TEACHER PREFERENCE OF ADMINISTRATOR'S TRANSFORMATIONAL OR
TRANSACTIONAL LEADERSHIP STYLE: A REGRESSION STUDY

A Dissertation
by
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Abstract

TEACHER PREFERENCE OF ADMINISTRATOR'S TRANSFORMATIONAL OR
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This quantitative study determined the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deemed essential in leadership development and creating a positive school climate. North Carolina teachers and administrators among the chosen eight North Carolina School Districts were surveyed concerning Marzano's 21 responsibilities of school leaders. The quantitative method featured a cross-sectional survey to investigate how the administration's transformational or transactional dispositions were preferred and influenced the teacher's and administrator's perceptions of school climate. Binary logistic regression was employed to infer relationships between the dependent and independent variables in six models. Results showed significant relationships between predictor and criterion variables, including *good school climate* and *preference for leadership styles*. Implications for practice included several recommendations. First, school districts should intentionally and routinely ask teachers what leadership dispositions exist in the school, which are preferred, and perform ratings of school climate. Second, leaders could be placed strategically in locations to maximize their leadership style in alignment with the school's needs. Further research recommendations

stemming from this project included (a) examining the effect of *years-in-service* in more detail, (b) parsing the *standard operating procedure* independent variable into parts, (c) analysis of *training and reward impacts*, (d) how required internal, state, and federal reporting may affect school climate, and (e) employing a phenomenological or narrative inquiry design to study several of the predictor variables that would not lend themselves to further quantitative analysis.

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Dedication

This dissertation is dedicated to my mother, Faye Weaver. Your life has always revolved around us girls and all the things that make us happy. You have always led and encouraged me to be my best self and you are the reason I am who I am today. Your guidance has taught me to work hard for the things that I aspire to achieve. I am so honored to have you as my mama, I love you!

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Chapter 1: Introduction

Introduction to the Issue

Education plays a vital role in society and enables the positive transformation of an individual, society, economic progress, and community development. Scholars are particularly interested in the leadership styles of school administrators—prior to the 1980s, studies on school administrators focused on the nature of the job and work (Hallinger & Heck, 1999). However, with the changing socio-political climate, this trend has changed with school administrators being responsible for educational accountability and shifting the role of school administrators in school improvement. Researchers have found both direct and indirect effects of school administrators on different variables, including school processes and outcomes, teacher-related variables, and student achievement. School reforms during the 21st century identified that school leaders must transform schools into autonomous, system-thinking organizations revolving around professional learning communities that can embrace change and create a high-performing environment for students and teachers (Moore, 2009).

For schools to achieve academic success, the state and federal governments have campaigned to strengthen them with a significant focus on school administrator leadership. Successful school leadership positively impacts teacher effectiveness, performance, and climate (Mitani, 2018). Administrators, such as principals and assistant principals, can demonstrate various leadership styles, such as transactional or transformational. Transformational leadership raises followers' knowledge of what matters most, allowing them to put their self-interests aside for the greater good (MacNeill et al., 2018). Transactional leadership motivates followers to carry out their duties as agreed with the leader in return for a reward or the avoidance of punishment (MacNeill et al., 2018). However, transformational leadership is the most successful

in influencing and maintaining teachers' performance. According to Hoy and Miskel (2001), transformative leaders motivate others to succeed by tapping into employees' inner values and molding them to coincide with the school's mission, vision, and values rather than utilizing transactional rewards and penalties.

This research focused on the relationship between leadership dispositions and behaviors that North Carolina teachers and school administrators deemed essential in leadership development and creating a positive school climate. This study was distinctive in that it explored teachers' preferences of transactional and transformational leadership dispositions. Further, how these dispositions were predictors of a school climate was examined. Based on the theoretical assumption that school administrators are the primary driving force for a school's improvement, the importance of competent leaders in shaping a school's climate emerged.

Problem Statement

Much is unknown about the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deemed essential in leadership development and creating a positive school climate. Since No Child Left Behind (NCLB) became law, teachers, policymakers, and school board members have begun to pay more attention to the state's underperforming schools (No Child Left Behind Act [NCLB], 2001). The regulations have pushed principals' and assistant principals' leadership dispositions to the forefront regarding their potential influence on student success and school climate. In North Carolina and around the country, student academic performance is generally assessed by how well students score on standardized examinations.

The North Carolina School Executive Standards (Public Schools of North Carolina, 2013) assisted principals and assistant principals in reflecting on and improving their leadership

effectiveness at all stages of their careers. Several factors influence the growth of school executives. These criteria may be valuable for school administrators and teachers in analyzing their personal growth and development as school leaders. These norms, attitudes, and competencies were established based on the realization that a school's performance and climate depend on the administrators' leadership style. The new goal of public education necessitates a new sort of school leader, an executive rather than an administrator. Much like their corporate counterparts, to enhance performance, school leaders must design schools where students can learn (Murphy & Louis, 2018).

In addition, schools require leaders who are skilled at developing mechanisms for change and forging connections with and among employees that tap into their aggregate expertise and insight to ignite their enthusiasm for their work with students and their careers. This relationship-building must lead to a common understanding of the school's mission, values, beliefs, and goals that guide everyone's decision-making. A shared understanding of the school's identity enables staff to form effective alliances and collaborations with students, parents, and community stakeholders to improve student performance (Hastie et al., 2010; Robinson, 2017). Creating a culture where leadership is dispersed and promoted among instructors, open, honest communication is stressed, cooperation is respected, and research-based best practices drive action based on principled ideas is critical to the new administrator's success (Tang, 2019). Culture, practices, and cooperation stem from both administrator and teacher dispositions, which can affect employee and workplace climate and student learning. Gaining knowledge on school climate and culture as it derives from the personnel within is paramount in understanding how teachers and administrators can alter the environment. This research focused on providing sufficient knowledge of their transformational and transactional leadership dispositions and

behaviors as perceived by teachers and staff with whom they work to support school administrators. Identifying and analyzing the correlation of a school administrator's leadership disposition on school climate, student progress, and teacher satisfaction may aid in developing a successful leader.

Purpose of the Study

This quantitative study aimed to determine the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deemed essential in leadership development and creating a positive school climate. The complex concept of leadership has created a basis for numerous scholars to investigate and define what constitutes effective and ineffective leadership. Administrators must effectively lead their staff to know the dispositions and behaviors existing research has identified as necessary for creating a positive school climate, keeping their faculty's preferences in mind. The analyses in this study helped determine which transactional and transformational leadership traits North Carolina administrators and teachers deemed most important and which leadership behaviors administrators frequently exhibited. Identifying teachers' preferred leadership dispositions may lead to knowledge of managing schools successfully and exhibiting those traits while creating a positive school environment.

Theoretical Framework

Quadrants of Leadership

Hersey and Blanchard's (1969) model resulted in a highly effective manner for leaders to identify their best leadership style and behaviors for any situation (Graeff, 1983). The situational leadership model (Hersey & Blanchard, 1969) encompasses four leadership behaviors. Two leadership strategies, directive and supporting, are differentiated but believed to be learned over

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time through experiences and educational training. Hersey and Blanchard (1969) first identified a high task–low relationship behavior where the leader closely supervises their employees' work to enforce visions and deadlines, but the leader is quick to correct the employee when needed (Graeff, 1983). The second leadership style, selling, is a high task–high relationship behavior involving direction and support by the leader who shows a sincere concern for the required task and sustains positive relationships with the staff (Graeff, 1983). Hersey and Blanchard (1969) defined the third leadership style as participating. Participating is a low task–high relationship style for individuals needing adequate assistance to increase their motivation and confidence and manage challenging issues while empowering people to control their work (Graeff, 1983). Graeff (1983) described the leader's behavior as not requiring specific directions or ways to accomplish goals.

Hersey and Blanchard (1969) determined the fourth leadership style to be delegation. It is a low-task–low relationship style for highly committed and able people who are self-directed. The leader empowers his followers to identify problems and develop various solutions to those problems without the leader's help while offering support from a distance. This leadership behavior can empower individuals with responsibility and authority, increasing motivation (Graeff, 1983). Direct leadership behavior encompasses clear instructions regarding work-related tasks, providing a structure, and defining roles.

In contrast, supportive behavior encourages interexchange, i.e., from leaders to subordinates and vice versa, and the participation of subordinates. In their model, Hersey and Blanchard advocated those situations of various kinds require different approaches to leadership, and those successful leaders should be able to adapt their behavior to the situation. Thus, leadership behavior connects to the work-related and psychological status or maturity of the

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persons being led (Yukl, 2010). Good leaders can alternate between these behaviors and styles based on the strengths and needs of the situation and the people involved (Hersey & Blanchard, 1969).

Transformational Leadership Theory

In 1973, Downton coined "transformational leadership" (Gaston, 2021). Transformational leaders set an example for others to follow, using rapport, inspiration, or empathy to engage followers. Transformational leadership occurs when an administrator's actions motivate and inspire teachers to perform beyond their perceived capabilities. Burns (1978) believed individuals aim to modify existing attitudes, practices, and goals for better results and the greater good (Gaston, 2021). The modification of the environment is central to the idea of transformational leadership. In an educational setting, teachers maintain the control and capacity to make decisions; this results in a beneficial shift in the mindsets of teachers and the school. In this way, teachers engage in transformational leadership activities by working to better the space in which they provide instruction.

Schools must make fundamental changes to survive in the *new normal* (Bogunovich & Greene, 2020). Unless administrative structures and mindsets change, the old way of teaching will return. The lecture method is the oldest method of instruction, based on the philosophy of idealism, and refers to explaining the topic to the students. The emphasis is on the student's presentation of the content with memorization. The unpredictable atmospheres require true transformation. Transformational leadership theory holds that a leader works with teams or followers to identify needed change and create a vision to guide the change through influence, inspiration, and execution with a committed staff. This shift in self-interest elevates their maturity, ideals, and concerns for achievement. Transformational leadership inspires people to

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accomplish higher morale and student academic achievement. The relationship between leadership styles and teacher behaviors is considered essential in leadership development and in creating positive school climate attributes used by school administrators in North Carolina school districts. How administrators lead influences school climate. Principals and assistant principals are crucial in creating healthy school settings, teaching shared accountability, and building shared decision-making techniques (Hammershaimb, 2018). Principals must be aware of their surroundings and adjust to changes using appropriate actions and procedures (Hardwick-Franco, 2018).

Transactional Leadership Theory

Max Weber coined the term *transactional leadership* to define a system of leadership that he first termed *rational-legal leadership* (MacNeill et al., 2018). Following World War II, the administration of the United States reconstructed the country and used a high degree of structure to ensure national stability. This emphasis on structure led to the identification of transactional leadership. Transactional leadership is a management style that emphasizes monitoring, structure, and results (MacNeill et al., 2018). Subordinates are motivated to comply by being rewarded or punished. Transactional leadership is a style in which a leader motivates and inspires their team to make beneficial organizational changes, which can boost team morale, encourage rapid innovation, improve dispute resolution, reduce attrition, and build a sense of ownership among employees (Purwanto et al., 2020). Through reinforcement and reward, transactional leadership would lead to innovation adoption.

Situational Leadership Theory

Situational leadership, developed by Hersey and Blanchard (1969), emphasizes a variety of leadership styles rather than a single solution and acknowledges it as a necessary new

approach to managing and leading (Hakim et al., 2021). Situational leadership proposes that two main factors must match appropriately with the leader's leadership style and the followers' maturity or readiness levels—administrators can never have a single ideal leadership style because there are so many difficulties and scenarios in schools. The paradigm asserts that teachers have various maturity and ability levels, keeping them parallel, capable, and motivated. As a result, learning to adapt leadership styles based on the group's maturity level and the task at hand is essential to becoming an effective leader.

Marzano's Responsibilities of School Leaders

The days of school administrators simply supervising the day-to-day operations of a school are a thing of the past (Webster & Litchka, 2020). Like the teachers they support, school leaders now play a critical role in student progress. Marzano et al. (2001) stated that school leaders need to find balance and integration between instructional and operational/organizational leadership to help handle this evolution and ensure that they have the tools, knowledge, and insights to successfully help drive student accomplishment. Webster and Litchka (2020) claimed that leadership is inclusive in promoting inclusivity, diversity, and equal opportunity for all students. Leadership focuses on when the school leader's role in maintaining the school's distinct fundamental values is acknowledged. In addition, Webster and Litchka stated that growth orientation encourages a caring and collaborative culture in which all stakeholders value growth.

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Research Questions

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The research questions originated from a survey of leadership literature, particularly contrasting transactional and transformational leadership styles. Key criteria determine whether an act is transactional or transformational. These questions explored identifying examples of

transformational and transactional leadership that have been effectively applied by administrators and preferred by teachers. The following research questions guided the study:

RQ1: What teacher demographics are the most influential concerning their preference for transformational or transactional leadership styles utilized by their administrators?

RQ2: What leadership dispositions do teachers deem important and viewed as the most influential concerning a healthy school climate?

RQ3: How do leadership disposition preferences as reported by teachers compare to the self-reported exhibition of those preferences by administrators?

SQ1: What leadership dispositions do teachers think administrators exhibit compared to what administrators state they exhibit?

SQ2: Based on RQ3, and SQ1, which leadership dispositions that align between teacher and administrator responses are viewed as the most influential concerning a healthy school climate?

RQ4: What administrator demographics are the most influential concerning their self-rating of a transformational or transactional leadership style?

RQ5: What leadership dispositions do administrators deem important and viewed as the most influential concerning a healthy school climate?

RQ6: What leadership dispositions do administrators view themselves as frequently exhibiting and viewed as the most influential concerning a healthy school climate?

Significance of the Study

The principal has the primary responsibility for forging changes in a school. Grissom et al. (2021) suggested that principals and administrators have the most impact on the school environment and, via their actions, they shape the school's direction and climate. Amanchukwu

et al. (2015) emphasized the long-standing demand for effective leaders in all aspects of life and how a leader can impact groups of individuals and entire organizations. Even though principals and assistant principals may not actively engage in the development of a policy, they nevertheless serve as a link between the policy and the organization, interpreting external policy requirements and adding their ideas and experience to these policies to shape them in a specific way (Bell & Stevenson, 2006).

This study focused on the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deemed essential in leadership development, creating positive school climate attributes used by school administrators in North Carolina school districts, and how those preferences and factors influenced school climate. North Carolina created Standards for School Executives (Public Schools of North Carolina, 2013), which the State Board of Education authorized to manage schools properly. Although school reforms aimed to transform schools' governance, principals or assistant principals often lacked the requisite leadership skills. Hence, this study's results may add to the existing scientific research regarding leadership in K–12 schools and provide insight to guide school administrators in governing schools across North Carolina. The various changes an administrator implements in the school, and their leadership style are essential to the school's effectiveness and climate (Halawah, 2005; Rapti, 2013).

The study of transformational and transactional leadership is renowned for its performance-oriented aspect (Gong & Subramaniam, 2020). A good leader transforms the culture of a school and maintains it for an extended period, which enhances teacher performance and, as a result, student performance. To foster good governance, the North Carolina State Board of Education established a framework that assists principals and assistant principals in reflecting

on and improving their leadership effectiveness at all stages of their careers. Although there are multiple impacts on a school administrator's development, the given criterion within the framework is a critical tool for principals and assistant principals as they examine their growth and development as leaders in schools in the 21st century.

This study may help school board members and superintendents hire or retain principals and assistant principals. Different leadership styles among principals may boost teacher retention, enhancing student learning and achievement (Baptiste, 2019). Administrative processes, principal training, and leadership development efforts may all be affected by this research. University leadership degree programs may need to adapt their curricula to contribute to the current knowledge base to acknowledge the relationship between leadership styles of school administrators essential in leadership development while creating a positive school climate. Such programs may help to prepare the next generation of administrators. This research might also help identify future principal professional development requirements, assist school leaders in learning best practices from recent research, and ultimately improve student success.

Definitions of Terms

Administrator: An administrator is an individual employed by the local education agencies (LEAs) to work in an administrative position in a North Carolina public school system and must meet the employment and licensure criteria required by the State Board of Education for the specific administrative assignment. There are two types of administrators: school-based and central office (Public Schools of North Carolina, 2018).

Bureaucratic tendencies: Bureaucratic tendencies exist where the principles and processes derive from rational, clearly understood rules and are applied in a manner uninfluenced by interpersonal relationships or political alliances (Rockman, 2020).

Effective leadership: Effective leadership occurs in group situations and is a process that is a transactional event that occurs between leader and followers. Leadership involves influencing followers and includes goal attainment are all crucial components (Jacobs, 2019).

Ineffective leadership: Ineffective leadership is a refusal to involve stakeholders in decision-making and an incapacity or unwillingness to think institutionally (Jacobs, 2019).

North Carolina State Board of Education Districts: The governor appoints the lieutenant governor, treasurer, and eleven members of the state board of education for 8-year, overlapping terms, subject to confirmation by the General Assembly. Eight of the board's appointed members represent the state's eight education districts. The General Assembly creates these districts (North Carolina Department of Public Instruction, n.d.).

School climate: School climate is a student's, teacher's, administrator's, and staff's affective and cognitive judgments of social interactions, relationships, values, and beliefs (Rudasill et al., 2018).

Teachers: This study refers to teachers in grades kindergarten through 12th.

Transactional leadership: Transactional leadership occurs when followers are motivated to carry out their tasks as agreed with the leader in exchange for a reward or the avoidance of punishment (MacNeill et al., 2018).

Transformational leadership: Transformational leadership raises followers' knowledge of what matters most, allowing them to put their self-interests aside for the larger good (MacNeill et al., 2018).

Summary

The socio-political atmosphere has altered the requirements for the delivery of instruction and student perceptions of education, causing a shift with school administrators now being

responsible for academic accountability and their role in school improvement (Loeb & Byun, 2019; O'Day, 2002). School administrators, directly and indirectly, affect various factors, including school procedures and outcomes, teacher-related characteristics, and student academic achievement. School principals must turn schools into independent, system-thinking organizations that can embrace change and provide a high-performing environment for students and teachers in the 21st century (Moore, 2009). State and federal governments have worked to strengthen schools with a focus on school administrator leadership, to achieve academic success. Successful school leadership positively impacts teacher effectiveness, academic achievement, and school climate. This study focused on teachers' preferences for transactional and transformational leadership styles in North Carolina schools and how those styles affect the school atmosphere, examining the role of effective principals in shaping a school's climate, based on the theoretical notion that school administrators are the key driving factor for a school's improvement.

Chapter 2: Review of Literature

Introduction

Leadership dispositions refer to leaders' skills and traits whenever they discharge their duties (Dóci et al., 2015). Administrators are the foundation of most schools, and they have an immense influence on teachers and learners alike (Oliveras-Ortiz, 2017). The role of administrators, such as principals and assistant principals, is crucial to the education field. Administrators and teachers must have certain qualities that make them unique and qualified leaders within the educational field (Reeves & Lowenhaupt, 2016). Common traits align with particular leaders from their interactions with their subjects. Administrators and teachers are recognized leaders because society has entrusted them to look after students and impart knowledge through various means.

Principals must foster healthy school environments, learn a shared responsibility, and develop shared decision-making methods (Spillane, 2017). Principals must be aware of the environments they lead and adapt to changes by employing appropriate actions and practices (Hardwick-Franco, 2018), which creates issues such as leadership isolation and a lack of professional administrative learning opportunities. Principals oversee a wide range of duties and obligations. They manage various responsibilities, including classroom teaching, guiding instruction, evaluation, managing school budgets, conforming to central office accountability, test scores, reporting obligations, and cultivating positive community relationships (Stronge & Xu, 2021). The leadership qualities of principals and assistant principals within the K–12 system go beyond administrative duties (Stronge & Xu, 2021). Principals offer leadership and guidance to students and teachers, thus enabling a conducive environment for learning (Hauserman & Stick, 2013).

A problem occurs when administrators do not know their transformational or transactional leadership dispositions and behaviors and how teachers and staff perceive those patterns under their supervision (Jacobs et al., 2016)—a problem that can work against fostering a positive school climate (Borkar, 2016; Cohen, 2013; Lehr & Christenson, 2002). Understanding how school principals' leadership styles could impact teachers' perceptions within the education sector is essential. When the school climate is affected, learning cannot run effectively regardless of teachers' efforts in the instructional process. This quantitative study aimed to determine the relationship between leadership dispositions and behaviors North Carolina teachers and North Carolina school administrators deemed essential in leadership development and creating a positive school climate. The review considered transformational and transactional leadership literature and how they influenced teachers' perceptions of administrators and the school climate. Moreover, this research focused on the specific traits and preferences that administrators often exhibited, which may allow school principals to identify these traits, thus enabling a good school climate.

Review of the Literature

Leadership in Education

The school leader is not an administrator but an executive who engages in all the organization's processes to effect change within the school system. In 2021, administrators overseeing complex processes within a school were an anachronistic concept. The North Carolina Standards for School Executives (Public Schools of North Carolina, 2013) expect that school leaders should be adept at creating changes within the organization by providing a system where they can interact with teachers and learners to improve the performance of schools. Further, the principals must create a culture of teamwork and commitment among teachers by

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developing good working relationships reinforced with better communication channels that can help the organization meet its academic goals and objectives.

North Carolina Standards for Administration

North Carolina School Executive Standards (Public Schools of North Carolina, 2013) assisted principals and assistant principals in reflecting on and improving their leadership effectiveness at all stages of their careers. Several factors influence the growth of school executives. These criteria are valuable for school administrators and teachers in analyzing their personal growth and development as school leaders. These norms, attitudes, and competencies were established based on the realization that a school's performance and climate depend on the administrators' leadership style.

The North Carolina Standards for administration manifests in eight distinct standards, including (a) strategic leadership, (b) instructional leadership, (c) cultural leadership, (d) human resource leadership, (e) managerial leadership, (f) external development leadership, (g) micro-political leadership, and (h) academic achievement leadership. These standards form the basis for school executives to ensure educational-objective achievement. Further, the NCSSE outlined school leaders' competencies to perform their duties. These competencies include (a) communication, (b) change management, (c) conflict management, (d) environmental awareness, (e) emotional intelligence, (f) creative thinking, (g) customer focus, (h) delegation, and (i) time management. These competencies allow school leaders to effectively perform their duties and implement practices that drive them to realize goals and objectives. The NCSSE also highlights the principals' evaluation standards that give the minimum score that school principals should achieve regarding different administration areas. As the NCSSE mission indicates, all students

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who go through the education system should graduate from high school and be prepared to pursue post-secondary education and compete globally.

Principal Leadership

Principals can lead in various ways, one of which is through good connections. Paying attention to all teachers is necessary—the crucial roles are intricate (Preston & Barnes, 2017). Principals organize, coordinate, and communicate within and outside the building to keep the school functioning well. A principal is required to inspire teachers to achieve academic success (McCormick, 2019). The school's existence in all areas, whether academic or non-academic, rests on the principal's capacity to be a manager. Principals occupy a unique position in school administration; schools must be well-managed for learning to occur. A principal's job description includes planning, organizing, coordinating, and controlling all elements of the school. The process is ongoing, with the principal collaborating with all instructors at all levels and in all curriculum areas (Allen et al., 2015). Teachers require guidance and mentorship from administrators to ensure that the instructors' sense of self is preserved to be effective in their jobs (McCormick, 2019). Academic achievement will be affected if this occurs—when there is no principal, instructors are free to work as they like, resulting in a disjointed school (Willis & Templeton, 2017). Management refers to a manager's capacity to plan, organize, initiate change, perform, and achieve objectives (McKibben, 2017). According to Kerr et al. (2017), being a principal entails three aspects (a) authority, (b) accountability, and (c) responsibility. Managers create forecasts, then organize, direct, coordinate, and control occurrences (Edwards , 2018). The primary task is to achieve objectives with the cooperation and support of all teachers.

A principal must be action-oriented for all students to achieve academic success. The principal must communicate the importance of academic accomplishment in various ways,

including curriculum, punishment, and staff management (Pendola & Fuller, 2018). Academic success is the result of teachers' efforts combined with administrative input. Test scores provide feedback to guide instruction (McCormick, 2019), principals require distinct abilities in dealing with students, teachers, and the community, regardless of their duties and responsibilities, and skill sets are collections of well-organized knowledge (Pendola & Fuller, 2018). Because their skill set aligns with sophisticated knowledge, a principal is a professional (Molapo et al., 2016). Superior coordination is required to offer all teachers precise guidance to achieve unity (Preston & Barnes, 2017). At the same time, principals must consider their audience when engaging with teachers and, in certain situations, by grade level or subject. (McCormick, 2019). Each school, as well as each situation, is distinct—there cannot be two simultaneous approaches.

Principals' Transformational Leadership and its Impact on Teachers

Francisco (2019) looked at the transformational leadership styles among school principals and the effects on teachers' self-efficacy and based the research by tapping on the wide range of literature on the use of transformational leadership with 12 principals and the idealized behavior of teachers. The principal's leadership skills manifest in teachers' general perceptions and behavior within the K–12 education system. Francisco indicated that the transformational leadership style among school principals has an immense impact on the behavior and perception of teachers, thus influencing the school climate. These findings agree with various education systems worldwide. As described by Francisco, a teacher's self-efficacy refers to a teacher's ability to use his skills to bring about desirable changes within the school. He further stated that self-efficacy also refers to the teacher's belief in dealing with various situations and problems within the education sector. This definition implies that a teacher's success or failure depends on

their self-efficacy and that the transformational leadership behavior of school principals will trickle down to influence the school climate and culture.

Through transformational leadership, school principals create strategic plans that can allow teachers to exercise their skills, thus leading to emotional well-being among teachers and physical attachment to the school. Francisco (2019) found that principals' transformational leadership skills influenced teachers' behavior by creating a culture that embraces teamwork and fosters the development of self-efficacy skills. By giving the teachers a purpose, they become attached to the school; thus, their behavior reflects the traits of transformational leadership exhibited by their principals. Francisco concluded that there is a need for school principals to be more involved in the planning of school activities as it will improve the school climate and, ultimately, the behavior of teachers.

Akar and Ustuner (2019) researched the relationship between transformational leadership and teachers' perceptions concerning their work life. This study focused on the transformational leadership traits of principals and how these traits affected their relationship with teachers. The authors carried out a path analysis using a structural equation model to achieve the above objectives of the study, using different measurement scales to collect data to inform the study objectives. Akar and Ustuner found that the transformational leadership used by principals goes a long way in determining teachers' perceptions within an institution. The authors argued that the social structure of work has made it possible for individuals to come into the workforce with different attitudes, perceptions, and behaviors that can determine their relationships with other people at the workplace. It is, therefore, crucial for management to take control of such factors to ensure the attainment of organizational goals and objectives. The researchers hypothesized that the transformational leadership traits of school administrators positively affect teachers'

perceptions and the quality of work they perform. The Akar and Ustuner study conforms to what other researchers have found about transformational leadership and its impact on the behavior of teachers.

Through transformational leadership, school administrators can meet the needs of teachers, thus facilitating a conducive environment for work. However, some themes also emerged from Akar and Ustuner (2019), such as organizational justice and quality of work-life, which may or may not have a bearing on the research questions that this study seeks to answer. The authors' approach provided insight into how the data collection process functions to get the desired results of a study. As such, Akar and Ustuner's work was insightful in forming the foundation for this study.

Serin and Akkaya (2020) explored the link between transformational leadership and teacher motivation. Under study was whether there was a relationship between these two variables and how they might have differed when examined from different demographics. The authors used the multidimensional work motivational and transformational leadership scales to aid them in collecting data. The data collected was analyzed through various tests to determine if there is any relationship between transformational leadership and teachers' motivation. Serin and Akkaya showed that teachers tend to have decreased motivation whenever their school principals demonstrate transformational leadership. Moreover, they indicated that the teacher's perceptions also varied based on gender, as more female teachers became more motivated than their male counterparts whenever the school principals displayed transformational leadership skills. The results from the study contradict what other researchers have found regarding transformational leadership and teacher perception.

Most researchers have related transformational leadership with improved teacher perceptions, which makes it contradictory. Serin and Akkaya (2020) suggested that female teachers perceived their principals as individuals with high intellectual stimulation. Additionally, they posited a relationship between the transformational leadership of principals and teacher perception, considering the length of time that a given teacher had taken in each school. Teachers with more than 5 years of experience teaching perceived school principals as transformational leaders, unlike teachers who had spent less than 5 years in any given school. Serin and Akkaya provided a new perspective on transformational leadership among school principals and decreasing teacher motivation. As evident from their study, transformational leadership among school principals destabilizes the comfort zones of most teachers, thereby affecting their motivation standards as far as their duties are concerned.

Teachers' Perceptions of Leadership Dispositions and Behaviors

In North Carolina, school administrators must have a master's degree and receive specialized leadership training. The training that principals and assistant principals receive should allow them to navigate the challenges and problems within the education sector. Moreover, teachers' perceptions of their school administrators are associated with either success or failure of the organization depending on the leadership skills demonstrated by administrators (Shapira-Lishchinsky & Litchka, 2018). The researchers also reported that the perception of teachers about school principals arose from their interaction within the school environment. A good leader listens to the difficulties of their members and ensures they provide support where necessary so that all members of the organization can function well. A school principal or assistant principal is not different. Leaders must provide guidance, direction, motivation, and inspiration to teachers and learners to achieve educational goals and objectives.

Gurley et al. (2016) revealed that teachers generally had a positive perception of the leadership qualities of their principals in a study targeted at younger principals, with most of them having served for an average of 2 years. As the authors speculated, the more recent training that school principals received played a significant role in ensuring good leadership for teachers and learners. Most of the teachers in the survey indicated that school administrators were efficient in managing instructional programs, communicating school goals, coordinating curriculum, and assessing the student's progress reports. Moreover, the teachers generally felt that school principals were pertinent in developing the school climate by providing professional development opportunities and incentives. These are some of the leadership dispositions that teachers listed as most important when assessing the leadership qualities of school administrators. Teachers prefer leaders who allow them to take part in the decision-making process. Through shared leadership, most schools thrive because the teachers feel valued and appreciated for their significance (Webster & Litchka, 2020). Some factors that contribute to teachers' perception of the leadership abilities of their school administrators include ethnicity, years of experience, and teacher ethnicity (Webster & Litchka, 2020).

Leadership and Problem Solving

Several pieces of literature clearly define the difference between a leader and a manager. However, what makes one an exceptional leader or manager lies in the ability to perform their duties effectively. An educational leader is not different from other leaders—they must perform their duties with due diligence and professionalism. Marron and Cunniff (2014) highlighted the difference between managers and leaders in their study, discussing leadership dispositions that make educational leaders innovative in their field of practice, using different traits and characteristics to define an effective leader within the educational field. They echoed what

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Horner and Jordan (2020) examined concerning the need for educational leaders to be innovative in their approach to educational matters. The challenges educational leaders face today demand innovative approaches to leadership. The ability to solve problems amicably within the school environment identifies innovative educational leaders. Such leaders inspire their teachers to ensure the achievement of the objectives and mission of the educational institution. Innovative leadership can help school principals influence teachers' behavior within the school environment. When a school principal becomes an innovative leader they make decisions that benefit the institution. Marron and Cunniff's work contributed to the present study by highlighting some of the traits used to identify innovative educational leaders, who, in this case, were the school principals—their ability to make decisions and lead impacted the behavioral dispositions of teachers within the school environment.

Leadership and Personal Relationships

Good leaders' characteristics manifest in dealing with the people under them. Generally, good leaders must show honesty, integrity, trust, and compassion. When present in a school principal, these characteristics can go a long way in defining the environment/school climate in which a school operates. Therefore, strong, effective leadership dictates the learning environment by ensuring the fulfillment of teachers' and students' needs. Wilson et al. (2020) reviewed the literature to identify the dispositional behavior that educational leaders possess associated with helpful leadership in the K–12 education system. Wilson et al. sought to identify the teacher's dispositional behavior that could help promote a conducive work environment while ensuring positive student outcomes. They also reviewed the literature concerning teacher professional development. The authors designed a new *educational leadership disposition assessment* (EDLDA) tool. Through this tool, they could determine the leadership dispositions that help

create an environment for professional growth and development. The tool allows leaders, including principals, to develop professional competency crucial in the management of U.S. schools. Wilson et al. did not report transformational leadership in any form; however, they delved into leadership dispositions at the school level and how they could help school administrators and teachers effectively discharge their duties.

School Culture and Climate

Creating a Positive Culture and Climate

The perception of teachers concerning school climate involves the interplay between several factors within the school environment. Teachers can define a school climate as everything that entails interaction between students, teachers, parents, and other stakeholders who make learning possible (Lakomski & Evers, 2017). A school climate will always significantly impact delivering services within any given school. The new goal of public education necessitates a new sort of school leader, an executive rather than an administrator. School leaders must design schools where students can learn. Schools require leaders skilled at developing mechanisms for change and forging connections with and among employees that tap into their aggregate expertise and insight to ignite their enthusiasm for their work with students and their careers. Relationship-building must lead to a common understanding of the school's mission, values, beliefs, and goals that guide everyone's decision-making (Pourrajab & Ghani, 2016). A shared understanding of the school's identity enables staff to form effective alliances and collaborations with students, parents, and community stakeholders to improve student performance. Creating a culture where leadership is dispersed and promoted among instructors, open, honest communication is stressed, cooperation is respected, and research-based best practices drive action based on principled ideas is critical to the new administrator's success.

According to Lakomski and Evers (2017), school principals are accountable for creating a school atmosphere that supports excellent teaching techniques. A positive school climate impacts academic attainment (Pourrajab & Ghani, 2016). Ensuring that teachers work in a positive school climate and are a part of the community they engage in is an important role the principal must manage. These factors influence student academic performance (Pourrajab & Ghani, 2016). Administrators oversee making sure teaching and learning take place, and they cannot be effective if they do not know what is happening in their schools. If a change occurs, a principal must show leadership and give directives. Administrators also support instructors in their attempts to help students succeed, and their role as instructional leaders includes a set of procedures that foster academic success.

Administrators' and Teachers' Perceptions of School Climate

Many leaders feel that the most debilitating and common source of stress originates within their schools (Mitani, 2018). Some teachers felt that the school administration was a significant source of stress (Acosta-Gómez et al., 2018). Organizational factors and management practices can cause stress specific to the teaching profession. This stress usually arises from functioning under a set of procedures and policies established by individuals who do not have to implement them (Acosta-Gómez et al., 2018). Complaints about the school climate involved favoritism, interpersonal treatment, and internal politics. Teachers interact with students, parents, and fellow teachers in a joint effort to ensure the accomplishment of educational goals. These interactions help in shaping the school environment. The 21st century world requires learners to solve problems, embrace teamwork, and be creative (Barkley et al., 2014). These skills can only be imparted in a school environment that supports the development of such skills. The school

climate's perception of teachers and administrators revolves around creating an enabling environment where learners can acquire the competency skills to compete.

Administrators face many challenges when it comes to the improvement of students' performance. The No Child Left Behind Act (NCLB, 2001) placed school principals under immense pressure to deliver on the expectations placed within education (Chan et al., 2019). Moreover, school principals must ensure teachers' instructional programs and professional development. Additionally, the expectations placed on school leaders demand that they provide a safe physical and emotional environment for all learners, as this will ensure an effective learning process (Chan et al., 2019). Effective learning processes emerge when a favorable environment exists such that adequate funding, diversity, creativity, and resources support the learning process.

The Behaviour of Leaders in Relation to School Climate

Ozen (2018) described a caring school environment where all stakeholders feel respected and appreciated as they discharge their duties. These stakeholders include students, teachers, subordinate staff, and the school board. Creating a safe and caring school environment is crucial to the institution's success. Gray et al. (2017) researched teachers' perceptions regarding their school climate and how they perceived the behaviors of the principals in their schools. Gray et al. indicated that principals' leadership behavior affects the school climate as some teachers feel disenfranchised due to the principals' leadership behavior. School principals who demonstrate more power create a negative work environment for the teachers, thus affecting their satisfaction at work. A teacher's perceptions of the principal's leadership dispositions varied. Teachers disliked principals who showed little bureaucratic procedures and strict guidelines (Ozen, 2018)—such administrators create a negative school climate.

Decision-making structures that deprive teachers of input embitter them and breed cynicism. Teachers resent principals who treat them like a number and have no consideration for their family or personal lives; they play favorites in choice assignments, recognition, and extra duties (Acosta-Gómez et al., 2018). Lack of support from the administration concerning questionable actions, the unavailability of needed resources, and poor equipment conditions cause stress for teachers. Smith et al. (2020) echoed the challenges facing schools schools that could affect the efficiency of school administrators in dealing with such challenges and problems. Apart from educating students, schools must be institutions that socialize students according to the values and norms of society. In addition to imparting knowledge and socialization, schools must look after students' emotional needs and teach them how to lead healthy lifestyles. A healthy school climate requires flexible leaders to adapt to students' educational needs; the school principal largely dictates the climate, and their leadership skills can determine the school's level of learning and teaching.

Lacks and Watson (2018) considered the relationship between school climate and teacher efficacy in the rural Virginia school system, stating that today's educational system faces a series of challenges that require reforms and adaptation to changes in the educational sector. Creating a perfect school climate requires that teachers and other stakeholders develop the skills that will allow them to navigate through these challenges. Leaders must constantly evaluate the education sector and identify ways to help teachers adjust by changing their perceptions. The authors further stated that school leaders could create a school climate and environment to sustain the instructional process. Lacks and Watson reported that a teacher's self-efficacy lies in the ability of the teacher to use new strategies and teaching techniques in managing students and ensuring the attainment of learning objectives.

Horner and Jordan (2020) argued that the school environment had become complex for administrators, such that the initial training they had predisposed them to a series of challenges within the school environment, making them unprepared to be effective leaders in the school. Horner and Jordan mentioned that the traditional means of preparing school principals or assistant principals for leadership mainly relied on studying theories that did not resonate well with reality. The authors further argued that the traditional roles of principals in the past were mainly limited to managerial roles, unlike in the 21st century, where principals must be instructional leaders and control activities within the school. The leadership roles of principals have significantly evolved, demanding better ways of training principals to be efficient in their roles as administrators. Horner and Jordan put forth those effective principals have a role in developing talent, designing the learning environment, and influencing the kind of behavior that both teachers and students should emulate. The researchers provided insight into how principals' roles have evolved and how the traditional training of principals is becoming ineffective in dealing with the challenges of being a principal.

School Climate in Relation to Stress and Job Satisfaction

Many leaders feel that the most debilitating and common source of stress originates within their schools (Acosta-Gómez et al., 2018). Significant sources of administrative stress include (a) feelings of inadequate support, (b) unequal or unfair treatment, (c) decisions overruled, (d) civil suits, (e) mixed messages, (f) school policy versus discretion, (f) the principal as an adversary, (g) lowering of teaching standards, (h) differing goals, (i) miscommunication, (j) punitive transfers, and (k) lack of input (Acosta-Gómez et al., 2018). Some teachers feel that the school administration is a significant source of stress. Acosta-Gómez et al. wrote that organizational factors and management practices could cause stress specific to the teaching

profession and believed stress usually arises from functioning under procedures and policies established by individuals who do not have to implement them. Even though the teacher must carry out procedures and policies, seldom is their opinion sought (Acosta-Gómez et al., 2018). The lack of control over work activities is an important predictor of workplace stress and a lack of influence on work accomplishment. Teachers reported feeling stressed and indicated they could not influence school procedures and policies. Complaints about the school climate involved favoritism, interpersonal treatment, and internal politics—working with this type of leadership depersonalizes people from top to bottom.

Job satisfaction in education has both extrinsic and intrinsic aspects. The extrinsic aspects of job satisfaction are the school's salary and promotion. The intrinsic aspects are working with citizens and colleagues, educational opportunities, organizational support, personal needs of recognition and accomplishment, and social support (Szromek & Wolniak, 2020). Paleksić et al. (2017) espoused one of the most comprehensive definitions of job satisfaction; they described job satisfaction as having nine aspects, including (a) pay, (b) promotion, (c) supervision, (d) benefits provided, (e) contingent rewards as a means of recognition and appreciation, (f) operating procedures and policies, (g) dealing with co-workers, (h) nature of the work, and (i) communication within the organization. Of those nine indicators, job satisfaction aligned with several organizational and individual outcomes (Tevfik & Ozdem, 2017).

Literature Review Summary

Leadership styles serve as a guide for administration, and understanding them will help leaders communicate more effectively with the people they lead. Knowing what leadership approach helps increase success and assist those they lead. When principals know their leadership style, they can identify the link between leadership dispositions and behaviors that

North Carolina teachers and administrators believe are important for leadership development and a positive school climate. This study focused on the relationship between leadership dispositions, behaviors deemed essential in leadership development and creating positive school climate qualities used by school administrators in North Carolina school districts in day-to-day operations and how those preferences and factors influenced school climate. Identifying teachers' preferred leadership dispositions may lead to a better understanding of successfully managing schools and demonstrating those attributes while fostering a healthy school climate.

Merits are recognized when conferring leadership, but in some cases, studies show that leadership behaviors directly impact school achievement and the overall school climate. Woestman and Wasonga (2015) recognized the failures and destructive attributes of the school administrator as likely to create negative attitudes in the workplace. Such negativities translate to poor performance among the students, but certain leadership dispositions are commonly associated with improved performance. No ideal combination of leadership behaviors and styles resulting in sustained improvements within an institution exists (Snyder, 2018). However, Snyder (2018) noted a preference for specific leadership behaviors with alterations based on the institution's vision and goals from the administrator. In essence, many studies failed to identify specific traits necessary for a person to become a successful leader (House & Mitchell, 2007; Jones & Watson, 2017; Yukl, 2010). These leadership behaviors and traits can make a leader successful and influence the school climate.

Theoretical Foundations

The theoretical framework used in research provides the basis for understanding the research concept and investigating the subject under study by linking various concepts and determining their relationship. The theoretical framework also provides researchers with the

means to investigate and validate assumptions made by various theorists regarding a concept and helps build new knowledge about a concept, which is essential for this study (Grant & Osanloo, 2014). This research focused on transactional and transformational leadership theories to help contextualize administrators' leadership dispositions and how they may affect their school climate. Conventionally, school principals and assistant principals are the authority within any school; therefore, their leadership skills affect the school climate.

Quadrants of Leadership

This study's conceptual framework focused on Hersey and Blanchard's leadership styles from 1969 (Meier, 2016). Leadership styles are widely studied, dating to the 1930s, when Lewin published a book on the subject, spawning several versions (Schein, 1996). Situational, transformational, democratic, and authoritarian leadership styles are the most common (Schein, 1996). Principals aware of their leadership style can better tailor their approach to become more effective principals. The school will function more smoothly if the leadership style fits the type of management. There are four primary quadrants of leadership, according to Hersey and Blanchard (1969): telling or directing, selling or coaching, participating or supporting, and delegating (Figure 1).

According to Hersey and Blanchard (1969), influential leaders must change their leadership style based on the strength of their team members (Chapman, 2018). The leadership styles of Hersey and Blanchard (1969) were studied to establish the school's leadership style. Schools are continually evolving in a variety of ways. Teachers leave one school for another for various reasons, including higher income and proximity to their homes. In addition, the changes in the composition of the school board result in policy and procedure changes. Many school board changes come about because of community votes (Mountford, 2004). A community's

population fluctuates; this is an example of when a school creates a new department within the district's limits. The demographics of the school system may be influenced by the types of staff hired. For example, a company in the technology industry hires more people with higher education (Mountford, 2004). Two parts of Blanchard and Hersey's theory, transformational leadership and transactional leadership, guided this study (Table 1).

Figure 1

Hersey and Blanchard's Quadrants of Leadership
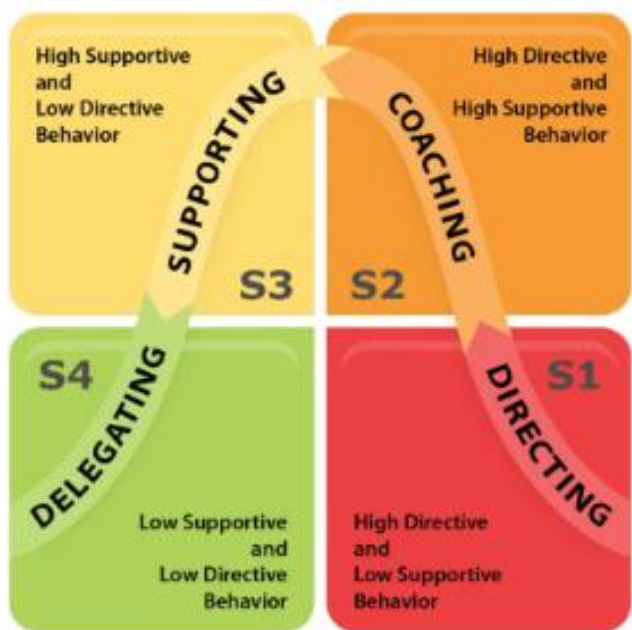
Note. Adapted from "Situational leadership: Conversations with Paul Hersey," 1997, by J. R. Schermerhorn. *Mid-American Journal of Business, 12*(2), 5–12. https://doi.org/10.1.1.201.4096 Copyright 1997 by Mid-American Journal of Business.

Table 1

Transactional vs. Transformational Leadership

Categories	Transactional	Transformational
Principal is a source of power	Rank, position	Character, competence
Teachers react	Compliance	Commitment
Time frame	Short term	Long term
Rewards	Pay, promotion	Pride, self-esteem
Supervision	Important	Less important
Counseling focus	Evaluation	Development
Where change occurs	Follower behavior	Follower attitudes, values
Where leadership is found	Leader's behavior	Follower's heart

Note. Adapted from "Life cycle theory of leadership" by P. Hersey & K. H. Blanchard, 1969, *Training & Development Journal, 23*(5), 26–34. https://psycnet.apa.org/record/1970-19661-001

Transformational Leadership Theory

Transformational leadership theory is a form of leadership aimed at inspiring leaders and employees to be visionary and embrace positive change in their dealings (Peng et al., 2021). Many leaders worldwide have used the concept of transformational leadership because of its efficiency in inspiring organizational change (Andriani et al., 2018). Moreover, this form of leadership enables leaders to inspire and motivate their employees, thereby realizing organizational goals and objectives.

The Elements of Transformational Leadership

Transformational leadership involves four models from which leadership can be applied (Figure 2). The first element of transformational leadership is inspirational motivation. Under this model, transformational leaders guide their subjects to achieve organizational commitment

and teamwork. Yasir and Mohamad (2016) stressed the need for transformational leaders to have ethics and moral behaviors whenever they lead their subjects. A transformational leader must have the courage to steer their subject towards the organization's goals and objectives to not lose focus by following ethically accepted standards and behaviors.

Figure 2

Four Elements of Transformational Leadership

Note. Adapted from "Transformational and transactional leadership and skills approach: Insights on stadium management" by M. Megheirkouni, A. Amaugo, & S. Jallo, 2018. *International Journal of Public Leadership*, 14(4), 245–259. https://doi.org/10.1108/IJPL-06-2018-0029

Intellectual stimulation describes the second element of transformational leadership in which the leader acts as a change agent, encouraging employees to approach organizational issues creatively and innovatively. Therefore, leaders must create an environment where other employees can contribute by providing their ideas without criticism. Idealized influence, or the

perception that leaders are role models, defines the third element of transformational leadership (Cetin & Kinik, 2015); any show of power should influence other members to realize the organizational goals and objectives. The fourth element of transformational leadership involves individualized consideration in which the leaders must recognize the efforts made by other members within the organization. It refers to recognizing efforts made by other employees and rewarding them for their hard work and creativity. All these aspects, when brought together, form the core values that a transformational leader must exhibit to realize better relationships and success at the organization.

The Transformational Leader in Education

A school, just like any other organization, demands transformational leaders who can identify the issues affecting the education sector and provide necessary guidance on how to go about those challenges. School administrators are responsible for ensuring organizational goals attainment; however, this cannot happen if the school climate is not conducive. Creating a conducive school climate goes a long way in determining the school's overall performance, which is why school principals must provide good leadership to students and teachers. Transformational leadership theory provides a lens through which teachers' preferences determine the ideal leadership dispositions school leaders should have. The leadership traits that school principals and teachers deem most important can be better understood. The study of transformational leadership is renowned for its emphasis on performance (Gong & Subramaniam, 2020). A strong leader transforms a school's culture and sustains it over time, improving teacher and student performance. The North Carolina State Board of Education developed a framework to assist principals and assistant principals in reflecting on and improving their leadership effectiveness throughout their careers to promote sound governance.

Atasoy (2020) found that the principals' transformational and transactional leadership styles significantly impacted creating a school culture and changes in education, revealing salient issues with transformational leadership in schools. The data analysis from Atasoy's work indicated that school administrators' leadership skills had an immense effect on the behavior and perception of teachers. Between transformational and transactional leadership, the transformational leadership exhibited by school principals positively impacted teachers' school culture and behaviors. The ultimate effect of transformational leadership at the school level led to organizational change among teachers. Additionally, transformational leadership helped teachers create a culture that reduced negative behavior within the school. Through transformational leadership, school principals and assistant principals managed to create a culture of conformity among teachers, as there was little resistance to organizational changes and reduced cases of negative opinions.

Transformational Leadership and School Climate

Allen et al. (2015) examined the correlation between transformational leadership, school climate, and student's performance in mathematics and reading within the K–12 education system. The authors surveyed educators to determine the uses of transformational leadership among school administrators and the perceptions and behavior of teachers concerning this leadership style. Allen et al. acknowledged that the dispositions of a school principal will always impact the characteristics and behavior of teachers within any educational system. Teachers can either feel satisfied at their job or troubled, depending on the leadership style used within the school. As a result, the leadership style of school leaders will always be impactful in developing school culture. Allen et al. argued that as teachers became attuned to the leadership style used within the school, the more they developed their effectiveness in the classroom teaching and

management of students. However, the findings from their study did not indicate any correlation between transformational leadership and students' achievement.

Moreover, Allen et al.'s (2015) results showed a positive correlation between transformational leadership among students and other researchers regarding using transformational leadership in the school. Leadership influence establishes the school's organization's objectives and methods for achieving them. Thus, leadership in an organization is a motivator in which the principals serve and motivate others to improve student academic success; however, followership defines leadership. In other words, a person's willingness to follow distinguishes him or her as a leader. Additionally, people gravitate toward those perceived to provide means for achieving their desires, wants, and needs. Leadership and motivation are inextricably linked.

Transformational Leadership Versus Transactional Leadership

There is a distinctive comparison between transformational and transactional leadership at the school level. Transformational leadership involves applying creativity and innovation to find solutions to everyday problems. Thus, transformational leaders encourage their staff to be innovative and creative in dealing with societal problems. Moreover, transformational leader pays close attention to their teachers' individual needs and motivate them to improve. On the contrary, transactional leaders exercise control and authority over their employees while providing room for growth through creative approaches. The interplay between transactional and transformational leadership suggests different results regarding the behavior and perception of teachers. Generally, transformational leadership was associated with positive behavior and perceptions among teachers compared to transactional leadership—leadership styles influence teachers' perceptions of job satisfaction, thus enhancing student academic achievement.

Transactional Leadership

The transactional form of leadership is highly associated with rigidity and thus does not resonate well with teachers due to its passive nature (Obeidat & Tarhini, 2016). This form of leadership involves giving direction, organizing, and planning for school activities without engaging other stakeholders in the decision-making process. A transactional leader is more likely to negatively impact the school climate than a transformational leader. Most teachers who work under principals who use this form of leadership recorded that the strict regulations and bureaucratic tendencies associated with transactional leadership do not inspire a positive school climate (Ozen, 2018). Such a stringent approach affects work performance and teachers' behavior.

The Dimensions of Transactional Leadership

Transactional leadership has three basic mutually exclusive dimensions: (a) contingent reward; (b) management-by-exception: active; and (c) management-by-exception: passive (Figure 3; Aamodt, 2015). Leaders who focus on contingent rewards are also contingent positive reinforcers; they reward goals' accomplishment, on-time, and ahead-of-time delivery, and keep their subordinates working at a good pace at different times through completion. Leaders also give contingent rewards when employees behave in a desirable manner (Aamodt, 2015). Frequently, dependent penalties are imposed case-by-case, except for something going wrong (Bass, 1985). Management-by-exception has active and passive approaches. *Management-by-exception: active* refers to the leadership style that requires the leader to continually monitor each subordinate's performance, taking immediate corrective action when something goes wrong (Bass, 1985). *Management by exception: passive* is a style of leadership that focuses on

identifying and resolving instances where the norm does not apply, and has a wide range of applications, including those in teacher job satisfaction and student academic achievement.

Figure 3

Three Basic Dimensions of Transactional Leadership

Note. Adapted from "Transformational leaders," by D. Richardson, 2011. *Radiologic Technology*, *82*(5), 478–480.

http://www.radiologictechnology.org/content/82/5/478.full.pdf+html

Contingent Reward. Transactional leaders have strict requirements. Teachers get a bonus if a goal is met, like in daily attendance or test scores. Transactional leaders have a high level of clarity. Employees are aware of what their boss expects of them. As a result, people believe they are making progress toward well-stated goals and objectives. Teachers value external benefits according to a transactional approach. Transactional leadership assumes that unrewarded people tend not to be self-motivated (Hoxha & Hyseni-Duraku, 2017).

Active Management by Exception. Transactional leaders have a high level of clarity. Employees are aware of what their boss expects of them. As a result, people believe they are making progress toward well-stated goals and objectives. If not met, board members may excuse the principal (Verma & Kishore, 2012). Schools that need to meet a new goal quickly often employ transactional principles, and their principals believe in standardized teaching. Transactional leadership has the potential to keep everyone functioning in the same way—strategies dominated by policies and procedures (Verma & Kishore, 2012). Transactional leaders communicate straightforwardly and openly and have a large following because people know they can trust them. The transactional leader understands that trust leads to loyalty. The day-to-day operations of the business are rigid under transactional leadership. The transactional manager makes the decisions but also bears primary accountability for goal achievement. As a result, transactional leaders are prone to micromanaging to ensure that goals are met (Verma & Kishore, 2012).

Passive Management by Exception. A transactional principal does not seek to alter any of the school's processes. They want everything to remain the same in their schools, making them appear passive or lax (Hasija et al., 2019). Transactional principals have their style regarding how their teachers must complete a task. Teamwork is either undervalued or absent. Instead, a transactional principal seeks the best teachers to achieve their objectives. A transactional leader will be aware of the objectives they are attempting to achieve using practicality and pragmatism—they will make rational conclusions depending on the limits and facts provided, which rarely leads to innovative thinking (Gulmez & Isik, 2020). Typically, these objectives are short-term and do not consider long-term corporate objectives, inferring that a transactional leader will achieve short-term objectives.

Transactional leadership involves applying managerial principles of organizing, planning, and controlling activities (Amanchukwu et al., 2015). Much supervision characterizes this style of leadership to realize better performance among employees. Transactional leadership operates by following stated structures and order within the organization. It appeals to employees' self-interest and motivates them to achieve organizational goals and objectives. Transactional leaders often consider themselves the sole authority within their organizations and always adhere to the routine of performing tasks. Unlike transformational leadership, this form does not provide room for employee creativity and innovation. Consequently, transactional leaders have strict requirements. Teachers get a bonus if a goal is met, like in daily attendance or test scores.

Principals seize control of a situation to bring it to a successful conclusion. However, not all principals approach a situation identically. Leadership styles are as individual as the people who exhibit them. Educators are a particularly diverse group of people. They are responsible for disseminating knowledge and instructing on various subjects; how they do so is unique to the individual. Educational leaders accept accountability for their peers and subordinates. They typically advance to senior administrative positions within a school's hierarchy. As a result of how educational districts structure their school hierarchies, leaders are accountable for the administration of an entire school or even an entire educational district. In either position, the professional's leadership style will vary according to the situation and the type of leader they are. Numerous examples of leadership exist in the field of education.

Situational Leadership Theory

With little attention to relationship building, micromanaging might be described as telling or directing (Chapman, 2018). Micromanaging with little attention to relationship building might be described as telling or directing. According to situational leadership theory, school

administrators are flexible and versatile in their leadership, depending on the context and maturity of their team members. Chapman (2018) explained each type of relationship. Selling or coaching is when a leader proposes or sells an idea to their team and then praises them upon task or goal completion. Relationships and task behaviors are the emphases of selling or coaching. According to situational leadership theory, school administrators are flexible and versatile in their leadership, depending on the context and maturity of their team members. The administrative leader collaborates equally when participating or supporting the team, sharing decision-making authority. Finally, the delegation of power by the principal keeps a close eye on the progress of a task while delegating decision-making and task competition to the team members.

Chapman's (2018) study was motivated by the premise that no school can grow beyond the caliber of its educational leaders. The purpose of this study was to examine the broader context of leadership and its efficacy in terms of school management improvement. An academic assessment examines recent theoretical advances in the study of educational leadership in school administration. It begins with a concise overview of the research, theory, and practice surrounding the meaning and concept of leadership. This study examined whether success follows proper leadership style application in school management. A strong educational leadership tradition provides an excellent opportunity to refine educational leadership and management policies and practices by accepting and utilizing educational leadership's fundamental principles and styles.

Marzano's Responsibilities of School Leaders

Marzano (2005) listed 21 responsibilities of school leaders that can effectively manage the challenges and problems that school administrators may face while performing their duties

and touch on the key issues pertinent to effective leadership (Table 2). Marzano (2005) outlined these responsibilities and how school leaders can use their skills and knowledge to ensure they become responsible leaders to students and teachers. For school principals to be effective at their work, they must embrace their responsibilities through transformational and transactional leadership, thus ensuring the achievement of organizational goals. When principals and assistant principals understand their responsibilities, it becomes easy for teachers to cooperate with them to better the learners while creating a positive school climate.

Table 2

Responsibilities of School Leaders

1. Affirmation
Affirmation is a form of responsibility communication. While the school leader is responsible for praising and celebrating achievements, he or she must also have the fortitude to address bad issues.

2. Agent of Change
The school leader's job is to question the status quo, question existing practices, and advocate for new ones. Like Vygotsky's Zone of Proximal Development, the leader's job is to push the staff out of their comfort zones to build new and better practices.

3. Contingent Benefits
Transactional Leadership, or the swapping of rewards for performance, is shown in this role. Complimenting groups is normal, but recognizing individuals is uncommon, and the leader must recognize that not everyone should be treated similarly.

4. Communication
Communication is incorporated into most elements of leadership. Communications appear to be the most crucial role.

5. Culture
Culture refers to a community's shared values, beliefs, and feelings, as well as the objects and symbols that represent those values. Many leadership theories include culture and developing a culture of achievement in the school could be one of the most significant roles of the leader.

6. Discipline
Discipline refers to teachers being protected from challenges and influences that would take away from their instructional time or concentration. (Marzano, 2005) (Marzano, 2005) (Marzano, 2005) Teaching time is crucial; more time on task, theoretically, equals greater learning. The principal is responsible for reducing the number of distractions that interfere with teaching time.

7. Flexibility
Conflict: Change. Realizing or creating chaos and then adjusting to it is what flexibility is all about. Leaders are aware of their surroundings and adjust their actions accordingly. These characteristics are also present in the role of a change agent.

8. Focus
Focus is akin to discipline in that it is linked to reducing distractions during classroom time. The ability of a leader to communicate and enforce goals and vision while minimizing distractions is referred to as focus.

9. Ideals/Beliefs
The school's culture is shaped by the leader's beliefs, which promotes followership.

10. Input
Teachers' amount and type of involvement in a school's operation are related to its effectiveness. This information contributes to a common feeling of purpose and agreement.

11. Intellectual Stimulation
Professional development is all about learning and encouraging the company to thrive. The staff can put new techniques into practice and experiment with them by providing the studies and theories.

12. Involvement in Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment include the leader's participation is fundamental to the concept of instructional leadership so that knowledge of tactics and resources can be shared. The leadership should be involved in curriculum and instruction. Assessment techniques are particularly critical since maintaining a regular and focused assessment allows for content-based education to be adjusted for improved student accomplishment.

13. Knowledge of Curriculum, Instruction, and Assessment

Knowing about curriculum, instruction, and assessment allows the leader to deliver precise, research-based recommendations for improved instruction to teachers. While the Involvement obligation is more hands-on, the Knowledge responsibility entails keeping up with current research and theories in those fields. This also allows the leader to prescribe professional development options for employees to help them improve in areas lacking.

14. Monitoring/Evaluating

Monitoring and evaluating are vital because they offer teachers specific feedback. The feedback given during this process can be very specific and concentrated, which can help you achieve your goals.

15. Optimizer

The Optimizer duty is the leader's optimistic, inspiring emotion, especially when dealing with a significant change.

16. Order

The term 'order' refers to a set of procedures designed to standardize the flow of labor. Efficient procedures allow effort to be concentrated on more important areas, such as student learning.

17. Outreach

The leader represents the school and its pupils to the community's different stakeholders. For the school to succeed in a complicated environment, it needs to communicate and form partnerships.

18. Relationships

Relationships are crucial to completing a variety of other tasks. Face-to-face interactions are the most effective way to establish credibility with others.

19. Resources

Efficient operations must have the right tool for the job, and the leader should guarantee that the tools are available and that the teachers are adequately taught to use them. Physical resources (things), monetary resources (money), and human resources are all examples of 'resources' (people).

20. Situational Awareness

Situational awareness is the ability to understand what is going on in the classroom, sentiments and emotions, and day-to-day activities. This will enable the leader to anticipate problems or be better prepared in the event of a crisis.

21. Visibility

The amount to which the leader is visible in classes and accessible throughout the school is visibility. By making yourself available, the leader demonstrates that they are interested in what is going on at school. The leader might also have more informal conversations with the teachers regarding classroom procedures.

Summary

The literature review provided insight into the matters of transformational and transactional leadership within the education sector and how various factors affect the ability of administrators and teachers to perform their duties effectively. Identifying literature sources provides a basis for researching teachers' perceptions of school leaders' leadership dispositions and expected behaviors. Most of the studies focused on the transformational leadership style of principals and how they affect their roles and responsibilities at the school level. Different findings emerged from the review, indicating that transformational leadership has been used more frequently than transactional leadership. Researchers also endeavored to define how leadership styles affect the school climate by looking at how principals and assistant principals provide the perfect environment for teachers to develop their skills and grow. The literature review facilitated an examination of the perceptions of teachers and leaders concerning transformational and transactional leadership. However, few studies have investigated the preferences of these leadership styles in North Carolina or focused on abilities to identify such dispositions—this is the gap that this research addressed by adding more knowledge.

Chapter 3: Methodology

Introduction

This research sought to add to existing knowledge concerning school administrators and teachers. There is a relationship between competent school administrators and school structures. Previous case studies with school administrators helped elaborate on the study's findings. Although most school leadership research has been qualitative, survey data was used in this study to provide quantitative analysis. The chapter discusses data collection methods and an overview of the data processing process.

Methodological Approach

Quantitative phenomenology methods are appropriate when a study requires factual data to address a research problem or answer questions. The study requires general or probability information about preferences, beliefs, views, attitudes, or opinions when the variables under study are isolatable and definable. The approach is ideal when the problem or question is unequivocal, clear, and known and when hypotheses derive from variables before data collection (Hammarberg et al., 2016). Furthermore, Creswell and Creswell (2017) recommended using a quantitative approach when examining the relationship between variables.

This research exploring leadership styles, either transformational or transactional, employed by administrators required quantitative data for analysis. The research also defined leadership attributes teachers across North Carolina preferred and related to in a school climate. Based on the quantitative data analysis, the study intended to determine the relationship between the leadership dispositions and behaviors North Carolina

teachers and school administrators deemed essential in leadership development and creating a positive school climate. Quantitative research is rooted in positivism, which holds that reality is observable and quantifiable. Examining the leadership of a school comes from a new theoretical perspective and using a different research technique and frame than previous studies may add to the body of knowledge on the issue.

Research Questions

The following research questions guided this research:

RQ1: What teacher demographics are the most influential concerning their preference for transformational or transactional leadership styles utilized by their administrators?

RQ2: What leadership dispositions do teachers deem important and viewed as the most influential concerning a healthy school climate?

RQ3: How do leadership disposition preferences as reported by teachers compare to the self-reported exhibition of those preferences by administrators?

SQ1: What leadership dispositions do teachers think administrators exhibit compared to what administrators state they exhibit?

SQ2: Based on RQ3, and SQ1, which leadership dispositions that align between teacher and administrator responses are viewed as the most influential concerning a healthy school climate?

RQ4: What administrator demographics are the most influential concerning their self-rating of a transformational or transactional leadership style?

RQ5: What leadership dispositions do administrators deem important and viewed as the most influential concerning a healthy school climate?

RQ6: What leadership dispositions do administrators view themselves as frequently exhibiting and viewed as the most influential concerning a healthy school climate?

Design Rationale

The Quantitative Method

Quantitative data facilitated the testing of this research's hypotheses. When employing statistical techniques for analysis, using a quantitative approach enables the collection of quantified responses from survey instruments. Quantitative leadership studies also consisted of close-ended questions in survey instruments. The independent variable was administrators' transformational and transactional leadership style, whereas the dependent variables were teachers' and school climate ratings. This study was based on self-reported ratings of leadership dispositions by school principals. Using self-reported studies to determine school principals' leadership and management styles has a long history in educational leadership research. Mahfouz (2018) discovered that competent administrators had high levels of self-awareness and collaboration, while Ribbins (2018) found that reflective perceptions of principals and assistant principals linked to their actions. The findings of Mahfouz and Ribbins concerning awareness and perception suggested that a quantitative approach in investigating those qualities in principals and assistant principals was suitable, as those items could be captured and quantified via a survey instrument.

This research featured the quantitative research method with a quasi-experimental design. North Carolina teachers and administrators provided survey responses concerning the 21 responsibilities of school leaders based on Marzano's (2005) research.

Quantitative research uses sampling methods to collect data from current and future participants through online surveys, polls, surveys, and other types of data gathering. Conducting surveys is an objective method of understanding the phenomena associated with a study topic, and unbiased survey data helps make informed decisions based on the findings, which can be represented quantitatively (Muijs, 2010). After fully understanding these data, the results may provide information to make necessary changes in schools across the study area. Surveys are often cross-sectional in design and focused on ideas, perspectives, attitudes, intentions, and actions (Olafson, 1990). As such, the methods employed herein allowed for the teacher preferences in leadership styles to emerge through a quantitative lens and foster a robust explanation of those data analysis results in Chapter 5.

Surveys

The quantitative method featured a cross-sectional survey investigating how the administration's transformational or transactional dispositions were preferred and influenced the teacher's perception of the school climate. A survey, particularly effective for describing the behavior of large groups of people, such as school administrators, and for conducting descriptive analyses with several variables simultaneously (Nayak & Narayan, 2019), gathered information to acquire data for measurement. Data was collected using an online survey, allowing direct contact with teachers and administrators (Desai & Reimers, 2019). According to Kumar (2014), a cross-sectional survey is suitable for identifying the prevalence of an event, scenario, problem, attitude, or concern. A cross-sectional survey facilitated data collection to help draw conclusions concerning a specific population at a particular time—it was well suited to drawing

causal relationships between the independent and dependent variables (Basias & Pollalis, 2018).

Advantages and Disadvantages of the Survey Approach

Cummings (2018) reported on cross-sectional designs' numerous advantages and disadvantages. Cross-sectional designs are easier to perform and implement than longitudinal and experimental designs because they allow for the observation of all variables simultaneously, eliminating the need for a long lag in data collecting. Specific flaws emerge because the causes and outcomes in these studies are not particular, making them challenging to interpret. Further, it may be difficult to elicit precise information on causal links. What happens before or after the snapshot description does not cover the data obtainment. As a result, researchers cannot know if the results would have been significantly different in an alternate timeframe. Finally, surveys have the potential disadvantage of low response rates, which may affect the quality of the resulting data set (Baruch & Holtom, 2008).

Population and Sample Selection

Sources of Data

Instrumentation describes the equipment used and the research conducted to collect data. The study used a survey, the primary data collection method in survey research (Leddy-Owen, 2016), in SurveyMonkey™ designed for principals, assistant principals, and North Carolina teachers. The surveys consisted of a written list of questions to which participants responded (Kumar, 2014; Appendix A). Teachers answered a portion of the survey that administrators did not answer facilitated by skip logic in the SurveyMonkey™ system. The teachers-only section allowed them to detail

their preferences for either transactional or transformational leadership styles and how often their administrators perform particular actions.

This study explored various metrics that assess leadership dispositions based on transformational and transactional leadership concepts, including the 21 essential responsibilities of school leaders designed by Marzano (2005). The study attributed student achievement to school administrators' characteristics based on past studies in the U.S., with an estimated 14,000 teachers and 1.4 million students. In the research, 21 characteristics of a school leader correlated with student achievement. The 21 components of the Marzano school leader evaluation model fit in with the 21 duties defined in the literature between 1978–2001 for school leaders, and the model's elements provided further depth to many of the 21 tasks.

Sampling Process

The sample frame was the group of participants selected from the target population, given the sampling process used in the study. Sampling is the process of choosing a small group from a larger group to estimate the prevalence of an unknown situation. This sample was a subset of the study population (Kumar, 2014). The population was K–12 North Carolina public school administrators, of which there were approximately 7,500, and K–12 teachers, of which there were approximately 93,000. A purposive sample is a non-probability sample chosen based on demographic characteristics and the study's goal. The sample represented only a portion of this target population. The examination was carefully determined to ensure the sample frame fit the study objectives or hypotheses. In this case, it was select participants of North Carolina school administrators and their teachers. The initial population was 489 administrators

and 8,012 teachers chosen from the 115 North Carolina School Districts, specifically

eight districts (Table 3).

Table 3

Sample Participants

District	Principals	Assistant Principals	Elementary Teachers	Secondary Teachers	Other Teachers
District 1: Bertie County Schools	7	3	67	71	1
District 2: Brunswick County Schools	20	28	549	255	6
District 3: Lee County Schools	16	20	416	182	22
District 4: Hoke County Schools	14	19	443	159	4
District 5: Forsyth County Schools	79	138	1,592	1,904	9
District 6: Gaston County Schools	54	68	1,015	486	339
District 7: Watauga County Schools	9	7	175	90	89
District 8: Swain County Schools	4	3	92	40	6
Total	203	286	4,349	3,187	476

Sampling Strategy

Using a two-stage strategy for purposeful sampling for a quantitative study should

adhere to the same general principles governing all sampling forms; there are eight

principles, including (a) the sampling strategy should stem logically from the conceptual

framework and the research questions addressed by the study, (b) the sample should

generate a thorough database on the type of phenomenon under study, (c) sampling units

are specified, (d) the sample should at least allow the possibility of drawing clear

inferences and credible explanations from the data, (e) the sampling strategy must be

ethical, (f) the sampling plan should be feasible, (g) the sampling plan should allow the researcher to transfer/generalize the study's conclusions to other settings or populations, and (h) the sampling scheme should be as efficient as practical.

Selection of Sampling Method

Cluster sampling is a type of probability sampling. For this research, cluster sampling gives every school district in the population an equal and known chance of being selected for the sample group. The North Carolina State Board of Education School Districts divided the population into internally heterogeneous and externally homogeneous subpopulations known as clusters. The clusters are externally homogeneous as they appear to be grouped by shared characteristics but are internally heterogeneous because the subpopulations within the clusters have different compositions. The researcher employed a two-stage cluster sample due to its realistic method of sampling such a large population scattered over the geographical area. In this method, simple random sampling randomly selected one North Carolina School district from each of the eight clusters, the State Board of Education Districts, further narrowing down to the desired sample size. The online tool, random.org (https://random.org), helped select the sample through the researcher typing in the districts from each cluster in the elements field and randomly selecting numbers (districts). The process was completed for each cluster, starting with district 1, until eight districts were selected.

Next, the G*Power platform was employed to determine the minimum sample size required to support statistically significant results in the models presented in this chapter. Inputting a two-tailed distribution of the *z*-scores with a probability of 0.3 of an equal chance of one unit change in an independent variable resulting in one unit change

in the dependent variable, an alpha error probability of 0.05 and a confidence interval of 95%, the total participant sample size required for all regression models used herein is N = 104 (Figure 4).

Figure 4

G*Power Analysis of Required Sample Size
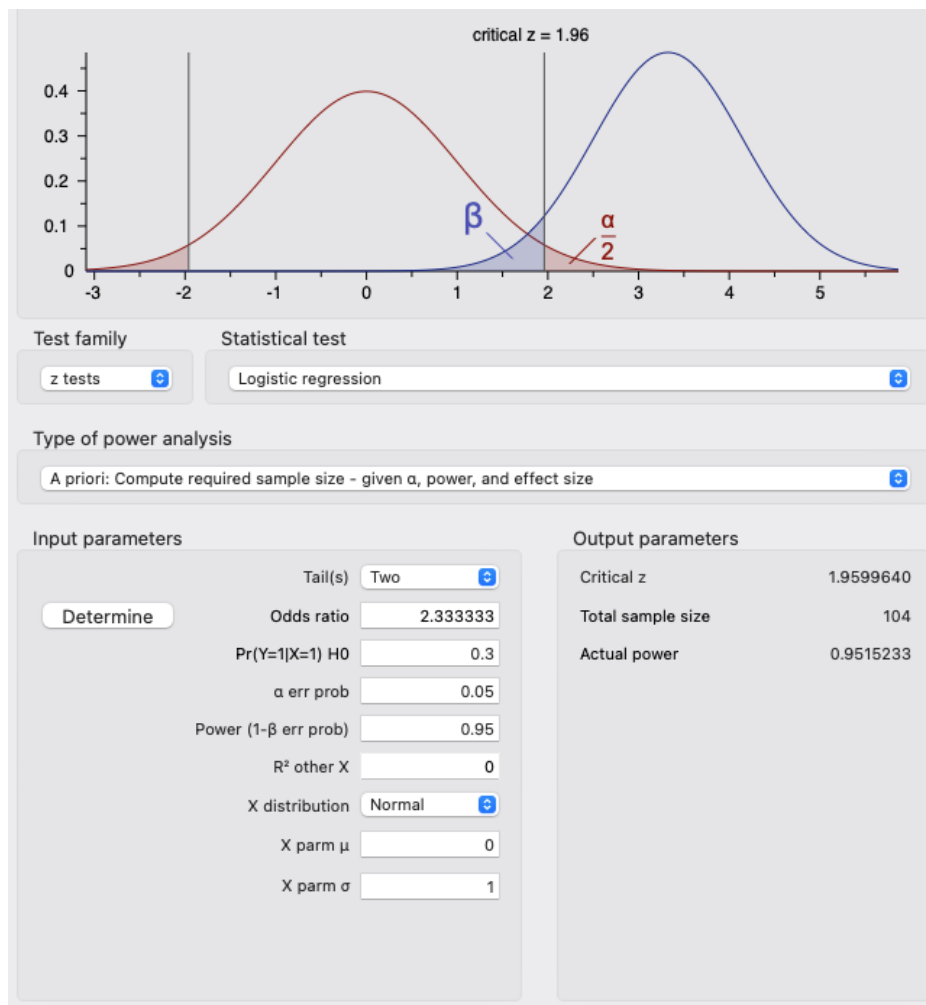
Dissemination of Survey

The dissemination of the surveys occurred through SurveyMonkey™ collectors. Using a list provided by the state, a comma-separated values (.csv) file for each district and a separate survey collector saw distribution through district officials. The researcher could not see who responded but determined the district from the demographic question.

<center>**Trustworthiness**</center>

Reliability

Any research effort involving data collection and analysis must consider reliability issues. When an instrument measures something multiple times, reliability refers to whether the same result repeats. The degree to which a research approach delivers steady and consistent outcomes is known as research reliability. Researchers must make every effort to ensure that their findings are correct for them to be trustworthy. According to Morris et al. (2017), a similar study technique will yield the same result if something can be reliably recognized. It might be challenging to analyze constructivist conceptions of leadership behaviors and thoughts.

When researchers are not consistent when measuring constructs, they are prone to form judgments that they think to be accurate based on their own experiences. Morris et al. (2017) illustrated this by stating that it is common for individuals to mix judgment with facts. These researchers also reported that the more structure a process has, the more likely it is to be repeated, improving its dependability. More work must ensure consistency in procedures and processes. Reliability refers to how one addresses dependability. This study included pilot testing of the instrument in similar settings, used a similar population, and administered during a specific time to capture the data

temporally near the study period. The study followed a detailed methodological approach.

Validity

The correctness and dependability of instruments, data, and conclusions constitute study validity. Quantitative study validity refers to the findings' credibility, transferability, and confirmability. Reaching data saturation helped assure the findings' credibility, transferability, and confirmability. This study's validity rests on survey methods previously verified and proven trustworthy. Alvesson and Einola (2019) cited both external and internal dangers to authenticity. The best way was to conduct similar research to assess and validate an idea at face value. Similar studies help determine if similar results emerge using the same equipment. Face validity, content validity, concept validity, and criterion validity can all work to validate an instrument.

In terms of an instrument's content validity, it includes the entire concept (Almanasreh et al., 2019). Researchers analyzed the fit between significant work variables gathered from a literature search and the work aspects in the instruments when evaluating the content validity of multidimensional instruments. In this research, content validity helped analyze the study data. Researchers must demonstrate that constructs exist naturally (i.e., are not manufactured) to demonstrate construct validity. Comparisons to other tests that measure similar attributes to see how closely they are related check construct validity. Tests must also decide whether academic instruments exist in nature. Finally, they must ensure that the measuring instrument captures the constructs (Bernard & Bernard, 2013). Detecting the existence or absence of one or more criteria is the best approach to determining criterion-related validity, as it is the degree to which a test or

procedure's performance accurately predicts performance in a real-life situation. This criterion indicates interesting features or constructs. The instrument must be administered to a group of known people to test for criterion-related validity. This study included pilot instrument testing with a similar population and expert validation of the survey questions. Feedback concerning questions clarity and ability to analyze results aided in adjusting the instrument, reaching data saturation helped assure the dependability of the findings, and Cronbach's alpha testing for internal consistency established the reliability of the data.

Credibility

Credibility concerns the truthfulness of the study's findings (Ary et al., 2019). Efforts to ensure credibility included data triangulation from multiple data sources utilizing prior research and surveys. During the analysis phase, the results reviewed determined whether they aligned with published findings of similar studies to achieve triangulation through sources. An adequate sample existed to perform the statistical tests, ensuring the results were credible and able to be described in statistical terms with confidence in their efficacy. Further, well-established methods facilitated data collection and analysis, thus adding to the credibility of the study's results.

Confirmability

One can enhance confirmability by ensuring that others can confirm or support the results. A complete audit trail was utilized for research procedures and data analysis throughout the research to ensure confirmability. The researcher took every precaution to not inject their personal bias into the creation of the data collection instruments, including not creating leading questions or statements. A quality and effectiveness review examined the instruments pre-deployment, and one error revealed itself. Administrators

responded concerning their length of time teaching when the question should have

offered them the opportunity to respond with *years in administration*. Their *teaching*

answer acted as a proxy for *administration.* An audit trail further assisted the researcher

in reviewing the data collection processes to ensure the results were representative of the

participants' views and not those of the researcher.

Transferability

Transferability demonstrates how others can transfer the results and analysis and

is accomplished by meticulously adhering to the research design's data collection and

analysis techniques. In quantitative studies, transferability occurs when the researcher can

generalize the results. In this study, the participants included principals, assistant

principals, and teachers from diverse districts across North Carolina. Using descriptions

and purposeful sampling increase transferability, allowing others to see how closely the

study's findings may be applied to a different context, such as different school districts,

while utilizing the same instrument.

Data Participants and Recruiting

Participants were among the chosen eight North Carolina School Districts.

Recruitment of research participants can take various forms, including providing

information about the study to potential participants before their enrolment to help build

interest and desire to participate as research subjects. It is frequently the first information

about a study that participants see. It is considered the start of the informed consent

process under federal regulations (CFR) and the Institutional Review Board (IRB). As a

result, it is critical that the data correctly reflects the research. It is equally critical that the

recruitment process is ethical. For this purpose, before any potential participants'

invitations, all recruitment plans and materials were approved by the Appalachian State University IRB, and potential participants saw only approved materials.

After IRB approval, North Carolina superintendents in the eight specified districts solicited participants on behalf of the researcher. The superintendents received an email containing a letter of introduction and permission to conduct research; they distributed letters of introduction, interest, participant qualifications, and the survey link to the K–12 public school principals and assistant principals within their district. Once the participants agreed to participate in the study, they continued to the survey link, where the first question contained their agreement and permission to participate (informed consent). No participants continued the survey if they did not agree to participate.

Data Collection and Management

Overview

This study focused on a preference for transactional or transformational school leaders. While gender alone is not a direct indicator of leadership capacity or predictor of school climate, research evidence suggests some distinction between transactional and transformational approaches to management (Eliyana & Ma'arif, 2019). Utilizing the 21 essential responsibilities of school leaders designed by Marzano (2005), which of the 21 dispositions (or responsibilities) teachers believed are the most important for administrators to demonstrate to lead a school and create a positive school environment effectively were identified. Teachers responded to questions focused on what extent it was important for their administrators to practice those traits as school leaders and determine if they predicted school climate. Principals and assistant principals responded to queries to determine the level of importance of each trait for the administrator. The

analysis indicated the similarities between teachers and leaders when considering which responsibilities each group most highly values.

Field Test

Cognitive interviewing established a means of pre-testing the survey. According to Drennan (2003), cognitive interviewing, an amalgamation of cognitive psychology and survey methodology, has been developed to identify problematic questions that may elicit response errors. When constructing a new research instrument, it is crucial to test it and address issues before the study commences, allowing an opportunity for revisions or elimination of items not well-aligned with the instrument's objectives (Drennan, 2003). A survey instrument field test occurred in a Wilkes County district. The administrators and teachers at one elementary, one middle, and one high school participated. These schools were chosen for convenience, both geographically and logistically, as they are within my school district. The research was familiar to the selected schools and personnel. The district's superintendent and the participating schools' administrators' reviewed a study description and purpose, and provided permission to conduct the field test. Participants received a description of the procedure and a link to the appropriate online survey. Participants commented on the survey design and content to suggest design improvments, resulting in minor changes.

<div align="center">

Data Analysis Procedures

</div>

Various methods analyzed the data collected via the survey instrument (Appendix A). The relationships between demographics, disposition data, leadership preference, and self-rated exhibition of leadership styles were of interest. Once the collection period closed, data were downloaded and imported into a spreadsheet for cleaning, organization,

and recoding. Filtering the answers inside SurveyMonkey™ produced basic descriptive

statistics (e.g., mean, median, mode, variance, standard deviation) and comparisons

between what leadership styles teachers indicated they preferred compared to how

administrators self-rated as performing those leadership functions. Many of the responses

were Likert-type five-choice data elements, which necessitated the need to recode lower-

level answers into the failure case (0) and higher-level answers into the success case (1)

for later use in binary logistic regression models (BLR). Additionally, since the data used

as independent variables were largely categorical, they were recategorized as dummy

regressors on [0,1] using the formula $D = C - 1$, where D is the number of dummy

regressors in the matrix and C is the number of initial categories (see Appendix B for the

recoded variables and dummy regressor constructions).

Binary Logistic Regression Overview

All six research questions had an associated BLR model constructed, with a mix

of independent and dependent variables included in the models to address the RQs. The

general formula for a binary logistic regression model to predict the logit, or the natural

log describing the odds of one decision over another, is given by:

Equation 1

Binary Logistic Regression Standard Form

$$\ln(odds) = \ln\frac{\mathbb{Y}}{1 - \mathbb{Y}} = a + bX$$

where

$\mathbb{Y}$ = the probability of the event coded as 1 (the success case)

b = beta coefficient(s)

X = model parameters (independent or predictor variables)

The general preparation, including cleaning and testing to determine if the data met the assumptions for BLR, correlation (crosstabs), chi-square testing, and independent variable selection for modeling these data, is described in detail here. Descriptions of each set of independent variables and the dependent variable associated with that RQ and BLR combination appear in their respective sections. The first three of four assumptions for BLR are:

- The dependent variable is binary.

- Observations must be independent (i.e., observations must not derive from repeated measurements of the same data).

- Multicollinearity among the independent variables is low or non-existent.

The fourth assumption for BLR models, adequate sample size, is contentious among statisticians; however, guidelines exist. Small sample size is a known issue in regression, with samples of 100 or fewer typically producing poor results, including low R^2 values (and when they emerge, $p > .05$ is common) and few or no significant adjusted Beta coefficients (Nemes et al., 2009). Bujang et al. (2018) found that a sample of 50 observations per independent variable (also referred to as *event per variable*, or EPV) produced good R^2 values. Nevertheless, Bujang et al. noted that smaller sample sizes would suffice if large R^2 values provide little or no benefit to the analysis. Obtaining large R^2 values carries less weight in logistic regression since values in BLR models do not describe goodness-of-fit to the non-linear logistic regression curve in the same way as to

the least-squares line in a linear regression model (Kvalseth, 1985; Long, 1997; Menard, 2000). As such, large R^2 values in a BLR should not be the researcher's primary goal and should be interpreted with caution as a measure of model fit, especially where the data were collected to model human behavior, choices, and preferences (Hofman et al., 2017). Given the considerations for the fourth assumption, each BLR model used a minimum EPV of 10 (Concato et al., 1995; Peduzzi et al., 1996).

Research Questions, Null Hypotheses, and Analysis Approaches

Research Question 1

RQ1: What teacher demographics are the most influential concerning their preference for transformational or transactional leadership styles utilized by their administrators?

H_o1: There is no statistically significant relationship between the independent variables of *teacher demographics* and the binary dependent variable *leadership style* in BLR Model 1.

Teacher demographics and their relationship to a preference for leadership styles is the focus of RQ1. Basic demographic questions such as age, educational attainment, race, ethnicity, gender, grade level taught, and years in service are included on the instrument and constructed as categorical or ratio variables (Connelly et al., 2016). Basic statistics described the results (descriptive statistical analysis, or DSA) to observe each response's common mean, median, mode, and percentage elements. Part two of the analysis for RQ1 consisted of the first of six BLR models. With the selection of actual variables dependent on the chi-square analysis using survey questions 2–9 as independent variable candidates, the variables were regressed against the dependent variable of

preference of leadership style utilized by administrators as reported by teachers, as measured by survey question 27. The results produced adjusted Beta coefficients representing odds ratios highlighting which demographics are statistically associated with leadership preference.

Research Question 2

RQ2: What leadership dispositions do teachers deem important and viewed as the most influential concerning a healthy school climate?

H_o2: There is no statistically significant relationship between the independent variable of *leadership dispositions teachers deem important* and the binary dependent variable of a *healthy school climate* in BLR Model 2.

Using survey questions 10–26 (recoded and aggregated) as the dependent variable for *healthy school climate* and leadership disposition responses deemed important by the teacher (questions 44–64) as the candidate independent variables, BLR model 2 was constructed and run to help determine what dispositions, as reported by teachers, were the most influential in producing a healthy climate. An additional cleaning step was performed before testing for assumptions, correlation among independent variables, chi-square for candidate variable inclusion, and the actual model build and run. The top two Likert-type responses were 1 = *high frequency of occurrence*. In comparison, the bottom three responses were 0 = *low frequency of occurrence* to create a binary independent variable for each response using the responses for questions 10–26. Question 9 was added *in situ* as it is already a binary consideration. Then, only values with a score of 1 were further considered candidate variables to proceed through the cleaning and testing process for possible inclusion into BLR model 2. Question 65, which directed

respondents to rank their top three most important leadership disposition characteristics, is discussed to support the BLR model results and alignment determination.

Research Question 3

Research question three contains two subquestions. Addressing each of the two SQs answered the primary question. As such, no direct testing of RQ3, neither parametric nor non-parametric, was undertaken. Further, SQ1 required no inferential statistics; the comparisons between responses were accomplished by examing the tabular data as well as the responses of teachers to administrators on a histogram and considering the response as in alignment if the highest score for each response by both teachers and administrators appeared in the same category. It followed that misalignment of responses occurred if the top score for teachers and administrators appeared in different categories. RQ3 and its two SQs were as follows:

RQ3: How do leadership disposition preferences as reported by teachers compare to the self-reported exhibition of those preferences by administrators?

SQ1: What leadership dispositions do teachers think administrators exhibit compared to what administrators state they exhibit?

SQ2: Based on RQ3, and SQ1, which leadership dispositions that align between teacher and administrator responses are viewed as the most influential concerning a healthy school climate?

H_o3: No statistically significant relationship exists between the independent variables *of leadership dispositions exhibited by school administrators* as reported as in alignment between teachers and administrators and the binary dependent variable of a *healthy school climate* in BLR Model 3.

A comparison of SQ1 addressed questions 29–43, which collected data on what leadership dispositions the teacher *thought their administrators exhibited*, to questions 66–80, which collected data on what administrators *stated they actually exhibited*. Arrangement dictated that question 29 mirrored question 66, 30 mirrored 67, continuing that pairing pattern through 43 matching to 80. Bifurcation exists for survey questions 66–80 in that both the teacher and administrator were exposed to the same question but thought about their response as a preference (teachers) versus an actual exhibition of leadership disposition. The questions were constructed in this manner to allow for the direct comparison in RQ3, and SQ1, via correlational analysis, allowing those data to propagate into BLR Model 3 as the independent variables. Upon comparison conclusion, candidate independent variables were in alignment. From that step, SQ2 was addressed through the construction and execution of BLR Model 3, using questions 10–26 (*healthy climate*) as the dependent variable.

Research Question 4

RQ4: What administrator demographics are the most influential concerning their self-rating of a transformational or transactional leadership style?

H_o4: No statistically significant relationship exists between the independent variables of *administrator demographics* and the binary dependent variable *leadership style* in BLR Model 4.

Research question 3 closely mirrored RQ1, except that administrators were the focus. The procedure for addressing RQ3 followed that of RQ1 exactly, except that the participants of interest were changed. Descriptive statistical analysis facilitated

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demographic variable examination, followed by the construction and execution of BLR Model 4.

Research Question 5

RQ5: What leadership dispositions do administrators deem important and viewed as the most influential concerning a healthy school climate?

H_o5: No statistically significant relationship exists between the independent variables *leadership dispositions administrators deem important* and the binary dependent variable of a *healthy school climate* in BLR Model 5.

Research question 5 repeated the procedure outlined for RQ2, except that the participants interested in RQ5 were administrators instead of teachers. BLR Model 5 uncovered the relationship between the independent variables: leadership dispositions that administrators deemed important and the aggregated dependent variable of a healthy school climate.

Research Question 6

RQ6: What leadership dispositions do administrators view themselves as frequently exhibiting and viewed as the most influential concerning a healthy school climate?

H_o6: There is no statistically significant relationship between the independent variables *of leadership dispositions exhibited by administrators* and the binary dependent variable of a *healthy school climate* in BLR Model 6.

Procedurally, RQ6 mirrored RQ5 in that the healthy school climate dependent variable emerged from survey questions 10–26. Here, the candidate independent variables were the dispositions administrators self-reported having exhibited varying

degrees of frequency. BLR Model 6 was built and executed to uncover any relationships between the independent and dependent variables. Additionally, question 65, which directed respondents to rank their top three most important leadership disposition characteristics, was discussed to support the BLR model results and alignment determination (Table 4).

Table 4

Research Question to Survey Question Alignment

Research Question	Alignment Description	Variable and Survey Question Alignment
RQ1: What teacher demographics are the most influential concerning their preference for transformational or transactional leadership styles utilized by their administrators?	Demographics, leadership style	Independents: 2–9 Dependent: 27
RQ2: What leadership dispositions do teachers deem important, and which are viewed as the most influential concerning a healthy school climate?	Leadership disposition and school climate	Independents: 44–64 Dependent: 10–26 Rank (DSA): 65
RQ3: How do leadership disposition preferences as reported by teachers compare to the self-reported exhibition of those preferences by administrators?		
SQ1: What leadership disposition preferences do teachers view administrators as frequently exhibiting compared to what administrators state they exhibit?	Leadership exhibition comparison	SQ1 Direct comparison (DSA): 29–43 compared to 66–80
SQ2: Based on RQ3, and SQ1, which leadership disposition preferences that align between teacher and administrator responses are viewed as the most influential concerning a healthy school climate?	Leadership disposition and school climate	SQ2 Independents: Aligned responses from 29–43 compared to 66–80 Dependent: 10–26
RQ4: What administrator demographics are the most influential concerning their self-rating of a transformational or transactional leadership style?	Demographics, leadership style	Independents: 2–9 Dependent: 27
RQ5: What leadership dispositions do administrators deem important, and which are viewed as the most influential concerning a healthy school climate?	Leadership disposition and school climate	Independents: 44–64 Dependent: 10–26 Rank (DSA): 65
RQ6: What leadership dispositions do administrators view themselves as frequently exhibiting, and which are viewed as the most influential concerning a healthy school climate? (66-80)	Leadership disposition and school climate	Independents: 66–80 Dependent: 10–26

Ethical Considerations

In conducting credible research, it is essential to keep in mind the principles of the Belmont Report, beneficence, justice, and respect for persons (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research [Belmont Report], 1978). The researcher can ensure that the procedures used during this study adhere to the Belmont Report (1978) principles. Each participant was protected based on IRB guidelines. Data collection began after the proposed study received Appalachian State University IRB review and approval.

Institutional Review Board

Before data collection, the researcher sought permission from the university and the North Carolina State Board for Education Districts (Appendix C), an obligatory requirement to conduct research. After obtaining the permit and the authorization letter, the researcher proceeded to data collection. All parties were informed about the researcher's relevance and goal. The participants' voluntary consent for participation was obtained by describing the benefits of involvement and assuring confidentiality (Appendices D & E). The selection procedure and data-collecting methods were discussed during the recruiting process to verify that they followed the university's ethical norms.

Ethical Data Management

There are four ethical assurances in researching as part of the study, including (a) confidentiality, (b) informed consent, (c) honesty, and (d) protection from harm. All information obtained in this study is strictly confidential. The researcher used alphanumeric codes to protect the identity of the participants in the study. The data

collected remained secure, and the responses did not include participants' names or email addresses, only an assigned alphanumeric code. All electronic data remained secured in security code-protected files on the researcher's personal computer; only the researcher knew the security code. The researcher will also keep the data for no more than 7 years. After data analysis, all data will be destroyed according to the guidelines provided by the IRB.

Ethical Selection of Participants

Ethical considerations must guide the selection of the study participants. Therefore, this research utilized only voluntary participants who could have withdrawn at any time (Appendices F & G). Participants received no incentive. Each participant was selected based on their ability to contribute depth and detail in understanding the phenomena (Serrat, 2021). There were no known health or well-being risks to the study participants. Empirical research usually involves ethical issues and concerns (Page & Nyeboer, 2017). However, there are potential issues for harm during research that is unique to in-depth interviewing. Page and Nyeboer (2017) found that ethical concerns regarding interview research stem from privacy and confidentiality, informed consent, harm, dual role and over-involvement, and politics and power. Interviews were not a part of this research.

The design of the questions elicited the participants' motivations toward specific knowledge behaviors; this included behaviors that were not necessarily considered positive. However, the consent form explicitly expresses that participation in the research was voluntary. Each participant received information that there was no penalty for withdrawing consent from the study. Potential participants received the data collection

tool in SurveyMonkey™. In obtaining the formal request for authorization, the researcher indicated, in writing, the processes used to recruit and contact the study employees. The director's formal authorization indicated the limitations and restrictions imposed on the researcher. Potential participants received information that the subjects for this study were selected based on strict study criteria. There was no participant under age 18.

Privacy, Confidentiality, and Harm

Concerns about privacy and confidentiality centered around the potential for participants to reveal previously private information and the potential for researchers to focus on the information found during the research. Participants in this research might have been hesitant to reveal or conceal instances because these behaviors are potentially harmful or undesirable; therefore, it became imperative that this research proceed with sensitivity to that fact. Additionally, IRB guidelines protected participants from harm. Participant names or emails were not used during any stage of the research process to ensure anonymity; each participant aligned with an alphanumeric code not linked to identifying data. There were no known risks to the health or well-being of the study participants. The researcher reassured participants that the study had no bearing on their current employment. Finally, participants received information concerning the potential for study publication without including participant identification.

Informed Consent

Before the study's onset, each participant reviewed the informed consent statement (Appendix H). The participants who entered the electronic survey acknowledged the information on the informed consent statement electronically by checking an *agree* box. The informed consent information relayed that all participants

had the freedom to withdraw from the study at any time and that choosing to withdraw had no penalty or negative impact on their employment, and that it was impossible to trace responses to individuals. Participants that chose to complete the survey received information concerning how their participation directly or indirectly affected them (Kumar, 2014).

Assumptions, Limitations, and Delimitations

Assumptions

The first assumption stated that participants were truthful in their replies, knowledgeable about leadership in K–12 schools, and capable of answering questions. Secondly, a reasonable response rate, as calculated using the G*Power software platform, was obtained.

Limitations

Many respondents provided data to obtain a suitable sample so that the results could serve as estimates for a larger population. The findings of this study were then generalized to represent the views of the entire population, which implied that the opinions of a small number of respondents were representative of the public. Because a researcher may not have control over the research environment, and any such environment is subject to change at any time, the results may be inconsistent. Closed-ended questions are common in surveys, giving participants little or no opportunity to explain their answers, which presents a limitation herein. Quantitative research can be constrained in its pursuit of statistical links, causing researchers to miss out on larger themes and relationships. The researcher must carefully construct a hypothesis and build a model for collecting and interpreting data when conducting quantitative research. Any

faults in the setup, bias on the researcher's part, or execution issues can render all results invalid.

Delimitations

A dissertation's scope establishes the topic and bounds of the study problem to be addressed. The scope of a study specifies how in-depth it will investigate the research issue and the parameters within which it will function regarding the population and period. A study's delimitations are the ignored factors and variables. In other words, these are the limits the researcher establishes in terms of study duration, population size, and participant type, among other things (Creswell & Poth, 2016). The researcher recognized the study's delimitations. The focus area was limited to North Carolina to limit the scope of this study to a manageable level. Only K–12 public school principals, assistant principals, and teachers in North Carolina were a part of the study, rendering the results ungeneralizable and non-transferable. This research did not include the relevance of teacher leadership and teacher evaluations regarding how these factors may influence school climate or leadership dispositions. The North Carolina Working Conditions Survey went unused.

<div align="center">

Summary

</div>

When addressing a research problem or answering a question that requires factual data, quantitative phenomenology methods are appropriate. When variables are isolatable and definable, the study requires general or probability information about the subjects' preferences, beliefs, views, attitudes, or opinions. Additionally, this method is advantageous when the problem or question is unambiguous, clear, and well-defined and when prior to data collection, hypotheses derive from variables (Hammarberg et al.,

2016). Additionally, Creswell and Creswell (2017) argued for employing a quantitative approach when examining the relationship between variables.

This study required quantitative analysis of administrators' leadership styles, whether transformational or transactional. Additionally, the researcher defined the leadership characteristics that teachers valued and associated with a school climate in North Carolina. The study analyzed quantitative data to determine the relationship between the leadership dispositions and behaviors teachers and administrators in North Carolina believe are necessary for developing leaders and fostering a positive school climate. Quantitative research rests on positivism, the belief that reality is observable and quantifiable. Examining school leadership from a novel theoretical perspective and using a different research technique and framework than previous studies may contribute to the subject's body of knowledge. The methodology detailed in this chapter included the measures to be used, participant recruitment, data collection procedures, strategies for ensuring participant anonymity and data security, and how the data results were analyzed. Various issues about the study's validity and reliability and some limitations, particularly those related to generalization, were investigated.

Chapter 4: Results

Introduction

This quantitative study aimed to examine the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deemed essential in leadership development and creating a positive school climate. The goal was to determine effective and ineffective leadership dispositions that create a positive school climate and help leaders use them to their best advantage. Administrators must effectively lead their staff to know the dispositions and behaviors existing research has identified as necessary for creating a positive school climate, keeping their faculty's preferences in mind. This study's analysis helped to determine which transactional and transformational leadership traits North Carolina administrators and teachers deemed most important and which leadership behaviors they most often exhibited. Identifying teachers' preferred leadership dispositions may lead to knowledge of managing schools successfully and exhibiting those traits while creating a positive school environment.

Results

Eight district superintendents received an email containing the research purpose and a request for permission to survey the district principals, assistant principals, and teachers. COVID-19's continued effects on education and educators affected the response rate, and the various demands on educators limited participants' willingness to engage in the survey. In the eight districts, 489 administrators and 8,012 teachers received invitations to participate in the survey.

Basic Descriptive Statistics

Participants included 104 administrators ($N = 104$) and 125 teachers ($N = 125$).

(Complete non-demographic survey results appear in tabular format in Appendix I). Most

participants were female (161, 70.3%), with 62 males (27.1%) and six *no answer* (2.6%)

rounding out the pool (Figure 5). Nearly 45% of participants (102) were in an elementary

setting, with high school being the second most frequent level taught (72, 31,4%), middle

school third (47, 20.5%), and eight (3.5%) answered *other* (Figure 6). Roughly 43% (99)

of participants obtained a master's degree, while only 23.5% had an advanced degree

beyond a master's (Figure 7). The geographic settings of participants split into urban

(52.8%), suburban (29.4%), and rural (18.0%; Figure 8), and all districts offered at least

one participant. Participant data displayed a mean of 16.5 years of experience in

education ($SD = 8.8$), a mode of 20, and a median of 17 (Figure 9).

Figure 5

Respondent Gender
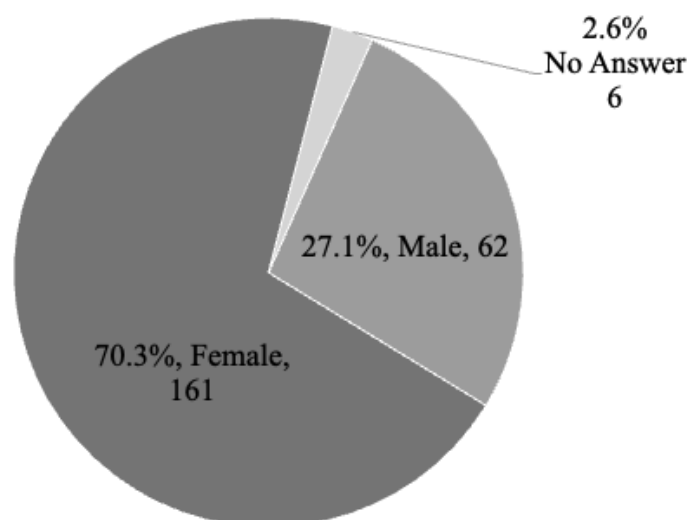
Figure 6

Grade Level Taught
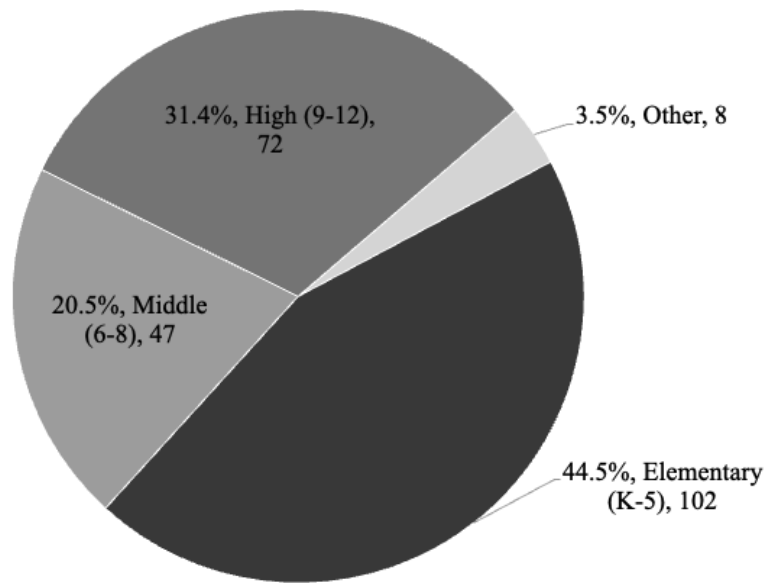
Note. Other as an answer included those who responded with "pre-k;" the K–5 group

subsumed "pre-k" for the analysis.

Figure 7

Educational Attainment
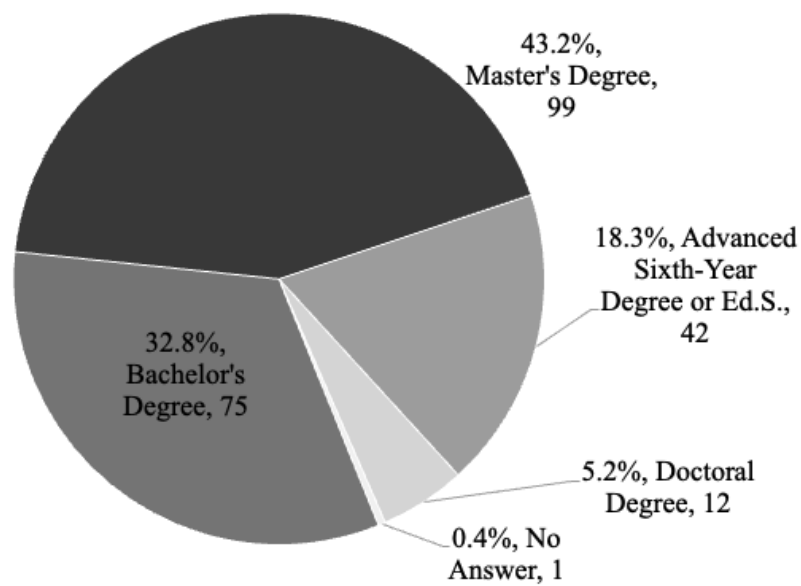
Figure 8

Geographic Setting
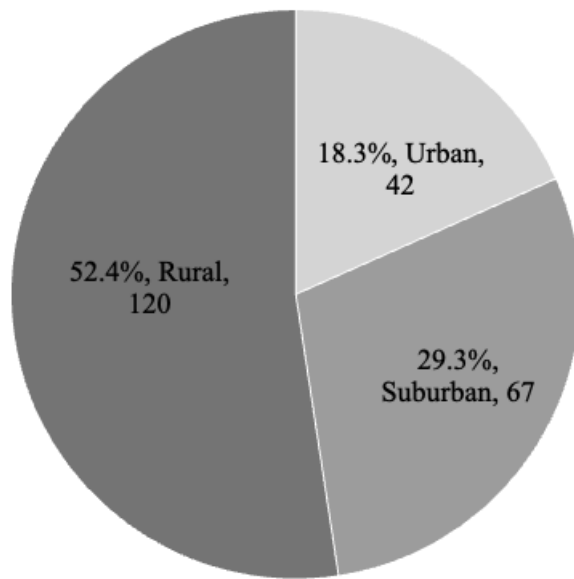
Figure 9

Years Taught (Teacher) or In Education (Administrator)
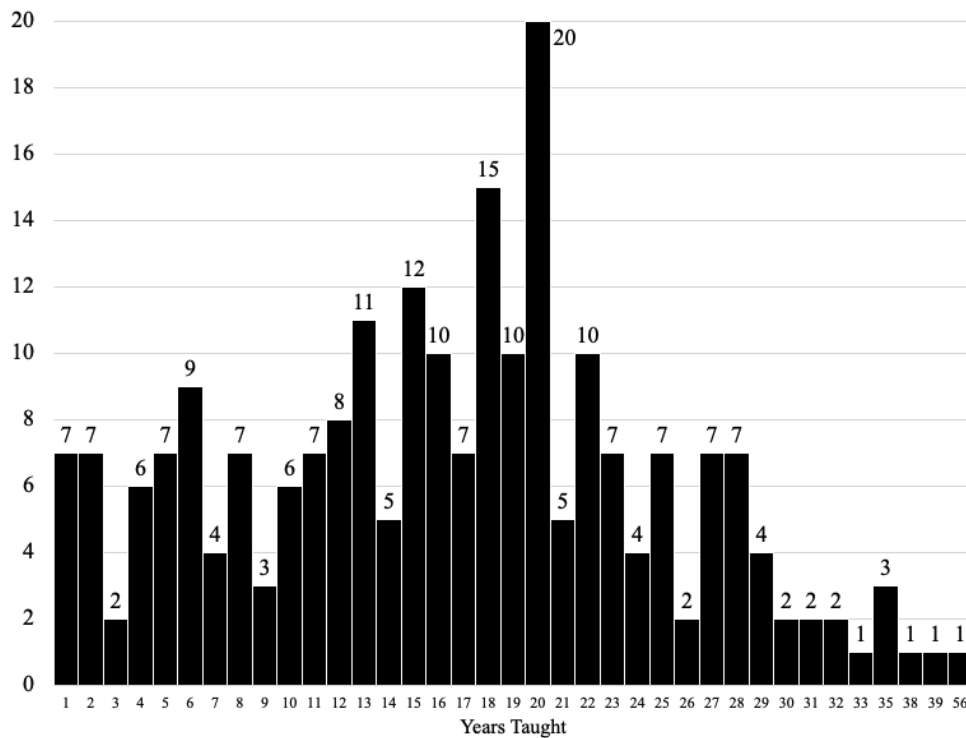
Survey Data: Independent Variables

Teachers considered what leadership style they deemed their administrators to exhibit primarily, and administrators considered the leadership style they thought they most exhibited. When considering all participants, 45.4% (104) preferred transactional, while 54.6% (125) preferred transformational (Figure 10). Responses filters by teachers only parsed the data, and the results essentially reversed, with 55.2% (69) responding with a preference for transactional leadership and 44.8% stating that they preferred transformational leadership (Figure 11). Examining the results of administrators only, the gap in preference was much larger, however, with 33.7% (35) stating that they exhibited transactional leadership to 66.3% (69) claiming to display transformational leadership (Figure 12). Teachers and administrators ranked their school climate on the simple belief that it was a good climate or it was not a good work climate, 74.2% (170) believed they work in a good work climate, and 25.8% (59) did not believe the work climate was good (Figure 13).

Figure 10

Leadership Preference (All Participants)

Figure 11

Leadership Preference (Teachers Only)

44.8%, Transformational Leadership, 56

55.2%, Transactional Leadership, 69
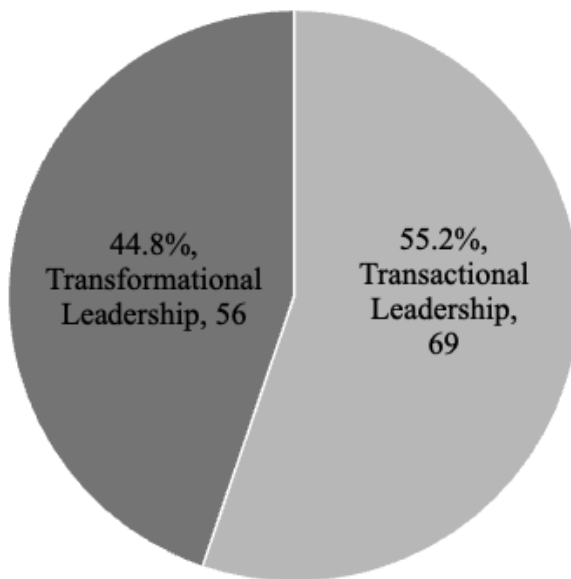
Figure 12

Leadership Preference (Administrators Only)

66.3%, Transformational Leadership, 69

33.7%, Transactional Leadership, 35

Figure 13

School Climate
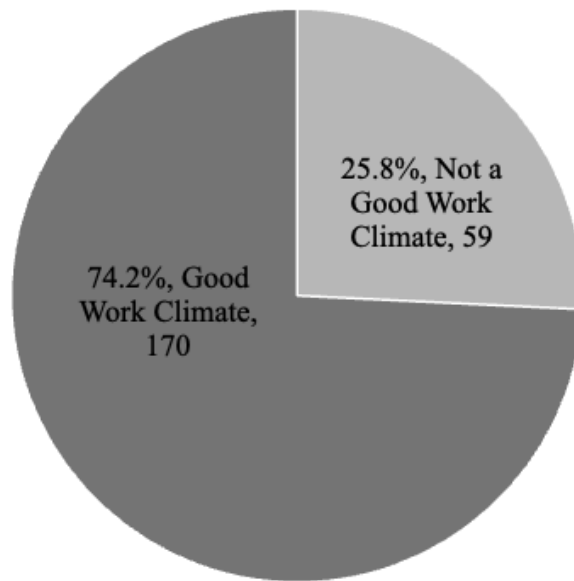
Marzano's 21 Essential Responsibilities Ranked

Utilizing the 21 essential responsibilities of school leaders set forth by Marzano (2005), the study established which of the 21 responsibilities (or dispositions) teachers deemed most important for the administration to possess to effectively lead a school and create a positive school climate. Participants considered the 21 responsibilities individually and determined which traits were the three most important. Fifty-five percent ranked relationships as the most important, 48.6% answered that communication held the number 1 spot, and 35.3% responded with culture as the top position (Table 5).

Table 5

Marzano's 21 Essential Responsibilities Ranked

Rank	Characteristic	Frequency of Characteristic Chosen as a Top 3 Pick	Percent of Participants Choosing Characteristic as a Top 3 Pick
1	Relationships	120	55.1%
2	Communication	106	48.6%
3	Culture	77	35.3%
4	Visibility	45	20.6%
5	Monitors and Evaluates	44	20.2%
6	Situational Awareness	41	18.8%
7	Discipline	39	17.9%
8	Knowledge of Curriculum, Instruction, and Assessment	31	14.2%
9	Involvement in Curriculum, Instruction, and Assessment	26	11.9%
10	Order	22	10.1%
11	Affirmation	22	10.1%
12	Flexibility	17	7.8%
13	Resources	15	6.9%
14	Ideals/Beliefs	13	6.0%
15	Change Agent	9	4.1%
16	Focus	7	3.2%
17	Outreach	7	3.2%
18	Input	6	2.8%
19	Optimizer	5	2.3%
20	Contingent Rewards	2	1.0%
21	Intellectual Stimulation	0	0%

Binary Logistic Regression Models

BLR Model 1

RQ1: What teacher demographics are the most influential concerning their preference for transformational or transactional leadership styles utilized by their administrators?

H_o1: There is no statistically significant relationship between the independent variables of *teacher demographics* and the binary dependent variable *leadership style* in BLR Model 1.

Model 1 suggested which independent variables exerted the most influence on the dependent variable. The chi-square statistic was significant at $p < .05$; this suggested a significant relationship between the dependent and independent variables. *Recoding transactional leadership* to 1 (the success case) and *transformational leadership* to 0 (the failure case) realigned the variables onto [0,1]. As *years taught* increased, teachers were more likely to prefer transactional over transformational leadership. A step of 1 year of additional experience in teaching equated to an increase of 8.9 units of preference for transactional leadership (Table 6). Since the p-value is significant in one independent variable, *years taught*, the null hypothesis was rejected, and the alternative hypothesis was accepted that there was a statistically significant relationship between the independent variables of *years taught* and the binary dependent variable *leadership style* in the BLR Model 1.

Table 6

Binary Logistic Regression Results, Dependent Variable: Leadership Style,

Transactional/Transformational As Reported by Teachers

Independent variable	*SE*	*df*	*Exp(β)*	Sig.
Urban/suburban (rural = 0 case)	.484	1	1.119	.816
White (non-White = 0 case)	.562	1	.354	.065
Female (male = 0 case)	.679	1	.748	.670
High school teacher	.591	1	.956	.940
Middle school teacher	.578	1	1.761	.327
Elementary school teacher	.785	1	1.587	.651
Doctoral degree	40192.969	1	0.00	.999
Advanced sixth-year degree or Ed.S.	40192.969	1	745877856	.999
Master's degree	.521	1	1.064	.905
Bachelor's degree	.690	1	1.587	.973
Years of teaching experience	0.34	1	8.927	.005*

Note. X^2(1, N = 125) = 24.424, p = .004 Cox & Snell R^2 = .199 Nagelkerke R^2 = .268.

R^2 values in binary logistic regression models do not describe goodness-of-fit to the non-

linear logistic regression curve in the same manner as the least-squares line in a linear

regression model; interpret with caution as a measure of model fit.

*$p < .05$.

BLR Model 2

RQ2: What leadership dispositions do teachers deem important and viewed as the

most influential concerning a healthy school climate?

H_o2: There is no statistically significant relationship between the independent

variable *leadership dispositions teachers deem important* and the binary dependent

variable of a *healthy school climate* in BLR Model 2.

The 21 independent variables were evaluated using assumptions testing and then

examined to eliminate highly correlated variables ($p > .8$) to obtain the number of events

per variable (10) based on the sample size. Although all eliminated were not $p > .8$, the

next most favorable criterion, a high correlation, left 10 independent variables to test

(Table 7).

Table 7

Binary Logistic Regression Results, Dependent Variable: How do you Rate the Overall

Health of the Climate at Your School?

Independent Variable	SE	df	Exp(β)	Sig.
The school leader protects teachers from issues and influences that would detract from their teaching time or focus.	0.397	1	0.375	.014*
The school leader establishes a set of standard operating procedures and routines.	0.361	1	2.398	.015*
The school leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	0.324	1	0.841	.594
The school leader is knowledgeable about the current curriculum, instruction, and assessment practices.	0.396	1	1.267	.549
The school leader fosters shared beliefs and a sense of community and cooperation.	0.461	1	0.594	.258
The school leader recognizes and rewards individual accomplishments.	0.289	1	0.786	.404
The school leader recognizes and celebrates school accomplishments and acknowledges failures.	0.478	1	0.903	.830
The school leader communicates and operates from strong ideals and beliefs about schooling.	0.366	1	1.268	.516
The school leader adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	0.412	1	2.195	.056
The school leader inspires and leads new and challenging innovations.	0.457	1	0.589	.247

Note. $X^2(1, N = 125) = 46.989$, $p = .000$, Cox & Snell $R^2 = .348$, Nagelkerke $R^2 = .476$.

*$p < .05$.

Model 2 suggested which independent variables exert the most influence on the

dependent variable. The chi-square statistic was significant at $p < .05$; this showed a

significant relationship between the dependent and independent variables. The dependent variable school climate was recoded as *good work climate* = 1 (success case) and *not a good work climate* = 0 (failure case). The p-value was significant in two independent variables, *the school leader protects teachers from issues and influences that would detract from their teaching time or focus* (*leader protects*), and *the school leader establishes a set of standard operating procedures and routines* (*leader establishes*). The odds of supporting a *healthy school climate* were predicted to increase 0.38 times larger for each additional unit increase of the *leader protects* measure. Similarly, the odds of claiming a *healthy school climate* increase by 2.398 times larger for each additional unit of *leader establishes* (or participants were 2.4 times more likely to have answered *healthy climate* if they also felt that the leader established a set of standards and routines). The null hypothesis was rejected, and the alternative hypothesis was accepted that there is a statistically significant relationship between the independent variable *leadership dispositions teachers deem important* and the binary dependent variable of a *healthy school climate* in BLR.

BLR Model 3

RQ3: How do leadership disposition preferences as reported by teachers compare to the self-reported exhibition of those preferences by administrators?

SQ1: What leadership dispositions do teachers think administrators exhibit compared to what administrators state they exhibit?

SQ2: Based on RQ3, and SQ1, which leadership dispositions that align between teacher and administrator responses are viewed as the most influential concerning a healthy school climate?

BLR model 3 required one additional step to set up. Correlation pairs were established based on the teachers' and administrators' responses to the same question. The survey featured a final section that posed the same question to teachers and administrators. However, teachers considered their answers regarding what they thought their administrators exhibited. Administrators responded by thinking about what they perceived themselves to exhibit in the context of the question. Spearman's rank correlation in a correlation matrix facilitated the examination of each matched pair of answers for each question, and any significant correlation ($r \geq .2$) was flagged. Those data emerged as the independent variables in step 2 (Table 8). There were four significantly correlated pairs; thus, the null hypothesis was rejected, and the alternative hypothesis accepted that statistically significant correlations existed between the dispositions teachers think administrators exhibit as compared to what administrators stated they exhibit.

Table 8

Correlation Pairs, Administrator to Teacher

Correlation Pair	p
Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.	.274**
Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.	.191*
Boundaries, procedures, and duties are flexible or shared.	.307**
Workers are empowered to act and make decisions.	.257*

The chi-square statistic was significant at $p < .05$; this suggested a significant relationship between the dependent and independent variables. The p-value was significant in two independent variables, b*oundaries, procedures, and duties are flexible or shared*, and *workers are empowered to act and make decisions*. For every step of 2.2, *boundaries, procedures, and duties are flexible or shared* the participant's belief in a *healthy school climate* increased by 1 unit. Similarly, the odds of answering *healthy school climate* were predicted to increase 2.7 times larger for each additional unit increase of *workers are empowered to act and make decisions*. Teachers that felt *boundaries, procedures, and duties were flexible or shared* showed that a *healthy school climate* was predicted to increase by 2.2 units for each unit increase in the criterion variable (Table 9). The null hypothesis was rejected, and the alternative hypothesis was accepted; there was a statistically significant relationship between the independent variables *leadership dispositions exhibited by school administrators* as reported as in alignment between teachers and administrators and the binary dependent variable of a *healthy school climate* in BLR Model 3.

Table 9

Binary Logistic Regression Results, Dependent Variable: Healthy School Climate

Independent variable	*SE*	*df*	*Exp(β)*	Sig.
Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.	.280	1	1.149	.620
Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.	.315	1	.948	.866
Boundaries, procedures, and duties are flexible or shared.	.284	1	2.167	.006*
Workers are empowered to act and make decisions.	.328	1	2.718	.002*

Note. $X^2(1, N = 229) = 58.517$, $p = .000$, Cox & Snell $R^2 = .413$, Nagelkerke $R^2 = .565$.

*p < .05.

BLR Model 4

RQ4: What administrator demographics are the most influential concerning their self-rating of a transformational or transactional leadership style?

H_o4: No statistically significant relationship exists between the independent variables of *administrator demographics* and the binary dependent variable *leadership style* in BLR Model 4.

Model 4 suggested which independent variables exerted the most influence on the dependent variable. The chi-square statistic was significant at *p* < .05; this suggested a significant relationship between the dependent and independent variables. Recall that recoding set the transactional leadership variable to 1 (the success case) and transformational leadership to 0 (the failure case). As *years taught* increased, administrators were more likely to believe they exhibited transactional leadership dispositions over transformational leadership. The odds of claiming to exhibit

91

transactional leadership were predicted to increase by 0.92 times larger for each

additional unit increase in *teaching experience*. (Table 10).

Table 10

Binary Logistic Regression Results, Dependent Variable: Leadership Style,

Transactional/Transformational As Reported by Administrators

Independent variable	SE	df	Exp(β)	Sig.
Urban/suburban (rural = 0 case)	0.466	1	1.26	.611
White (non-White = 0 case)	0.531	1	1.07	.902
Female (male = 0 case)	0.463	1	1.08	.864
High school teacher	0.529	1	.563	.277
Middle school teacher	0.603	1	1.90	.290
Elementary school teacher	0.757	1	1.87	.315
Doctoral degree	40193	1	539744440	.999
Advanced sixth-year degree or Ed.S.	40193	1	1.14E+9	.999
Master's degree	40193	1	704388893	.999
Bachelor's degree	40193	1	2.87	.985
Years of teaching experience	0.037	1	0.92	.026*

Note. $X^2(1, N = 104) = 11.610$, $p = .236$, Cox & Snell $R^2 = .106$, Nagelkerke $R^2 = .146$.

*$p < .05$.

Since the p-value was significant in one independent variable, *years taught*, the

null hypothesis was rejected, and the alternative hypothesis was accepted that there was a

statistically significant relationship between the independent variables of *administrator*

demographics and the binary dependent variable *leadership style* in BLR Model 4.

BLR Model 5

RQ5: What leadership dispositions do administrators deem important and viewed

as the most influential concerning a healthy school climate?

H_o5: No statistically significant relationship exists between the independent variables *leadership dispositions administrators deem important* and the binary dependent variable of a *healthy school climate* in BLR Model 5.

A chi-square test identified six variables, and four additional independent variables were added based on the lowest correlation to the other independent variables (Table 11). The chi-square statistic was significant at $p < .05$; this suggested a significant relationship between the dependent and independent variables. The dependent variable *school climate* was recoded as *healthy work climate* = 1 (success case) and not a *healthy work climate* = 0 (failure case). The odds of supporting a *healthy school climate* were predicted to increase by 0.12 times larger for each additional unit increase in t*he school leader recognizes and rewards individual accomplishments* and 4.1 times larger for each additional unit increase of *the school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture*.

Since the p-value was significant in two independent variables, *the school leader recognizes and rewards individual accomplishments*, and t*he school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture*, the null hypothesis was rejected, and the alternative hypothesis was accepted that there was a statistically significant relationship that exists between the independent variables leadership dispositions administrators deemed important and the binary dependent variable of a *healthy school climate* in BLR Model 5.

Table 11

Binary Logistic Regression Results, Dependent Variable: How do you Rate the Overall

Health of the Climate at Your School?

Independent variable	SE	df	Exp(β)	Sig.
The school leader recognizes and rewards individual accomplishments.	.716	1	0.116	.003*
The school leader involves teachers in the design and implementation of important decisions and policies.	.583	1	1.561	.445
The school leader is willing to actively challenge the status quo.	.645	1	0.333	.088
The school leader adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	.588	1	1.931	.263
The school leader inspires and leads new and challenging innovations.	.750	1	1.694	.483
The school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.	.596	1	4.066	.019*
The school leader establishes a set of standard operating procedures and routines.	.599	1	1.559	.458
The school leader recognizes and celebrates school accomplishments and acknowledges failures.	.682	1	3.308	.079
The school leader monitors the effectiveness of school practices and their impact on student learning.	.646	1	0.870	.829

Note. $X^2(1, N = 104) = 28.683$, $p = .001$, Cox & Snell $R^2 = .241$, Nagelkerke $R^2 = .429$.

*$p < .05$.

BLR Model 6

RQ6: What leadership dispositions do administrators view themselves as

frequently exhibiting and viewed as the most influential concerning a healthy school

climate?

H_o6: There is no statistically significant relationship between the independent variables *leadership dispositions exhibited by administrators* and the binary dependent variable of a *healthy school climate* in BLR Model 6.

As in Model 5, six independent variables passed the chi-square test, and four more independent variables were utilized based on low correlation. The chi-square statistic was significant at $p < .05$; This suggested a significant relationship between the dependent and independent variables. The dependent variable *school climate* was recoded as *healthy work climate* = 1 (success case) and not a *healthy work climate* = 0 (failure case). The p-value was significant in one independent variable, *leadership works with staff to find answers for failure to meet goals, expectations, standards, and performance levels* (Table 12). The odds of supporting a *healthy school climate* were predicted to increase by 5.44 times for each additional unit increase in *work with staff to find answers for failure to meet goals, expectations, standards, and performance levels*. The p-value of *hands-off leadership* was .055 and out of range to be identified as significant but is noted due to the proximity. The null hypothesis was rejected, and the alternative hypothesis was accepted that there was a statistically significant relationship between the independent variables leadership dispositions exhibited by administrators and the binary dependent variable of a *healthy school climate* in BLR Model 6.

Table 12

Binary Logistic Regression Results, Dependent Variable: What Leadership Dispositions do Administrators Exhibit and Contribute to A Healthy School Climate?

Independent variable	*SE*	*df*	*Exp(β)*	Sig.
Close monitoring/supervision of employees	.561	1	.430	.132
Employees are given autonomy to manage themselves.	.809	1	1.077	.927
Rewards (tangible or intangible) are given when employees meet goals, expectations, standards, and levels of performance.	.572	1	.542	.284
Clear boundaries, procedures, and duties for all personnel.	.625	1	1.714	.388
Boundaries, procedures, and duties are flexible or shared.	.510	1	1.978	.181
Group accomplishment is recognized over individual accomplishment.	.636	1	1.451	.559
Workers are empowered to act and make decisions.	1.007	1	.940	.951
Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.	.572	1	5.443	.003*
Hands-off leadership	.489	1	.391	.055
Risk-taking is encouraged.	.534	1	1.113	.842

Note. $X^2(1, N = 104) = 39.852$, $p = .000$, Cox & Snell $R^2 = .318$, Nagelkerke $R^2 = .567$.

*$p < .05$.

Summary

Data were collected to understand and provide insight into answering the research questions through the survey instrument. The survey data revealed similarities and differences in the perspectives of principals, assistant principals, and teachers concerning leadership dispositions and the relationship of those traits to the school climate. The six binary logistic regression models demonstrated a statistically significant relationship between the independent and dependent variables. Marzano's (2005) essential

responsibilities ranked showed relationships, communication, and culture as the three answers most often chosen by a participant as a top three choice. Teachers value relationships and communication with their leaders and enjoy administrators attentive to a healthy school culture. The regression modeling moved the analysis from basic descriptive to inferential. However, connections between the former and the latter were still observed, as were similarities and differences among the models. Model 1 and model 4 mirrored each other by design, with model 1 focused on teachers and model 4 concentrated on teachers. Over both models, the *years of teaching experience* predictor variable over both models stood out as significant, although the Beta coefficient was much higher for teachers (8.9) than administrators (0.92). Models 2 and 5 were also mirrored in the application by design, with both inquiring about the health of the school climate and what leadership dispositions affected the same. While teachers felt that the school leader protecting them from issues and influences that might detract from their teaching significantly affected the school climate, administrators felt differently. For the administrator, the school climate is significantly affected when they recognize and reward individual (teacher, staff) accomplishments and when the leader ensures that the staff is aware of current theories and practices.

Model 3 featured two sub-questions and a correlational pair exercise that preceded the binary logistic regression modeling. Administrators and teachers were presented with the same question but asked to think about their answers differently. While the administrator considered what they thought they exhibited, the teachers responded by following what they perceived their administrators to exhibit. Results showed that the matching answer pairs of *rewards (tangible or intangible) are given*

when employees make progress toward goals, even before they have been met; *leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance*; *boundaries, procedures, and duties are flexible or shared;* and *workers are empowered to act and make decisions* were all correlated at least *p* = .191 or higher. Model 3 showed that *empowerment and boundaries* were significant influencers on school climate from the teachers' perspective. School climate is influenced through the leader protecting and empowering teachers while setting standards with reasonable goals and expectations. Leaders must recognize and reward teachers while informing them of current developments in pedagogy. The substance of the RQ aligned with model three's results (in terms of the substance of the questions showing significant correlation) and demonstrated that teachers and administrators could find common ground to work towards a healthy school climate. However, using those correlation pairs as the predictor variables resulted in just one significant result. The variable *workers are empowered to act and make decisions* stood out as significant, suggesting that both administrators and teachers aligned in feeling that a positive climate can arise from empowerment.

Finally, model 6 analyzed the data to determine what leadership dispositions leaders stated contributed to a healthy school climate. Here, no predictor variables aligned or matched with other models' responses, although the response's spirit appears similar. The predictor variable *leadership works with staff to find answers for failure to meet goals, expectations, standards, and performance* levels emerged as the only significant one in the model. However, when reading the text of the response closely, one can see similarities between it and significant variables in other models. For instance, model five's significant variables deal with administrators working with staff. When

compared to model 2, a similar connection exists. The similarities across the models are due in part to the questions being the same for administrators and teachers. However, the emergence of significant variables across models that speak to a healthy working relationship between administration and staff indicates that, as shown in the Marzano results (Table 5), relationships and communication are critical components of a healthy school climate. Chapter 5 continues the dissertation with a presentation and evaluation of the findings and offers recommendations for future research. The project concludes with implications for practice and how these modeling efforts might assist administrators and teachers in achieving a healthy working climate.

Chapter 5

Conclusion and Recommendations

Introduction

This study of administrators and teachers in the eight districts in North Carolina sought to determine teachers' preferences of school leaders regarding leadership dispositions. Furthermore, it explored which leadership dispositions administrators and teachers perceived as most important to them as they lead their schools, whether the school leaders most often exhibit transactional or transformational leadership style behaviors, and the influence this has on school climate.

Teachers are the closest to the day-to-day operations of the school and the dispositions of the administrators; they can identify which of the leadership responsibilities (dispositions) that likely lead to student learning are important for them to effectively carry out their duties (Ebmeier et al. as cited by Marzano, 2005). The results of this and other studies indicated that preferences for some leadership traits may vary based on demographics, position (teacher or administrator), and the perception of exhibited traits by teachers and the administration can influence the school climate. Marzano (2005) determined that the 21 leadership traits (dispositions) utilized in the survey are the responsibilities of school leaders that have the highest impact on student academic achievement, based on a meta-analysis study of 69 studies on school leadership and student learning. Effective administrators can benefit by becoming aware of the dispositions most preferred by their teachers and becoming self–aware of the ones they most often exhibit and the relationship these have to a positive school climate. By becoming aware of what is desired by followers, what is practiced by leaders, and what

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research says is most effective, appropriate measures might fill the gaps and create a more positive school climate. The data was reflected in the binary logistic regression models to discover which independent variables influenced the dependent variable. While the results did not offer conclusive evidence, they did offer statistical significance, fostering the need to recognize teacher preferences and perceptions of leadership dispositions and administrators and the effects on school climate.

Discussion

Research Question 1 Discussion

The first research question investigated the relationship between teacher demographics and their preference for leadership style, transformational or transactional. Results from the survey indicated that for a change of 0.91 in *years taught*, the tendency was for the preference for *transactional leadership* to increase. These findings are consistent with Popli and Rizvi (2016), who revealed significant relationships between leadership styles and employee engagement, where transactional leadership style reflected a statistically significant relationship with continued engagement from employees. Several factors influence teachers' motivation to continue in education. The administrator's leadership style significantly determined teachers' motivation to work, school exhaustion, or burnout as their years of service increased (Roth et al., 2007).

There is evidence that transactional administrators' leadership styles impact teachers' work over time. Transactional leadership comprises a wide range of leaders' behaviors, from laissez-faire leadership to active or passive management by exception, ultimately providing contingent rewards and punishments (Gilbert & Kelloway, 2018). The attributes of transactional leadership aiming to identify followers' skills and propose

compensation for successful task completion (Bass, 1985) impacted teacher burnout (Eyal & Roth, 2011). However, as specific attributes of school administrators' transactional leadership style (i.e., a process whereby the leader motivates his or her followers with rewards and promises while also showing acknowledgment and appreciation for their work; Bass & Steidlmeier, 1999), contingent rewards impacted teachers' motivation and prevented burnout (Eyal & Roth, 2011). With survey results indicating a preference for transactional leadership dispositions as years of experience increase, administrators now have insight into which dispositions correspond to specific experiences among teachers.

Research Question 2 Discussion

The second research question determined what dispositions, as reported by teachers, are the most influential in producing a healthy climate. Data analysis indicated that participants believed *the school leader protects teachers from issues and influences that would detract from their teaching time or focus* (*leader protects*)*. The school leader establishes a set of standard operating procedures and routines* (*leader establishes*), indicating a good school climate. Positive school climates link to teacher job satisfaction and positive student outcomes (Konold et al., 2018). Berkowitz (2022) stated that school climate influenced how teachers and students perceived their educational environment. Positive climates and the atmosphere promoted a safe, trusting, and meaningful environment that encouraged academic and personal growth and development (Fan & Williams, 2018). The administrators are responsible for maintaining such an environment so that teaching and learning can occur (Goddard et al., 2000; Hoy & Hoy, 2003; Rudasill

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et al., 2018); thus, identifying leadership dispositions teachers deemed essential in creating a positive school climate was important.

Participants indicated the importance of school leaders ensuring teacher protection from challenges and influences that would take away their instructional time or concentration. Discipline falls within Marzano's (2005) top five of the 21 traits regarding their impact on student achievement. They defined discipline as "protecting teachers from issues and influences that would detract from their teaching time or focus" (p. 42). They stated that "protecting instructional time from interruptions" and "protecting teachers from internal and external distractions" (p. 49) are core to this concept. According to Hitt and Tucker (2016), instructional time is crucial; more time on task, theoretically, equals greater learning, and the administrators are responsible for reducing the number of distractions that interfere with teaching time. Hallinger et al. (1996) found that "principal[s] can have an indirect effect on school [success] through actions that shape the school's learning climate" (p. 527). The independent variable showing significance, *the school leader protects teachers from issues and influences that would detract from their teaching time or focus*, speaks to this claim. An administrator taking the necessary action to shield teachers from phenomena that might take them out of the classroom or otherwise detract from their teaching is an example of indirectly affecting the school climate. Sebastian and Allensworth (2012) supported that assertion by claiming that quality instruction is uninterrupted. They found that quality instruction ensured students participated in classes by engaging with content and learning. According to Sebastian and Allensworth, whether school activities cause these interruptions, announcements, or student disruptions, they must be minimized. Further, Robinson et al. (2008) found that

administrators allow teachers the opportunity to focus on academics by protecting them

from "undue pressure from education officials and parents" (p. 664). Sebastian and

Allensworth also found that when principals establish a positive school-learning climate,

student outcomes and achievement increase. They further indicated that "a strong

learning climate in the school seems to be the most important way in which [principals]

influence the average quality of instruction in the school" (p. 643).

Teachers were also 2.4 times more likely to state that the school leader established

standard operating procedures and routines if the teacher answered that a healthy work

climate was present. Kaleem et al. (2021) found that amongst three leadership styles

(transactional, transformational, and laissez-faire), the transformational leadership style

has the greatest effect on schools' climate and students' academic achievement. Teacher

participants in the present study contradicted Kaleem et al., determining the *transactional*

disposition and establishing a set of *standard operating procedures* and routines as a

significant influencer on school climate. Tubin (2015) supports that influence; effective

administrators establish standard operating procedures and routines to maintain an

orderly environment. It is hard to imagine a chaotic working environment simultaneously

resulting in a harmonious working climate. Tubin (2015) found that administrators that

ensure an enabling school structure is in place helps establish a positive climate. While

not resulting in a significant predictor variable, it is worth noting that *the school leader*

adapts his or her leadership behavior to the needs of the current situation and is

comfortable with dissent, returning a p-value of .056, barely over the .05 threshold. A

leader who is comfortable with dissent is likely to remain calm as chaos ramps up, thus

potentially resulting in a smoother handling of potentially adverse events (Inandi et al., 2020).

According to Soydan and Palinkas (2014), transactional leaders typically emerge during crises as the aptest to guide a struggling organization. Based on the present research, perhaps respondents were being led by transactional leaders, thus influencing their answers (i.e., causing them to identify with transactional leadership since it may have been more prevalent at the time). These results are perhaps best reflected in model 2, where teachers connected a good school climate to leaders protecting them and establishing standards (hallmarks of transactional leadership; Hanif et al., 2020). If this survey had been deployed in the year prior to COVID's onset, the influence of transactional leadership preferences might have decreased. Employees simply trying to survive the pandemic (both literally and professionally) complained less due to the possibility of termination (Rathi et al., 2021). As such, model 2 results align here as well.

Research Question 3 Discussion

The third research question compared the leadership disposition preferences reported by teachers to the self-reported exhibition of those preferences by administrators. Teachers and administrators agreed on four variables. Of those four, *boundaries, procedures, and duties are flexible or shared, and workers are empowered to act and make decisions* were independent variables that were significant and believed to influence a good school climate. Mi et al. (2019) assumed that the most innovative and motivating school principals exhibited more transformational leadership characteristics. A visionary leader who structures a change-based leadership understanding is a reliable, respected social architect who constantly communicates with his or her followers.

Despite this assumption, transactional behaviors may be necessary for day-to-day routines (Bass, 1985).

The present study's results suggested that teachers preferred transformational disposition boundaries, procedures, and flexible or shared duties, which aids in creating a healthy school climate. Administrators believed they were practicing this same disposition. Educators are now, more than ever, encouraged and willing to work together with fellow teachers and school administration to advance educational goals. Researchers have concluded that sharing ideas and resources is essential to meeting the mandates and transforming public education (Avci, 2016; Bush, 2020). Some boundaries, procedures, and duties are being flexed in many settings to accomplish this and cultivate a positive school climate (Avci, 2016).

Results also indicated that participants who felt *workers were empowered to act and make decisions* were 2.7 times more likely to respond that a positive school climate was present. Avci (2016) confirmed that when administrators engage in processes where teachers are empowered to influence the aspects of instruction, collaboration, and support, they increase their ability to positively impact school climate and student success. According to Moslehpour et al. (2019), empowering teachers, staff, students, and parents to work and collaborate towards a common goal makes them aware of their responsibilities and the critical role each has in achieving success while building a positive school climate.

Research Question 4 Discussion

Research question 4 sought to determine administrators' demographics that are the most influential concerning their self-rating of a transformational or transactional

leadership style. Administrators' years taught to influence the tendency to lean toward a transactional leadership style. Administrators marked that they preferred transformational, and teachers preferred transactional, but when the regression was applied, both groups tended to lean towards transactional leadership dispositions as their years taught increased. While participants stated they preferred one over the other, the inferential statistics suggested otherwise when controlling for other factors.

Past expectations of administrators have evolved over the past century from managers or transactional leaders into the much different roles of instructional leaders (Brown et al., 2019). The impetus for this transformation stems from the 1983 report, *A Nation at Risk: The Imperative for Educational Reform*, which shifted the paradigm from viewing principals as managers to focusing on instructional leadership. Standards and accountability drive leadership in education for student success (Hauserman & Stick, 2013). This reform movement focused on school leadership and its importance for creating high standards and improving student achievement, contradicting the administrator's tendency to move towards transactional leadership as the years taught increased. Veteran administrators may have learned that neglecting managerial responsibilities might result in lost instructional time, safety issues, or a decline in school climate. Further, they might concede the requirement to continually work to balance instructional leadership duties with those required for efficient organizational management (Stronge & Xu, 2021). O'Bannon and Thomas (2014) also pointed out that the age variable makes a significant difference when assuming any change. Transactional leadership's construct emphasizes goal setting, developing competencies to meet goals, and rewarding goal achievement (Bush, 2020). Transactional leadership would likely be

more strongly associated with preferred leadership dispositions among more participants, not just veteran educators if building a positive school climate focused exclusively on goal attainment.

Research Question 5 Discussion

Research question 5 investigated what leadership dispositions administrators deemed essential and viewed as the most influential concerning a healthy school climate. Administrators were 0.1 times more likely to state a *healthy school climate* if the school leader *recognized and rewarded individual accomplishments*. Additionally, administrators were 4.1 times more likely to state a *healthy school climate* when *the school leader ensured that faculty and staff were aware of the most current theories and practices and made discussing these a regular aspect of the school's culture*.

Per Marzano (2005), *contingent rewards* refer to the extent to which the school leader recognizes and rewards individual accomplishments; he identified this behavior as one of the defining features of transactional leadership. One might expect that recognizing individual accomplishments is a standard operating procedure in schools, but this contradicts the administrator's preference for transformational leadership. Marzano believed that singling out individual teachers for recognition and reward was rare in K–12 education. According to Burns (1978), transactional leaders focus on the followers' self-interest by exchanging rewards to motivate them or rewards for accomplishments. Transactional leadership is preferred when the objectives are short-term (Bačanac, 2020). Transactional leadership does not support well in terms of long-term objectives, which is surprising that administrators deemed recognition and rewarding of individual accomplishments significant in influencing school climate.

Intellectual stimulation refers to the extent to which the school leader ensures that faculty and staff are aware of the most current theories and practices regarding effective schooling and makes discussions of those theories and practices a regular aspect of the school's culture (Marzano, 2005). Supovitz (2002) specified this characteristic as the extent to which the leader engages staff in meaningful dialogue regarding research and theory. According to other studies, intellectual stimulation, which invites followers to question traditional beliefs and to find innovative solutions for problems, shielded teachers from traditional and contextualized attitudes towards initiatives for change in their schools, thus motivating them to adapt to changes and commit to the school's vision and goals (Damanik & Aldridge, 2017). On the contrary, Nguni et al. (2006) found that intellectual stimulation may produce desirable effects in the long run. However, leaders who urge followers to search for new and better methods of doing things create ambiguity, conflicts, or other forms of stress in the followers' minds. It may be that this process is dissatisfying and that leaders who continually do this are trusted less due to perceptions of less predictability or dependability. Damanik and Aldridge (2017) suggested that intellectual stimulation influences teachers' sense of work pressure. Despite this view, administrators still deemed it significant in influencing a positive school climate.

Research Question 6 Discussion

The final question in the study sought to determine which leadership dispositions administrators believed they most often exhibited and viewed as the most influential concerning a *healthy school climate*. Administrators were 5.4 times more likely to answer *healthy school climate* if they *worked with staff to find answers for failure to meet goals,*

expectations, standards, and performance levels. Such dispositions that support the transformational leadership attributes of a school leader could bridge the leader's cultural intelligence to build a healthy school climate (Solomon & Steyn, 2017). Akram et al. (2018) suggested that the instructional leader, as a communicator, works to assist teachers in improving instructional practices, arranges formal discussions concerning instruction and students' achievement, provides clear expectations and goals, and provides feedback to teachers regarding their classroom performance. Administrators working to communicate positively correlated with school climate and affected school climate. The leadership dispositions and practices administrators exhibit to create the organizational climate of the school (Roth et al., 2007), thus suggesting administrators should continue to work with staff to find solutions for failures to meet the school's expectations and goals.

Silins et al. (2002) attested to the importance of this disposition by noting that a school's effectiveness is proportional to the extent to which teachers participate and acknowledge the wider school community. They further explained that effective leadership is the extent to which the administrator works toward whole-staff consensus in establishing school priorities and communicates these priorities and goals to students and staff, giving a sense of overall purpose. The survey results showed that administrators deemed working with teachers to find solutions important to influencing the school climate. The school community working together to problem-solve failures to meet goals and expectations provides a positive collaborative school climate.

Implications for Practice

Leadership dispositions are critical in cultivating a positive school climate and improving student academic success. Administrators continue to play an essential role in the building of school climates. Leaders who focus on a consistent mission and vision that coordinates curriculum, monitor progress, and assist teachers in removing barriers that impede instruction positively influence the educational environment and student academic success. By being knowledgeable about leadership dispositions and utilizing the data in this study, principals and assistant principals can appropriately cater to the specific preference of teachers at varying stages of their careers, thus creating a positive school climate.

Universities and other preparatory programs for school administrators must focus on building leadership dispositions in their principal preparation programs to create healthy school climates. Future principals and assistant principals will enter the education field with the skills necessary to build positive school climates and practice leadership dispositions desired among their staff. Diminishing the focus on leadership dispositions and school climate in the preparation process inadequately prepares leaders to exhibit successful leadership behaviors that will, in turn, create a positive school climate and build success in the field.

School districts must take the time to intentionally and routinely ask teachers what leadership dispositions occur in the school, which are preferred, and perform surveys to rate the school climate (often referred to as a *pulse survey*). Superintendents placing administrators in specific schools could also utilize the survey to determine administrators who exhibit certain traits that best serve the school climate needs. The

literature review and the survey results from participants in this study indicated that leadership behavior can affect the school climate. Further, the theoretical frameworks supported this notion and the need to accept change in leadership dispositions while catering to teacher preferences.

Resistance to change is a very normal reaction. It responds to situations that pose a danger to the well-known status quo or school leadership. Hersey and Blanchard's (1969) model resulted in a highly effective manner for administrators to identify their best leadership style and behaviors for any situation (Graeff, 1983). Hersey and Blanchard argued that different leadership situations require different methods. Effective leaders should be able to modify dispositions to meet most of the preferences of leadership ideals of the staff.

As noted, concerning the preference for transactional leadership, teachers perceive a good school climate when the leader created guidelines and helped protect teachers from distractions. Administrative tasks that consume much of a teacher's time (e.g., state reporting, assessment) could decrease if leadership created guidelines to parse those tasks to administrative personnel, freeing the teacher to spend more time on teaching-related tasks. While ranked as nine out of the 21, *involvement in curriculum, instruction, and assessment* was ranked as a top 3 choice by teachers on the Marzano (2005) question 26 times (11.9%); this aligned with *the school leader establishes a set of standard operating procedures and routines* in model 2. Working with teachers should be a leadership priority, an implication supported by the matched pair correlations of *leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance* and *boundaries, procedures, and duties are flexible*

or shared, both of which went into BLR model 3 (and in which the latter was found to be a significant predictor variable). Further, not only working with teachers but constructing an atmosphere of empowerment for the teacher. Model 3 also produced a significant predictor variable *that workers are empowered to act and make decisions*, indicating that giving teachers a stake in the process creation and execution can benefit all, including the students, if the school climate is improved.

Leaders' emotional aspects and dispositions during change can be crucial in supporting or creating a positive school climate. Although there are many different reasons for change, failure to acknowledge leadership dispositions and the effects on school climate can create a mismatch in school leaders and create a hostile school climate. Utilizing this survey can support leaders by emphasizing teachers' needs instead of the process and helping administrators be cognizant of their dispositions and teachers' views of the school climate.

Limitations of Study

A few noted limitations in this study may have affected the findings. The variable of *healthy school climate* may be too simplistic to fully capture the relationships between criterion and predictors. Perhaps a different approach may have been to describe the climate variable into several components extracted from the literature and seen as contributing to a good work environment (e.g., positive human interaction, work with social value, and some level of control over a person's work; Hattrup et al., 2020). With component dimensions of climate, a more robust set of models may have been possible, with more granular relationships to specific emphases of what constitutes a good work climate.

Data collection was limited to eight North Carolina School Districts. Principals performed a self-analysis of their leadership dispositions—their perceptions may not be as accurate as an assessment by their peers. Another limitation was that through their training and experience, administrators should better understand what traits and behaviors are most important for leaders to possess and even which traits and behaviors teachers would most like to see. Question 7 in demographics asked participants *how many years they have taught*, including the current year. The researcher assumed that administrators included leadership experience and answered as years in education. The analysis for this study relied solely on responses to the items on the survey. Neither field observations nor interviews were built into the data collection model to supplement the results. Responses from administrators and teachers focused on a singular snapshot of their perceptions of the school climate and influence at the time of questionnaire administration.

Influence and perceptions may have easily altered after survey completion. No follow-up contact was entered into the data collection design to see if the influence and perceptions recorded on the survey were maintained. Finally, COVID-19 may have introduced a limitation in the data collection process. While the G*Power analysis provided an N-value to achieve reliability in the sample size and results, acquiring the needed responses was difficult and time-consuming due to the refusal by administrators, likely based on their heavy workloads, to disseminate the survey information. Some researchers have noted that survey response rates have decreased since the onset of the global COVID-19 pandemic in early 2020 (Amaral et al., 2022; De Koning et al., 2021; Hensen et al., 2021; Simonetti et al., 2020). A larger sample size may have produced a higher effect size in the regression models, but the results still fell within the bounds of

the alpha measure. Regardless, the need to repeatedly review the response rate, then review the remaining list of potential responders by district created a barrier (though not insurmountable) to smooth data collection.

Recommendations for Further Research

There are many ideas as there are variables about school climate. For example, gender in leadership is a topic that many authors have extensively explored. This study combined the preferences of all school administrators and teachers regarding their preferred disposition and practiced behaviors. However, one which examines the traits and dispositions of male and female administrators to determine the most frequently practiced by each gender could provide interesting data. Several avenues of additional research emerged from the results of this study, with each discussed below, organized by the research question and results leading to the suggestion.

RQ1: Teacher demographics and preference for transformational or transactional leadership styles

While only one independent variable in BLR model 1 showed significance (years of teaching experience), rejecting the null hypothesis opens the door for future research on that significant finding. Knowing that additional years in service means an increased preference for transactional leadership could facilitate an additional regression analysis, with years of service as the starting point to choose additional independent variables. Such variables could include components related to their time in service, for example, level of satisfaction with their teaching environment, resources available to the teacher, teaching assignments, student behavior issues, colleague collegiality, relationship with

their supervisor, salary range, and perceptions of recognition for work or official accolades. Further, even though other demographics did not show significance in the present model, they may emerge as significant in a new dependent-independent relationship. Therefore, the researcher argues to include ethnicity, age, and gender in such a future study. The results of this study could serve to understand further why time in service appears to be related to the preference for transactional leadership.

RQ2: Leadership dispositions and a healthy school climate (teacher's perspective)

BLR model 2 showed two significant independent variables related to the independent variable of good work climate. First, the school leader protects teachers from issues and influences that would detract from their teaching time or focus, which was significant, but with a low Beta coefficient. A complete study on this variable may prove challenging since protecting someone from abstract concepts like issues and influences could be highly subjective. However, the other independent variable in the model invites an intriguing study possibility. The predictor variable, *the school leader, establishes standard operating procedures (SOP) and routines* divided into the various SOP components. The variables could then regress against any one of several candidates for the criterion variable, such as the leader's perceived effectiveness, a good working climate, or the perceived health of the institution. The SOP components could derive from an archival analysis focused on the administrator's procedures and policies. Triangulation could be achieved by interviewing teachers and thematically coding the results, then determining if the emergent themes support the regression results. This study may offer insight into what aspects of a leader's operational habits contribute positively to the institution as measured by some criterion related to advancement or environment

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and whether staff feels the policies and procedures initiated by the administrator are effective.

RQ3: Leadership disposition preferences as reported by teachers, administrator exhibition of those preferences, and a healthy school climate

Recall that two parts comprised RQ3, with part one being a correlation matrix to determine which matched pairs of the same question aligned between teachers and administrators. Four matched pairs emerged and were then used in BLR model 3, regressed against the criterion variable *healthy school climate*. Two independent variables showed significance, and similar to the suggestion for the first significant variable in RQ2, both of the independent variables in BLR model 2 could prove difficult to study due to their subjective nature. The first variable that showed significance was that *boundaries, procedures, and duties are flexible or shared*. I do not believe this finding would lend itself to quantitative analysis. However, the qualitative method using a narrative inquiry design (phenomenology) with a semi-structured interview approach might be a successful research construct to obtain data on participants' lived experiences concerning interactions with flexible supervisors. Given the nature of the second significant finding from BLR model 3, *workers are empowered to act and make decisions*, and a similar approach is possible.

RQ4: Administrator demographics and preference for transformational or transactional leadership styles

In a near-identical result from BLR model 1, BLR model 4 revealed that administrators preferred transactional leadership as years in service increased. The approach to additional research based on this finding closely mirrored the suggestion for

the RQ1 results. The substantive difference, however, would be in selecting independent variables. As opposed to constructs related to teaching, here the researcher would choose those related to administration (although some overlap would naturally exist), including predictor variables such as graduation, persistence, and retention rates of the institution, perception of teacher work ethic, perception of other top-level administrators' work ethic (such as department heads or vice principals), satisfaction with their position, colleague collegiality, salary range, perception of support from higher authorities (e.g., local and state boards), and perceptions of recognition for work or official accolades. Similar to the RQ1 suggestion, other demographics did not show significance; their inclusion in this suggested study may allow them to emerge as significant in this dependent-independent pairing. Thus, ethnicity, age, and gender should be included in such a study. Results could enhance the understanding of why time in service and the preference for transactional leadership are related.

RQ5: Leadership dispositions and a healthy school climate (administrator's perspective)

Another avenue of research could feature an in-depth analysis via surveys and interviews of the impact of training and rewards for performance. Results for RQ5 showed that administrators were over 4 times more likely to find the school climate amiable when their leader not only recognized their accomplishments but took steps to ensure the staff received adequate training on new developments in the field (independent variable: *the school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture).* Such a study could focus on the types of training received, the frequency and

type of praise and reward, and attempt to correlate the data between those two considerations. Further, if leaders were the focus, demographics, and other data, such as those mentioned in the suggestions for RQ4, could be collected and then regressed against the independent data to determine which type of leader is more likely to offer modes for the current topic discussions and training. A study of this nature may inform school administrators about the efficacy of professional development and rewarding performance.

Administrators could be surveyed or rated by the faculty to measure proficiency or level of practice in each disposition. Such a study could analyze leadership capacity other than self-rating, as was used for the leadership behaviors in this study. The preferred or practiced leadership traits and behaviors of administrators at schools determined to be *low performing*, based on state or national standards, compared to those at *high-performing* schools could also provide insight into dispositions. An addition might be to include the climate survey to examine the correlation between climate and the dispositions of the administrators or the characteristics desired by faculty.

RQ6: Leadership disposition preferences as reported by administrators, administrator exhibition of those preferences, and a healthy school climate

One independent variable emerged as significant from BLR model 6, providing a thought-provoking avenue for a future study. When regressed against *healthy school climate* as the dependent variable, the independent variable *leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance*; it was found that administrators were 5.4 times more likely to state that the school climate was healthy. In an academic institution, performance metrics should

abound through student evaluations, accreditation reports, course outcomes assessments, or job performance reviews (to name a few). A multivariate regression is possible here, in which the *healthy school climate* criterion variable could fall on a Likert-type scale of equal interval (e.g., 0 = very bad climate; 1 = bad climate; 2 = neutral climate; 4 = good climate; 5 = excellent climate). Independent variables could be taken from the types of reporting mentioned above, cleaned, and coded to fall onto equal or comparable intervals. With a ratio variable as the dependent, the independents regressed against it could provide information on what variables cause the climate to fluctuate (using nested modeling). Such a study may be valuable in determining how failures could become successes. Understanding what failures exert the most influence on a school climate would provide administrators with a starting point to address the most disproportional failure points and hopefully increase the perceived working climate.

Conclusion

The survey results showed parallels and variations in the views of principals, assistant principals, and teachers regarding leadership characteristics and how those characteristics related to the school's culture. Administrators must keep in mind the preferences of their teachers to effectively guide their personnel in exhibiting the attitudes and actions that current research has revealed as essential for fostering a positive school climate. The research in this study can help identify the leadership that North Carolina administrators and teachers value most highly and the transactional and transformational leadership attributes exhibited. Knowing how to manage schools successfully while demonstrating those dispositions will, in turn, foster a healthy school climate as a result of identifying teachers' preferred leadership dispositions.

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Appendices

Appendix A: Survey

You are invited to participate in a research study focused on exploring the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deem essential in leadership development and creating positive school climate attributes used by school administrators in North Carolina school districts in the day-to-day operations. The researcher will investigate how these preferences and factors influence school climate. North Carolina created Standards for School Executives (North Carolina Standards for School Executives, 2013), which the State Board of Education authorized to manage these schools properly. Although these school reforms aim to transform how schools are governed, principals or assistant principals often lack the requisite leadership skills. Hence, this study will add to the existing scientific research regarding leadership in K-12 schools and provide a framework to guide school administrators in governing schools across North Carolina. When one examines the range of changes an administrator may make to the school, leadership style is essential to the school's effectiveness and climate. Thus, this study is essential for the governance of schools concerning overall performance.

If you agree to be part of the research study, you will be asked to complete a survey via SurveyMonkey in one sitting. SurveyMonkey will store the completed surveys for the researcher. To participate in this study, participants must meet the following eligibility criteria: be a current North Carolina teacher or administrator, employed by one of the following districts:

District 1- Bertie County Schools
District 2- Brunswick County Schools
District 3- Lee County Schools
District 4- Hoke County Schools
District 5-Forsyth County Schools
District 6-Gaston County Schools
District 7- Watauga County Schools
District 8- Swain County Schools

INFORMED CONSENT

Title: Teacher Preference of Principal Leadership Style: Transformational or Transactional

Principal Investigator: Candie Greer

Department: Educational Leadership (Appalachian State University)

Contact Information: greercn@appstate.edu

Committee Chair Contact: Dr. Christopher Cook: cookcm5@appstate.edu

Please respond to all prompts. This survey should take approximately 10 to 15 minutes to complete.

Information to Consider about this Research

Your participation in this research is entirely voluntary, and you should decide to participate on your own, without influence from other participants. It is your choice whether to participate or not. If you choose not to participate, you will not be included in this study, and the choice you make will have no bearing on your job or any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Once you start, you can withdraw from the study at any time without any repercussions. The research study results may be published, your identity will remain confidential, and your name will not be made known to any outside parties. The survey is designed so that the participants cannot be identified in any way.

In this research, there are no foreseeable risks to you. You do not have to answer any question you do not wish to.

There will be no direct benefit to you, but your participation will likely help me find out more about teacher preferences of leadership dispositions and overall improve school climate.

If you have questions about this research study, you may contact me, Candie Greer, at (greercn@appstate.edu) or my Committee Chair, Dr. Christopher Cook, (cookcm5@appstate.edu).

The Appalachian State University Institutional Review Board (IRB) has reviewed and approved this study and its survey protocols.

* 1. Informed Consent Agreement

◯ I acknowledge that I am at least 18 years old, have read the above information, and agree to participate by continuing to the research procedures.

◯ I am not over 18 OR I do not agree to participate.

Leadership and School Climate Survey

Demographics and School Climate

Piedmont-Triad DISTRICT 5

North Central DISTRICT 3

Northeast DISTRICT 1

Northwest DISTRICT 7

Western DISTRICT 8

Southwest DISTRICT 6

Sandhills DISTRICT 4

Southeast DISTRICT 2
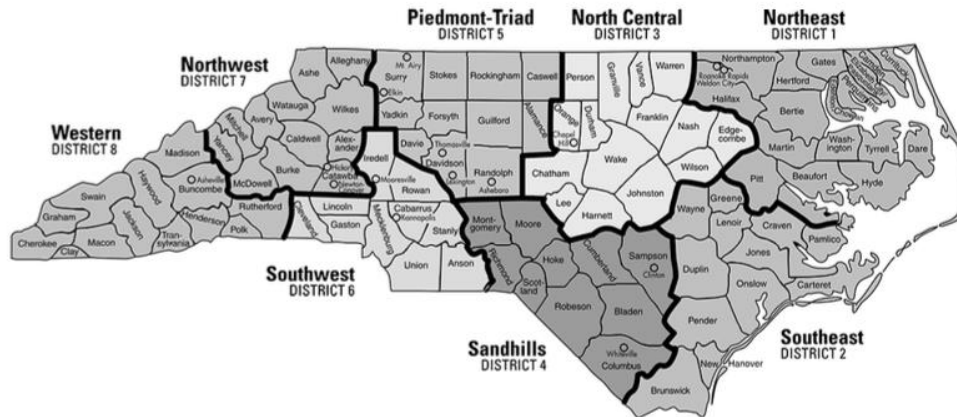
Please make sure to answer all questions as incomplete surveys may become unusable (especially if the initial demographic questions are skipped). Thank you!

* 2. Which North Carolina State Board of Education District do you serve?

[▲▼]

* 3. How do you describe your school community?

◯ Urban

◯ Suburban

◯ Rural

* 4. What is your age

[   ]

* 5. Which race/ethnicity best describes you? (Please choose only one.)

◯ American Indian or Alaskan Native

◯ Asian / Pacific Islander

◯ Black or African American

◯ Hispanic

◯ White / Caucasian

◯ Multiple ethnicity / Other (please specify) / Prefer not to state

[   ]

* 6. What is your gender?

  ○ Female

  ○ Male

  ○ I prefer not to answer

  ○ I prefer to describe as:

  [   ]

* 7. Including this year, how many years of teaching experience do you have? (Please enter a whole number)

  [   ]

* 8. What grade level do you teach?

  ○ Elementary (K-5)

  ○ Middle (6-8)

  ○ High (9-12)

  ○ Other (please specify)

  [   ]

* 9. What is the highest level of education you have completed?

  ○ Bachelor's degree

  ○ Masters degree

  ○ Advanced sixth-year degree or Ed.S.

  ○ Ph.D., Ed.D., or other doctoral degree, including professional degrees (e.g., M.D., D.D.S.)

  ○ Prefer not to answer

  [   ]

These next few questions deal with your overall perception of your preferred leadership style, that of your administrators, and the perceived health of your school's climate (e.g., working conditions, the happiness of staff and students, perceived level of enjoyment of one's job).

Overall Climate

* 10. How do you rate the overall health of the climate at your school? (Note: There are just two options here, so think about the work climate holistically; what is your overall feeling about your place of work's climate?)

  ○ Not a good work climate

  ○ Good work climate

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Professional Collaboration

11. Teachers and staff discuss instructional strategies and curriculum issues.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

12. Teachers and staff work together to develop the school schedule.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

13. Teachers and staff are involved in the decision-making process with regard to materials and resources.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

14. The student behavior code is a result of collaboration and consensus among staff.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

15. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

Affiliative Collegiality

16. Teachers and staff tell stories of celebrations that support the school's values.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

17. Teachers and staff visit/talk/meet outside of the school.
- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very frequently/always

18. Our school reflects a true "sense" of community.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

19. Our school schedule reflects frequent communication opportunities for teachers and staff.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

20. Our school supports and appreciates the sharing of new ideas.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

Self-determination/Efficacy

21. When something is not working in our school, the staff predict and prevent rather than react and repair.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

22. School members are interdependent and value each other.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

23. Members of our school community seek alternatives to problems/issues rather than repeating what is always done.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

24. Members of our school community seek to define problems rather than blame.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

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18. Our school reflects a true "sense" of community.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

19. Our school schedule reflects frequent communication opportunities for teachers and staff.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

20. Our school supports and appreciates the sharing of new ideas.

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○ Sometimes

23. Members of our school community seek alternatives to problems/issues rather than repeating what is always done.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

24. Members of our school community seek to define problems rather than blame.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

25. The school staff is empowered to make decisions rather than waiting for supervisors to tell them what to do.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

26. People work here because they enjoy and choose to be here.

○ Never   ○ Often

○ Rarely   ○ Very frequently/always

○ Sometimes

Leadership Styles: For the next two questions, call upon these definitions of leadership for reference:

Transformational Leadership: Growth-minded leadership style in which the leader is always seeking change, always pushing people out of their comfort zone through goal setting and deadlines to meet those goals.

Transactional Leadership: The leader rewards the employee for the work that they do, with fairly strict guidelines as to what constitutes the completion of work. Transactional leaders establish clear roles and responsibilities for their subordinates.

* 27. **Teachers**, **consider this question:** What leadership style do you think *your administrators exhibit*?

Administrators, **consider this question:** What leadership style *do you think **you** exhibit*?

○ Transactional Leadership

○ Transformational Leadership

Your position

* 28. Are you a teacher, assistant principal, or a principal?

○ Teacher

○ Assistant principal

○ Principal

Leadership and School Climate Survey

Teacher's Leadership Disposition Preferences

A list of leadership dispositions is listed below. Using the sliding scale, choose the behaviors you feel your principal/assistant principal generally exhibit, where

1 = "never"

2 = "rarely"

3 = "occasionally"

4 = "frequently"

5 = "very frequently"

Alternatively, you can enter a whole number from 1 to 5 in the box to the right of the slider.

29. Close monitoring/supervision of employees

Never	Occasionally	Very frequently	

30. Employees are given autonomy to manage themselves.

Never	Occasionally	Very frequently	

31. Rewards (tangible or intangible) are given when employees meet goals, expectations, standards, and levels of performance.

Never	Occasionally	Very frequently	

32. Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.

Never	Occasionally	Very frequently	

33. Consequences for failure to meet goals, expectations, standards, and levels of performance are given.

Never	Occasionally	Very frequently	

34. Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.

Never	Occasionally	Very frequently	

35. Clear boundaries, procedures, and duties for all personnel are given.

Never	Occasionally	Very frequently	

36. Boundaries, procedures, and duties are flexible or shared.

Never   Occasionally   Very frequently

37. Individual accomplishment is recognized over group accomplishment.

Never   Occasionally   Very frequently

38. Group accomplishment is recognized over individual accomplishment.

Never   Occasionally   Very frequently

39. The principal/assistant principal demonstrates active, participatory leadership.

Never   Occasionally   Very frequently

40. The principal/assistant principal practices hands-off leadership.

Never   Occasionally   Very frequently
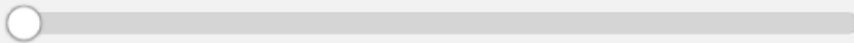
41. Workers are empowered to act and make decisions.

Never   Occasionally   Very frequently

42. Workers are given instructions and directions to follow.

Never   Occasionally   Very frequently

43. Risk-taking is encouraged.

Never   Occasionally   Very frequently

Leadership Dispositions: Levels of Importance

Please read the description carefully, then use the slider to indicate the level to which you think a school principal/assistant principal's possession of that disposition fosters a positive school climate.

where

1 = "very unimportant"
2 = "unimportant"
3 = "moderately important"
4 = "important"
5 = "very important"

*Think in _general_ terms, _NOT about your school leaders specifically_.

44. The school leader protects teachers from issues and influences that would detract from their teaching time or focus.

Not at all important   Very important

45. The school leader establishes a set of standard operating procedures and routines.

Not at all important   Very important

46. The school leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices.

Not at all important   Very important

47. The school leader establishes clear goals and keeps those goals at the forefront of the school's attention.

Not at all important   Very important
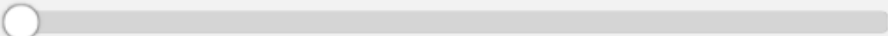
48. The school leader provides teachers with the material and professional development necessary for the successful execution of their jobs.

Not at all important   Very important
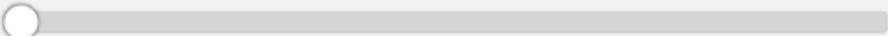
49. The school leader is knowledgeable about the current curriculum, instruction, and assessment practices.

Not at all important   Very important
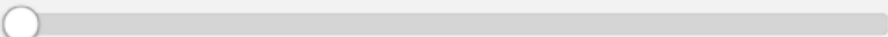
50. The school leader fosters shared beliefs and a sense of community and cooperation.

Not at all important   Very important
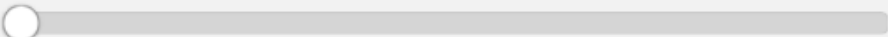
51. The school leader has quality contact and interactions with teachers and students.

Not at all important   Very important

52. The school leader recognizes and rewards individual accomplishments.

Not at all important   Very important
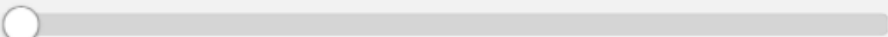
53. The school leader establishes strong lines of communication with teachers and among students.

Not at all important   Very important
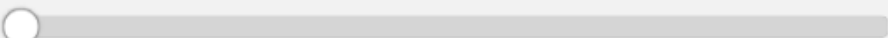
54. The school leader is an advocate and spokesperson for the school to all stakeholders.

Not at all important   Very important
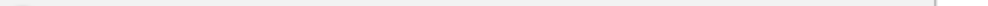
55. The school leader recognizes and celebrates school accomplishments and acknowledges failures.

Not at all important   Very important

56. The school leader demonstrates an awareness of the personal aspects of teachers and staff.

Not at all important   Very important

57. The school leader involves teachers in the design and implementation of important decisions and policies.

Not at all important   Very important

58. The school leader is willing to actively challenge the status quo.

Not at all important   Very important

59. The school leader communicates and operates from strong ideals and beliefs about schooling.

Not at all important   Very important

60. The school leader adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

Not at all important   Very important

61. The school leader inspires and leads new and challenging innovations.

Not at all important   Very important

62. The school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.

Not at all important   Very important

63. The school leader is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

Not at all important   Very important

64. The school leader monitors the effectiveness of school practices and their impact on student learning.

Not at all important   Very important

* 65. Given the leadership disposition characteristics below, choose what you feel are the top three most important (you must select *exactly three* characteristics).

☐ Visibility

☐ Communication

☐ Situational Awareness

☐ Discipline

☐ Order

☐ Involvement in Curriculum, instruction and assessment

☐ Focus

☐ Resources

☐ Knowledge of Curriculum, instruction and assessment

☐ Culture

☐ Contingent Rewards

☐ Outreach

☐ Affirmation

☐ Relationships

☐ Input

☐ Change Agent

☐ Ideals/Beliefs

☐ Flexibility

☐ Optimizer

☐ Intellectual Stimulation

☐ Monitors and Evaluates

Leadership Dispositions: Preferred or Displayed (position-specific)

The following questions are a list of leadership style dispositions.

TEACHERS: Read each prompt carefully, and select to what extent *you prefer* **your** *principal/assistant principal to exhibit each behavior,* **where**

1 = "not at all preferred"
2 = "low preference"
3 = "moderate preference"
4 = "high preference"
5 =" very high preference"

ADMINISTRATORS: Choose the behaviors you feel *you generally exhibit*, **where**

1 = "never"
2 = "rarely"
3 = "occasionally"
4 = "frequently"
5 = "very frequently/always"

66. Close monitoring/supervision of employees

Not preferred // Rarely or never   Highly preferred // Very frequently or always

67. Employees are given autonomy to manage themselves.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

68. Rewards (tangible or intangible) are given when employees meet goals, expectations, standards, and levels of performance.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

69. Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

70. Consequences for failure to meet goals, expectations, standards, and levels of performance.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

71. Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

72. Clear boundaries, procedures, and duties for all personnel.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

73. Boundaries, procedures, and duties are flexible or shared.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

74. Individual accomplishment is recognized over group accomplishment.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

75. Group accomplishment is recognized over individual accomplishment.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

76. Active, participatory leadership

Not preferred // Rarely or never   Highly preferred // Very frequently or always

77. Hands-off leadership

Not preferred // Rarely or never   Highly preferred // Very frequently or always

78. Workers are empowered to act and make decisions.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

79. Workers are given instructions and directions to follow.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

80. Risk-taking is encouraged.

Not preferred // Rarely or never   Highly preferred // Very frequently or always

Appendix B: Data Recoding and Dummy Regressor Constructions

Table B1

Initial Recoding

Initial	Recoded
COMMUNITY	
Urban	3
Suburban	2
Rural	1
RACE/ETHNICITY	
American Indian or Alaskan Native	7
Asian Pacific Islander	6
Black or African American	5
Hispanic	4
Prefer not to state	3
Multiple ethnicity	2
White Caucasian	1
GENDER	
Female	3
Male	2
Prefer not to state	1
GRADE TAUGHT	
High (9-12)	4
Middle (6-8)	3
Elementary (K-5)	2
PreK	1
Administration (dummy)	0
EDUCATIONAL ATTAINMENT	
Ph.D., Ed.D., or other doctoral degree, including professional degrees (e.g., M.D., D.D.S.)	4
Advanced sixth-year degree or Ed.S.	3
Master's degree	2
Bachelor's degree	1
DV_CLIMATE	
Good work climate	1
Not a good work climate	0
LIKERT-TYPE GENERAL	
Very frequently or always	5
Often	4
Sometimes	3
Rarely	2
Never	1

DV_LEADERSHIP	
Transactional Leadership	1
Transformational Leadership	0
JOB_TITLE	
Principal/Assistant Principal	1
Teacher	0

Table B2

Dummy Regressors, Geographic Setting

Variable	Regressor 1	Regressor 2
	Geographic Setting	Geographic Setting
Urban	1	0
Suburban	0	1
Rural	0	0

Table B3

Dummy Regressors, Race/Ethnicity

Variable	Regressor 1	Regressor 2
	Race/Ethnicity	Race/Ethnicity
White Caucasian	1	0
Non-White/Caucasian	0	1

Table B4

Dummy Regressors, Gender

Variable	Regressor 1	Regressor 2
	Gender	Gender
Female	1	0
Male	0	1
Prefer not to State	0	0

Table B5

Dummy Regressors, Grade Level Taught

Variable	Regressor 1	Regressor 2
	Grade Taught	Grade Taught
High (9-12)	1	0
Middle (6-8)	0	1
Elementary (K-5) (add the errant pre-k)	0	0

Table B6

Dummy Regressors, Educational Attainment

Variable	Regressor 1 Attainment	Regressor 2 Attainment	Regressor 3 Attainment
Ph.D., Ed.D., or other doctoral degree, including professional degrees (e.g., M.D., D.D.S.)	1	0	0
Advanced sixth-year degree or Ed.S.	0	1	0
Master's degree	0	0	1
Bachelor's degree	0	0	0

Appendix C: Superintendent Permission to Conduct Research

Dear Superintendent,

The purpose of this email is to ask your permission to recruit the principals, assistant principals and teachers from your district to participate in a study to conduct the research titled Teacher Preference of Administrator's Leadership Style: Transformational or Transactional. I will abide by all policies and procedures required by the school district to ensure that these requirements are followed in the conduct of this research.

Sincerely,

Candie Greer

Appendix D: Email to Principals and Assistant Principals

RE: Permission to Conduct Research Study

Dear Principal and Assistant Principal:

I am writing to request permission to conduct a research study at your school. I am currently enrolled in the School of Education, Appalachian State University, and am in the process of writing my doctoral dissertation. The study is entitled Teacher Preference of Principal Leadership Style: Transformational or Transactional.

I hope to recruit teachers from your school to complete an anonymous online survey.

If you agree, you will also complete an online survey. The survey process should take no longer than 20 minutes. Administrators and teacher participants could complete the survey at home. The survey results will be pooled for the dissertation results, and individual results of this study will remain confidential and anonymous. Should my study be published, only pooled results will be documented. No costs will be incurred by either your school/center or the individual participants.

Your approval to conduct this study will be greatly appreciated. I would be happy to answer any questions or concerns you may have. Please email me at [email redacted]. If you agree, kindly continue to the online survey.

Sincerely,

Candie Greer

Doctoral Candidate, Appalachian State University

Appendix E: Invitation to Teachers

Dear Teachers,

I hope to recruit teachers from various schools in North Carolina to complete an anonymous online survey for my research titled Teacher Preference of Principal Leadership Style: Transformational or Transactional. If you agree to participate, please complete the following online survey.

You can complete the survey in your classroom or another quiet setting of your convenience. The survey process should take no longer than 20 minutes. The survey results will be pooled for my dissertation results, and individual results of this study will remain confidential and anonymous. Should my study be published, only pooled results will be documented. No costs will be incurred by you.

Your approval to take part in this study will be greatly appreciated. You may follow up with an email, and I would be happy to answer any questions or concerns you may have. You may contact me at my email address: [email redacted].

Sincerely,

Candie Greer

Appendix F: Flyer (Teacher)

WHAT KIND OF SCHOOL LEADERSHIP DOES NC TEACHERS PREFER? WHAT KIND OF SCHOOL LEADERSHIP DOES YOUR LEADERS DEMONSTRATE? HOW DO YOU RANK YOUR SCHOOL CLIMATE?

I am asking you to participate in an online survey! You may choose your preference. This will help me gather research for my dissertation on Teacher Preference of Principal Leadership Style: Transformational or Transactional

- You will be respected during all study interactions.
- Your name will not be used during any stage of the research process to keep your identity confidential.
- Each participant will be assigned an alphanumeric code not explicitly linked to key demographics or other identifying data to protect the study participants.
- A video recording will not be used.
- There are no known risks to the health or well-being of the study participants.
- You will be reassured that the study has no bearing on their current employment.
- You may withdraw from the study at any time, and all information will be destroyed

Please contact me at [email redacted]

Appendix G: Flyer (Administrator)

WHAT KIND OF NC SCHOOL LEADER ARE YOU? WHICH LEADERSHIP DISPOSITIONS DO YOU MOST PORTRAY? HOW DO YOU RANK YOUR SCHOOL CLIMATE?

I am asking you to participate in an online survey! Describe your leadership style! This will help me gather research for my dissertation on Teacher Preference of Principal Leadership Style: Transformational or Transactional

- You will be respected during all study interactions.
- Your name will not be used during any stage of the research process to keep your identity confidential.
- Each participant will be assigned an alphanumeric code not explicitly linked to key demographics or other identifying data to protect the study participants.
- A video recording will not be used.
- There are no known risks to the health or well-being of the study participants.
- You will be reassured that the study has no bearing on their current employment.
- You may withdraw from the study at any time, and all information will be destroyed

Please contact me at [email redacted]

Appendix H: Informed Consent

Title: Teacher Preference of Principal Leadership Style: Transformational or Transactional
Principal Investigator: Candie Greer
Department: Educational Leadership
Contact Information: [email redacted]
Committee Chair Contact: Dr. Christopher Cook: [email redacted]

Information to Consider about this Research

You are invited to participate in a research study focused on exploring the relationship between leadership dispositions and behaviors North Carolina teachers and school administrators deem essential in leadership development and creating positive school climate attributes used by school administrators in North Carolina school districts in the day-to-day operations. The researcher will investigate how these preferences and factors influence school climate. North Carolina created Standards for School Executives (North Carolina Standards for School Executives 2013), which the State Board of Education authorized to manage these schools properly. Although these school reforms aim to transform how schools are governed, principals or assistant principals often lack the requisite leadership skills. Hence, this study will add to the existing scientific research regarding leadership in K–12 schools and provide a framework to guide school administrators in governing schools across North Carolina. When one examines the range of changes an administrator may make to the school, leadership style is essential to the school's effectiveness and climate. Thus, this study is essential for the governance of schools concerning overall performance.

If you agree to be part of the research study, you will be asked to complete a survey via SurveyMonkey in one sitting. SurveyMonkey will store the completed surveys for the researcher. To participate in this study, participants must meet the following eligibility criteria: be a current North Carolina teacher or administrator, employed by one of the following districts:

District 1- Bertie County Schools
District 2- Brunswick County Schools
District 3- Lee County Schools
District 4- Hoke County Schools
District 5-Forsyth County Schools
District 6-Gaston County Schools
District 7- Watauga County Schools
District 8- Swain County Schools

Your participation in this research is entirely voluntary, and you should decide to participate on your own, without influence from other participants. It is your choice whether to participate or not. If you choose not to participate, you will not be included in this study, and the choice you make will have no bearing on your job or any work-related

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evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Once you start, you can withdraw from the study at any time without any repercussions. The research study results may be published, your identity will remain confidential, and your name will not be made known to any outside parties. The survey is designed so that the participants cannot be identified in any way.

In this research, there are no foreseeable risks to you. You do not have to answer any question you do not wish to.

There will be no direct benefit to you, but your participation will likely help me find out more about teacher preferences of leadership dispositions and overall improve school climate.

If you have questions about this research study, you may contact me, Candie Greer, at [email redacted] or my Committee Chair, Dr. Christopher Cook, [email redacted].

The Appalachian State University Institutional Review Board (IRB) has reviewed and approved this study and its survey protocols.

I acknowledge that I am at least 18 years old, have read the above information, and agree to participate by continuing to the research procedures.

Appendix I: Survey Results Summary (content questions, non-demographic)

Survey Question	Mean	Median	Mode	SD	Variance
How do you rate the overall health of the climate at your school? (Note: There are just two options here, so think about the work climate holistically; what is your overall feeling about your place of work's climate?)	0.74	1.00	1	0.4380	0.1919
Teachers and staff discuss instructional strategies and curriculum issues.	3.56	4.00	4	0.6738	0.4540
Teachers and staff work together to develop the school schedule.	2.91	3.00	3	0.9093	0.8269
Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.16	3.00	4	0.8409	0.7070
The student behavior code is a result of collaboration and consensus among staff.	3.07	3.00	4	0.8932	0.7979
The planning and organizational time allotted to teachers and staff is used to plan as collective units or teams rather than as separate individuals	3.08	3.00	3	0.7980	0.6369
Teachers and staff tell stories of celebrations that support the school's values.	3.25	3.00	3	0.7247	0.5252
Teachers and staff visit or talk or meet outside of the school.	2.57	2.00	2	0.8058	0.6493
Our school reflects a true "sense" of community.	3.26	3.00	4	0.7898	0.6238
Our school schedule reflects frequent communication opportunities for teachers and staff.	3.05	3.00	3	0.8209	0.6739
Our school supports and appreciates the sharing of new ideas.	3.43	4.00	4	0.7578	0.5742
When something is not working in our school, the staff predict and prevent rather than react and repair.	3.12	3.00	4	0.8669	0.7515
School members are interdependent and value each other.	3.44	4.00	4	0.6672	0.4452
Members of our school community seek alternatives to problems or issues rather than repeating what is always done.	3.25	3.00	4	0.7883	0.6215
Members of our school community seek to define problems rather than blame.	3.24	3.00	4	0.8246	0.6800
The school staff is empowered to make decisions rather than waiting for supervisors to tell them what to do.	3.17	3.00	4	0.8182	0.6695

People work here because they enjoy and choose to be here.	3.54	4.00	4	0.6753	0.4560
Teachers, consider this question: What leadership style do you think your administrators exhibit? Administrators, consider this question: What leadership style do you think you exhibit?	0.46	0.00	0	0.4998	0.2498
Close monitoring/supervision of employees	3.35	3.00	4	1.1335	1.2847
Employees are given autonomy to manage themselves.	2.74	3.00	3	1.2091	1.4620
Rewards (tangible or intangible) are given when employees meet goals, expectations, standards, and levels of performance.	2.51	3.00	3	1.1329	1.2834
Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.	2.04	2.00	2	0.8619	0.7429
Consequences for failure to meet goals, expectations, standards, and levels of performance are given.	2.42	2.00	3	1.0653	1.1349
Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.	2.80	3.00	3	1.0209	1.0422
Clear boundaries, procedures, and duties for all personnel are given.	3.36	4.00	4	1.2615	1.5913
Boundaries, procedures, and duties are flexible or shared.	2.72	3.00	3	1.2443	1.5483
Individual accomplishment is recognized over group accomplishment.	2.64	3.00	2	1.1476	1.3170
Group accomplishment is recognized over individual accomplishment.	2.36	2.00	3	1.0891	1.1861
The principal/assistant principal demonstrates active, participatory leadership.	3.48	4.00	4	1.2217	1.4925
The principal/assistant principal practices hands-off leadership.	2.37	2.00	1	1.3120	1.7212
Workers are empowered to act and make decisions.	2.65	3.00	3	1.1336	1.2850
Workers are given instructions and directions to follow.	3.48	4.00	4	1.0937	1.1962
Risk-taking is encouraged.	2.24	2.00	3	0.9295	0.8640
The school leader protects teachers from issues and influences that would detract from their teaching time or focus.	4.21	4.00	4	0.8153	0.6647
The school leader establishes a set of standard operating procedures and routines.	3.94	4.00	5	1.1221	1.2592

The school leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	3.74	4.00	4	0.9695	0.9400
The school leader establishes clear goals and keeps those goals at the forefront of the school's attention.	4.10	4.00	4	0.8474	0.7180
The school leader provides teachers with the material and professional development necessary for the successful execution of their jobs.	4.08	4.00	4	0.8264	0.6830
The school leader is knowledgeable about the current curriculum, instruction, and assessment practices.	3.79	4.00	4	0.8747	0.7650
The school leader fosters shared beliefs and a sense of community and cooperation.	4.33	5.00	5	0.8270	0.6839
The school leader has quality contact and interactions with teachers and students.	4.49	5.00	5	0.8320	0.6923
The school leader recognizes and rewards individual accomplishments.	3.35	3.00	4	1.2137	1.4731
The school leader establishes strong lines of communication with teachers and among students.	4.38	5.00	5	0.8645	0.7473
The school leader is an advocate and spokesperson for the school to all stakeholders.	4.09	4.00	4	0.8392	0.7043
The school leader recognizes and celebrates school accomplishments and acknowledges failures.	3.93	4.00	4	0.8720	0.7603
The school leader demonstrates an awareness of the personal aspects of teachers and staff.	4.15	4.00	5	0.9644	0.9302
The school leader involves teachers in the design and implementation of important decisions and policies.	4.10	4.00	4	0.9237	0.8532
The school leader is willing to actively challenge the status quo.	3.81	4.00	4	0.8717	0.7599
The school leader communicates and operates from strong ideals and beliefs about schooling.	3.96	4.00	4	0.8684	0.7541
The school leader adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	3.91	4.00	4	0.9470	0.8968
The school leader inspires and leads new and challenging innovations.	4.05	4.00	4	0.8699	0.7568

The school leader ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.	3.70	4.00	4	0.8281	0.6857
The school leader is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.	4.01	4.00	4	0.8494	0.7215
The school leader monitors the effectiveness of school practices and their impact on student learning.	4.05	4.00	4	0.8783	0.7714
Close monitoring/supervision of employees	2.57	2.00	2	1.2207	1.4901
Employees are given autonomy to manage themselves.	3.56	4.00	4	0.9940	0.9880
Rewards (tangible or intangible) are given when employees meet goals, expectations, standards, and levels of performance.	2.87	3.00	3	1.1796	1.3914
Rewards (tangible or intangible) are given when employees make progress toward goals, even before they have been met.	2.60	3.00	3	1.2062	1.4549
Consequences for failure to meet goals, expectations, standards, and levels of performance.	2.48	2.15	3	1.0476	1.0976
Leadership works with staff to find answers for failure to meet goals, expectations, standards, and levels of performance.	3.76	4.00	4	0.9218	0.8498
Clear boundaries, procedures, and duties for all personnel.	3.82	4.00	5	1.2929	1.6716
Boundaries, procedures, and duties are flexible or shared.	3.85	4.00	4	1.0757	1.1571
Individual accomplishment is recognized over group accomplishment.	2.64	3.00	3	1.1440	1.3088
Group accomplishment is recognized over individual accomplishment.	3.24	3.00	3	0.8959	0.8026
Active, participatory leadership	3.68	4.00	4	1.1827	1.3988
Hands-off leadership	2.55	2.00	2	1.2664	1.6037
Workers are empowered to act and make decisions.	3.50	3.87	3	1.0142	1.0287
Workers are given instructions and directions to follow.	3.43	4.00	5	1.3538	1.8329
Risk-taking is encouraged.	3.36	3.00	3	1.0698	1.1445

VITA

Candie Greer was born and raised in Lansing, North Carolina. Before attending Appalachian State University, she attended The University of North Carolina Greensboro, where she earned a Bachelor of Science in Elementary Education. While attending ASU, she earned a Master of Arts in Educational Media and School Administration. She also earned an Educational Specialist in Educational Administration. During her educational career, she has served as a classroom teacher and an instructional specialist, she currently serves as an assistant principal in Wilkes County.