervision, administration, management and leadership. They state that when a school culture is established and settled, then supervision and administration are become two processes in control. When a culture has not been established in a new school, then there is a need for a dynamic manager and an aggressive leader to bring about some type of order to the organization. Mitchell and Tucker's research continues to provide support for the definitions provided for the leadership styles of transformational and transactional. In relationship to terms of control over school performance, Mitchell and Tucker state that manager and supervisor fall under the transactional leadership style while administrator and leader fall under the transformational leadership style.

Mitchell and Tucker (1992) contend that both transformational and transactional leadership styles should be present during the beginning, maintaining and changing stages of school culture. They concluded that identification of the most productive leadership style for a principal is dependent upon school culture.

The professional literature reviewed in this section of this study has revealed that the leadership style behaviors of a school leader can change with the existing culture.

Leadership style can also be developed along with a developing culture. The leader of a school must be constantly aware of the school culture that exists. The literature is very definite in that leaders and their styles, in cooperation with the developed, maintained or changing school culture, directly impact the overall school. The literature reviewed, however, did not reveal the specific leadership style nor behaviors that must exist for a school to have a positive and productive school culture.

School Size

This section of the review of literature provides research regarding school size. Schools have become fewer over the past fifty years. Due to the consolidation of schools, the size of present day schools has become bigger and bigger. Researchers (Cotton, 1996; Howley, 1996; Irnsher, 1997; Meier, 1995) have reviewed and studied the effects of school size on many areas. These include: achievement; attitudes towards school; social behavior problems; levels of extracurricular participation; feelings of belongingness versus alienation; interpersonal relations with other students and school staff; attendance; dropout rate; self-concept; and college related variables. The one area that is lacking, however, is the research on school size in relation to teacher or administrator variables.

No true definition has been given for what is the difference between a “small” school and a “large” school. Kathleen Cotton (1996) uses the number range provided by Davant T. Williams (1990) in her review of the research available on school size. She shares that an elementary school enrollment should be in the range of 300-400 students and 400-800 students for a secondary school to be considered a “small” school. Student enrollments that exceed this range should be considered “large” (Cotton).

Quality of the curriculum and the quality of instruction have been two areas that advocates for the “large” schools have presented over the past several years. The argument includes that larger schools have the opportunity to offer more courses and provide a more varied curriculum than a small school. This is especially important on the

high school level as students prepare for post-secondary education. The other side of this argument deals with the opportunities that students in small schools have in regards to smaller class size to assist with the quality of instruction.

In her review of research, Cotton (1996) provides a lengthy list of studies that have focused on the effects of school size on student achievement. Her review states that half of the research found there was no difference in student achievement between small and large schools. The other half of the research found school size to be a factor. Students that attend small schools have higher student achievement than those that attend large schools. She also shares that no research that is currently available finds large schools superior to small schools in the area of student achievement. The most important point concerning student achievement that she brought out in her review was students of low socioeconomic status and ethnic minority students have a better chance of having a positive achievement record if they attend a small school.

Research by Deborah Meier (1995) provides support that the attitudes about schools of ethnic minority students and low socioeconomic status students depends on the size of the school. In 1985, she began Central Park East Secondary School in New York's Spanish Harlem neighborhood. Annually, seventy percent of the middle school students and forty percent of the high school students qualify for free lunch. This school has a ninety percent graduation rate of those students that start the ninth grade and they have between eighty-five and ninety-five percent of the graduates go on to college. This school has fewer than 350 students in high school and 200 in seventh and eighth grades.

In her review of recent research findings, Karen Irmsher (1997) lists the seven reasons why schools of 300 to 400 students work. She reports that schools of this size work best due to:

1. **governance**--communication is easier when the whole staff can meet around one common table;
2. **respect**--students and

teachers get to know each other well; 3. **simplicity**--less bureaucracy makes it easier to individualize; 4. **safety**--strangers are easily spotted and teachers can respond quickly to rudeness and frustration; 5. **parent involvement**--parents are more likely to form alliances with teachers who know their child and care about his or her progress; 6. **accountability**--no one needs bureaucratic data to find out how a student, a teacher, or the school is doing...everyone knows; and 7. **belonging**--every student, not just the academic and athletic stars, is part of a community that contains adults (Irmsher, p. 2)

She further reports that large schools do have more specialized programs for those with disabilities or for the gifted. These students may feel more isolated from the others in a large school, however. The research reveals that the only students that have daily personal contact with adults in a large school are those that are involved in sports or are academically excelling. Seventy to 80% of the students in large schools belong to social groups that only include their peers. This results in no interaction with the adults in the school. A bureaucracy may be the best way to describe a large school and a community the best way to describe a small school (Irmsher).

Daily attendance and the dropout rate have been hot topics in the field of education for the past twenty years. Research reviewed by Cotton (1996) revealed that students attending a small school have a much better attendance rate. Students are monitored closely when and if they are absent from school. The dropout rate for small schools is much lower than that of large schools. The research reviewed by Cotton spoke to the area of belongingness/alienation that a student feels in their school. This is a very important reason for whether or not a student remains in school. A student's self-concept and interpersonal relations are also important in the determination of a student to remain

in school. The research revealed that these three areas of concern are more positive in smaller schools.

At the beginning of this section it was stated that one of the big arguments for large schools is the quality of the curriculum and the quality of instruction. The argument of college readiness can also be added as another variable to the benefits of attending a large school. Cotton (1996) shares that five out of the six research reports that she reviewed found small schools equal or superior to large schools in the quality of the curriculum, the quality of instruction, and the ability to produce college prepared students.

The research on school size has built a strong case for small schools. Mary Anne Raywid (1999) provides a new slant on the research by sharing that the research has gone off in another direction. The highly debated issue about school size is now “How big is small?” She reports, that in 1996, the National Association of Secondary School Principals recommended a limit of 600 students for high schools to be considered a small school. Raywid reports that a study done by Lee and Smith (1997) reported high test score performance with a school size from 600 to 900. The most recent findings provide evidence that those who favor the importance of the school as a community have set student enrollment lower than those who believe academic excellence is the most important (Raywid).

This section has provided evidence that small schools have an effect on a number of variables. The two variables that this study was centered around, leadership style and school culture have not been variables in the school size research as reflected by this brief section of the review. This study does provide documentation for the small school research in the areas of leadership styles of small middle school principals and school cultural norms.

Summary

In the first and second sections of this review, the professional literature revealed that a relationship between school leadership styles and school culture exists. The questions asked in this study center around the types of leadership styles that are present and what school cultural norms within school culture are present when certain types of leadership styles are present in small schools.

The third section in this chapter reviewed studies that have attempted to form a relationship between the leadership style of the school principal and the school culture. In this study the distribution of leadership styles across middle school principals, as perceived by principals and teachers, and how the leadership styles are inter-related with fourteen school cultural norms, as perceived by principals and teachers, have been explored. Fiore (personal communication, October 24, 2001) indicated that he knows of no studies focused on these fourteen school cultural norms. The study of school culture and especially specific school cultural norms is in its infancy. Studies on the middle school level are few in number. This study will be useful to middle school educators and administrators as they enter or continue their work on the middle school level. The school culture has been shown to be very important to the overall success within a school. It has also been shown that the leadership style of the school principal has an impact on the school culture. This literature review has revealed leadership style behaviors that need to be exhibited by a school principal if a positive school culture is to be created, maintained or changed. The leader of a middle school must know that this important aspect of their responsibility may determine the growth or the stagnation of the middle school in which they work.

From the research reviewed in this chapter, one conclusion can be that the “true leader” that Stephen Neill refers to in his quote is one who adapts and changes his/her leadership style behaviors to work within the existing school culture of the school

organization. Another conclusion can be drawn that a “true leader” is one that can create, maintain, change or transform the school culture of the school organization to bring about a positive school culture that benefits all members within the school community. Is there really such a person as a “true leader?”

Chapter Three--Methodology

This chapter discusses the methods and procedures used to examine the research questions presented in this study. It includes: design, sample, instrumentation, data collection, research questions, data analysis, limitations, and the summary.

Research Design

A survey research design was selected for this study. Correlational statistics were used to examine relationships between principal leadership styles and school cultural norms.

Sample

A random sampling was used in this study that included principals and their instructional staffs from small public middle schools in the Commonwealth of Virginia. There were 50 public middle schools with a grade configuration of 6-8 and a student enrollment of 0-499 in the Commonwealth of Virginia during the 2000-2001 school year. For the purposes of this study a school with a student enrollment of 0-499 was considered a small school.

Forty-five of the small, public middle schools across the Commonwealth of Virginia were randomly selected to participate in the study. The 45 randomly selected schools fell under the leadership of 35 School Superintendents. The Superintendents were contacted by mail (Appendix D) to request permission to correspond with the principals of the middle schools in their school systems. Of the 35 superintendents who were contacted, twenty-eight (80%) gave permission for the principals in their school systems to be approached to participate in the study.

Permission was granted by school superintendents to approach the principals of 38 (84%) of the 45 randomly selected small, public middle schools. The principals were

contacted by mail (Appendix E). Each principal was asked to participate in the study along with the instructional staff of the school. Thirty-three (87%) of the principals contacted agreed to participate in the study. This researcher and each principal agreed upon a date and time for an onsite visit to be made by the researcher or for an employee of the school to be trained by the researcher. Twenty-four (73%) of the principals agreed to an onsite visit. By the agreed upon date and time of the onsite visit, this researcher had trained a staff member to administer the two survey instruments at 10 of the 24 schools or had administered the two surveys to the building level principal and the instructional staff at 14 of the 24 schools. The remaining nine (27%) of the principals asked that the surveys be mailed to a member of their staff for administration. This researcher contacted the selected staff member at the school and trained them in the administration of the two survey instruments.

Twenty-four (100%) of the middle school instructional staffs and 23 (96%) of the building level principals that received an onsite visit completed the surveys. The middle school instructional staffs of eight (89%) schools and seven (77%) of the building principals of these same schools, that received their surveys by mail, completed and returned the surveys. Of the 45 randomly selected small, public middle schools that served as the sample for this study, thirty-two (71%) of the middle school instructional staffs and thirty (67%) of the middle school principals completed and returned the survey instruments.

Instrumentation

This study used: Bass and Avolio's (1996) Multifactor Leadership Questionnaire, 5x Short Form (Appendix A) to obtain middle school principals' and their staffs' ratings on leadership behaviors related to transformational and transactional leadership styles. The study also used: Sagor and Curley's (1991) and Sagor's (1996) survey, School

Culture Survey (Appendix B), derived from the work of Saphier and King (1985), in order to obtain the perception of the middle school staff members in regards to the cultural norms related to their respective school culture. A short demographic survey, designed by the researcher, for principals, was included with their two surveys. The survey included information on gender, ethnicity, age, number of years as principal in present school, number of years in educational administration and total number of years in the field of education.

Multifactor Leadership Questionnaire

The self-rater (leader/principal) and rater (teacher) versions of the Multifactor Leadership Questionnaire were identical in format and content of questions. The Multifactor Leadership Questionnaire, 5x Short Form contained 45 items that asked for a five-point Likert response indicating the frequency with which the leader exhibits a particular behavior or evokes a certain response. The response options ranged from “not at all” to “frequently, or always.” Principals and teachers were asked to respond to all 45 items on the questionnaire as they relate to the present leadership style in their school.

The questionnaire items on the Multifactor Leadership Questionnaire, 5x Short Form, represent nine leadership behavior subscales related to transformational and transactional leadership styles and three outcome factors of effectiveness, satisfaction and extra effort. Transformational leadership was represented by five of the leadership behavior subscales: idealized influence (attributed) (4 items), idealized influence (behavior) (4 items), inspirational motivation (4 items), intellectual stimulation (4 items), and individualized consideration (4 items). Transactional leadership was represented by four behavior subscales, contingent reward (4 items), management-by-exception (active) (4 items), management-by-exception (passive) (4 items), and laissez-faire (4 items). Of the remaining questions, four asked respondents to rate their leader’s effectiveness, two

questions concerned staff members' satisfaction with their leader's abilities, and three questions concerned staff members' perception of their leader's abilities to increase their willingness to put forth extra effort (Bass & Avolio, 1996).

Bass and Avolio (1996) indicated that a rating of a 3 (fairly often) or 4 (frequently, or always) on the items of the questionnaire was to be considered a behavior of the leadership style that was exhibited by the leader in the organization. For the purposes of this study the leadership style behaviors were scored together as one mean score of each of the two leadership styles, transformational and transactional.

Reliability of the Multifactor Leadership Questionnaire

Reliabilities for each sub-scale on the rater (teacher) form of the Multifactor Leadership Questionnaire, 5x Short Form were derived from the sample populations of nine separate studies. Descriptive statistics were used to analyze each sub-scale score in each of the nine data sets (Bass & Avolio, 1996). Each of the nine studies consisted of sample populations similar to the sample used in this study. Each of the studies used organizations that ranged in member size from 45 to 475. Seven of the nine studies took place in the United States and all studies looked at the leadership style within the organizations in regards to transformational, transactional and laissez-faire leadership styles. Reliabilities for the total items and for each leadership factor scale ranged from $r = .74$ to $r = .94$.

School Culture Survey

The second instrument that was used in this study was developed by Sagor and Curley (1991) using the fourteen cultural norms derived from the work of Saphier and King (1985). The survey was constructed to determine the norms of school culture perceived by the respondents as being typical of their school culture. This survey, used for this study, rated each of the 14 norms on a four point Likert-type scale. The response

options for this survey range from “characteristics of our school,” “occasionally characteristic of our school,” “seldom characteristic of our school,” to “not characteristic of our school.”

Dr. Sagor (1996) indicated that a rating of a 1 (almost always characteristic of our school) or 2 (generally characteristic of our school) on the items of the questionnaire were to be considered a norm that existed within the current school culture. For the purposes of this study the researcher reversed the Likert-type scale in this survey to correspond with the scale on the other survey instrument. The 14 cultural norms were scored by school according to the principal and according to the teachers.

Reliability of the School Culture Survey

Richard D. Sagor (1996) published the School Culture Survey in his latest publication *Local Control and Accountability: How to Get It, Keep It, and Improve School Performance*. Dr. Sagor provided an explanation of how the survey should be used within a school, along with providing the survey in the publication. He shared that the survey had been derived from the work of Saphier and King (1985). He stated that through further research based on Saphier and King that two additional cultural norms had been added to the existing twelve cultural norms.

Dr. Sagor noted that the survey was to be given to teachers and they are to be asked to rate the school as a work environment to the degree that each norm was a part of school life. A 75% criterion was used to determine if a characteristic was normative. When at least three out of four members of a faculty see a trait as being characteristic of their school (shown by a score of 4 or 3 on the survey), then the trait is considered normative. If fewer than 75% of a faculty see this as normal behavior at their school, it was concluded that although this behavior may be something that many people do, it was not important to the school's culture (Sagor, 1996).

Data Collection

Fifty small, public middle school principals and their instructional staffs from across the Commonwealth of Virginia served as the population for this study. Forty-five of the small public middle schools were randomly selected to participate in the study. The superintendents of the school systems of the randomly chosen schools were sent a letter (Appendix D), during the early spring of 2001, requesting permission to survey the principal and instructional staff members of the middle school within their school system. Follow-up phone calls were made to the superintendents requesting permission to conduct the study in their school system.

After permission was obtained from the superintendents of the school systems, a letter (Appendix E) was sent to the principal to request permission to administer the Multifactor Leadership Questionnaire and the School Culture Survey at their schools. The letter explained the procedure for administration of the surveys and requested a date and time for an onsite visit by the researcher. The letter also assured the principal that the participation of the school was entirely voluntary and that confidentiality would be assured. Follow-up phone calls were made to the principals to gain permission to administer the surveys and to set a date and time for the onsite visit by the researcher. During the follow-up phone calls the researcher answered any questions that the principal may have had concerning the study.

During the spring of 2001, onsite visits were made to 24 of the 32 middle schools that had agreed to participate in the study. Surveys were administered to fourteen (60%) of the schools, by this researcher, at scheduled faculty meetings. The remaining onsite visits required the training of a staff member to administer the surveys. Survey packets and a mailer for returning the surveys to the researcher were left with the trained staff member at these onsite visits. The remaining nine middle schools were mailed the surveys

and a mailer for returning the surveys to the researcher. Follow-up phone calls and emails to these nine schools provided further directions for the administration of the surveys to selected staff members. Two copies of the Research Subject Information and Consent Form were attached to the two surveys used in the study. Participants of the study were asked to read and sign one copy of the form and retain one copy for their records prior to participating in the completion of the surveys. Reminder letters were sent to those schools that opted to return surveys through the mail if the researcher had not received them within two weeks of the on-site visit or mail date.

Responses to the Multifactor Leadership Questionnaire, 5x Short Form and the School Culture Survey were coded and entered into a SPSS data file for data analysis.

Research Questions

This study explored the following questions:

1. Do middle school principals perceive their leadership styles in the same way as their teachers?
2. Do middle school principals perceive the school cultural norms in these schools in the same way as their teachers?
3. Are there moderate to high degrees of correlation between principals' perceptions of their leadership styles and their perceptions of 14 school cultural norms in these schools?
4. Are there moderate to high degrees of correlation between teachers' perceptions of their principals' leadership styles and their perceptions of 14 school cultural norms in these schools?

Hypotheses

H1: There will be a significant difference between principals' and teachers' perceptions of their principals' leadership styles.

H2: There will be a significant difference between principals' and teachers' perceptions of the school cultural norms that exist in these schools.

H3: There will be a moderate to high degree of correlation between principals' perceptions of their leadership styles and the 14 school cultural norms that exist in these schools.

H4: There will be a moderate to high degree of correlation between teachers' perceptions of their principals' leadership styles and the 14 school cultural norms that exist in their schools.

Data Analysis

Data from the Multifactor Leadership Questionnaire and the School Culture Survey were tabulated and analyzed separately. The surveys were coded to indicate each individual school for analysis. Identification numbers were assigned to participating schools and the identity of individual schools is known only to the researcher.

Teachers' responses for both surveys were tabulated for the mean scores of the leadership style of their principal and for the fourteen school cultural norms. Only one principal from each school responded, thus the principal's response was reported as a single score.

Specific data analysis occurred by examining the data to investigate the following hypotheses:

H1: There will be a significant difference between principals' and teachers' perceptions of their principals' leadership style.

Hypothesis 1 was investigated using the mean individual school scores and mean group scores on the Multifactor Leadership Questionnaire of the principals' perceptions and the teachers' perceptions of the leadership style of the principal. Further comparison was investigated by using the paired sample t-test. A scatter plot was used to provide a

visual of the differences between principals' and teachers' responses on the two leadership styles.

H2: There will be a significant difference between principals' and teachers' perceptions of the school cultural norms that exist in these schools.

Hypothesis 2 was investigated using the mean individual school scores and mean group scores on the School Culture Survey of the principals' perceptions and the teachers' perceptions of the school culture in their respective schools. Further comparison was investigated by using the paired sample t-test. Scatter plots were used to provide a visual of the comparison of individual school scores as perceived by principals and by their teachers.

H3: There will be a moderate to high degree of correlation between principals' perceptions of their leadership styles and the school cultural norms that exist in these schools.

Hypothesis 3 was investigated to determine if there is a correlation between the principals' perception of leadership style, or scores on the Multifactor Leadership Questionnaire, and principals' perception of the 14 school cultural norms, or scores on the School Culture Survey, by completing the Pearson correlation coefficient.

H4: There will be a moderate to high degree of correlation between teachers' perceptions of their principals' leadership styles and the school cultural norms that exist in their schools.

Hypothesis 4 was investigated to determine if there is a correlation between the teachers' perceptions of their principals' leadership style, or scores on the Multifactor Leadership Questionnaire, and the teachers' perception of the 14 school cultural norms, or scores on the School Culture Survey, by completing the Pearson correlation coefficient.

Limitations

This study was limited to small, public middle schools in the Commonwealth of Virginia. The school districts randomly chosen could be put in three categories: urban, suburban and rural. Over half of the chosen schools fell in the rural category.

The study was limited to principals of small, public middle schools and middle school teachers within their respective schools in Virginia.

The sample of 45 small, public middle schools of which 32 elected to participate in the study were chosen from a population of 50 small middle schools located in the Commonwealth of Virginia. The principal and the entire instructional staff of each school were asked to participate in the study. Over half of the teachers in two schools elected not to participate. Two principals from the 32 schools elected not to participate.

The administration of the surveys was accomplished through planned faculty meetings at the randomly selected schools. The researcher administered 14 (60%) of the surveys onsite. The remaining 10 (40%) were administered by a school staff member or nonschool related person trained by the researcher.

The study was limited to gathering of the data by a single leadership questionnaire and a single school culture survey. These two instruments gathered responses that report the perceptions principals and teachers had of the principals' leadership style and the school cultural norms existing in these schools.

There should not be an attempt to generalize the results beyond the intended population or beyond the present time due to the limited sample used in the study.

One delimitation that may be a threat to the generalizability of the results of this study could be the participation in this study of only middle school principals and their respective staffs from 32 small, public middle schools with a student enrollment of less than 499. There are 50 small, public middle schools in the population of 256 small,

medium and large size middle schools, with a grade configuration of 6-8, in the Commonwealth of Virginia.

Summary

The purpose of this study was to investigate the relationship between transformational and transactional leadership styles in middle school principals and school cultural norms. The study looked specifically for differences in principals' perceptions of their leadership style and school culture and their teachers' perceptions of the principals' leadership style and school culture.

Chapter Four--Findings

The purpose of this study was for the researcher to explore and compare middle school principals' and middle school teachers' perceptions of the leadership style exercised by principals in small middle schools. The researcher also investigated the degree of correlation that existed between the principals' and teachers' perceptions of the principals' leadership style and the principals' and teachers' perceptions of the extent to which the 14 school cultural norms were present in their school culture.

This chapter presents the findings of this study. It is divided into four sections that parallel the four questions/hypotheses for the study.

The sample used in this study included building level principals and their instructional staffs from small public middle schools across the Commonwealth of Virginia. Forty-five small, public middle schools were randomly selected to participate in the study. The forty-five randomly selected schools fell under the leadership of thirty-five School Superintendents. Twenty-eight school superintendents gave permission for the principal(s) in their school system(s) to be contacted.

Permission was granted by school superintendents to contact the principals of thirty-eight of the forty-five randomly selected small, public middle schools. Thirty-three principals contacted agreed that they, along with the instructional staffs of their schools, would participate in the study. Thirty-two middle school instructional staffs, or seven hundred five teachers and thirty middle school principals completed both survey instruments as their participation in the study.

A short demographic survey composed by the researcher was also completed by the 30 principals who participated in the study. Analysis of the data collected revealed that nineteen, or 63%, of the middle school principals surveyed were male, 11 were female.

Twenty-three, or 77%, of the principals were 46 or older. Twenty-four, or 80%, were Caucasian and six, or 20%, were African-American. Twenty-two, or 73%, of the principals surveyed had 21 or more years in education with 7 of these principals having 31 or more years of experience in education.

More than half, sixteen (53%), of the principals surveyed had been in educational administration for 1-10 years. Twenty, or 67%, of the principals had been at their present middle school for 1-5 years. Eleven of these principals were male and nine were female. The two other females surveyed had been at their present middle school for 6-10 years.

Eighty percent (16) of the principals that had been at their present middle school for 1-5 years were 46 years of age or older. Sixty-five percent of this same group of principals were Caucasian, 65% had been in education for 21 or more years, and 80% had only 1-15 years of experience as an administrator.

The demographic information provided by the principals also revealed that 10 (over half), of the 19 male principals surveyed had 16 or more years of experience as an administrator. In comparison, only one of the 11 females surveyed had 16 or more years of experience. To further support these data, 14 of the 19 male principals had been at their present middle school 1-10 years with nine of the 11 females being in their present middle school for 1-5 years.

Teachers' and Principals' Perceptions of Leadership Styles

The first research question was answered by comparing the principals' mean scores of both transformational and transactional leadership styles, on the Multifactor Leadership Questionnaire and the teachers' mean scores. The research question asked was, "Do middle school principals perceive their leadership styles in the same way as their teachers?" Using a comparison of means by school and by group helped to test the

following hypothesis (H1). There will be a significant difference between principals' and teachers' perceptions of their principals' leadership styles.

The authors of the Multifactor Leadership Questionnaire, Bass and Avolio (1995), share that the most effective leaders exhibit transformational leadership behaviors "fairly often" or "frequently or always," which is indicated by a mean score between 3.00 and 4.00 on the transformational leadership questions on the Multifactor Leadership Questionnaire. Principals in this study perceived themselves as transformational leaders with mean scores from 2.37 to 4.00 with a mean of 3.31. Principals in this study perceived themselves as transactional leaders with mean scores from 1.10 to 2.75 with a mean of 1.96 (Appendix F).

Teachers in this study perceived their principals as transformational leaders with mean scores from 2.37 to 3.46 with a mean of 2.91. Teachers in this study perceived their principals as transactional leaders with mean scores from 1.80 to 2.40 with a mean of 2.12 (Appendix F).

Table 1 (Appendix F) presents data by individual schools. Analysis of the data indicates that teachers in 8 of 30 schools rated principals higher in transformational leadership style than their respective building level principals scored themselves. In the other 22 schools, the principals rated themselves higher on transformational leadership style than did their teachers.

A scatterplot (Appendix G-1) provides a visual depiction of the differences in mean scores of transformational and transactional leadership style between principals and teachers. Differences between principals' ratings of themselves and teachers' ratings of their principals ranged from $-.58$ to 1.52 . A positive difference indicates that principals self ratings were higher than the teachers' ratings. In the first quadrant of Figure G-1, the scatterplot reveals the 13 schools in which the principals rated themselves higher in the transformational leadership style than did their teachers and where the principals rated

themselves lower in the transactional leadership style than did their teachers. The second quadrant depicts the nine schools where the principals rated themselves higher on transformational and on transactional leadership styles than did their teachers. Quadrant three provides a visual representation of the seven schools where the teachers rated their principals higher in transformational and transactional leadership styles than did their principals. Quadrant four shows only one school (ID# 5) where the principal rated him/herself lower in transformational leadership and higher in transactional leadership style than did the teachers. The majority of schools (22) fell in quadrants one and two where principals rated themselves higher in transformational leadership style than did their teachers.

A t-test was used to compare the total groups of middle school principals' and teachers' perceptions of the two leadership styles, transformational and transactional. The results are presented in Table 4.2. Analysis of the data in Table 4.2 indicates that the mean of the transformational leadership scores assigned by the principals themselves is 3.31 and by the teachers 2.91. The mean of the transactional leadership scores assigned by the principals themselves is 1.96 and by the teachers is 2.12.

The results of this analysis support previous research in regards to principals scoring themselves higher in the transformational leadership style than in the transactional leadership style. The results of the differences between principals' and teachers' scores on the two leadership styles depicted in the scatterplot provide a visual representation of the differences that exist between principals' and teachers' perceptions of the principals' leadership styles. H1 states: There is a significant difference between principals' and teachers' perceptions of their principals' leadership styles. From the data presented, H1 is supported.

Teachers' and Principals' Perceptions of School Cultural Norms

The second research question was answered by comparing the principals' mean scores of the 14 school cultural norms on the School Culture Survey with their teachers' mean scores on the same instrument. The research question asked was, "Do middle school principals perceive the school cultural norms in these schools in the same way as their teachers?" Using a comparison of means by school and by group helped to test the following hypothesis (H2). There will be a significant difference between principals' and teachers' perceptions of the school cultural norms present in their schools.

Sagor, author of the School Culture Survey, states that for a school to have a positive school culture 75% of the instructional staff must agree that the 14 school

Table 4.2

t-test Analysis of Transformational and Transactional Scores Ascribed to Principals by the Principals and by Their Teachers

Group	N	Mean	SD	t	df	p
Transformational						
P	30	3.31	.39			
T	30	2.91	.31	4.41	29	.000
Transactional						
P	30	1.96	.40			
T	30	2.12	.17	-2.09	29	.045

cultural norms are "generally" or "almost always" a characteristic of their school. This is indicated by a score of 3.00 or 4.00 on the survey. Principals, as a group, in this study perceived that the 14 school cultural norms were "generally" a characteristic of their

school culture with mean scores from 3.15 to 3.64. Collegiality; high expectations; caring, celebration and humor; appreciation and recognition; protection of what's important; and involvement of stakeholders in decision making were perceived by this principal group as the cultural norms closest to "almost always" being a characteristic of their schools with mean scores between 3.54 and 3.64 (Table 4.3).

Teachers in this study, as a group, perceived that 11 out of the 14 cultural norms were "generally" a characteristic of the school culture. Experimentation; tangible support; and involvement of stakeholders in decision-making were perceived as "seldomly" a characteristic of their school culture with mean scores between 2.81 and 2.92. Teachers perceived the 14 cultural norms with mean scores ranging from 2.81 to 3.47. Teachers, as a group, perceived all 14 school cultural norms to be "generally" or "almost always" a characteristic of their school culture less often than the principal group (Table 4.3).

A t-test was used to compare the total groups of middle school principals' and teachers' perceptions of the 14 school cultural norms. The results are presented in Table 4.3. Analysis of the data in Table 4.3 indicates that the mean scores assigned by the principals for the 14 school cultural norms were all higher than the mean scores assigned by their respective teachers but only 11 of the 14 comparisons were statistically significant.

Figures 2-15 (Appendix G) are scatterplots to present a visual representation of the data of the fourteen school cultural norms by individual schools. The line of reference in these figures has been drawn at 3.00. Analysis of the data indicates that high expectations was the one cultural norm found to be "generally," depicted by 3.00, or "almost always," depicted by 4.00, a characteristic perceived to be present in their present school culture by both principals and teachers in 29 of 30 schools (Appendix G-4). Caring, celebration and humor was found to be "generally" or "almost always" a characteristic in 26 of 28 schools (Appendix G-9). Teachers in 7 of the schools

had mean scores higher than the principal in regards to this norm. Honesty, trust and confidence (Appendix G-5), clarity of goals (Appendix G-11), appreciation and recognition (Appendix G-8), appreciation of leadership (Appendix G-10), protection of what's important (Appendix G-12), honest, open communication (Appendix G-15), and reaching out to the knowledge base (Appendix G-7) were the 8 cultural norms to be "generally" (3 on a 4 point scale) a characteristic in 20-25 of the 30 schools. Traditions and rituals was found to be a cultural norm "generally" characteristic in 16 out of the 27 schools (Appendix G-14). Eleven of the schools had teacher mean scores that indicated this norm was "seldomly" (2 on a 4 point scale) a characteristic. Involvement in shared decision-making (Appendix G-13), tangible support (Appendix G-6) and experimentation (Appendix H-3) were the three cultural norms to be found in one-third of the schools in the study as perceived by the instructional staffs. The principals, however, perceived these norms as "generally" or "almost always" a characteristic in 28 of the 30 schools. The

Table 4.3

t-test Analysis of School Cultural Norms Ascribed by the Principals and Their Teachers by Group

Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Collegiality						
P	30	3.63	.4901			
T	30	3.24	.3436	3.837	29	.001
Experimentation						
P	30	3.20	.7144			
T	30	2.83	.3429	2.496	29	.019
High Expectations						
P	30	3.63	.4901			
T	30	3.47	.2470	1.677	29	.104

Table 4.3 (continued)

t-test Analysis of School Cultural Norms Ascribed by the Principals and Their Teachers by Group

Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Tangible Support						
P	30	3.43	.6789			
T	30	2.92	.3701	4.373	29	.000
Reaching out to the Knowledge Base						
P	28	3.25	.585			
T	28	3.14	.312	.852	27	.402
Appreciation and Recognition						
P	28	3.57	.5727			
T	28	3.26	.3548	2.675	27	.013
Caring, Celebration and Humor						
P	28	3.64	.4880			
T	28	3.35	.3003	3.008	27	.006
Appreciation of Leadership						
P	28	3.46	.6372			
T	28	3.14	.3188	2.772	27	.010
Clarity of Goals						
P	28	3.28	.4600			
T	28	3.24	.3287	.402	27	.691
Protection of What's Important						
P	28	3.57	.5727			
T	28	3.15	.3289	3.195	27	.004
Involvement in Decision Making						
P	28	3.53	.5762			
T	28	2.81	.3866	6.551	27	.000
Traditions						
P	27	3.37	.6877			
T	27	3.00	.4349	2.502	26	.019

Table 4.3 (continued)

t-test Analysis of School Cultural Norms Ascribed by the Principals and Their Teachers by Group

		Honest, Open Communication				
P	28	3.46	.7445			
T	28	3.09	.3405	2.574	27	.016

differences in perceptions from principals and teachers of the 14 school cultural norms presented in Figures 2-15 (Appendix G) provide evidence that differences in principals' and teachers' perceptions of school cultural norms do exist. H2 states: There is a significant difference between principals' and teachers' perceptions of the school cultural norms that exist in these schools. From the data presented, H2 is supported.

Principals' Perceptions of Leadership Style and School Cultural Norms

The third research question was answered by using the Pearson r , the correlation coefficient, to measure the relationship between transformational and transactional leadership styles and school cultural norms as perceived by principals. The research question asked was, "Are there moderate to high degrees of correlation between principals' perceptions of their leadership styles and their perceptions of 14 school cultural norms in these schools?" Using Pearson's r , the correlation coefficient, to measure the degree of relationship helped to test the following hypothesis (H3). There will be a moderate to high degree of correlation between principals' perceptions of their leadership styles and the 14 school cultural norms that exist in these schools.

Pearson's correlation provides a value of r ranges between -1 (a perfect negative correlation) and +1 (a perfect positive correlation). A value of 0 indicates no relationship. Data from Table 4.4 can be easily interpreted using correlation coefficients of less than .20 as being interpreted as *almost negligible relationships*; correlations of .20 to .40 as *low*

correlation; correlations of .40 to .70 as *moderate correlation*; .70 to .90 as *high correlation, marked relationship*; and correlation greater than .90 as *very high correlation, very dependable relationship* (Guilford, 1956).

Table 4.4

Summary of Correlations of Principals' Scores on Cultural Norms to Principals' Scores in Transformational and Transactional Leadership Styles

Variable	Transformational r	Transactional r
Collegiality	-.069	-.267
Experimentation	.174	-.328
High Expectations	.296	-.315
Trust and Confidence	.103	-.043
Tangible Support	.167	-.257
Reaching out to the Knowledge Base	.255	-.019
Appreciation and Recognition	.251	.024
Caring, Celebration and Humor	.129	-.179
Appreciation of Leadership	.277	.072
Clarity of Goals	.307	-.155
Protection of What is Important	.398*	.265
Involvement in Decision Making	.166	-.059
Traditions	.313	.010
Honest, Open Communication	.325	-.106

Note. * $p < .05$, two-tailed.

Analysis of the data in Table 4.4 reveals that the transformational leadership style, as perceived by the principals, has a positive correlation with 13 of the 14 school cultural norms. Collegiality (-.069) is the one cultural norm that has a negative correlation with transformational leadership style. One norm was significant at the .05 level (2-tailed) when looking at the relationships presented in Table 4.4. Protection of what's important (.398) was the one norm that had a significant correlation at the .05 level (2-tailed) when principals perceived both transformational leadership style and the school cultural norms present in these schools. High expectations (.30), reaching out to the knowledge base (.26), appreciation and recognition (.25), appreciation of leadership (.28), clarity of goals (.31), traditions and rituals (.31), and honest, open communication (.33) were the seven cultural norms with a low correlation with transformational leadership.

Transactional leadership style, as perceived by principals, has a negative correlation with 10 of the 14 school cultural norms. The one cultural norm to have a significant correlation was protection of what's important when measuring the relationship between transactional leadership style and the school cultural norms, as perceived by principals in this study. The correlations presented in Table 4.4 presented one significant correlation between transformational leadership and the cultural norm of protection of what is important. H3 states: There will be a moderate to high degree of relationship between principals' perceptions of their leadership styles and the 14 school cultural norms that are perceived to exist in these schools. From the data presented, H3 is supported.

Teachers' Perceptions of Leadership Style and School Cultural Norms

The fourth research question was answered by using the Pearson's r , the correlational coefficient, to measure the relationship between transformational and transactional leadership styles and school cultural norms, as perceived by teachers. The research question asked was, "are there moderate to high degrees of correlation between

teachers' perceptions of their principals' leadership styles and their perceptions of 14 school cultural norms in these schools?" Pearson's r , the correlation coefficient, was used to measure the degree of relationship to test the following hypothesis (H4). There will be a moderate to high degree of correlation between teachers' perceptions of their principals' leadership styles and the school cultural norms that exist in these schools.

Analysis of the data in Table 4.5 reveals that the transformational leadership style, as perceived by the teachers, has a positive correlation with 14 out of the 14 school cultural norms. Protection of what's important (.46), involvement in shared decision-making (.48), and honest, open communication (.58) were the cultural norms to have significant correlation with transformational leadership style at the .01 level (2-tailed). Reaching out to the knowledge base (.36), appreciation and recognition (.36), and caring, celebration and humor (.39) and appreciation of leadership were found to have a significant correlation with transformational leadership style (.40) at the .05 level (2-tailed). These seven school cultural norms had moderate to low but significant correlations with transformational leadership style as perceived by teachers. These results demonstrate that teachers perceive these seven norms to be associated with a higher degree of transformational leadership style by their principals.

Transactional leadership style as perceived by teachers in regards to their present principals has a positive correlation with 11 of the 14 school cultural norms. However, these positive correlations regarding transactional leadership style and school cultural norms present in Table 4.5 are negligible. H4 states: There will be a moderate to high degree of correlation between teachers' perceptions of their principals' leadership styles and the 14 school cultural norms that exist in these schools. From the data presented, H4 is supported.

Table 4.5

Summary of Correlations of Teachers' Scores on Cultural Norms to Teachers' Scores in Transformational and Transactional Leadership Styles

Variable	Transformational r	Transactional r
Collegiality	.179	.252
Experimentation	.290	.100
High Expectations	.112	.005
Trust and Confidence	.321	.219
Tangible Support	.264	-.083
Reaching out to the Knowledge Base	.364*	-.014
Appreciation and Recognition	.360*	.211
Caring, Celebration and Humor	.390*	.224
Appreciation of Leadership	.399*	.325
Clarity of Goals	.335	.154
Protection of What is Important	.468**	.295
Involvement in Decision Making	.487**	-.014
Traditions	.315	.059
Honest, Open Communication	.580**	.165

Note. * $p < .05$, two-tailed. ** $p < .01$, two-tailed.

Discussion

This chapter provided an analysis of the data collected in this study. This study looked for differences in the perceptions of middle school principals and their teachers in regards to the two leadership styles, transformational and transactional, and school cultural norms. The study also looked for relationships between the two leadership styles and the school cultural norms as perceived by both groups. The data that were collected from both principals and teachers using the Multifactor Leadership Questionnaire, the School Culture Survey and a demographic questionnaire were analyzed using descriptive and inferential statistics and Pearson's r , the correlation coefficient. The data were analyzed using individual and group results by school and by total sample. The principals' responses were represented as one score and the teachers' responses within each school were aggregated. Differences between principals' and teachers' perceptions of leadership style and the 14 school cultural norms and moderate to low relationships between transformational leadership style and several of the school cultural norms were found to exist using the aforementioned methods of analysis.

The results of the data analysis were used to explore the four research questions and four hypotheses. The four hypotheses were supported by the data presented. Chapter 5 presents further discussion of the findings of the study, as well as conclusions and recommendations for future research study of the topic.

Chapter Five--Discussion and Recommendations

Schools are special places that need a special kind of leadership (Sergiovanni, 2000). Leaders in schools provide this special kind of leadership by having a clear understanding of the existing culture (Schein, 1992). Some researchers have claimed that productive and effective school leaders must have this clear understanding of the existing school culture to determine the leadership style necessary for a positive school culture to develop and be maintained (Crow, et. al, 1996; Mitchell & Tucker, 1992; Ortiz, 1986; Sashkin & Sashkin, 1990).

The purpose of this study was to explore middle school principals' and teachers' perceptions of transformational and transactional leadership styles as well as cultural norms in their schools. This study also explored the degree of relationship between principals' and teachers' perceptions of leadership style and the school cultural norms. The leadership styles of the principals were measured by Bass and Avolio's (1996) Multifactor Leadership Questionnaire, Form 5X Short, while the school cultural norms were measured by Sagor's (1996) School Culture Survey.

Four research questions were used as guidelines for this study. They were: (a) Do middle school principals perceive their leadership styles in the same way as their teachers? (b) Do middle school principals perceive the school cultural norms in these schools in the same way as their teachers? (c) Are there moderate to high degrees of correlation between principals' perceptions of their leadership styles and their perceptions of 14 school cultural norms in these schools? (d) Are there moderate to high degrees of correlation between teachers' perceptions of their principals' leadership styles and their perceptions of 14 school cultural norms in these schools? To answer these questions,

several statistical analyses were used, namely, descriptive and inferential statistics, including means, paired-sample t-test, and Pearson's r , the correlational coefficient. Results from the statistical analyses performed in this study provide findings that contribute to the professional literature in the areas of leadership styles of principals and school culture.

The first of three particularly noteworthy findings is that middle school principals and the middle school teachers in this study differ in their perceptions of the leadership style exhibited in their schools. A significant difference was found to exist between the perceptions of principals and teachers regarding the degree to which the middle school principals exhibited transformational leadership style behaviors. Both principals and teachers perceived that transactional leadership style behaviors were exhibited by these principals but to a lower degree than those behaviors associated with transformational leadership style.

A second pertinent finding is that middle school principals and their teachers perceived that the 14 school cultural norms were "generally" present in their positive school cultures. The middle school principals in this study perceived the 14 school cultural norms to be present at a higher degree than did their teachers.

The third finding selected for a closer focus is that middle school principals perceived correlation to exist between transformational leadership style behaviors and the cultural norm, *protection of what is important*. Seven cultural norms were perceived by the teachers in this study to be significantly correlated with the transformational leadership style behaviors exhibited by the middle school principals.

These three noteworthy and useful findings, reported in chapter four, are first discussed in this chapter. Then, recommendations for future research are presented.

Discussion

Teachers' and Principals' Perceptions of Leadership Styles

Using descriptive and inferential statistics (means and paired-sample t-tests) to explore Research Question One: “Do middle school principals perceive their leadership styles in the same way as their teachers?,” the middle school principals in this study perceived themselves more as transformational leaders than as transactional leaders. According to Bass and Avolio (1996), the behaviors associated with transformational leadership style are idealized influence (attributed and behavior), inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders have been viewed as those who have a vision and who clearly communicate that vision to members of the organization that they lead (Bass, 1985). The transformational leader takes action to try to make the members of the organization aware of what is important and right for the organization. He or she is able to move the members of the organization beyond the members' self-interests and strive for the good of the organization. This type of leader is able to provide members of the organization with intrinsic rewards for their efforts.

A significant difference (Table 4.2) was found to exist in how the teachers perceived their principals' leadership style and their principals' perceptions of personal style of leadership. The teachers found their principals to exhibit both leadership styles with transformational leadership style behaviors exhibited more often than those behaviors associated with a transactional leader. Bass and Avolio suggest that transactional leadership behaviors include contingent reward, management-by-exception (active or passive), and laissez-faire. The transactional leader gains members' compliance through making contracts with them. These contracts contain promises of reward or disciplinary threats in exchange for meeting the expectations set by the leader. In this study, the

difference between the principals' perceptions and the teachers' perceptions might be explained by stating that leaders tend to rate themselves higher on the transformational leadership scales where followers tend to rate their leaders lower on transformational leadership behaviors.

The findings in this study support Bass and Avolio's (1996) numerous studies on leaders. They consistently found that the leaders tend to inflate their ratings on the transformational leadership scales as compared to the ratings of their followers. We may conclude from this that individuals often are more realistic in describing others than in describing themselves. It may be more appropriate to use the data based on the teachers' perceptions of their principals' leadership style.

The separately aggregated mean scores (Appendix F) of transformational and transactional leadership style behaviors, perceived by teachers as demonstrative of their middle school principals, were higher in 8 of the 32 schools in this study than the personal perception of middle school principals. In 13 of the remaining 24 schools, teachers perceived higher mean scores for transactional leadership style behaviors and lower mean scores for transformational style behaviors as compared with the mean scores assigned by the principals. In 9 of the remaining 11 schools, the principals perceived both transformational and transactional leadership styles to be higher than their respective teachers' perceptions. The remaining two schools in this study reflected only mean scores for teachers' perceptions of their principals' leadership styles. The principals in these two schools elected not to participate in this study so a comparison could not be made.

A possible explanation for the differences in the perceptions may be that teachers do not view leadership behaviors in the same way as a school principal. Most teachers have not been in the position of a school principal and their view of leadership styles is from one of a follower and not one of a leader. Teachers may also view a school

organization as their area of instruction, their classes, their students and how the leadership impacts these, both positively and negatively. On the other hand, the school principal usually has been a teacher and has viewed leadership styles from both perspectives, as follower and as leader. The principal views the school organization to encompass all areas of instruction, all classes and all of the students in addition to the teachers, staff members and the numerous other responsibilities that a principal has in the daily running of a school. The two different roles or views of the school organization associated with teachers and principals can explain the differences in the way the two groups perceive the leadership styles exhibited by the principals.

This study revealed findings that the middle school principals exhibit both leadership styles presented in this study, and transformational leadership style behaviors are perceived as being exhibited more often than transactional leadership style behaviors. No principal in this study was perceived as exclusively exhibiting either transformational or transactional leadership style behaviors. The finding (Table 4.2) of the significant difference in the perceptions of the principals and the teachers regarding the degree to which the principals use transformational leadership style behaviors might suggest that the principals in this study inflate their transformational scores. If so, it supports the previous research by Bass and Avolio (1996). The research of Burns (1978), Bass (1996), and Leithwood (1994) supports the perceptions of both principals' and teachers' in regards to the behaviors of both leadership styles being exhibited by these principals. These researchers suggest that effective leaders within an organization display both transformational and transactional leadership style behaviors. The findings of this study provide support for the work of Leithwood and his model of transformational leadership. Leithwood's (1994) model of transformational leadership includes certain behaviors of transactional leadership style. The original model included: (a) building

school vision, (b) establishing school goals, (c) providing intellectual stimulation, (d) offering individualized support, (e) modeling best practices and important organizational values, (f) demonstrating high performance expectations, (g) creating a productive school culture, and (h) developing structures to foster participation in school decisions.

Leithwood added aspects of transactional leadership to the model of transformational leadership to point out the importance of having both styles in order to insure success in an organization. He added to the model, staffing, instructional support, monitoring school activities, and community focus.

Teachers' and Principals' Perceptions of the Presence of School Cultural Norms

Descriptive and inferential statistics (means and paired-sample t-tests) were used to investigate Research Question Two: "Do middle school principals perceive the school cultural norms in these schools in the same way as their teachers?" The middle school principals in this study perceived the 14 school cultural norms "generally" to be a characteristic of their present school culture. The middle school teachers perceived 11 of the 14 school cultural norms "generally" to be a characteristic of their school culture (Table 4.3). When scatterplots (Appendix G), however, were configured between the principals' perceptions and teachers' perceptions the scores clustered together to reveal that principals and teachers perceived 14 of the 14 school cultural norms to "generally" or to "almost always" be a characteristic of their school culture. From these findings, it can be seen that the principals viewed their school cultures to be strong/positive, as did their teachers, however, principals perceived them to be stronger/more positive.

Significant differences (Table 4.3) between principals' perceptions and teachers' perceptions were revealed on eleven of the cultural norms. The significant differences between teachers' perceptions and principals' perceptions, pertaining to their existing school culture, are due to the higher mean scores assigned by principals to the school

cultural norms within the existing school culture. Again, it can be said that leaders tend to inflate scores that relate to their leadership style, such as school culture. Research of Snowden and Gorton (1998) supports the association of school culture and leadership style. They state that the school principal has the ultimate responsibility for the culture within the school. Sergiovanni, et. al (1999) speak of school culture and leadership reacting to each other. Once a culture has been established in a school, the school culture can act as the determinant of thought and behaviors. If we assume that principals inflate their scores on areas associated with their leadership style, as shown in the literature by Bass and Avolio (1996) and as shown in the mean scores in this study, then it would seem appropriate to use the data based on teacher perceptions in regards to the existing school cultural norms within the small, public middle schools in this study.

The most significant differences in principals' and teachers' perceived presence of the 14 cultural norms were in *tangible support* and *involvement of stakeholders in decision making*. These differences may be due to the degree of importance placed on the cultural norms in the two different groups. Tangible support can best be described as the feeling in the school that people will assist each other with both time and resources, including financial and material assistance in order to support teaching and learning. Involvement of stakeholders in decision making refers to the fact that teachers feel that they are included in making decisions within the school that will have an impact on them. This also includes the fact that input from teachers and other staff members is taken seriously and considered when decisions are being made. From the descriptions of both of these cultural norms, a conclusion could be that teachers perceive these two cultural norms in terms of how they impact them individually and not the overall school organization.

There were no significant differences between principals' and teachers' perceptions of the presence of three cultural norms, including *clarity of goals*, *reaching out to the knowledge base*, and *high expectations*. All three of these norms can be explained as verbal and written statements of intent for the direction in which the school is heading. It can be inferred from these findings that the principals and teachers in this study share agreement regarding their schools' mission and goals, the expectations for all teachers and students, and the opportunities provided them to gain knowledge to meet the expectations to succeed in the mission and the goals. This finding supports the research of Karpicke and Murphy (1996) that when the purposes and goals of the school organization are understood by all stakeholders then a healthy culture is present. Another explanation for these findings may be to the benefit of the small school research of Cotton (1996), Howley (1996), Irmsher (1997), Meier (1995) and Rayvid (1999), in regards to the ability of the instructional staff and principals in small schools having better communication and less bureaucracy. This further supports the small school research that the principal is accessible to clarify questions that may arise in regards to providing a clear understanding of expectations and vision for the school.

Another possible explanation for the differences between teachers' perceptions and principals' perceptions on the existing school cultural norms within their schools may be their views as a follower and as a leader. Again, teachers view a school organization quite differently than it is viewed by principals and one view is not necessarily more realistic in perception of the presence of cultural norms than the other.

However, if we are to suggest that these middle school principals spuriously inflate their perceptions of the existing school culture in their schools, then it would be advantageous for these sitting middle school principals to gain a more clear understanding of how their present school culture is perceived by their teachers. These conclusions are

supported by a number of researchers. Pertinent literature reveals that to be effective, leaders must have a clear understanding of their existing school cultures (Crow, et. al, 1996; Mitchell & Tucker, 1992; Ortiz, 1986; Sashkin & Sashkin, 1990). Schein (1992) shares that effective leaders must be aware of the existing school culture before attempting to maintain, change, or enhance the culture or the existing culture will control them and their leadership style behaviors. The conclusion that, to be effective, the leader must have a clear picture of the existing culture is supported by the research of Crow, et. al. This conclusion focuses on the practices of a school principal in maintaining an established school culture. The role of the school leader changes from one of building a strong school culture to one of maintaining and enhancing the existing school culture.

If the teachers' perceptions of cultural norms are to be considered the valid indication of an existing school culture, Crow, et. al (1996) state that, to be effective, a school principal must include three separate groups of individuals (i.e., veteran teachers, new teachers, outside persons, including, but not limited to, central office administration, community leaders, and government officials) when studying perceptions of the school norms. These findings suggest that it would be advantageous for school administrators to survey their staffs in order to get a clear understanding of the beliefs, values, norms and traditions that exist in the present school culture. School administrators and their staffs could also be involved in ongoing staff development in the area of school culture. Once the school culture has been evaluated, the staff and administration could work collaboratively to build and/or maintain a strong/positive school culture.

Principals' Perceptions of Leadership Style and School Cultural Norms

The results from research question three: "Are there moderate to high degrees of correlation between principals' perceptions of their leadership styles and their perceptions of 14 school cultural norms in these schools?" indicate that there was one moderate,

positive correlation between transformational leadership style and one cultural norm, *protection of what is important* (Table 4.4). This one cultural norm, *protection of what is important*, was also found to have a low positive correlation with transactional leadership style. Protection of what is important refers to administration, colleagues, teachers and students protecting instructional and planning time in their schools. Thus, it would be logical to suggest that the middle school principals in this study perceive that the *protection of what is important* or protection of instruction and instructional time is an important school cultural norm in their schools.

A possible explanation for finding a correlation between transformational leadership style and *protection of what is important*, may be the external forces that have had an impact on the role of the principals in these small, public, middle schools. It can be speculated that many of these middle school principals have been led to believe that the most important aspect of their role as principal is to protect the instructional program to produce results. The principals in this study are not only accountable to the teachers, students and parents within their schools but to the central office personnel and the community leaders. These external forces may only see the productivity of the schools from the standpoint of passage rates on the state testing, drop out rates, and success of the at risk population. The principals in this study may be concerned by the way they are perceived by their superiors and by the community and view *protection of what is important* as their number one priority in their role of principal. These findings suggest that in achieving what the external forces perceive as the mission of these schools, these principals exhibit transformational leadership style behaviors more often than transactional leadership style behaviors to protect the instructional time and instructional program within their schools.

The findings from Research Question Three also revealed that 12 of the 14 school cultural norms were positively, but not significantly, correlated with the transformational leadership style while only four out of the 14 norms were positively correlated with transactional leadership style. It can be inferred from these findings that the behaviors perceived to be more closely associated with transformational leadership style are more positively related to a positive school culture.

Prior research leads one to believe that the cultural norms of *collegiality, experimentation, trust and confidence, tangible support, clarity of goals, involvement in decision making, and honest, open communication*, would be significantly correlated with transformational leadership style (Burns, 1978; Bass, 1996; Leithwood, 1994; Sagor, 1996) because transformational leaders try to make the members of the organization aware of what is important and right for the organization. They are able to move the members of the organization beyond the members' self-interests and strive for the good of the organization. The findings from this research question do not support this prior research.

The data explored to answer Research Question Three revealed a significant correlation between one cultural norm, *protection of what is important*, and transformational leadership style. Several possible explanations have been discussed in regards to this correlation. It should be added that this finding may not be adequately explained by this study. This may be a finding that should be explored further in future studies.

Teachers' Perceptions of Leadership Style and School Cultural Norms

Results based on Pearson's r , the correlational coefficient, were used to explore Research Question Four: "Are there moderate to high degrees of correlation between teachers' perceptions of their principals' leadership styles and their perceptions of 14

school cultural norms in these schools?" The data collected reveal that there were moderate, positive correlations between transformational leadership style and 7 of the 14 school cultural norms (Table 4.5). The 7 cultural norms with a significant correlation were: *reaching out to the knowledge base; appreciation and recognition; caring, celebration and humor; appreciation of leadership; protection of what is important; involvement in decision making; and honest, open communication.*

From these findings, one can conjecture that the middle school teachers in this study find *reaching out to the knowledge base* or having the opportunities to attend workshops or being involved in staff development, is present in their positive school cultures. It might also be possible that the relationship between the cultural norm *appreciation of leadership* and transformational leadership suggests that the teachers feel empowered to serve in leadership roles when their principals exhibit behaviors associated with transformational leadership. Research from Schweiker-Marra (1995) suggests that the last six cultural norms, including (Saphier & King, 1985), *appreciation and recognition; caring, celebration and humor; involvement in decision making; protection of what is important; tradition; and honest, open communication* appear to demonstrate what teachers and their administrators do to work together effectively. Five of these six cultural norms, *appreciation and recognition; caring, celebration and humor; involvement in decision making; protection of what is important; and honest, open communication* were found to be present, and significantly correlated with transformational leadership style in these positive school cultures.

Schweiker-Marra (1995) shares that when these cultural norms are present in a positive school culture there is a promotion of *caring and recognition* throughout the building. There is also a *shared responsibility* of decision making on the part of the principal and the continued protection of the instructional staff's time promotes a feeling

that everyone within the building must play a part in developing a culture of caring, celebration and one of humor. Teachers are also left with the task of creating and maintaining open, honest communication with everyone in the building. The findings of Research Question Four support the research of Schweiker-Marra and add the variable that these cultural norms, as perceived by the middle school teachers as being present more often, in these positive middle school cultures when transformational leadership behaviors are exhibited by their principals.

Another explanation for the significant correlations between these cultural norms and transformational leadership style could be that each of the middle schools that participated in this study had instructional staffs of fewer than 45 members and a student body of fewer than 500. The research of Cotton (1996), Howley (1996), Irmsher (1997), Meier (1995), and Rayvid (1999) show the smaller school with fewer than 500 students to have similar characteristics of positive school cultural norms. In the research of Irmsher, she reports that schools with fewer than 500 students work best due to communication being easier; students and teachers getting to know one another; less bureaucracy making it easier to individualize; strangers being easily spotted; parents being more likely to form alliances with teachers; everyone knowing how a student, a teacher or the school is doing in terms of everyday happenings; and everyone is a part of the community. The schools in this study are considered small in comparison with the majority of middle schools across the Commonwealth.

The correlations between school cultural norms and leadership styles in this study provide support for previous research in the areas of leadership and school culture. Research by Deal and Peterson (1990), Firestone and Wilson (1984), Karpicke and Murphy (1996), Ortiz (1986), Sashkin and Sashkin (1990), Schein (1992), Sergiovanni (1987), and Snowden and Gorton (1998) demonstrate the importance of a school leader's

behaviors and the development and/or maintenance of a strong school culture within a school. The data from these findings provide significant correlations between transformational leadership style and seven of the 14 school cultural norms found to exist in the middle schools in this study.

The findings to this inquiry also reveal that the teachers' perceptions of transformational leadership style and the 14 school cultural norms were more highly correlated than transactional leadership style and the cultural norms. It can be concluded from the data from Research Question One that the teachers in this study perceive their school principals as exhibiting transformational leadership style behaviors more often than transactional leadership style behaviors. It would seem probable to suggest that the school cultural norms found to be present, as perceived by the teachers, would be in schools with a principal that exhibited behaviors associated with a transformational leadership style.

Summary of Discussion

The findings of this study provide quantitative data to support the conclusions that the majority of principals in small, public middle schools in the Commonwealth of Virginia exhibit transformational leadership style behaviors more often than behaviors associated with transactional leadership style. The findings suggest that teachers' perceptions, in regards to leadership style, may be considered more realistic than the personal perceptions of the principals, as previous research has shown that leaders tend to inflate their scores on leadership abilities and styles. Teachers in this study perceived their principals to exhibit both leadership styles, with transformational leadership style behaviors being dominant over transactional. Transformational leadership style behaviors were found to be exhibited "sometimes" to "fairly often" where transactional leadership style behaviors were found to be exhibited "once in a while" to "sometimes." This finding provides data to support the need for present and aspiring principals to become involved in staff development or

training on the behaviors associated with both transformational and transactional leadership styles.

The findings of this study suggest that principals need to identify personal strengths and weaknesses in their leadership behaviors through self-assessment and assessment of teacher perceptions. Principals need continuous feedback from their staffs on what behaviors are effective. Principals also have to remember that the perceptions of their teachers will differ from their own because teachers view leadership from a different perspective.

The school culture in these small, public middle schools can be described as positive, as perceived by both principals and teachers. The principals, however, found the school cultures to be positive to a higher degree than did the teachers.

The findings of this study provide data to support the need for present and future principals to become involved in staff development and training in the area of cultural norms. These findings also provide data that present and future teachers would also benefit from this knowledge of school cultural norms. The data further support that principals, new to a building or presently serving in the role of principal in the building, need to identify the existing cultural norms within their schools through formal and informal evaluation and analysis. The findings of this study support that perceptions from both principal and teachers are necessary in this evaluation, even though the results of this study support the research that leaders tend to inflate scores regarding leadership style and cultural norms. By having perceptions of both principals and teachers, a focused effort can be made by all members of the school organization to work on the areas of the school culture with the largest discrepancies in scores between principal and teachers. It would seem that a collaborative effort by everyone within the school organization to work

towards raising the scores on the cultural norms from both of the perceptions would lead to a more positive school culture.

Principals, exhibiting transformational leadership style behaviors, view *protection of what is important* (i.e., instruction and instructional time) as being present in their existing positive school cultures. This finding suggests that the middle school principals in this study find their number one priority to be one of insuring that instructional time be protected throughout the daily routine of these schools. This would require that principals deeply reflect about how they perceive the role of principal in their school. Principals with a clear understanding of professional responsibilities to the teachers, students, parents, central office personnel and to the community would benefit everyone by having a clear understanding of their role as the leader in the school.

Teachers in this study perceived that 7 of the 14 school cultural norms were significantly related to a principal that exhibits transformational leadership behaviors. This finding suggests, to the research on leadership and on school culture, that a relationship exists between a positive school culture and a principal that exhibits behaviors more associated with transformational leadership style behaviors than with transactional leadership style behaviors. This study provides empirical data that support the existence of significant relationships between seven of the cultural norms and transformational leadership. These data lend further support of the need for principals to be involved in the area of leadership style behaviors during staff development and training. This would also support the suggestion that principals be aware, through their own perceptions and of their instructional staffs' perceptions, of the existing school cultural norms within their schools.

The school cultural norms and the two leadership styles, transformational and transactional, measured in this study were found to be related to one another. A

correlational study does not determine whether one causes the other. Based on prior research, however, it can be stated, that school culture is “how things are run around here” and the leader of the school, whether a veteran or neophyte, must have the knowledge/gift of how to lead within the existing school culture.

A Personal Note

The opportunities gained through onsite visits to 24 of the 32 small, public middle schools that served as the sample in this study were invaluable in several ways. The high percentage of schools participating in this study is believed to have resulted from the onsite visits made by the researcher. This researcher traveled to the east and west corners of the Commonwealth of Virginia and to the north and to the south of the state to administer or to train a staff member to administer the surveys used in this study. From the smells of homemade bread in the school cafeteria, to students playing on a small outdoor playground, the first impressions were similar. This was another reason the onsite visits were invaluable.

This researcher was able to gain firsthand knowledge about the small, public middle schools in the Commonwealth of Virginia and to see just how much all of them have in common. The warm and welcoming physical plants, the enthusiastic and friendly faculty and staffs, the small number of members in their student body, and especially the humble custodian taking pride in his recently waxed floors, all called out to a visitor that there was an existing pride and sense of community within.

The middle school principals that participated in this study were predominantly male, middle-aged, with fewer than 10 years left in the field of education prior to eligibility for retirement. This finding appears to be consistent with the Commonwealth’s future in regards to the number of males and females that will be eligible to retire from educational administration in the next 5-10 years. The lack of trained personnel in the field of

educational administration has led to new and innovative preparation programs in Virginia. These programs have been developed in the hopes of bringing individuals from other fields into the field of education. From the findings of this study, it would be advantageous for these programs to include training in the areas of transformational and transactional leadership styles and the area of school culture.

Recommendations

As a result of the findings and implications of this study, several recommendations are offered for future research and training for present and prospective educational administrators and teachers. The recommendations are divided in two sections: (a) recommendations for further research in the areas of leadership and school culture; and (b) recommendations for education and training for present and future educational administrators and teachers.

Recommendations for the areas of leadership and school culture

Results from exploring Research Question One reveal that principals and teachers have a significant difference in their perceptions regarding to the degree to which the middle school principals in this study exhibit transformational leadership style behaviors. Both groups agree that transformational leadership style behaviors are being exhibited by the middle school principals in these schools. It would seem valuable to replicate this study using elementary school grades, a different grade configuration for middle school, for example 7-9, or using high school grades. This would provide perspectives from the three different levels in the public school system in regards to the leadership style behaviors exhibited. Further studies would provide data that may or may not support the research from Bass and Avolio (1996), and the results of this study, that indicate that leaders tend to inflate their scores in regards to transformational leadership style behaviors.

Research Question Two revealed that principals and teachers in this study perceive that positive school cultures exist within their middle schools. Each group found the 14 school cultural norms explored in this study to “generally” be a characteristic of their present school culture. Principals found the 14 school cultural norms to exist in their present school cultures to a higher degree than did the teachers. Eleven of the 14 school cultural norms were found to have significant differences between the perceptions of principals and teachers. The remaining three cultural norms did not have a significant difference. The middle schools that provided data for this study had student enrollments of fewer than 500. These schools also had between 15 and 45 staff members. These two criteria would characterize these schools as small according to the small school research. Replicating this study in elementary and high schools with a student enrollment of fewer than 500 would provide useful information. So too would useful information be found from replication of this study using middle schools that are characterized as medium and as large in regards to their student enrollment and staff size. Comparison of the data from the three different groups could provide further information.

Research Question Three revealed findings from the middle school principals’ perceptions in regards to leadership style and school culture. One school cultural norm was found to have a significant relationship with transformational leadership style. A replication of this study on the elementary and high school levels would be valuable to determine if more cultural norms may be significantly related on other levels. It would also seem worthwhile to perform this study at a different time of the school year using the same sample as used in this study to determine the importance of this relationship.

The findings of Research Question Four reveal significant relationships between seven of the 14 school cultural norms and transformational leadership style. This finding suggests that in a positive school culture, according to the perceptions of the teachers in

this study, these seven cultural norms are present when transformational leadership behaviors are exhibited by the principal. A study exploring transformational leadership style, and the behaviors associated with it, as well as the 7 cultural norms (i.e., *reaching out to knowledge base; appreciation and recognition; caring, celebration and humor; appreciation of leadership; protection of what is important; involvement in decision making; and honest, open communication*) would be worthwhile. Future exploration into the specific behaviors associated with transformational leadership style and their correlation with each of the individual seven cultural norms that were found to have a significant correlation in this study could contribute to the research on leadership styles and to the research on school culture.

Recommendations for education and training for present and future educational administrators and teachers

From the findings of Research Question One in this study it would suggest that principals, present and future, should be provided staff development or training on the college and university level in the area of leadership styles. The staff development or training should include all areas associated with leadership style behaviors. These findings also suggest that teacher training on the college and university level should include the area of leadership styles so that present and future teachers may become aware of the many behaviors that may be exhibited by their school principal or by staff members placed in leadership roles.

The findings from Research Question Two in this study suggest that staff development and training in the area of school culture be offered to the existing instructional staffs of schools. These findings also suggest that teacher training on the college and university level should include all aspects of school culture. The findings suggest that the principal can not be the only one aware of the school culture, but that all

members within the school organization must have a clear understanding of the school culture to work effectively within it. Staff development and training should also be made available for present administrators on the area of school culture. The importance of having a clear understanding of the existing school culture within a school and the role the principal plays in changing it, maintaining it, or enhancing it should be made know to current principals. The school cultural norms explored in this study were from the work of Saphier and King (1985) and Sagor (1996). These cultural norms are a small part of the overall area that impacts school culture. It would be valuable to principals and their instructional staffs to be provided opportunities of ongoing staff development or training in the area of school culture and the roles the two groups play in building a positive school culture.

Research Question Three and Research Question Four explored the perceptions of principals and teachers in regards to the 14 school cultural norms investigated in this study. From the findings, it appears that principals and teachers would benefit from staff development and training on transformational and transactional leadership style behaviors and the cultural norms that are a part of an existing school culture. It also appears valuable for future principals and teachers to receive university training related to the importance of the leadership style of the school principal and the contribution of cultural norms to the establishment of a strong/positive school culture.

Chapter 5 presented a discussion of three pertinent findings of this study and made recommendations for further research in the areas of leadership and school culture. Those who prepare prospective educational administrators and those responsible for helping develop current administrators should find these findings of value and the recommendations worthy of consideration.

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APPENDICES

Appendix A

MLQ Multifactor Leadership Questionnaire

Permission Set

Leader Form, Rater Form, and Scoring
Key for MLQ Form 5x-Short)

Permission for Debbie Marks
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MLQ

Multifactor Leadership Questionnaire

Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

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

1.	I provide others with assistance in exchange for my efforts	0	1	2	3	4
2.	I re-examine critical assumptions to question whether they are appropriate	0	1	2	3	4
3.	I fail to interfere until problems become serious.....	0	1	2	3	4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards.....	0	1	2	3	4
5.	I avoid getting involved when important issues arise	0	1	2	3	4
6.	I talk about my most important values and beliefs.....	0	1	2	3	4
7.	I am absent when needed	0	1	2	3	4
8.	I seek differing perspectives when solving problems	0	1	2	3	4
9.	I talk optimistically about the future	0	1	2	3	4
10.	I instill pride in others for being associated with me	0	1	2	3	4
11.	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12.	I wait for things to go wrong before taking action.....	0	1	2	3	4
13.	I talk enthusiastically about what needs to be accomplished	0	1	2	3	4
14.	I specify the importance of having a strong sense of purpose.....	0	1	2	3	4
15.	I spend time teaching and coaching	0	1	2	3	4

	Not at all	Once in a while	Sometimes	Fairly often	Frequently or always
	0	1	2	3	4
16. I make clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. I go beyond self-interest for the good of the group.....	0	1	2	3	4
19. I treat others as individuals rather than just as a member of a group.....	0	1	2	3	4
20. I demonstrate that problems must become chronic before I take action.....	0	1	2	3	4
21. I act in ways that build others' respect for me.....	0	1	2	3	4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. I consider the moral and ethical consequences of decisions.....	0	1	2	3	4
24. I keep track of all mistakes.....	0	1	2	3	4
25. I display a sense of power and confidence.....	0	1	2	3	4
26. I articulate a compelling vision of the future.....	0	1	2	3	4
27. I direct my attention toward failures to meet standards.....	0	1	2	3	4
28. I avoid making decisions.....	0	1	2	3	4
29. I consider an individual as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. I get others to look at problems from many different angles.....	0	1	2	3	4
31. I help others to develop their strengths.....	0	1	2	3	4
32. I suggest new ways of looking at how to complete assignments.....	0	1	2	3	4
33. I delay responding to urgent questions.....	0	1	2	3	4
34. I emphasize the importance of having a collective sense of mission.....	0	1	2	3	4
35. I express satisfaction when others meet expectations.....	0	1	2	3	4
36. I express confidence that goals will be achieved.....	0	1	2	3	4
37. I am effective in meeting others' job-related needs.....	0	1	2	3	4
38. I use methods of leadership that are satisfying.....	0	1	2	3	4
39. I get others to do more than they expected to do.....	0	1	2	3	4
40. I am effective in representing others to higher authority.....	0	1	2	3	4
41. I work with others in a satisfactory way.....	0	1	2	3	4
42. I heighten others' desire to succeed.....	0	1	2	3	4
43. I am effective in meeting organizational requirements.....	0	1	2	3	4
44. I increase others' willingness to try harder.....	0	1	2	3	4
45. I lead a group that is effective.....	0	1	2	3	4

MLQ

Multifactor Leadership Questionnaire

Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

IMPORTANT (necessary for processing): Which best describes you?

I am at a higher organizational level than the person I am rating.

The person I am rating is at my organizational level.

I am at a lower organizational level than the person I am rating.

I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

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

THE PERSON I AM RATING. . .

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Provides me with assistance in exchange for my efforts..... | 0 | 1 | 2 | 3 | 4 |
| 2. | Re-examines critical assumptions to question whether they are appropriate..... | 0 | 1 | 2 | 3 | 4 |
| 3. | Fails to interfere until problems become serious..... | 0 | 1 | 2 | 3 | 4 |
| 4. | Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 | 1 | 2 | 3 | 4 |
| 5. | Avoids getting involved when important issues arise..... | 0 | 1 | 2 | 3 | 4 |
| 6. | Talks about their most important values and beliefs..... | 0 | 1 | 2 | 3 | 4 |
| 7. | Is absent when needed..... | 0 | 1 | 2 | 3 | 4 |
| 8. | Seeks differing perspectives when solving problems..... | 0 | 1 | 2 | 3 | 4 |
| 9. | Talks optimistically about the future..... | 0 | 1 | 2 | 3 | 4 |
| 10. | Instills pride in me for being associated with him/her..... | 0 | 1 | 2 | 3 | 4 |
| 11. | Discusses in specific terms who is responsible for achieving performance targets..... | 0 | 1 | 2 | 3 | 4 |
| 12. | Waits for things to go wrong before taking action..... | 0 | 1 | 2 | 3 | 4 |
| 13. | Talks enthusiastically about what needs to be accomplished..... | 0 | 1 | 2 | 3 | 4 |
| 14. | Specifies the importance of having a strong sense of purpose..... | 0 | 1 | 2 | 3 | 4 |
| 15. | Spends time teaching and coaching..... | 0 | 1 | 2 | 3 | 4 |

Not at all	Once in a while	Sometimes	Fairly often	Frequently or always
0	1	2	3	4
16. Makes clear what one can expect to receive when performance goals are achieved.....	0	1	2	3 4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it.".....	0	1	2	3 4
18. Goes beyond self-interest for the good of the group.....	0	1	2	3 4
19. Treats me as an individual rather than just as a member of a group.....	0	1	2	3 4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3 4
21. Acts in ways that builds my respect.....	0	1	2	3 4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3 4
23. Considers the moral and ethical consequences of decisions.....	0	1	2	3 4
24. Keeps track of all mistakes.....	0	1	2	3 4
25. Displays a sense of power and confidence.....	0	1	2	3 4
26. Articulates a compelling vision of the future.....	0	1	2	3 4
27. Directs my attention toward failures to meet standards.....	0	1	2	3 4
28. Avoids making decisions.....	0	1	2	3 4
29. Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3 4
30. Gets me to look at problems from many different angles.....	0	1	2	3 4
31. Helps me to develop my strengths.....	0	1	2	3 4
32. Suggests new ways of looking at how to complete assignments.....	0	1	2	3 4
33. Delays responding to urgent questions.....	0	1	2	3 4
34. Emphasizes the importance of having a collective sense of mission.....	0	1	2	3 4
35. Expresses satisfaction when I meet expectations.....	0	1	2	3 4
36. Expresses confidence that goals will be achieved.....	0	1	2	3 4
37. Is effective in meeting my job-related needs.....	0	1	2	3 4
38. Uses methods of leadership that are satisfying.....	0	1	2	3 4
39. Gets me to do more than I expected to do.....	0	1	2	3 4
40. Is effective in representing me to higher authority.....	0	1	2	3 4
41. Works with me in a satisfactory way.....	0	1	2	3 4
42. Heightens my desire to succeed.....	0	1	2	3 4
43. Is effective in meeting organizational requirements.....	0	1	2	3 4
44. Increases my willingness to try harder.....	0	1	2	3 4
45. Leads a group that is effective.....	0	1	2	3 4

Appendix B

School Culture Survey

112

Schools differ in many ways. One difference between schools is the character of their organizational “culture.” The culture of an organization can be understood by shared norms, values, and beliefs of members of the community. This survey asks you to think about your school as a workplace and to assess the degree to which each of the following norms or values are consistent features in the worklife of your school.

Thank you for completing this survey.

The norms and values used in this survey were derived from the work of Matthew King and Jonathan Saphier (1985).

Please rate each of these norms or values on the following scale:

- 4 = Almost always characteristic of our school
- 3 = Generally characteristic of our school
- 2 = Seldom characteristic of our school
- 1 = Not characteristic

Remember! The focus of the survey is your school *as a whole*.

For each norm or value that you score 4 or 3, please provide a recent illustrative example of how that norm is demonstrated through individual or organizational behavior.

	<i>Norm or Value</i>	<i>Rating</i>	<i>Recent Example(s)</i>
1.	Collegiality (professional collaboration on education issues)		
2.	Experimentation (interest in exploring new, not yet proven techniques)		
3.	High Expectations (a pervasive push for high performance for students and teachers)		
4.	Trust and confidence (a pervasive feeling that people will do what's right)		
5.	Tangible support (financial and material assistance that supports teaching or learning)		

6. **Reaching Out to the Knowledge Base**
(using research, reading professional journals, attending workshops, etc.)

7. **Appreciation and Recognition**
(acknowledgment of quality student or faculty work and effort)

8. **Caring, Celebration
Humor**

9. **Appreciation of Leadership**
(specifically leadership provided by teachers, principals, and other staff)

10. **Clarity of Goals**

11. **Protection of What's Important**

12. **Involvement of Stakeholders in Decision Making**
(those who will be affected by decisions are involved in making them)

13. **Traditions**
(rituals and events that celebrate and support core school values)

14. **Honest, Open Communication**

Permission to reproduce given by Richard D. Sagor (1996). *Local control and accountability: How to get it, keep it, and improve school performance*. Thousand Oaks, CA: Corwin Press.

Appendix C

TO: Middle School Principals
FROM: Deborah E. Marks
DATE: May-June, 2001
RE: Demographic information

Please take a few minutes and complete the following demographic information.

Please check one:

1. _____ male _____ female
2. Age group: _____ 26-30; _____ 31-35; _____ 36-40; _____ 41-45;
_____ 46-50; _____ 51-55; _____ 56-60; _____ 61+
3. Race: _____ African-American; _____ Caucasian; _____ Hispanic
_____ Native American; _____ Other, please specify: _____

Please complete:

4. Number of years in education: _____.
5. Number of years as an educational administrator: _____.
6. Number of years as Principal of this middle school: _____.

Thank you!!!

Appendix D



Superintendent

Dear :

I am writing to request permission to survey the building level administrator and the members of the faculty of _____ Middle School. _____ Middle School has been randomly chosen as one of thirty small middle schools in the Commonwealth of Virginia to be a part of my doctoral study through Virginia Commonwealth University under the direction of Dr. Rosemary Lambie.

Upon willingness of the principal to be involved in the study, the data collection process will involve all of the teachers in the building and the building level administrator. Each teacher will be asked to complete a questionnaire which measures leadership style of their present principal and a questionnaire that measures school cultural norms that presently exist. The building level administrator will complete a self-rating form of leadership style and a questionnaire that measures school cultural norms. Confidentiality will be maintained at all times. The forms should take approximately twenty minutes to complete.

I would like to collect these data in a faculty meeting in the _____ Middle School. I will arrange the date and time for the collection of the data in cooperation with the building level administrator. I would like to schedule this meeting between May 1 and June 15, 2001, if at all possible. The results of this study will be available upon request.



Sincerely,

Deborah E. Marks
Doctoral Candidate
Virginia Commonwealth University

Appendix E

Principal

Dear:

Thank you for your support and willingness to participate in my doctoral study which I am conducting through Virginia Commonwealth University under the direction of Dr. Rosemary Lambie. I am writing to provide you with information on how the data collection will be completed.

The data collection will involve all of the teachers in the building and you as the building level administrator. Each teacher will complete a questionnaire which measures leadership style of their present principal and a questionnaire which measures school cultural norms that presently exist. The principal will complete a self-rating form of leadership style and a questionnaire which measures school culture. Confidentiality will be maintained at all times. The forms should take approximately twenty minutes to complete.

I would like to collect these data as part of a scheduled faculty meeting in all of the thirty middle schools that have been randomly chosen to be a part of this study. This will insure continuity in the collection procedure between schools. If this is not possible and some other process is necessary in your building, I am certain I will be able to accommodate you.

I plan to schedule these meetings between May 1 and June 15, 2001, if at all possible. Your faculty and building level administrator will only need to bring a pen or pencil to the scheduled meeting. I will be calling you in the near future to schedule a date and time for this purpose.

Thank you and your faculty again for allowing me to conduct this study in your middle school. Upon completion of this study, the results will be available upon request.

Sincerely,

Deborah E. Marks
Doctoral Candidate
Virginia Commonwealth University

Appendix F

Table 1

Comparison of Principals' and Teachers' Mean Scores in Transformational and Transactional Leadership Styles

School ID#	Group	N	Transformational Mean	Diff.	Transactional Mean	Dif.
1	P	1	4.00		1.83	
	T	27	3.13	.87	2.37	-.53
2	P	1	3.60		2.50	
	T	29	3.08	.52	1.97	.53
3	P	1	3.30		1.42	
	T	19	3.46	-.16	1.91	-.49
4	P	1	2.37		1.91	
	T	35	2.55	-.18	2.19	-.28
5	P	1	3.00		2.19	
	T	16	3.05	-.05	2.25	-.06
6	P	1	3.50		1.50	
	T	31	2.37	1.13	2.16	-.66
7	P	1	3.20		1.83	
	T	26	2.75	.45	2.10	-.26
8	P	1	3.80		1.50	
	T	21	2.28	1.52	2.00	-.50
9	P	1	3.33		1.50	
	T	32	2.73	.60	1.89	-.39
10	P	1	2.80		1.92	
	T	19	2.97	-.17	2.40	-.49
11	P	1	3.25		2.08	
	T	28	2.34	.91	2.32	-.22

Table 1 (continued)

Comparison of Principals' and Teachers' Mean Scores in Transformational and Transactional Leadership Styles

School ID#	Group	N	Transformational		Transactional	
			Mean	Diff.	Mean	Diff.
12	P	1	2.90		2.00	
	T	27	3.23	-.33	2.12	-.12
13	P	1	2.90		1.27	
	T	39	3.00	-.10	2.12	-.84
16	P	1	3.30		1.92	
	T	17	2.91	.39	2.16	-.24
17	P	1	3.25		2.08	
	T	25	2.69	.56	2.14	-.06
19	P	1	2.80		2.08	
	T	15	3.38	-.58	2.34	-.26
21	P	1	3.40		1.10	
	T	17	2.07	.33	1.80	-.70
22	P	1	2.90		2.17	
	T	16	2.72	.18	2.21	-.05
23	P	1	3.85		2.42	
	T	25	2.71	1.14	2.30	.12
24	P	1	3.30		1.50	
	T	28	3.40	-.10	2.00	-.50
25	P	1	3.65		1.92	
	T	22	2.89	.76	1.85	.07
26	P	1	3.85		1.80	
	T	7	2.69	1.16	2.28	-.48
30	P	0	--		--	
	T	15	3.07	--	2.21	--

Table 1 (continued)

Comparison of Principals' and Teachers' Mean Scores in Transformational and Transactional Leadership Styles

School ID#	Group	N	Transformational		Transactional	
			Mean	Diff.	Mean	Diff.
32	P	1	3.70		2.42	
	T	22	3.41	.29	2.00	.42
34	P	1	3.50		2.42	
	T	24	3.10	.40	2.03	.39
36	P	1	3.50		2.17	
	T	30	2.80	.70	1.98	.18
37	P	1	3.00		2.08	
	T	14	2.85	.15	1.98	.11
38	P	0	--		--	
	T	18	2.19	--	2.37	--
40	P	1	3.80		2.67	
	T	12	2.19	.61	2.18	.49
42	P	1	2.80		2.08	
	T	24	2.71	.09	2.39	-.31
43	P	1	3.50		1.83	
	T	17	3.15	.35	2.34	-.51
44	P	1	3.40		2.75	
	T	7	2.85	.55	1.91	.84

Appendix G

Figure G-1: Scatterplot of the Mean Differences of Principals' and Teachers' Perceptions of their Principals' Leadership Styles: Transformational and Transactional

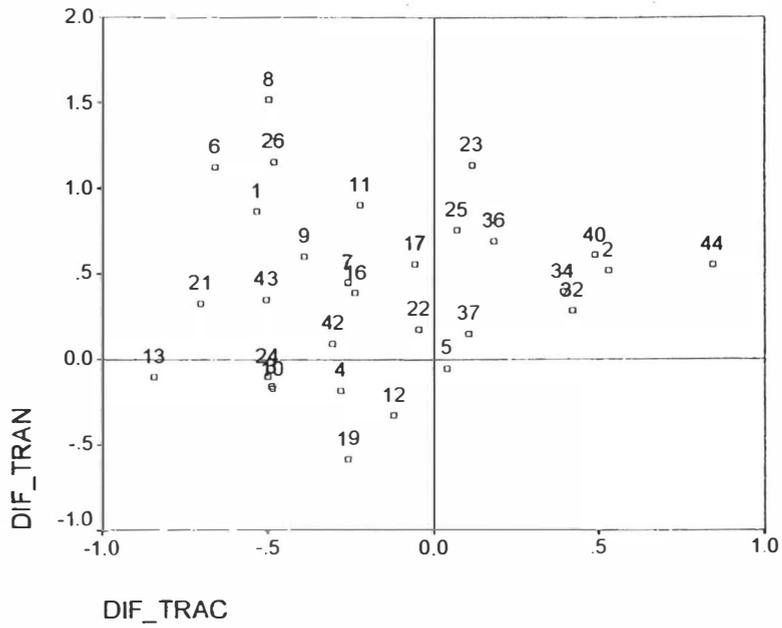


Figure G-2: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Collegiality

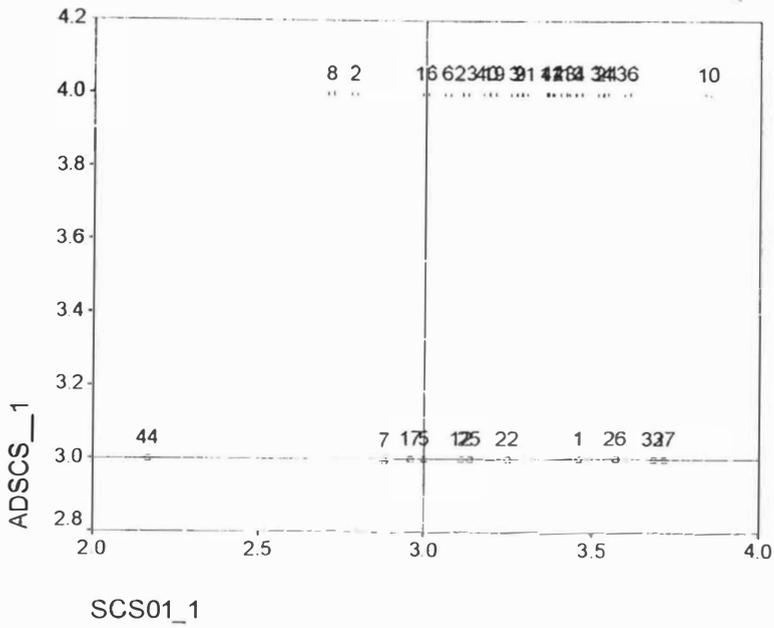


Figure G-3: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Experimentation

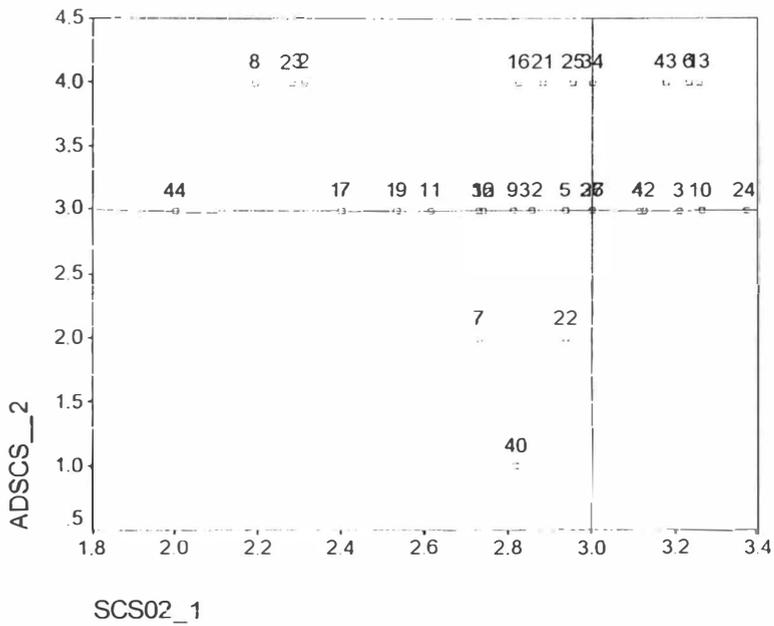


Figure G-4: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--High Expectation

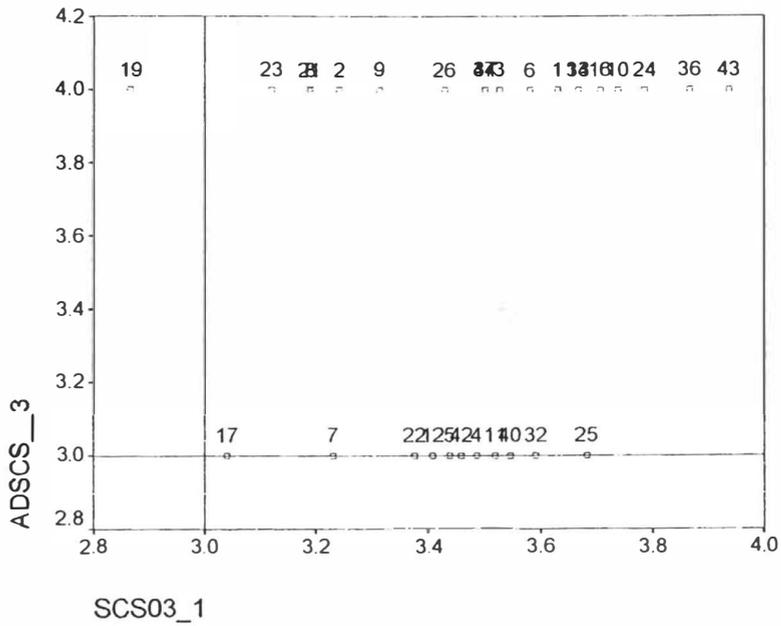


Figure G-5: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Trust and Confidence

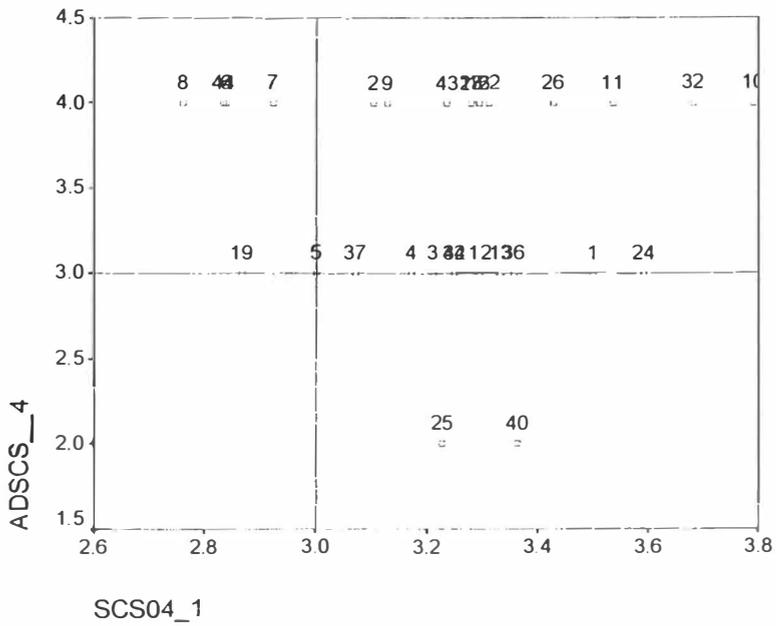


Figure G-6: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Tangible Support

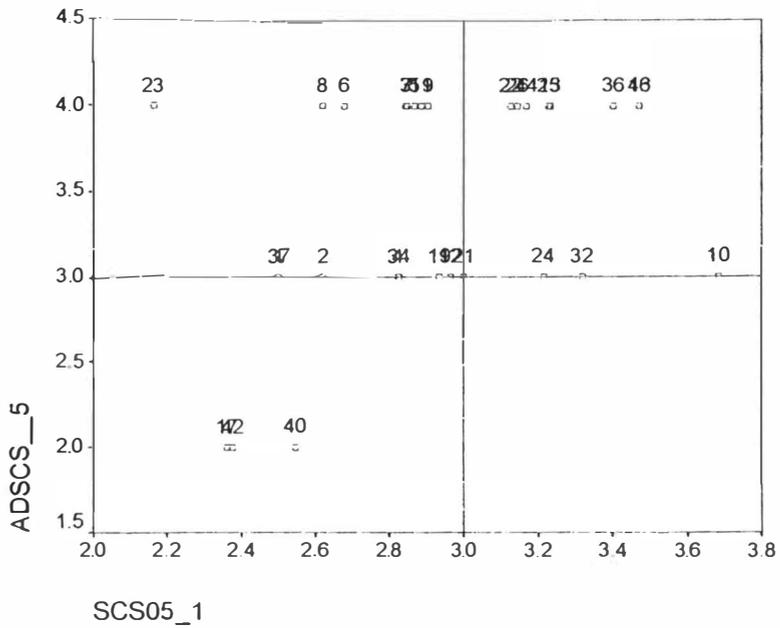


Figure G-7: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Reaching Out to the Knowledge Base

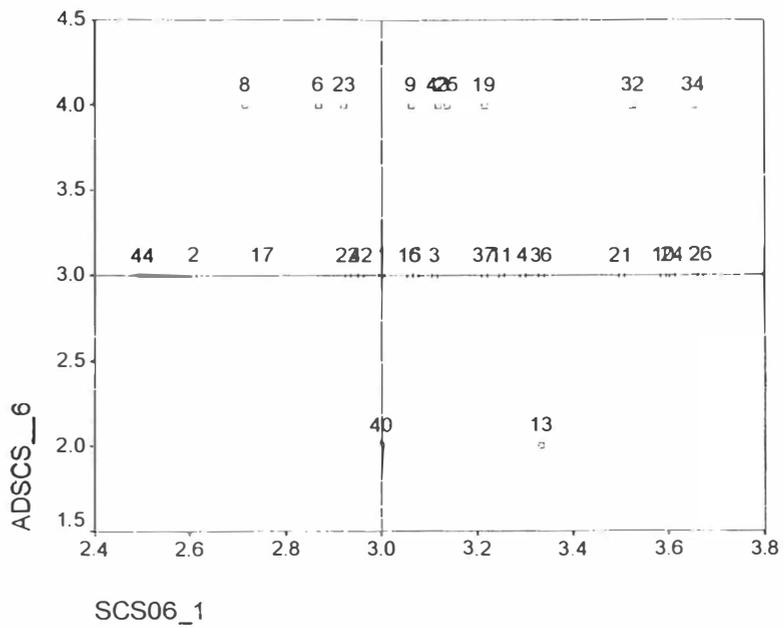


Figure G-8: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Appreciation and Recognition

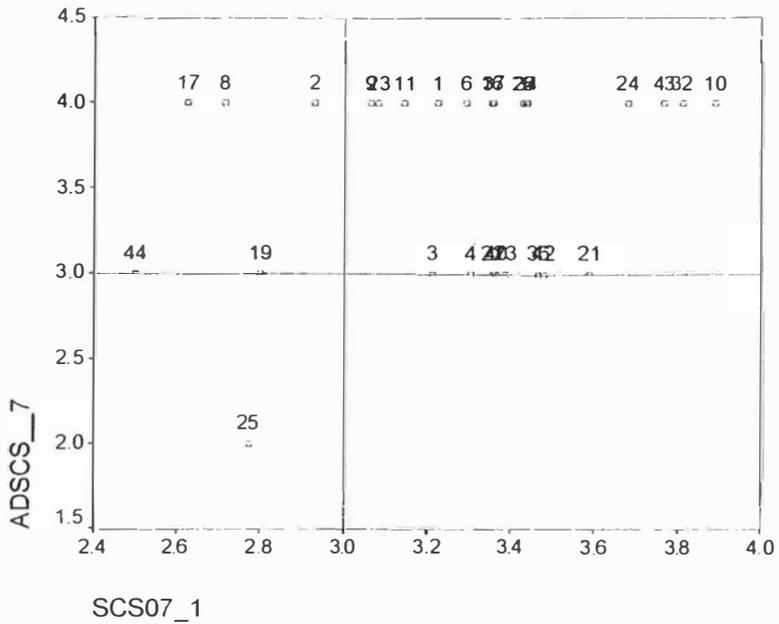


Figure G-9: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Caring, Celebration and Humor

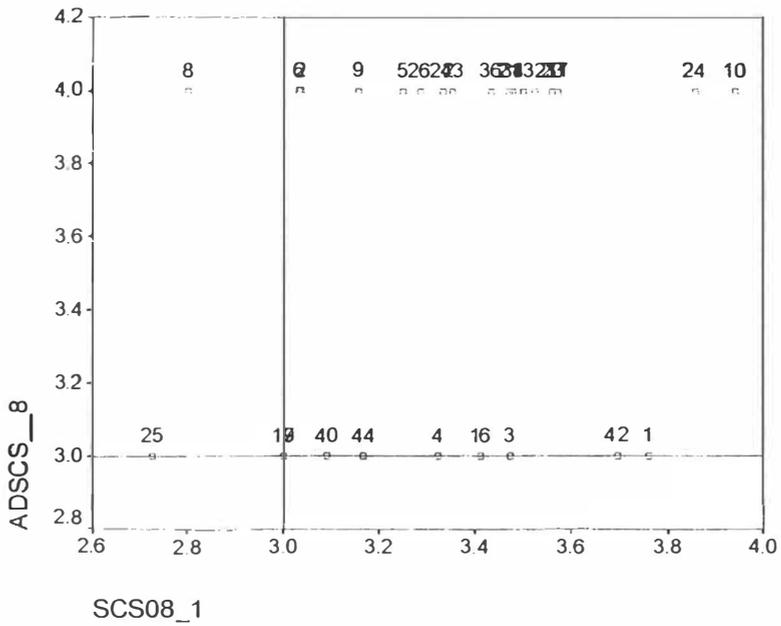


Figure G-10: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Appreciation of Leadership

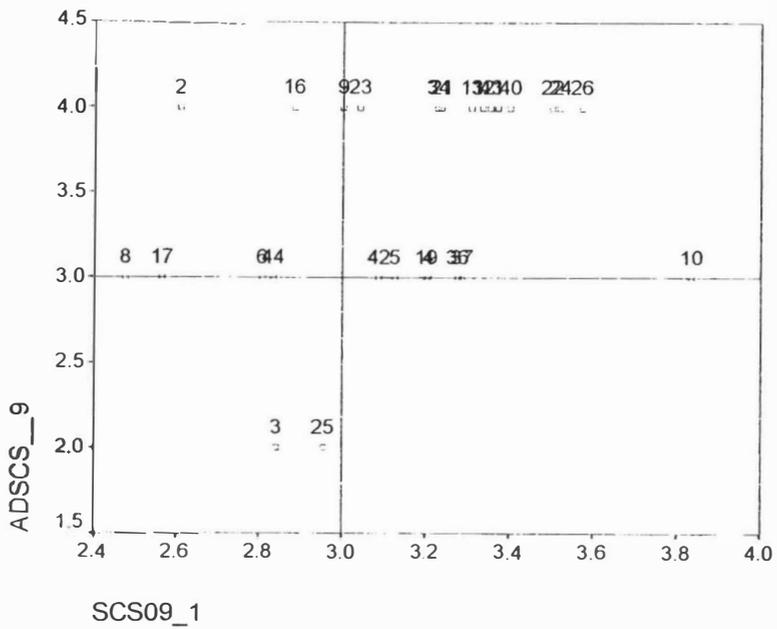


Figure G-11: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Clarity of Goals

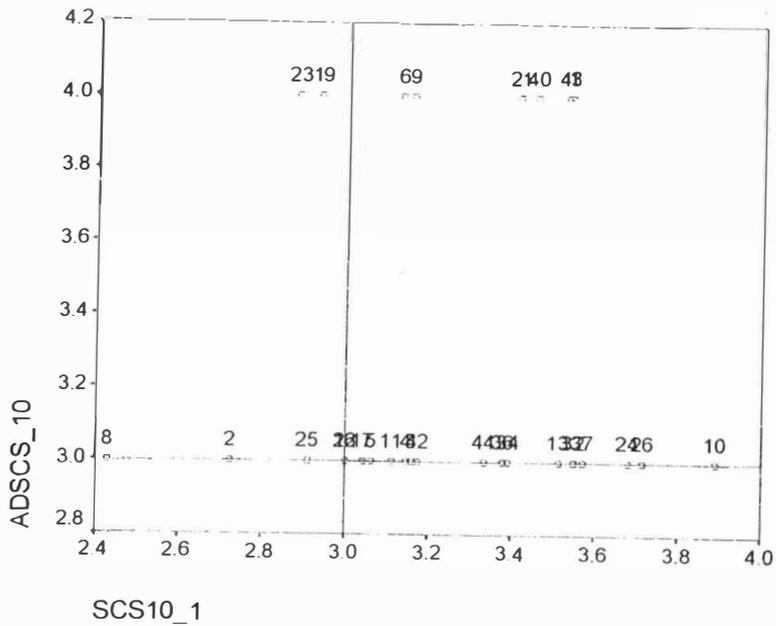


Figure G-12: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Protection of What Is Important

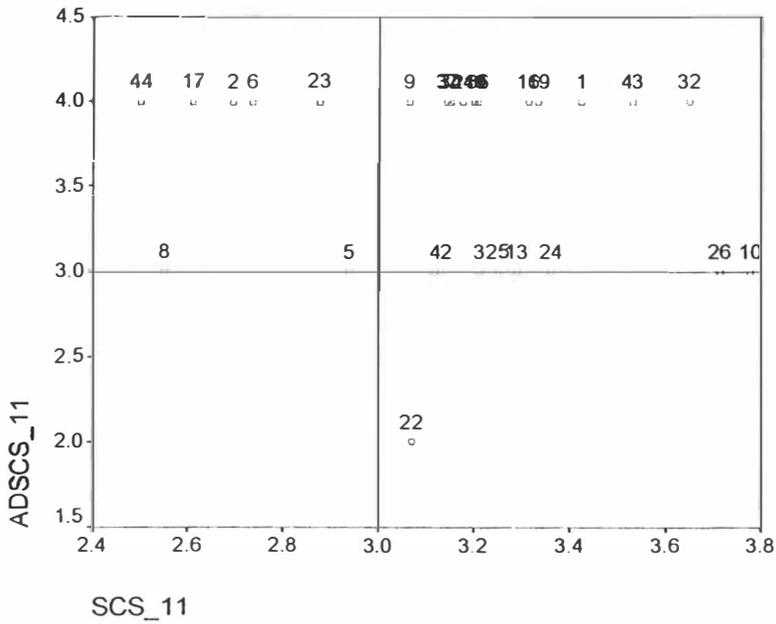


Figure G-13: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Involvement in Shared Decision-Making

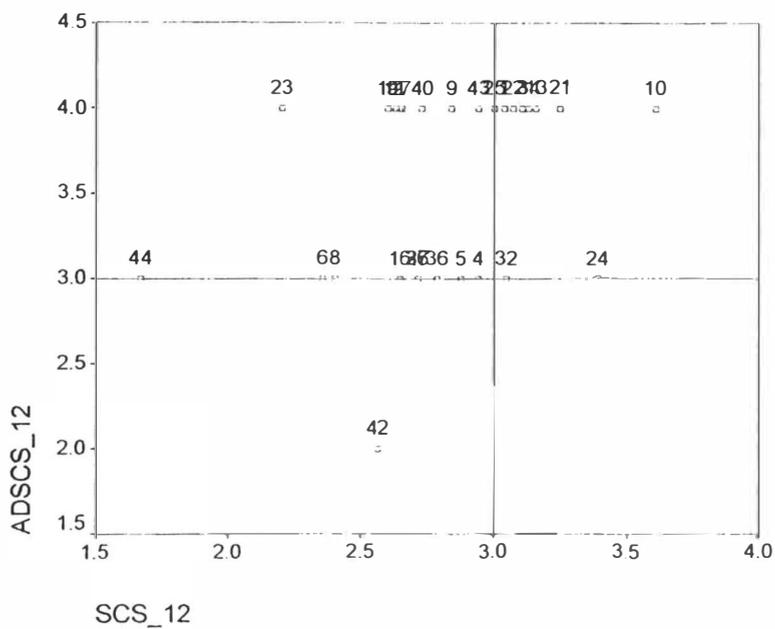


Figure G-14: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Traditions and Rituals

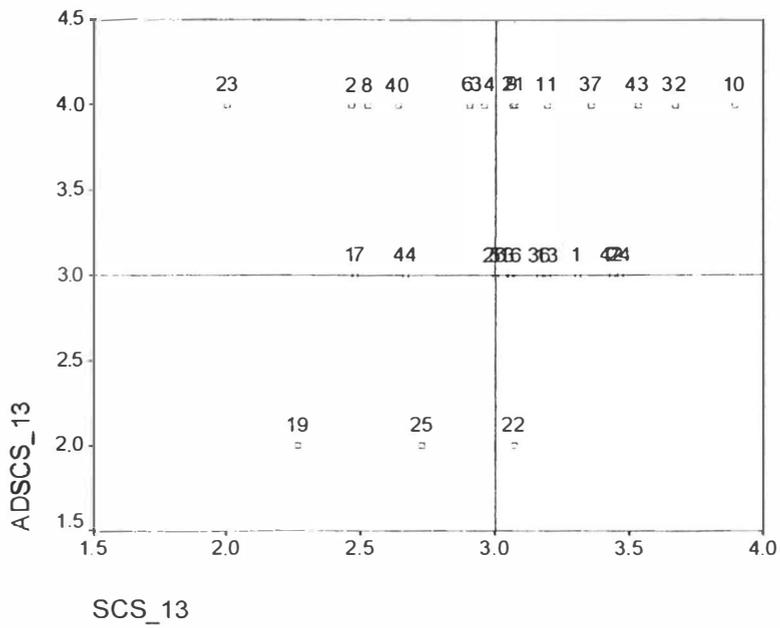
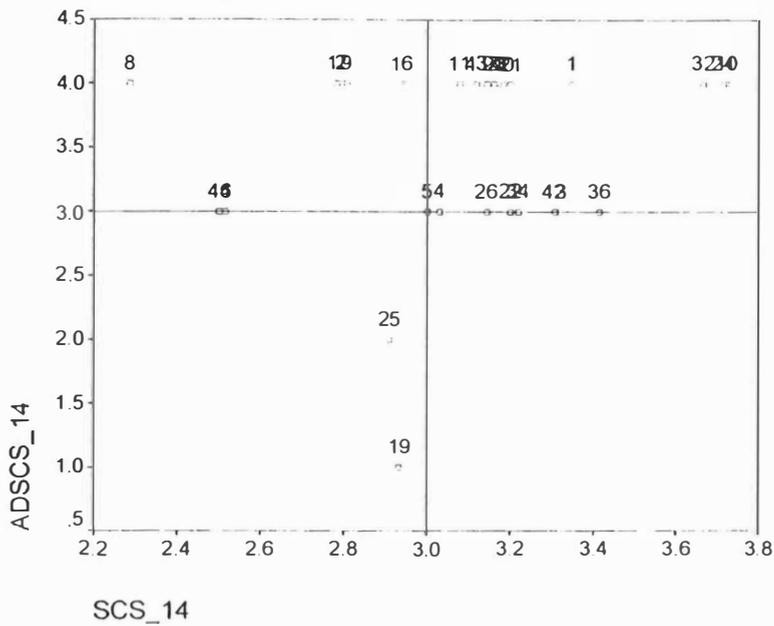


Figure G-15: Scatterplot of the Mean Responses of the Principals' and Teachers' Perceptions of the School Cultural Norm--Honest, Open Communication



Vita

