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The Relationship Between the Teacher's Perception of the Principal's Leadership Style and Personal Motivation

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The University of Southern Mississippi

THE RELATIONSHIP BETWEEN THE TEACHER'S PERCEPTION OF THE
PRINCIPAL'S LEADERSHIP STYLE AND PERSONAL MOTIVATION

by

Aletta Marie Price

Abstract of a Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2008

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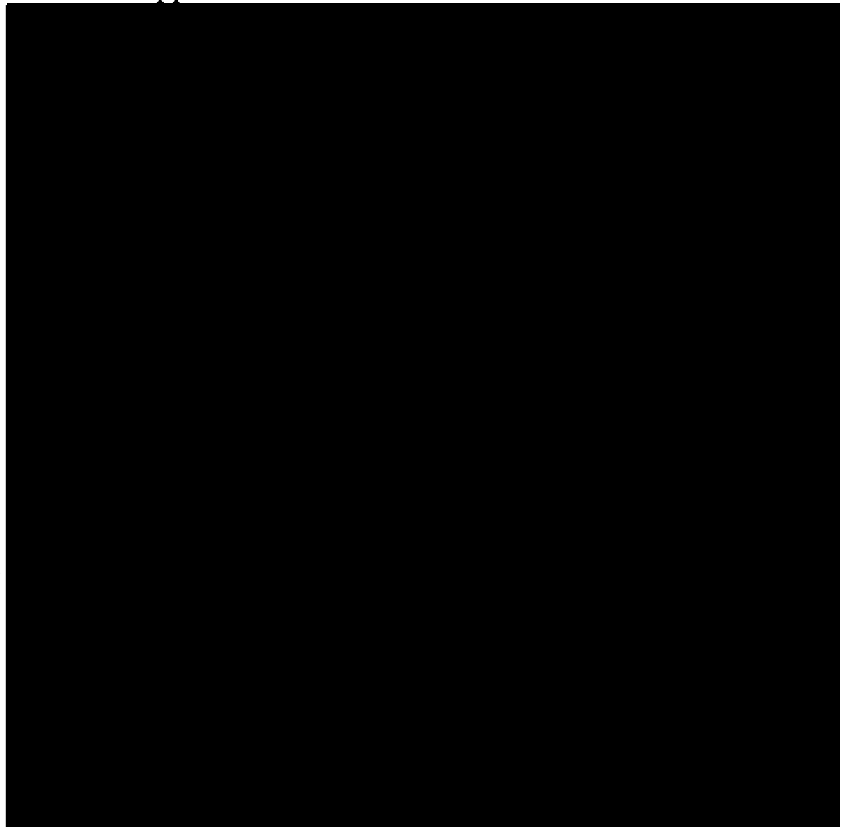
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ABSTRACT

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by Aletta Marie Price

December 2008

Educators world wide are shaping the future by the quality of education that they provide to the youth of today. Today's future relies on the impact teachers make on their students. Society, social security, and economic development are all dependent on future generations. Teachers are molding those future generations. It is no secret that if a teacher is motivated to do his/her best at enhancing education, that students have a better chance at being successful. Furthermore, if principals are exhibiting behaviors that improve teacher motivation, the result is not only an increase in student achievement, but a more successful school overall. If all this is true, the amount of energy put into research for student achievement, teacher motivation, and school leadership should always strive. It is widely known that motivation is vital to any organization, especially schools. According to MCREL, significant, positive correlations between student achievement and effective school leadership do, in fact, exist (Waters, Marzano, McNulty, 2004). This study set out to determine if there were significant relationships between the principal's leadership style and teacher motivation. A sample of 202 teachers was the subject of this study. The teachers were chosen from 9 schools that responded to a request to participate through the Harvard List Serve.

The survey measured the relationship of the principal's leadership score and the

teacher's current level of motivation. Data was observed using a correlation analysis.

Two of the three hypotheses were accepted in this study. There was a statistically significant relationship between the principal's autocratic leadership score and teacher motivation, and there was a statistically significant relationship between the principal's democratic leadership score and teacher motivation. The democratic score yielded a high positive correlation, therefore, the higher the democratic score, the higher the teacher motivation. The autocratic score yielded a significant negative correlation, thus, the higher the autocratic score, the lower the teacher motivation. There was no statistical significance between the principal's laissez-faire leadership score and the teacher's level of motivation.

This study found that there are certain principal behaviors, as perceived by teachers that do impact teacher motivation. The outcomes of the hypotheses of this study indicate that teachers tend to be more highly motivated by principals that demonstrate democratic characteristics of leadership, and less motivated by principals that demonstrate authoritative characteristics of leadership. Results from the respondents of this study reinforce the belief that teachers are more motivated when they have a direction connection and involvement in decision making, and when leaders their leaders value team work.

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CHAPTER I

INTRODUCTION

For years, education has been the backbone of our society. Parents have always wanted their children to grow up to be successful, self-supporting adults. Parents also realize that to do that, their children need a quality education. Every profession is a result of some type of education, whether it is academic or technical. Due to its importance, educators have spent years trying to determine the most effective way to provide a quality education. With today's focus on accountability and test scores, it has become even more important to find the most effective and efficient way to manage schools (Holloway, 2006).

Past research has proven the importance and the necessity of the role of the administrator in the school. Since the one room schoolhouse, teachers have had to uphold some administrative responsibility as well as teach a classroom full of students. Over time, teachers gained more and more administrative responsibility until the role of a principal evolved. Now we see the power a leader has over an organization. A common belief of many educators is simply that great leaders make great schools, and that poor leaders make poor schools. Based on this belief, administrators should insure safe climates that allow teachers to develop their own sense of importance, expertise, and awareness of their contribution to society and to the future (Leslie, 1989).

Together with the help of teachers and parents, administrators have the ability to greatly enhance the school environment, which ultimately will increase student achievement. Since education's goal is to instill in each child a desire to learn and to eventually create life long learners, it is logical to conclude that education needs

motivated teachers. Motivated teachers are more likely to produce motivated learners. Therefore, if there is a relationship between leadership style and teacher motivation, educators should work hard to determine the best match. Henry Kissinger once said, “The task of the leader is to get his people from where they are to where they have not been” (Clark, 1997). It is much easier to do that when the entire staff is motivated toward the same goal.

The definition of leadership has always been an interesting question to which there have been many different answers. As defined by Joseph Rost, “leadership is not the work of a single person, rather it can be explained and defined as a collaborative endeavor among group members, therefore the essence of leadership is not the leader, but the relationship” (Rost, 1991). Numerous researchers have spent years researching and identifying individual theories of what the different types of leadership styles are. Blake and Mouton (1985) developed the Managerial Grid. The grid is set up using two axes. The vertical axis is based on the amount of concern for people, and the horizontal axis is based on the amount of concern for task. For the extreme outliers in each quadrant, Blake and Mouton created four types of leaders: Authoritarian, Team Leader, Country Club, and Impoverished. The Authoritarian leader scored high on the grid for task, and low on the grid for relationship. People who get this rating are generally autocratic and are very hard workers, however, there is usually very little collaboration with others in decision-making. The authoritative leader generally expects people to do what they are told, without question. The Team Leader scored high on the task rating, and high on the relationship. This person is very much a team player that strives to build an environment in which all team members can reach their highest potential. The Team Leader is

normally responsible for some of the most productive teams. The Country Club Leader scored low on task, but high on relationship, and is usually more worried about hurting feelings than making quality decisions. This person generally uses reward power to encourage members and maintain discipline. The Impoverished Leader scored low on task, and low on relationship. This type of leader tends to delegate and disappear. These leaders are not committed strongly to anything, therefore, allowing members to basically manage themselves. The ideal score to be classified a Team Leader would be somewhere around a 9 on task and a 9 on concern. However, the other styles are useful as well (Blake & Mouton, 1985).

Others, such as Lewin and Lippitt in 1938, suggested that there are actually three different types of leaders, the autocratic, the democratic, and the laissez-faire. The autocratic leader generally tells others what to do, limits discussion on new ideas, and does not normally experience the feeling of teamwork. Although it may be effective in some situations, such as when time is limited, it can be very ineffective in other situations. The democratic style promotes a sense of teamwork, and tends to involve group members in planning and carrying out activities. Even though the democratic style is probably proven to be the most effective, it does not tend to be productive when the group is unmotivated and/or time is limited. Lastly, the Laissez-Faire style of leadership gives little or no direction to the group at all. It can be effective when there is a high degree of skill and motivation among employees, but it can be a disaster when there is a low sense of team or independence (Lewin & Lippitt, 1938).

Hersey and Blanchard's solution to all of these different styles was contingency theory and their Situational Leadership Model. In this model, task and relationship are

again focused on, and there are also four quadrants (participates, sells, delegates, and tells), but another dimension is added to it. The additional dimension is the level of maturity of the organization. The Situational Leadership Model suggests that the leader's behavior needs to be different in order to meet the needs of the followers (Hersey & Blanchard, 1977).

A good leader, no matter the leadership style, needs to be able to motivate the staff. There are two basic categories of motivational theory, content theories and process theories. Content theories basically identify what motivates employees in the workplace, while process theories identify how motivation occurs in the workplace. Examples of content theories include Maslow's Hierarchy of Need Theory (Maslow, 1954), Alderfer's Existence Relatedness Growth Theory (Alderfer, 1972), and Herzberg's Motivation-Hygiene Theory (Herzberg, 1966). The Process theories of motivation include, Victor Vroom's Expectancy Theory (Vroom, 1964), Stacey Adam's Equity Theory (Adams, 1963), and Locke & Latham's Goal-Setting Theory (Locke and Latham, 1990). To first be able to get support from the staff, the leader needs to focus on basic human needs. Abraham Maslow (1954) developed a hierarchy of needs. There are 8 levels to this need pyramid. The needs begin with the physiological needs such as food, water, and shelter. The second level is safety, or the need to feel free from any immediate danger. Third, is a sense of belonging or love, and fourth is recognition or esteem. These first four needs must be met before any further needs can be met. The fifth need is a cognitive need, or the feeling of being able to contribute knowledge. Sixth, is aesthetic, or a sense of peace. Seventh, is the need of self-actualization, or a state of well-being. Lastly, eighth, is self-transcendence, or visionary intuition (Maslow, 1954).

Other researchers also thought it was important to first motivate by eliminating the deprivation of basic needs. Herzberg (1966) developed 2 factors called the Herzberg's Hygiene and Motivational Factors. These are very similar to Maslow's Hierarchy of Needs, but they are more easily identified in a work atmosphere. The first set of factors is related to hygiene or dissatisfiers. This list includes: working conditions, policies and administrative practices, salary and benefits, supervision, status, job security, fellow workers, and personal life. The second set, also known as motivators or satisfiers, are: recognition, achievement, advancement, growth, responsibility, and job challenge (Herzberg, 1966). Motivated teachers are vital to any school and again, if motivated teachers motivate students, then further efforts need to be made to do so. Although, it is important to understand that there is a difference between motivation and satisfaction. Most research in leadership and motivation has been done by measuring the satisfaction of the employees.

Several studies comparing leadership styles to teacher motivation have been done in the past, but the majority was done in the 1950's and the 1960's. Lewin and Lippitt (1938) and White and Lippitt (1960) conducted some studies to investigate the effects of democratic, autocratic, and laissez-faire patterns on group climate and group achievement. A large number of studies followed after that, but the results were mixed (Gallmeier, 1992), thus leading to a more recent study done in 1992 by Kevin Gallmeier, that concluded "further research is needed in this area utilizing a different instrument" (p.10).

Statement of the Problem

Is there a relationship between leadership styles of the principal and the motivation level of the teacher to teach? Motivation is vital to any organization, especially schools. Teachers motivate students to learn and to do their best, and there are years of research that support the fact that principals have an impact on student achievement. So, if teachers are more highly motivated by a particular leadership style, then that information would be extremely useful to districts and training organizations world wide. Most previous research has been done based on the satisfaction of the employees as opposed to the level of motivation. Many studies even used the terms synonymously. It is the theory of this researcher that the two terms are completely different.

It is important to understand that there is a difference between motivation and satisfaction. Most research in leadership and motivation has been done by measuring the satisfaction of the employees. Webster defines motivation as, the condition of being motivated by a motivating force, stimulus, or influence (Merriam-Webster, 2005). Webster also defines satisfaction as the fulfillment of a need or want, or the quality or state of being satisfied or content (Merriam-Webster, 2005). This researcher believes that these are two totally different things. Most people, if asked, would probably agree that they would prefer that their child's teacher be motivated to teach, as opposed to being content or satisfied with teaching. This study is being conducted to determine if teacher motivation is in any way affected by the principal's leadership style or score.

Purpose of the Study

The purpose of this study is to determine if there is a relationship between principal leadership styles and the level of teacher motivation. It is obvious that motivated teachers have a greater chance of motivating students to learn than do teachers that are not motivated to teach. Therefore, it is important to know if the principal's leadership style has any affect on teacher motivation. This study will provide valuable information to principals about how well they are doing in motivating their teachers, as well as essential feedback that will encourage them to reevaluate their own leadership style and its effectiveness. It will also provide new principals with information valuable to school leadership.

Hypotheses

This study is guided by the following hypotheses:

H1: There is a statistically significant relationship between the principal's autocratic score, as perceived by the teacher, and the level of teacher motivation.

H2: There is a statistically significant relationship between the principal's democratic score, as perceived by the teacher, and the level of teacher motivation.

H3: There is a statistically significant relationship between the principal's laissez faire score, as perceived by the teacher, and the level of teacher motivation.

Definition of Terms

Autocratic leader- consistently tells others what to do, limits discussion on new ideas, and does not normally experience the feeling of teamwork.

Democratic leader- promotes a sense of teamwork, and tends to involve group members in planning and carrying out activities.

Laissez-Faire leader- appears extremely laid back, and gives little or no direction at all.

Situational leader- varies behavior in terms of the level of task maturity of the followers.

Delimitations of the Study

This study is open to anyone teaching Kindergarten through twelfth grade.

Participants were selected based on their response to a request sent through a List Serve at Harvard University. Other than being a K-12 teacher, participants must be able to communicate in English. The List Serve at Harvard University goes out to educators and administrators all over the world. The primary respondents, thus far, are located in the eastern half of the United States. One major delimitation for this study may include the time of year the instrument is completed. Since teachers are the source for this research, it is often best to interview or survey them on morale or motivation at a time in the year when the duties of the job are not so overwhelming. Examples of these times may be the first week of school, the month of December, the time of the year prior to standardized testing, or the last few weeks of school. Other variables were limited to gender, age, level of academic achievement, years of teaching experience, as well as how long the teacher has worked under the current administrator.

Justification

With today's focus on accountability and test scores, it has become even more important to really define the role of leadership as opposed to management, because as research proves, there is a direct correlation between leadership and student achievement (Waters & Kingston, 2005). Since education's goal is to instill in each child a desire to learn and to eventually create life long learners, it is logical to conclude that motivated students are likely to become such. If motivated teachers are more likely to produce

motivated learners, then research needs to be ongoing to determine what best motivates teachers. Therefore, if there is a relationship between leadership style and teacher motivation, educators should work hard to determine the best match. If leadership styles directly correlate with workplace motivation, then there is a great opportunity for effective principals and superintendents to improve their schools (Barker, 2001). The bottom line is that quality leadership is essential to student achievement, and if leaders do not realize the impact they have, they may actually use the wrong leadership practices and thus have a negative influence on student achievement (Waters & Kingston, 2005). To further prove the point of the importance of leadership, Vanderbilt University and the University of Pennsylvania created the Vanderbilt Assessment of Leadership in Education, or more commonly known as the VAL-ED (Olson, 2008). The VAL-ED will be distributed to 300 schools nationwide, in February 2008, in an attempt to gauge principal's effectiveness as it is related to student learning.

Another aspect of the problem is important to understand that there is a difference between motivation and satisfaction. Most research in leadership and motivation has been done by measuring the satisfaction of the employees. Webster defines motivation as, the condition of being motivated by a motivating force, stimulus, or influence (Merriam-Webster, 2005). Webster also defines satisfaction as the fulfillment of a need or want, or the quality or state of being satisfied or content (Merriam-Webster, 2005). This researcher believes that these are two totally different things. Most people, if asked, would probably agree that they would prefer that their child's teacher be motivated to teach, as opposed to being content with teaching. With that being said, according to

previous researchers such as Abraham Maslow and Frederick Herzberg, there are needs that must be met before one can reach motivation (Maslow, 1954; Herzberg, 1966).

The information obtained through this study will further support previous research on leadership and teacher satisfaction, and will reveal new insights into the level of motivation that a teacher receives from various leadership styles. This study will provide valuable information to school leaders regarding leadership styles that directly affect teacher motivation. It will identify which, if any of the leadership styles has a greater impact on teacher motivation. The information provided will allow principals to implement effective practices to motivate teachers, which will, in turn, enhance student achievement. Furthermore, the information obtained may be used for administrator training purposes in school districts or in universities. In a study done in 1992 by Kevin Gallmeier on The Effectiveness of Principal Leadership Style on Teacher Motivation, he suggested that further research is needed in this area utilizing a different instrument (Galmeier, 1992).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature related to the topic of this study. It begins with research that supports definition of leadership, why it is needed, and what effect it has on student achievement. Next, a deeper look at research on motivation is included; what it is, various components of motivation, and why it is needed. Finally, a brief view of the difference between motivation and satisfaction is included. The focus of this study is to determine whether or not there is a significant relationship between individual leadership styles and teacher motivation, and if there is a particular leadership style that motivates teachers more than another. Therefore, research on various leadership styles and theories of motivation are included. Realizing that motivation is based on many different factors and that it is quite different from satisfaction, a closer look was taken in researching the components of motivation.

Theoretical Framework

For years, education has been the backbone of our society. Parents have always wanted their children to grow up to be successful, self-supporting adults. Parents also realize that to do that, their children need a quality education. Every profession is a result of some type of education, whether it is academic or technical. Due to its importance, educators have spent years trying to determine the most effective way to provide a quality education. It takes a lot more than upkeep on the master schedule, the bus routes, the attendance and disciplinary systems to match most conceptions of leadership (Donaldson, 2001). With today's focus on accountability and test scores, it has become even more important to really define the role of leadership as opposed to management.

Past research has proven the importance and the necessity of the role of administrator in the school. For years, teachers have had to uphold some administrative responsibility as well as teach a classroom full of students. Over time, teachers gained more and more administrative responsibility until the role of a principal evolved. Now we see the power a leader has over an organization. A common belief of many educators is simply that great leaders make great schools, and that poor leaders make poor schools. Based on this belief, administrators should insure safe climates that allow teachers to develop their own sense of importance, expertise, and awareness of their contribution to society and to the future (Leslie, 1989).

Together with the help of teachers and parents, administrators have the ability to greatly enhance the school environment, which based on years of research, ultimately increases student achievement (Waters & Kingston, 2005). Since education's goal is to instill in each child a desire to learn and to eventually create life long learners, it is logical to conclude that motivated students are likely to become such. If motivated teachers are more likely to produce motivated learners, then research needs to be ongoing to determine what best motivates teachers. Therefore, if there is a relationship between leadership style and teacher motivation, educators should work hard to determine the best match. If leadership styles directly correlate with workplace motivation, then there is a great opportunity for effective principals and superintendents to improve their schools (Barker, 2001).

Leadership

Approaches

No other facet of organizational behavior has received as much attention from researchers as the area of leadership (Short & Greer, 2002). The earliest research studies were called “Great Man Studies.” This consisted of studying biographies of prominent leaders and trying to determine a set of behaviors that qualified as good leadership. The next attempt was called the “Trait Approach.” This approach was conceived based on the idea that personality traits of certain leaders set them apart from everyone else. A list of traits was discovered that occurred more often in leaders than in followers. The five main components were capacity, achievement, responsibility, participation, and status. As with the previous study, the Trait Approach proved to be fruitless (Short & Greer, 2002). The “Situational Approach” viewed leadership as a composite response to the characteristics of a given group. Yet, it proved to not be successful because the leadership was not transferable to other groups (Short & Greer, 2002). The breakthrough came a little later with the “Behavioral Approach.” The idea behind this is that the focus is on the behavior of the leader as observed by group members. This concept was a little more accepted and the ideas seemed to merge. Contingency theorists said that leadership depends on the situational favorableness, task specificity, leader-member relations, leader personality, and group maturity (Short & Greer, 2002). More recently, the idea of “Authentic Leadership” evolved. This concept challenges all previous notions that were simplistic and narrow. The general idea is that authentic leadership focuses on worker

empowerment through cultural building and decision making, and the ability to build a trusting environment through stewardship (Short & Greer, 2002).

Definition

The definition of leadership has always been an interesting question to which everyone seems to have a different answer. Many researchers have discovered that the key to leadership is the leader's relationship to his/her employees. Joseph Rost suggests that leadership is not the work of an individual; rather it can be defined as a collaborative endeavor among the staff or group members. He concludes that the essence of leadership is not the leader, but the relationship he builds (Rost, 1991). Gordon Donaldson states that, the definition of leadership that he finds helpful is, "the mobilization of people to adapt a school's practices and beliefs so that it more fully achieves its mission with all children" (Donaldson, 2001, p. 2). He also later comments that, "Leadership satisfies a basic function for the group or organization: It mobilizes members to think, believe, and behave in a manner that satisfies emerging organizational needs, not simply their individual needs or wants" (Donaldson, 2001, p. 3). Webster defines a leader as a "person who has commanding authority or influence" (Merriam-Webster, 2005). While each definition has certain similarities, a consensus on the definition of effective school leadership is far from being reached (Nettles & Herrington, 2007).

Theories

Just as there are many different views of the definition of leadership, there are also various ideas concerning the tasks/roles a leader must fulfill in order to be considered effective. As identified by previous researchers (Sergiovanni, 2001), a new team of researchers set out to discover if all principals played the same roles (Portin,

2004). They identified seven common functions of leadership in schools, instructional leadership, cultural leadership, managerial leadership, human resources leadership, strategic leadership, external development leadership, and micro political leadership (Portin, 2004). All seven areas were fundamental in running the school effectively for all of the schools studied. None of the schools could afford to omit any single area. The study also revealed that even though principals are responsible for making sure leadership happens in all of those areas, it was not necessary for the principal to be the solitary, direct leader for that area (Portin, 2004). So, it is most important that it gets done, and it is a secondary matter as to who completes it. Yet, as the old saying goes, you must inspect what you expect. One researcher said that in the best school district she ever worked in, the superintendent was always visible; in classrooms, study groups, committee meetings, and simply watching and learning how teachers teach and children learn (Black, 2007). On a side note, another finding of the previous study that deserves attention is that principals surveyed did not feel that their college credential programs offered much value. They described the programs as being “theoretical and disconnected from the real challenges they encountered” (Protin, 2004, p 4). This certainly plays a role in effective leadership.

Another look at leadership that has greatly influenced the world of leadership and education is that of McREL (Mid-continent Research for Education and Learning). They conducted a comparative analysis using six key findings in McREL’s Balanced Leadership Framework (Waters, Marzano & McNulty, 2004). The six key findings are as follows:

1. Principal leadership is positively correlated with student achievement and has an average effect size of .25.
2. Twenty-one leadership responsibilities are positively correlated with student achievement.
3. Principals can have a differential impact on student achievement, meaning that just as principals perceived as strong leaders can have a positive impact, others can have a marginal, or worse, negative impact.
4. Change, expressed as first-order and second-order, is associated with and influences all 21 leadership responsibilities.
5. All 21 leadership responsibilities are positively associated with first-order change.
6. Eleven leadership responsibilities are associated with second-order change, of which seven have positive and four have negative associations (Waters, Marzano & McNulty, 2004).

The most interesting part of the study was that there were five particular areas that stood out to this researcher. The first area with the highest correlation was situational awareness, which is basically being quite observant and somewhat discerning, thus focusing mostly on relationships. The second area is flexibility, meaning the leader can adapt leadership style based on the need, can be directive or non-directive based on the situation, is comfortable with major changes, and encourages staff to express opinions (Waters, Marzano & McNulty, 2004). Thus, expressing to this researcher that the top points made here are that situational leadership and building quality relationships are what is most important to be an effective leader. Finally, the last three with the highest

correlation were discipline, monitoring, and outreach. With discipline, the main focus is protecting instructional time. Monitoring goes back to what was previously mentioned, if it is expected, it must be monitored. Lastly, outreach ensures that the school is in compliance with district and state mandates, and interacts with the school and the community (Waters, Marzano & McNulty, 2004).

Hersey and Blanchard are well known for their Situational Leadership Theory (Hersey and Blanchard, 1977). Based on the idea that leadership has two major dimensions, the performance of the organization and the emotional needs of the people in the organization, the theory was developed. They created an educational version of the assessment called the Leader Effectiveness and Adaptability Description (LEAD). The assessment is divided into four quadrants; high task/low relationship (also known as “Telling”), high task/high relationship (also known as “Selling”), low task/high relationship (also known as “Participating”), and low task/low relationship (also known as “Delegating”). In short, their theory holds that the leader has to exert different combinations of leadership tasks and behaviors, based on the maturity of the staff in relation to the assigned task. Basically, the more the respondent’s choices represent an equal distribution in the four areas, the more effective of a leader he or she is (Hersey and Blanchard, 1977). Again, there is research to support that relationships are extremely important. It is common for people to believe that effective leaders are characterized by growth, intimacy and authenticity. While that may be true, one researcher’s findings offer that an overemphasis on relationships can actually be damaging to the leader and the organization (Walter, Caldwell, & Marshall, 1980).

Jim Collins describes high quality Level 5 Leaders as displaying compelling modesty, fanatically driven, they display workmanlike diligence, and they look outwardly to attribute success to factors other than themselves (Collins, 2001). In his book, *Good to Great*, Collins does a study of the most thriving companies to determine what characteristics made them most successful. The good-to-great companies seemed to follow his “hedgehog concepts.” This meant that they were simple companies that knew how to do one big thing, really well, and they stuck to it. He also said that they learned that the “stop doing” lists are often more important than “to-do” lists. Most importantly, he encouraged good leaders to realize that no matter how great the end result was in successful organizations, the transformations did not happen over night, and that “sustainable transformations follow predictable patterns of buildup and breakthrough” (Collins, 2001, p.186).

Henry Kissinger once said, “The task of the leader is to get his people from where they are to where they have not been” (Clark, 1997). While that may be true, it is much easier to do that when the entire staff is motivated toward the same goal. In a 2006 study conducted by Timothy Waters and Robert Marzano, (researchers with McREL) five superintendent actions that are strongly related with raising achievement were uncovered (Waters & Marzano, 2006). Three of the five were directly related to goals. At the top of that list was setting goals to improve district-wide achievement. The others on the list were, establishing non-negotiable standards for improving instruction, gaining school board support for improvement goals, monitoring progress on those goals, and using resources to support them (Waters & Marzano, 2006). Needless to say, setting quality goals and maintaining them should be a top priority for administrators.

Leadership Styles

Numerous researchers have spent years researching and identifying individual theories of what the different types of leadership styles are. While there are many to name, this section will focus on the more commonly noted. Blake and Mouton (1985) developed the Managerial Grid. The grid is set up using two axis. The vertical axis is based on the amount of concern for people, and the horizontal axis is based on the amount of concern for task. For the extreme outliers in each quadrant, Blake and Mouton created four types of leaders: Authoritarian, Team Leader, Country Club, and Impoverished. The Authoritarian leader scored high on the grid for task, and low on the grid for relationship. People who get this rating are generally autocratic and are very hard workers; however, there is usually very little collaboration with others in decision making. The authoritative leader generally expects people to do what they are told, without question. The Team Leader scored high on the task rating, and high on the relationship. This person is very much a team player that strives to build an environment in which all team members can reach their highest potential. The Team Leader is normally responsible for some of the most productive teams. The Country Club Leader scored low on task, but high on relationship, and is usually more worried about hurting someone's feelings than making quality decisions. This person generally uses reward power to encourage members and maintain discipline. The Impoverished Leader scored low on task, and low on relationship. This type of leader tends to delegate and disappear. They are not committed strongly to anything; therefore, they allow members to basically manage themselves. The ideal score to be classified a Team Leader would be somewhere

around a 9 on task and a 9 on concern. However, the other styles are useful as well (Blake & Mouton, 1985).

Others, such as Lewin and Lippitt in 1938, suggested that there are actually three different types of leaders, the autocratic, the democratic, and the laissez-faire. The autocratic leader generally tells others what to do, limits discussion on new ideas, and does not normally experience the feeling of teamwork. Although it may be effective in some situations, such as when time is limited, it can be very ineffective in other situations. The democratic style promotes a sense of teamwork, and tends to involve group members in planning and carrying out activities. Even though the democratic style is probably proven to be the most effective, it does not tend to be productive when the group is unmotivated and/or time is limited. Lastly, the Laissez-Faire style of leadership gives little or no direction to the group at all. It can be effective when there is a high degree of skill and motivation among employees, but it can be a disaster when there is a low sense of team or independence (Lewin & Lippitt, 1938).

Hersey and Blanchard's solution to all of these different styles was the contingency theory and their Situational Leadership Model. In this model, task and relationship are again focused on, and there are also four quadrants, as previously mentioned, but another dimension is added to it. The additional dimension is the level of maturity of the organization. The Situational Leadership Model suggests that the leader's behavior needs to be different in terms of the level of maturity of the followers (Hersey & Blanchard, 1977). Therefore, stating that there is not one perfect model and that true leadership is situational.

Why Leadership Matters

Effective educational leadership makes a difference in improving learning; there is nothing new or heavily controversial about that concept. As the role of administrators evolved, the idea of instructional leadership emerged as a way to define the responsibilities of the principal to include classroom instruction (Nettles & Herrington, 2007). Several decades of research on the topic has resulted in a wealth of knowledge that details the positive relationship between student academic achievement and the actions of the school principal (Cotton, 2003). McREL found significant, positive correlations between student achievement and effective school leadership, as well as identified 21 key areas of leadership responsibilities that are directly connected to student achievement (Waters, Marzano, McNulty, 2004). They agreed that effective leaders not only know what to do, but when, how, and why to do it. To further prove the point of the importance of leadership, Vanderbilt University and the University of Pennsylvania created the Vanderbilt Assessment of Leadership in Education, or more commonly known as the VAL-ED (Olson, 2008). The VAL-ED will be distributed to 300 schools nationwide, in February 2008. In this attempt to gauge principal's effectiveness, six core components related to student learning will be assessed. Included in those six are setting high standards for achievement and creating a culture of learning and professional behavior in the school. It will also measure the principal's ability to do a variety of tasks such as, plan, implement, support, advocate, communicate, and monitor activities in each of those areas (Olson, 2008). To make the VAL-ED even more efficient, it is going through many rigorous studies to support reliability and validity, as well as being crafted with a three-year, \$1.5 million grant from the New York City-based Wallace Foundation (Olson,

2008). The bottom line is that quality leadership is essential to student achievement, and if leaders do not realize the impact they have, they may actually use the wrong leadership practices and thus have a negative influence on student achievement (Waters & Kingston, 2005).

Motivation

Motivation versus Satisfaction

A good leader, no matter the leadership style, needs to be able to motivate the staff, and again, if motivated teachers motivate students, then further efforts need to be made to do so. To begin this section, it is important to understand that there is a difference between motivation and satisfaction. Most research in leadership and motivation has been done by measuring the satisfaction of the employees. Webster defines motivation as, the condition of being motivated by a motivating force, stimulus, or influence (Merriam-Webster, 2005). Webster also defines satisfaction as the fulfillment of a need or want, or the quality or state of being satisfied or content (Merriam-Webster, 2005). This researcher believes that these are two totally different things. Most people, if asked, would probably agree that they would prefer that their child's teacher be motivated to teach, as opposed to being content with teaching. With that being said, according to previous researchers such as Abraham Maslow and Frederick Herzberg, there are needs that must be met before one can reach motivation (Maslow, 1954; Herzberg, 1966). The following is an in-depth look at what those needs really are.

Theories

Content Theories

There are two basic categories of motivational theory, content theories and process theories. Content theories basically identify what motivates employees in the workplace, while process theories identify how motivation occurs in the workplace. Examples of content theories include Maslow's Hierarchy of Need Theory (Maslow, 1954), Alderfer's Existence Relatedness Growth Theory (Alderfer, 1972), and Herzberg's Motivation-Hygiene Theory (Herzberg, 1976). In Maslow's Theory, to be able to get support from the staff, the leader needs to begin by focusing on basic human needs. Abraham Maslow (1954) developed a hierarchy of needs. There are 8 levels to this need pyramid. The needs begin with the physiological needs such as food, water, and shelter. The second level is safety, or the need to feel free from any immediate danger. Third, is a sense of belonging or love, and fourth is recognition or esteem. These first four needs must be met before any further needs can be met. The fifth need is a cognitive need, or the feeling of being able to contribute knowledge. Sixth is aesthetic, or a sense of peace. Seventh is the need of self-actualization, or a state of well being. Lastly, eighth is self-transcendence, or visionary intuition (Maslow, 1954).

Alderfer's Existence Relatedness Growth Theory, is actually very similar to Maslow's Hierarchy. The ERG Theory had existence, or physiological, needs at the base. These include the needs for things such as food, drink, shelter, and safety. Next come relatedness needs, the need to feel connected to other individuals or a group of people. These needs are fulfilled by establishing and maintaining relationships. At the top of the hierarchy are growth needs, the needs for personal achievement and self-

actualization. If a person is continually frustrated in trying to satisfy growth needs, relatedness needs will reemerge. (Alderfer, 1972)

Other researchers also thought it important to first motivate by eliminating the deprivation of basic needs, which is where Herzberg's Motivation-Hygiene Theory comes in. Herzberg (1966) developed 2 factors called the Herzberg's Hygiene and Motivational Factors. These are very similar to Maslow's Hierarchy of Needs, but they are more easily identified in a work atmosphere. The first set of factors is related to hygiene or dissatisfiers. This list includes: working conditions, policies and administrative practices, salary and benefits, supervision, status, job security, fellow workers, and personal life. The second set, also known as motivators or satisfiers, are: recognition, achievement, advancement, growth, responsibility, and job challenge (Herzberg, 1966).

Process Theories

The Process theories of motivation include, Victor Vroom's Expectancy Theory (Vroom, 1964), Stacey Adam's Equity Theory (Adams, 1963), and Locke & Latham's Goal-Setting Theory (Locke & Latham, 1990). Vroom's Expectancy Theory, is based on four assumptions; people join organizations with expectations, one's behavior is the result of a choice he/she made, different people want different things from the organization, and people will choose different things to find the best outcome. Therefore, motivation comes when an organization motivates people to do something by showing them what they want, indicating how easy it is for them to get it, and supporting their self-belief that they can get it (Vroom, 1964).

In Adam's Equity Theory, it is argued that employees use social comparison to evaluate equity or fairness. This theory supports that relationships are happiest when the give and take are about equal. An example of this is when employees compare salaries. Generally speaking, the one receiving less compensation feels slighted. Other examples of this consist of husbands trying to compensate for missed time with the family by purchasing expensive gifts (Adams, 1963).

Locke & Latham's Goal-Setting Theory consists of two cognitive determinants of behavior, values and intentions. A goal is simply what the individual is consciously trying to do. Goals then motivate people to develop strategies that will enable them to perform at the level necessary to meet that goal, thus suggesting that goal-setting improves performance. The key to goal setting is to set clear, challenging, yet obtainable goals. Obtaining feedback from others is also helpful in reaching those set goals (Locke & Latham, 1990).

Several studies comparing leadership styles to teacher motivation have been done in the past, but the majority was done in the 1950's and the 1960's. Lewin and Lippitt (1938) and White and Lippitt (1960) conducted some studies to investigate the effects of democratic, autocratic, and laissez-faire patterns on group climate and group achievement. A large number of studies followed after that, but the results were mixed (Gallmeier, 1992), thus leading to a more recent study done in 1992 by Kevin Gallmeier, concluding "further research is needed in this area utilizing a different instrument" (p.10).

Meeting Basic Human Needs

Safety

There are many other daily variables that principals must consider in greater detail, to keep teachers motivated. As previously stated, one of the first things that principals must ensure to motivate teachers is to make sure that their basic needs are met. One of the growing problems in education today is the issue of school violence. Students and teachers need to feel safe. The best way to begin correcting the problem is to define it. It is imperative for administrators to find out where the problem is derived. Once a closer look is taken at the causes of violence, it is time to examine where violence is focused and exerted. Also, one of the final steps in solving a problem is to consider possible alternatives.

One author defines violence as “an act that includes physical, verbal, or visual acts intended to demean, harm, or infringe upon another’s civil rights” (Kopka, 1997). Many people have different definitions of what violence actually is. Some people think that the act of violence begins when the first harsh word is spoken. Others tend to think that violence has not truly taken place until physical contact is made. Regardless of the definition, violence should not take place in or around schools, if learning is to take place.

As with most behavioral problems, violence usually begins at home. Simply stated, children that grow up in homes that exhibit any type of abuse tend to have abusive habits when they get older. Children need the support of family members at all times during their lives, especially during their early years. Children that grow up in single parent homes usually lack a certain maturity that comes from a home where the father and mother are active participants. When a child sees one parent abuse another parent in

any way, it gives the child the opinion that this type of behavior is acceptable. Therefore, the child grows up to continue the behavior (Barden, 1994).

When children bring violent behavior into schools, everyone from the surrounding students, to the administrators, and extended families, feels the traumatic effect (Vilbig, 2001). Bullies have become a big problem in today's schools, and can even be classified as those children who criticize and make fun of other students. The most current cause of school violence has been the feeling of "not belonging." Students that have lashed out on schools have stated that one of the reasons that they did what they did was because of always being criticized throughout school. One suggestion for the problem of school bullies is mediation. Mediation can consist of many different aspects. It can range from simply getting students actively involved in different activities to teaching students conflict resolution. Due to different types of legislation, some schools have adopted a zero-tolerance policy (Savoye, 2001). This simply consists of not allowing students much leeway when it comes to attire and behavior, when they are on school grounds (Noll, 1997). School leaders must provide a safe environment for teachers and students if quality instruction and learning is to take place.

Another contributing factor to the violence in schools today is the constant reoccurrence of gang related activity, and this sort of activity can stem from a simple display of a particular color or symbol. Misunderstandings are also a very big part of school violence and gang related incidents. This can develop from a variety of comments or even looks and gestures. Interracial tension is another contributing factor to different types of violence. Most people tend to think that racism is a thing of the past, it unfortunately continues. The media does not help any of these factors at all. No matter

what happens, the media feels the need to display the drama to the general public, thus becoming one of the leading causes in copycat crimes (Wood, 2001). The most used and probably the most harmful, is the simple use of criticism. This little act generally pursues for so long that it pushes students to the point of violence (Roche, 2001).

Principals need to be aware that violence towards females is also a growing problem in society today. This can range from slapping and beating to the extreme cases, such as rape and sexual abuse. More often than not, violence toward females and instances of sexual abuse are inflicted by people that are known by the victim. This is why females need to be more aware of their surroundings and of the people that they come in contact with (Barden, 1994). Superintendents need to make sure that building level administrators are aware of current safety announcements, as well as warning signs of violence and abuse. Announcing these warnings at monthly administrative meeting would serve as form of prevention.

There are more preventative possibilities available than most people are aware of (Hotvedt, 2001). Solutions and alternatives are found, not only in schools and after school programs but also in the homes. Parents are the greatest element in prevention (Hunter, 2001). A great way to keep children away from violence is to get them involved in different activities that include a lot of children their same age. There are many different big brother and big sister organizations available to help those children that need that extra guidance. There are also several different national organizations that have support phone numbers for children that have problems that they need to talk about (Hancock, 2001). Society as a whole is not going to help the issue of school violence until everyone is actively involved in preventative programs. Most school leaders/administrators are

aware that student/staff safety is a priority, and they take it quite seriously. For teachers and students to be motivated to learn, they cannot be preoccupied with concern for their safety.

Environment/Facilities

As discussed in Maslow's Hierarchy of Needs (1954), one of the greatest human needs is the need for shelter, and as with the need for safety, a level of motivation cannot be reached if there is a concern or distraction with unacceptable surroundings. This not only incorporates feeling safe in the environment, but also feeling comfortable in daily surroundings. It must be a top priority for principals to ensure that these basic needs are met, prior to focusing on any other issues. There have been many trends found in education, and educational facilities have certainly been no exception. It would be a great understatement to say that facilities have come a long way from the one-room schoolhouse. In the *Whole Building Design Guide*, Don Prowler stated, "Buildings are deceptively complex. At their best, they connect us with our past and represent our greatest legacy for the future." This can be taken many ways. Some may think that facilities are the greatest link to the future, while others may think that the quality of education given to the students is our greatest link to the future.

As previously stated, education has come a long way from the one-room schoolhouse, or have we? The average age of public school buildings in the United States is 42 years. Almost half (45 percent) of U.S. public schools were built between 1950 and 1969. Seventy-three percent of school buildings reported having had at least one major renovation (Hopkins, 1999). Due to financial constraints, most districts are more willing to fund major renovations rather than spend the money on new school

buildings, therefore, several problems have developed due to using old buildings. Mold and mildew are more common in older buildings. Mold is found almost everywhere indoors and outdoors. It can contribute significantly to poor indoor air quality and sick building syndrome. This problem is even more relevant considering nearly 55 million people spend their days inside elementary and secondary school buildings, and a 1995 federal report stated that half of the nation's schools have indoor air quality problems (Weidner, 2003). While planning for safety, schools need to also consider sprinkler systems for fire safety. Before schools are built, principals and district level administrators need to plan for engineering firms to be hired to plan for sprinkler systems to be installed. It is rather expensive and requires major planning for systems to be installed in older buildings, yet it should be considered when thinking of renovating buildings (Ellsworth, 2003). Another major problem that persists due to the use of older buildings is the lack of space. If students are sitting on top of each other, discipline problems are likely to be greater, and less attention is actually being paid to instruction. In a survey done on principals around the United States, it was found that all principals needed more space in their school (Hopkins, 1999). One principal stated that she had to turn rooms in her school that were formally conference rooms, or janitorial closets, into classrooms due to lack of space. In addition to those mentioned, keeping up with technology has been quite a demand. In schools built in 1985 or later, 59 percent were connected to the Internet in 1995, and 42 percent were connected among schools built before 1969 and renovated before 1980, or never renovated (Hopkins, 1999). With that being said, is education doing an adequate job keeping up with the Nintendo and X-Box generation?

It would be difficult to find any school building over five years old with every space utilized as originally intended, much less buildings over 40 years old. One of the major reasons for that was the baby boom. Schools that were built during the baby boom period were built with the idea to get them up cheap and fast. That may explain why a quarter of the \$15 billion spent last year on school construction was spent on renovating, upgrading, and modernizing existing buildings; another \$4 billion was spent on additions to standing buildings (Hopkins, 1999), and not spent on instructional supplies. School buildings need to be created for change. The biggest challenge is to anticipate and plan for the needs of the future (Spahr 2004).

Some of those factors affecting change are: educational delivery, enrollments, interior design, technology, ADA, energy management, attitudes toward flexibility and change, community involvement, and the old way of thinking verses the new way of thinking. These things need to be considered in planning stages so that sufficient space is provided for each child. Educational delivery, as well as many other things, seems to rotate in a cycle. It has been stated many times that there has been no new idea in education in 100 years. While that may be true, the cycle of delivery methods has different space constraints. For example, over the past few years, the delivery method has gone from that of a lecture type setting, to that of a cooperative learning type of setting. This requires more space for students to work in groups to complete assignments, therefore, classrooms with one desk per student have become full of tables with chairs that seat several students. Enrollments have also been a major concern. Every year, enrollments seem to increase. Due to poorly constructed school buildings, and buildings that were not built for the population increase, administrators are being forced to make

classrooms out of rooms that were not originally meant to be classrooms. Another change that must take place from time to time is interior design. The psychological well-being of faculty, staff, and students is an important part of school planning. Architects have to focus on making the environment stimulating to the learner. School planners also have to consider design features that can reduce environmental causes of fatigue, such as background noises, glare, and structural vibration due to mechanical equipment (Castaldi, 1994). According to Glass, "In order to tune out the noise, the student also tunes out the instruction." In designing a school building, it is imperative to plan for excellent hearing conditions, just as for a first-rate visual environment. In the past, any discussion of visual conditions in school buildings was mostly to artificial and natural lighting. Color is also an important part of the learning environment. Recent research had demonstrated that certain colors are capable of producing measurable changes in some of the vital signs of the human body (Castaldi, 1994). Student achievement is impacted strongly by the classroom's physical environment, according to 94% of the principals surveyed, in a 2002 study done in Georgia (Tanner, 2004). The following is a list of facts determined in that study:

- Over 95% indicated that school interior design is important for creating a good learning environment.
- Over 90% suggested that the schools' interior design strongly impacts teacher retention.
- The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance.

- Dunn (1985) insisted that the lighting of a school should be considered an active element of the total educational environment. He found that good lighting contributes significantly to the aesthetics and psychological character of the learning space.
- Luckiesh and Moss (1940) found in their study of 5th and 6th grade students in well-lighted classrooms over regular (poorly lighted) classrooms that significant increases in the scores on the New Stanford Achievement Test were demonstrated by the students in the well-lighted classrooms.

As previously discussed, another very quickly changing trend in education is technology and depending on the teacher's ability level, motivation can be lost. Over the past 50+ years technology has been a booming industry. Changes in technology are happening so quickly that no one can keep up. Technology is definitely the wave of the future, and students today need to be computer literate to even find a job in society. That is why it is of the utmost importance that education does its best to keep up with the changing times of technology. Many educators might state that more rooms need to be made into computer labs for students, while others simply wish they had a computer in their classroom. Once educators can get past some of those constraints they will be able to explore new areas of technology such as virtual rooms or more advanced technology. Possibilities become endless with a little addition of technology.

Since the Americans with Disabilities Act (ADA), was signed into law in 1990, there has been a vast increase in the awareness of accessibility requirements in schools (Ratell, 2004). This has been one of the major cost consumers in changing facilities. The cost for making a school building meet ADA requirements is significantly less than a

lawsuit. Energy management is also apart of the changing times. Administrators have discovered how cost efficient energy management can be. The United States Department of Energy forecasts that 6,000 new schools will be built by 2010 (Crenshaw, 2004). Now would be a great time to plan for new schools to be built better and more energy efficient.

Another impact on how schools were built is community involvement. Older schools were built to keep the community outside of the school. One of the newer trends in education has become focusing on getting more and more parents and community members involved in the schools. Schools need spaces for parent volunteers, mentors, and tutors. Schools now view student placements in community services and job-oriented, hands-on learning initiatives as critical to their curriculums (Locker, 2003). With all of the upcoming trends in education, it is important that educators plan for the future and do their best to keep up with the changing times.

Ergonomics is concerned with the engineering of the working situation and the architectural environment to satisfy the physical and psychological needs of human beings. So, in short, human engineering or ergonomics is the science of planning and designing buildings for people. The psychological well-being of faculty, staff, and students is an important part of school planning. Architects have to focus on making the environment stimulating to the learner. School planners also have to consider design features that can reduce environmental causes of fatigue, such as background noises, glare, and structural vibration due to mechanical equipment (Castaldi, 1994).

Quite a bit of focus has been put on creating an environment that is free of any noise pollution. As Barney Kyzar stated in an article on children and learning, research has stated, "noise levels of the magnitude of 75.5 decibels (A scale) deny an equal and

adequate opportunity for students to be educated and for teachers to practice their profession." Learning heavily depends upon good hearing conditions. Recent research on the effect of noise on the learning process has shed new light on the reaction of students to the presence of disturbing noise levels. According to Glass, "In order to tune out the noise, the student also tunes out the instruction." Sound conditioning refers to the treatment of interior surfaces of a given space to attain the desired reverberation time for the type of activity to be housed in the space. Acoustical treatment of an enclosure is accomplished by covering a certain area of its internal surfaces with sound-absorbing materials, such as acoustical tiles or acoustical plasters. Different materials absorb sound in different amounts. Good hearing conditions in classrooms are not guaranteed by the common rule of thumb by architects. Acoustical treatment should be computed on a room-by-room basis, depending on its use, its size, and its shape. For the most effective distribution of acoustical materials, and for improved hearing conditions, it is suggested that:

- 1) acoustical materials be used at the edges of larger surfaces, where two surfaces meet, and at the corners;
- 2) no sound absorbing materials be installed on the central areas of ceilings in classrooms or lecture rooms;
- 3) the edges of ceilings and upper edges of walls in classrooms be treated with acoustical materials;
- 4) acoustical treatment not be concentrated on one wall or ceiling of an instructional space; and

5) sound materials be installed in panels or vertical strips about two feet wide in large room. Acoustical patches, uniformly but not symmetrically distributed, may also be used quite effectively in larger instructional spaces.

Controlling unwanted sounds is an equally important task. These sounds may serve as distractions to students. Suggestions to controlling these sounds are:

- 1) selecting a school site that is removed from sources of unwanted sounds;
- 2) suppressing them at the source;
- 3) isolating noisy areas from quiet ones;
- 4) acoustically (not necessarily physically) isolating noisy equipment from the rest of the structure; and
- 5) designing partitions possessing the proper sound transmission loss.

In designing a school building, is it imperative to plan for excellent hearing conditions, just as for a first-rate visual environment. In the past, any discussion of visual conditions in school buildings was confined for the most part to artificial and natural lighting. Until recently, natural lighting was considered the primary source of illumination in school buildings. For this reason, the maximum width of classrooms was limited to about 22 feet. The old rule of thumb held that the width of a classroom should not exceed twice the distance from the floor to the top of the glass portion of a window plus one foot. Recently, the emphasis has shifted from natural to artificial illumination, which no longer fixes the width of any space in which adequate lighting is desired.

Visual environment is a much broader concept than school lighting. However, school planners must be concerned with natural and artificial lighting, with brightness differences, reflection coefficients, fenestration, and interior decoration. Every

instructional area in a school building should possess an environment that promotes the visual health of its occupants. Castaldi states that lighting is very important in classroom settings where learning is taking place. School planners have to put a lot of thought into the different aspects of visual stimulation. One area that must be focused on is the brightness of the room. Many different brightness ratios are considered when planning classrooms. Some of the factors that go into that are reflection of interior surfaces, fluorescent lighting, and control of natural light. The amount of natural lighting depends on the placement of the window in the room. The four types of natural lighting listed in this chapter are the window wall, the windowless wall, the limited window wall, and the sky dome (Castaldi, 1994).

The most common artificial lighting sources are the incandescent bulb and the fluorescent lamp. According to Birren, "Artificial lighting should be neutral and slightly warm in quality." This can be achieved through a warm-type fluorescent lamp. As previously stated, color is also an important part of the learning environment. Recent research had demonstrated that certain colors are capable of producing measurable changes in some of the vital signs of the human body. A red visual environment tends to raise the pulse rate. Orange and yellow have the same effect, but to a lesser extent. Green seems to be neutral, and blue seems to reduce tension. In a research study, the preferred colors were ivory, peach, pink, yellow, pale green, and aqua. The least liked colors were purple and violet. Birren listed the following colors for ceiling and wall surfaces:

- 1) Ceilings- white or off-white;
- 2) Sequence for walls- suntan or beige;
- 3) Light wall colors- peach, pink, yellow, pale green, or aqua;

- 4) Accent colors- coral, orange, gold, terracotta, green, turquoise, and blue
(Castaldi, 1994).

While a lot of information on the environment was presented, all of these things play a role in meeting the basic needs of the teachers and the students. According to Abraham Maslow and Frederick Herzberg, many of these needs must be met before one can reach motivation (Maslow, 1954; Herzberg, 1966).

Accountability

There are numerous state and federal policies that mandate education and the various aspects of how it is structured. Most recently, the No Child Left Behind Act of 2001 (NCLB) has had quite an impact on school expectations and accountability. The No Child Left Behind Act builds on previous policies by combining assistance and consequences to schools in an effort to hold educators more accountable for student performance (Finnigan & Gross, 2007). The NCLB Act is based on four pillars:

- 1) Stronger accountability for results
- 2) More freedom for states and communities
- 3) Proven education methods
- 4) More choices for parents (NCLB Act, 2001)

In a key policy letter signed by the Education Secretary, Rod Paige it was stated that the NCLB Act significantly raises expectations for States, local educational agencies (LEAs) and schools in that all students are expected to meet or exceed State standards in reading and math within 12 years (Paige, 2002). Along with higher expectations comes higher accountability. Each state was required to determine a definition of “adequate yearly progress” (AYP) to use each year to determine the achievement of each school

district and school. A school is identified as in need of school improvement after it has not made AYP for two consecutive academic years. Throughout the years of school improvement, schools must receive technical assistance that specifically addresses their specific academic achievement problem. Specifically, in year one, students are offered public school choice, and while incorporating parent, school staff, LEAs, and other experts, the school must develop an improvement plan. The plan must include research-based strategies, a 10 percent set aside of Title I funds for professional development, extended learning time as appropriate, strategies to promote effective parental involvement, and mentoring or new teachers (Paige, 2002). In year two, additional supplemental education services should be made available to low-income families. In year three, LEAs are required to take action in various ways which may include replacing school staff. In years four and five restructuring is planned and implemented (Paige, 2002).

In addition to accountability, the NCLB Act provides more freedom for States and communities by providing more flexibility in how they use federal education funds. By allowing districts to transfer up to 50% of the federal formula grant funds they receive into areas such as professional development or educational technology, without separate approval, it allows them to better meet their specific needs (NCLB, 2001). It also requires the use of research-based instructional methods and scientifically based instruction programs. As previously stated, the last component of the NCLB provides more choices for parents. Parents that have students in schools that have not meet standards for two consecutive years, have the option to transfer their children to a better-performing public school (NCLB, 2001).

Clearly, the policy puts additional pressure on teachers to work harder to make sure that their students succeed. According to research done in some of Chicago's low-performing schools, Kara S. Finnigan and Bethany Gross examine whether accountability policies are, in fact, triggering motivational responses in teachers. This seems essential because that is a key assumption of NCLB (Finnigan & Gross, 2007). McLaughlin (1987) suggests that there has to be the right combination of pressure and support for a policy to work as it should. "Pressure," she states, "is required in most settings to focus attention on a reform objective; support is needed to enable implementation" (p.173).

Through a combination of qualitative and quantitative data, Finnigan and Gross (2007) found that the value teachers placed on their professional status and their goals for students focused and increased their effort, but low morale had the potential to undercut the sustainability of teachers' responses. Due to the increased pressure of the policy, teachers increased their effort and began to work toward the accountability policy goals; unfortunately, the support component of the policy was not as strong. Teachers reported increasing their effort and instructional approaches, but despite these initial motivational responses, decreased morale threatened to reverse any increases in effort and changes in practice of the teachers. According to Finnigan and Gross (2007), "while this approach may work in causing short-term motivational response, in light of the extended low performance, it is likely that teachers will begin to devalue the policy outcomes, lower their expectations, or become demoralized to the point of leaving the school, the district, or the profession entirely" (p.623-624).

Financial Concerns

As the old saying goes, teachers don't go into education for the money. While this may be true, if they are concerned with budget cuts and lack of funding, their mind is not on quality instruction. Every year educators are concerned with funding, or the lack thereof. Most teachers spend quite a bit of money out of their own pockets to provide a quality education for their students. They go above and beyond to do what it takes to see that each child succeeds. Yet, if teachers are concerned that their jobs may be cut due to lack of funding, they are more likely to be completing job applications for other districts as opposed to ensuring that differentiated instruction is taking place in the classroom.

Educators have always struggled to determine where the funding for quality instruction was going to come from. The solution of using property taxes to fund schools became the most widely used. Schools are the main beneficiaries of property taxes. About 60-70 percent of those tax dollars go to educate children (Williams, 2003). Since then, other options have been explored and researched to see if they would be more or less effective. There are two sides to every coin, as in this case. There are some that support the use of their property taxes to support education, while others think that money should come from other sources.

Many schools have realized that they have become dependant on the support from property taxes. Cook County School District, in Argo-Summit, Illinois, had to downgrade it's rating to a Baa2 from A3. The district had seen a "rapid decline" in reserves with two years of operating deficits (Carvlin, 2003). Schools are in need of more funding, and are running out of locations to get those funds. Another reason that the district has been so hurt by the funding cuts is due to the property-tax caps in the state. Districts are really

caught in the middle. They are the ones needing the money, and the ones that are constantly trying to pacify the general public, so as to get more funds. In an effort to please the public, the state put caps on the property tax. Some people see the cap as a good thing because that will mean that they will be paying a set amount. Others are fine with their taxes going to fund education. One problem that can surface is the misuse of that revenue by district level administrators and school building administrators. Several schools in Allegheny County School District, in Pennsylvania, violated the state's anti-windfall law by collecting more property tax revenue than was permitted as a result of the 2001 countywide reassessment (Belko, 2003). To retain teachers and keep them motivated to teach, principals have to use a variety of leadership skills to investigate resources in the area of funding, including maintaining an open line of communication with local legislators.

Most people seem to be less than enthusiastic about the idea of raising property taxes. Recently, in Austin, Texas, a Senate committee approved legislation that supporters say would reduce property taxes for homeowners and businesses by capping appraisals (Stiles, 2003). Some have opposed the measure because it caps commercial and industrial properties, not just homesteads. As it results, instead of providing relief to homeowners angry about their property taxes, the bill over time would shift the tax burden from commercial to residential property (Stiles, 2003). Sadly, much of this confusion is caused by the need to fund education. Yet the problem persists. Schools need to see the results in areas of renovation, construction, as well as the creation of enhanced performance standards (Crain, 2003).

Another option that has been discussed in many states for the relief of rising property taxes, is freezing the taxes for a few years. Yet, a private poll taken by Wisconsin's Republicans, proposed strict limits on property taxes. Thirty-three percent agreed that a property tax freeze "will devastate local services such as schools, and police and fire protection." Eighty-three percent said that they would be more likely to support an action if the state government would limit its own spending (Kertscher, 2003). So, it is clear that the majority of the public is aware of the dilemma, and is curious to see exactly where their money is going. There are such a variety of opinions in this matter. Some take the standpoint that a tax freeze would be a great relief, while others are concerned that a tax freeze would really hurt our already struggling public schools, and others are simply concerned that the freeze will only result in taxes doubling or tripling when it is over (Maller, 2003). Then, there is also the opinion that if the property tax increase actually goes through, it will threaten to force many struggling couples from their homes (Walters, 2003). These are all very valid concerns and should be addressed by our lawmakers.

As a compromising type of solution, the commissioners in Durham County, North Carolina are considering a 1-cent residential property tax hike, which would keep the school system from eliminating about 30 teaching and assistant positions (Brown, 2003). It was stated that the commissioners' only option for giving schools more money was through a tax increase because the county spent all the extra money in its budget to fix a malfunctioning security system within the Durham County jail. Many of the taxpayers stated that they did not mind the tax increase as long as the money was going to education, and we were working to close the achievement gap (Brown, 2003). The

bottom line here is that if teaching positions are lost due to lack of funding, the people that are going to lose out the most are the kids who are academically behind. The accelerated kids will manage without having to have the extra help. Those that are currently struggling will not be getting the extra help and encouragement that they need. One thing that administrators need to watch for is the use of funds during election years (Laris, 2003). Many politicians make promises to support education to all of those that will vote for them. More often than not, funding finds its way to the schools during those election years.

Although a good bit of property taxes go to the funding of public schools, a portion of it goes to funding public safety. This year, Indiana's Marion County residents paid at least \$57 million more in property taxes this year than in 2002 (Fritze, 2003). Much of this money is figured in for the funding of public safety. Overall, county taxpayers were billed \$987 million in property taxes (Fritze, 2003). Fritze notes that this is the area that scares people. Young couples, just starting out seem to be affected the most. The outrageous figures for property taxes should really be reevaluated, but then where would educational funding come from?

There is really a need for lawmakers to start refiguring resources for funding. In Montgomery, Alabama, City Councilman Tracy Larkin believes he has the votes to get an occupational tax approved to avert massive budget cutbacks in local public schools (Spear, 2003). Matthew Givens, founder of Alabama Tax Watch stated that the council met and discussed several options resulting in every single topic being a tax increase, and that they did not explore any other ways to cut spending or control costs (Spear, 2003). Another member of the council stated that a new tax is not something you want to do, but

at some point, you've got to realize that if there is not a permanent, long-term solution, this time next year we're going to be back in the same situation (Spear, 2003). It is time for legislators to really give consideration to different, more long-term options.

Otherwise, this problem will continue to recycle itself.

There has already been a smorgasbord of ideas that have been discussed to help take the burden off rising property taxes. Some of the ideas range from taxes on income to taxes on sales, corporations or stock trades (Lentz, 2003). In New York, they are working toward developing a two-year budget so they do not have to deal with all of this during an election year (Lentz, 2003). Unions and liberal activists are promoting a plan that would increase the tax rate by 0.7% on incomes over \$100,000 and 1.4% on incomes over \$200,000, while it has also been proposed that a 1% surcharge be placed on incomes over \$300,000 and a 2% surcharge on incomes over \$500,000 (Lentz, 2003). Other, smaller tax increases are on the Legislature's agenda, to complement any broad-based tax hike (Lentz, 2003). The bottom line is simply that focus needs to be shifted to a long term solution rather than just getting past the current deficit.

Another idea that came from Pennsylvania lawmakers was to impose a sales tax on clothing items that cost more than \$100 as part of a plan to roll back property taxes (Pro, 2003). Although, imposing a sales tax on pricier clothing might end up being a part of a larger proposal, which includes using gambling money and local tax options to provide property tax relief and fund school programs. It was predicted that a sales tax on clothing items of \$100 or more could raise as much as \$170 million annually (Pro, 2003). Even with this mentioned, it seems that the most talked about option is a sliding ratio whereby the state would return to districts a multiplier of what they roll back in property

taxes (Pro, 2003). For example, if a school district reduces its property tax by \$1 million, it could receive \$5 million from the state. The ratio might be on a sliding scale, so that wealthier districts would receive less money and poorer districts would get a larger return (Pro, 2003). Another option, from Texas, is the idea to a "pay-for-play" program, where students pay up to \$150 to participate in athletics, band, choir, and drill teams (Radcliffe, 2003). In Texas, this program is expected to generate about \$280,000. This will be a difficult thing to get parents to swallow, due to the fact that other students would reap the benefits and would not play sports.

Reducing property taxes may be a desirable goal, but it is not easy to find a replacement source of funding. The main problem here is finding another very large tax, and the options are limited. As Janet Elliot stated in an article on property tax options, much of the problem is due to the state's (Texas) outdated tax structure that still views the state's economic engines as manufacturing, construction, and mining. The largest and fastest growing sector of the economy is services (Elliot, 2003). In Texas, services account for 24 percent of the gross product, and only 5% of the tax burden (Elliot, 2003). The Texas Senate unanimously approved a plan to rewrite the state's constitution with a sweeping tax plan that will infuse more money into public education, while taking much of the burden off property owners. The lost property tax revenue would be replaced with money collected from an increase of the state sales tax to 7.25% from its current rate of 6.25% (Albanese, 2003). The bill also includes a provision that would increase the sales tax on motor vehicles from 6.25% to 8.75% (Albanese, 2003).

Texas rewrote their state constitution to fund education through sales taxes, and they are not the only state that has done this. Bob Lyon, deputy director of the South

Carolina Association of Counties, said that the issue of property taxes had been studied over and over. He stated that, "Every two or three years, they study it...They don't change anything, but they study it." He also said that the states previously depended heavily on property taxes for their revenues before they decided to switch to sales and income taxes (Williams, 2003). It is a good thing that more and more states are looking at the different possibilities. Some schools, due to budget deficits, have decided to convert to charter schools. A charter school is an independent public school that operates under a charter granted by a school board, and the district must fund the school if it is approved (Adams, 2003).

As previously stated, property taxes are becoming too heavy a burden on society, particularly homeowners and the business community, therefore a new way must be found to fund schools and keep the government running smoothly. The use of sales and income taxes in this area seems to be the obvious answer. The one major downfall that can be seen through the use of sales tax, is the question of what happens to funding when the economy is struggling? Administrators need to be advocates of a combination of sales tax and income tax, so that a happy medium should be reached. The income taxes would compensate for when the economy is low. This way, it is a broader based tax, in which everyone would have some contribution, and it would somewhat relieve property owners. With all of this to consider and to worry over, can teachers really be motivated?

Community Involvement

One thing that can be a great help to teachers is quality community support. Parent/community volunteers are a great way to relieve some of the teachers' stress. Something that needs to be remembered is that school community relations is viewed not

only by parents and teachers, but also by administrators, community leaders, business owners, and grandparents. The district level administrators should strongly promote community involvement. Community involvement should take place at all levels of the school system. Some districts are aware of this need; therefore, they budget for parent nights and other family events to happen throughout the school year. Some districts provide a dinner for free, and almost all of the upper level administration attends each parent night. No community relations program will receive satisfactory results unless the board of education sets a laudable example for the school system to follow (Bagin et al., 2001). Community involvement really must come from all levels. A study was done to determine how school boards felt about parent involvement. The outcome was somewhat alarming. The results of the 4 1/2 year study stated that 5779 administrators' tasks were assigned and of those, only 92, or 1.5%, were related to parent involvement (Devlin-Scherer & Devlin-Scherer, 1994).

Parents need to be encouraged to come into the classroom and help in almost any way possible. Parents should feel welcome to volunteer to read to students, but more than anything, to come in and share their occupations or hobbies with the students. It gives the students a break from the regular teacher, and it gets them interested in a variety of different areas. Not every student is college material. By inviting parents of different backgrounds in to talk to the class, it gives students a new line of thought to consider.

Ever since *A Nation at Risk* was published in 1983, school systems have been struggling with school reform, and how to get parents involved (Henderson, 1988). Goal 8 of Goals 2000 promotes partnerships between parents and schools. The following is an excerpt from Goals 2000: By the year 2000, every school will promote partnerships that

will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. Maine, Minnesota, Nebraska, North Dakota, and Vermont have ranked among the highest-performing states on measures of progress toward this goal (National Education Goals Panel). The current legislation, No Child Left Behind also promotes community involvement in schools. The following is an excerpt from No Child Left Behind: *No Child Left Behind* presents the American public with an opportunity and a challenge. The opportunity: to close the achievement gap for low-performing students. The challenge: to be personally accountable for assuring that not one child is left behind. This challenge requires community and parent leaders to become knowledgeable about the law, and take advantage of the opportunities it provides for action, engagement, and collaboration. While not perfect, the law provides more opportunities than any previous education law for parental and community involvement. The *PEN guide to NCLB* outlines the rights, roles, and responsibilities of community and parent activists and leaders, and highlights ways that NCLB can serve as a “launch pad” for strengthening the public voice in education (Public Education Network, 2003).

Although this may not be the way things are in all school systems, parent/community involvement is most important at the bottom of the “school ladder”. Superintendents think school-community relations are important and try to invent new ideas to increase involvement, but they do not appear to work as hard at increasing that involvement as some of the building administrators or school principals. Positive interactions with parents are much needed in the local schools. Administrators can greatly use parents to help with P.T.O. affairs or even with extra office work when they need a

few extra hands. Schools can always use help with errands and everyday jobs that need to be done, which continues to lessen the workload of teachers.

More importantly, teachers need parents to help when they can. Teachers want parents to be active members in their children's academic affairs. Teachers encourage parents to check assignment planners each day. This is only one attempt to get parents to help their children with their homework. Also, parents with young children are encouraged to read to their children each day, which leads to the point, that the one group that benefits most from parental involvement is the students. When parents volunteer, it is a win-win situation for the students.

Jerry Eichholz is the principal of Highland Elementary School in the Riverview Gardens School District of St. Louis County, Missouri. Highland, which serves kindergarten through sixth grade with two classes at each grade level, it is a "choice" public school that draws its student body from across the district. One area of involvement expected of parents of Highland students is in school-wide projects. "We expect parents to participate in the PTA's fund-raisers and other activities," Eichholz explained. The PTA funds provide the student planners as well as cultural enrichment and other supplementary programs for the school. In the month before school started, parents and teachers volunteered to paint the classrooms. "Now we don't have 'old' and 'new' sections. The school all looks nice and uniform," Eichholz said. "We have a number of parents who work two or three jobs and who can't be here in the building [during school hours]," Eichholz said. "We needed to provide the opportunity so they could be actively involved" (Brown, 2000).

At Crispell Middle School in the Pine Bush Central School District in New York, parents serve as mentors to sixth graders. The district is in southeastern New York, about 35 miles west of the Hudson River; it covers more than 250 square miles and encompasses communities that range from suburbs of New York City to rural areas. Sue Moore, the school's guidance counselor, supervises the mentoring program, which matches up each sixth grader with a volunteer from the community. The volunteer mentors agree to meet with their students at least once a week, usually during a student's study hall or other free period, which will also help teachers with discipline (Brown, 2000).

The variety of school-community relation programs is endless. The Los Angeles Educational Partnership (LAEP) is a nonprofit organization that supports education in the Los Angeles area. Helen Kleinberg, director of LAEP's Family Care program, stated that her program is the community-building piece of the partnership. Its goal is to improve the education of children in low-income communities. "Our job is to teach families how to teach their own children," Kleinberg explained. The program shows parents how to read to their children, how to talk to children to foster vocabulary development, how to use pots and pans in the kitchen to get children to think, and generally "how to create an environment where children can learn," Kleinberg said. The program aims to reach parents first when their children are still very young so that those children won't be behind when they start kindergarten (Brown, 2000).

Riverview Gardens School District, home of Eichholz's Highland Elementary, also offers an unusual tax-related program that fosters community involvement. "In 1996,

our community passed a 99-cent tax increase," said David Clohessy, the district's director of community services. "By school district standards, that's a pretty hefty increase." Riverview Gardens has a large population of senior citizens, Clohessy continued. To help those citizens meet this tax increase, the district budgeted \$10,000 and started a program called SERVES, which stands for Seniors of Riverview in Education Service. School officials calculated that the 99-cent tax increase would cost the district's average homeowner an additional \$100 a year in taxes. Under SERVES, senior citizens can earn that extra \$100 by working for the school district one hour per week for ten weeks at a pay rate of \$10 per hour (Brown, 2000).

Students from Albion High School, in New York, found out firsthand through the Albion Police Explorer service-learning program what it was like to be a police officer. The program began in November 2002 as a partnership between the school and the Albion Police Department. Young people received training from the department on issues of ethics, confidentiality, sexual harassment, and conflict management. They applied their learning at school and in the community. Classes including *The Law and You* and *Participation In Government*, helped young people gain a better understanding of what police do, and to reflect on their service activities. Students also received training in leadership and explored various career opportunities in law enforcement. In addition to serving at school events, Explorers partnered with the police to patrol community events (National Youth Leadership Council).

Conclusion

Obviously, the role of the administrator can be quite challenging. There are many responsibilities to fulfill, and variety of relationships to balance. Research has shown that

the principal is the single most important factor in maintaining a positive environment. With this knowledge, schools have the potential to increase productivity and enhance student learning. Principals have a great task before them, and many would agree that they wear many “hats” of responsibility. There are many elements that have to be considered in keeping teachers motivated. Students and teachers need to feel safe and comfortable in the school environment before quality learning can take place, therefore, the principal’s “hat” becomes that of a security guard. Research has also proven that the visual environment and aesthetics is very important, turning the principal’s “hat” into that of an interior designer. Teachers also need support of the community and the parents, therefore, the principal’s “hat” turns into a mediator or cheerleader/encourager. Thus, leading to the conclusion that there is not one perfect style of leadership that works in every situation, and that motivating teachers is a result of situational leadership.

CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to determine if there is a relationship between principal leadership styles and the level of teacher motivation. General demographic information such as gender, age, grade level taught, years in current grade level, number of years teaching experience, and the number of years under the current principal, was also included. The focus of this study was to compare teacher motivation to the principal leadership score to determine if there is a correlation. This chapter presents a description of the participants, instrumentation, procedure for collecting data, and eventually an analysis of data.

Participants

Subjects for this study were kindergarten through twelfth grade teachers from various schools in the eastern United States. The Membership Coordinator at the Principal's Center at the Harvard Graduate School of Education was contacted about sending a request out through the Harvard List Serve. The Membership Coordinator agreed to send the request, and responded that 17 school administrators were willing to participate. Participants were selected from those that responded to the participation request sent out through the List Serve. Some administrators requested a copy of the findings upon completion. All school administrators were contacted to gain permission to survey their staff. The administrators assigned a lead teacher to distribute and collect the instrument. Any teachers that were willing to participate were surveyed. As many questionnaires as possible were dispersed in order to maximize the number of returns.

Instrumentation

Due to the fact that the majority of previous similar studies were done to measure teacher satisfaction, as opposed to motivation, a new instrument was developed for this study. Years of research on leadership styles was collected and reviewed by the researcher. A list of approximately 10 possible characteristics related to each style (Autocratic, Democratic, and Laissez Faire) was created. The lists were compiled together in a random order and placed under the heading "Principal's Leadership Style." The characteristics were placed on the left with a 0-5 Likert Scale on the right. Next, the researcher created four general motivation questions, and 12 questions directly related to the specific leadership characteristics. The questions were compiled in a random order and placed under the heading "Teacher's Motivation." Again, the questions were placed on the left and a 0-5 Likert Scale on the right.

The first section was specifically designed to determine the teacher's perception of the principal's leadership style. The second section was designed to determine the teacher's level of motivation to teach. In the first section, to determine the principal's leadership style, a variety of questions were asked to determine if the principal was perceived as autocratic, democratic, or laissez faire. There are approximately 10 questions under each leadership style, for a total of approximately 30 questions. The second section, that was designed to determine the teacher's level of motivation, was comprised of approximately 15 questions that determined if there was a statistically significant relationship between leadership style and teacher motivation. Of those questions, three questions were general questions about how motivated each teacher was in his/her current teaching position. There were four questions that specifically asked the

level of teacher motivation based on an autocratic style of leadership. Then, there were four questions that specifically asked about the level of teacher motivation based on a democratic style of leadership. Lastly, there were four questions that specifically asked about the level of teacher motivation based on a laissez faire style of leadership.

Table 1

Identification of Questions

Section One: Teacher Perceptions of Principal Leadership Styles

Autocratic	1, 2, 6, 8, 10, 15, 19, 24, 27, 28, 31
Democratic	3, 7, 13, 16, 17, 23, 25, 26, 29, 30
Laissez Faire	4, 5, 9, 11, 12, 14, 18, 20, 21, 22

Section Two: Teacher Motivation

Motivation Under Current Principal	1, 7, 13, 16
Motivation By Autocratic Principal	3, 6, 10, 14
Motivation By Democratic Principal	2, 5, 9, 12
Motivation By Laissez Faire Principal	4, 8, 11, 15

The questions are in random order, and were assessed on a 6-point Likert-type scale.

Choosing a five would indicate a strong feeling, whereas a choosing zero would indicate less of an intense feeling. General information, such as gender, age, and years of experience, were also asked.

A pilot study was sent out to approximately 60 teachers at South Forrest Attendance Center in Forrest County School District. The questionnaires were handed out at a faculty meeting, with the explanation of the intent of the study. The majority of the questionnaires were collected before they left, to ensure a better response. The data

was analyzed, using correlation techniques, to determine if changes needed to be made to the instrument prior to distribution for the actual study.

The results from the frequency scan did not indicate any irregularities in question responses. The reliability statistics for the pilot study can be found in Table 2. Several teachers made suggestions for changes that they thought would help to make the questionnaire less confusing. Most of the suggestions were in reference to format and verb tenses. The changes were made prior to distribution of the questionnaires for the actual study.

Table 2

Chronbach's Alpha & Validity Percentage

Questions	Chronbach's Alpha	Validity Percentage
Autocratic	.730	93%
Democratic	.909	97%
Laissez-Faire	.756	90%
Current Motivation	.499	97%
Autocratic Motivation	.732	93%
Democratic Motivation	.555	97%
Laissez-Faire Motivation	.119	93%

An error was made in the editing process of the questionnaire, and a few of the questions were omitted by mistake. One of the edits made to the questionnaire was the addition of the Likert Scale across the top of each page. Upon doing so, four questions

were unnoticeably omitted. Two of the questions were in reference to leadership and two of the questions were about motivation. The following questions were omitted:

L16: Your principal tends to delegate some of his or her responsibilities to qualified faculty or staff (democratic indicator)

L17: Your principal seems to value the importance of working together as a team (democratic indicator).

M6: To what extent are you motivated by a principal that monitors your work closely and consistently reminds you of deadlines (autocratic motivation indicator)

M7: How motivated are you to be the best teacher in your school (general motivation indicator)

Table 3 is simply an identification of the questions with the missing questions underlined and in bold.

Table 3

Identification of Questions Indicating Omitted Questions

Section One: Teacher Perceptions of Principal Leadership Styles

Autocratic 1, 2, 6, 8, 10, 15, 19, 24, 27, 28, 31

Democratic 3, 7, 13, **16, 17**, 23, 25, 26, 29, 30

Laissez Faire 4, 5, 9, 11, 12, 14, 18, 20, 21, 22

Section Two: Teacher Motivation

Motivation Under Current Principal 1, **7**, 13, 16

Motivation By Autocratic Principal 3, **6**, 10, 14

Motivation By Democratic Principal 2, 5, 9, 12

Motivation By Laissez Faire Principal 4, 8, 11, 15

The omission of the four questions actually increased the overall reliability of the instrument. In the three areas that questions were omitted, (democratic score, motivation under current principal, and motivation by autocratic principal) the Chronbach's Alpha was actually higher. With the omission of the two democratic questions, the Chronbach's Alpha went from .909 to .936. With the omission of the current motivation question, the Chronbach's Alpha went from .499 to .639. With the omission of the autocratic motivation question, the Chronbach's Alpha went from .732 to .421.

Procedure

Kindergarten through twelfth grade teachers from various schools in the eastern U.S. were selected to participate in this study. The data collection procedures followed the design below:

1. Permission to collect the data was obtained from the Human Subjects Review Committee at the University of Southern Mississippi.
2. The researcher obtained permission by e-mail or telephone from the School and District Administrators to administer the instrument to their teachers.
3. A pilot survey was completed at South Forrest Attendance Center in Forrest County School District to determine validity and reliability of the instrument.
4. Upon completion of the pilot survey, and upon acceptance of a valid and reliable instrument, a packet of questionnaires was sent by mail to the schools that agreed to participate in the study.

5. The school administrator delegated the responsibility of distribution and collection to a lead teacher. Upon completion, the lead teacher mailed the questionnaires back to the researcher in a pre-addressed, stamped envelope.
6. If the questionnaires were not returned in 2 weeks, a reminder to complete the survey was sent to the schools.
7. Finally, the data received was analyzed using correlation techniques.
8. Results of the study were sent to any participants that requested a copy. To ensure confidentiality, results were not reported by individual schools.

Analysis Procedure

This study was guided by the following hypotheses:

H1: There is a statistically significant relationship between the principal's autocratic score, as perceived by the teacher, and the level of teacher motivation.

H2: There is a statistically significant relationship between the principal's democratic score, as perceived by the teacher, and the level of teacher motivation.

H3: There is a statistically significant relationship between the principal's laissez faire score, as perceived by the teacher, and the level of teacher motivation.

The analysis procedure for each hypothesis was descriptive correlation. This method was chosen due to the fact that the purpose of the correlation analysis is to determine if a relationship exists between two or more variables. When there is a positive correlation, an increase in the value of one variable signifies a likely increase in the value of a second variable. The opposite is true of a negative correlation. In a negative correlation, when the value of one variable increases, the other tends to decrease. It was a two-tailed test to

simply determine if a relationship exists. The researcher did not predict the direction of the outcome. The alpha level was set at .05.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to determine if there was a relationship between principal leadership score and the level of teacher motivation. The levels of the leadership scores were based on teacher's perceptions of their leader. Teachers were asked to determine a leadership score for their principal, rate their current level of motivation under their principal, and to determine their level of motivation working under three different leadership styles (autocratic, democratic, and laissez faire). The analysis procedure for each hypothesis was descriptive correlation. It was a two-tailed test to determine if a relationship existed. There were approximately 422 questionnaires distributed at 9 different schools. Of the 422 questionnaires distributed, 210 were returned, for a return rate of 50%. There were 8 questionnaires that were unusable due to a lack of completion of the back page, therefore changing the usable return rate to 48%.

Descriptives of the Sample

The respondents of this study were teachers from 9 schools throughout the eastern United States. Due to the fact that the questionnaires were not distributed until the end of May, there were fewer schools able to participate. Most of the schools that participated, distributed the questionnaires to their teachers on or just before their last day of school. The participating schools were selected by their response to the request to participate that was sent out through the Harvard List Serve. Descriptions for general demographics can be found in Table 4. Of the 202 teachers that indicated their gender, 77.1% were female

and 22.9% were male. The average age of the teachers completing the questionnaire was 40 years old.

Table 4

General Demographics

Gender	Frequency	Percentage
Female	148	77.1%
Male	44	22.9%

	N	Mean	Standard Deviation
Age	182	39.93	10.89

Grade Level	Frequency	Percentage
Elementary (Pre K-5)	55	27.2%
Middle School (6-8)	56	27.7%
High School (9-12)	70	34.6%
None Indicated	22	10.8%

Background	Number of Respondents	Mean	Standard Deviation
Number of years teaching current grade level	184	8.60	8.26
Years of teaching Experience	190	13.23	9.47
Years teaching under current principal	192	3.21	4.25

Table 5

Descriptive Statistics

Questions	N	Min.	Max.	Mean	Stan. Dev.
To what degree does your principal show autocratic characteristics	202	.82	4.55	.30	.76
To what degree does your principal show democratic characteristics	202	.00	5.00	3.51	1.17
To what degree does your principal show laissez-faire characteristics	202	.80	3.90	1.97	.53
How motivated are you working under your current principal	202	1.67	5.00	4.12	.88
How motivated are you working under an autocratic principal	202	.00	5.00	2.08	1.01
How motivated are you working under a democratic principal	202	1.00	5.00	4.13	.81
How motivated are you working under a laissez-faire principal	202	.25	4.50	2.41	.67

Descriptives of the remaining variables of leadership score and motivation can be found in Table 5. Teachers were asked questions to identify a leadership score for their current principal. These responses were then used to determine a leadership score in the following areas: autocratic, democratic, or laissez faire. After completion of that section, teachers were asked to rate their current level of motivation (on a likert scale from 0-5), as well as how motivated they were by the three previously mentioned leadership styles. The means of the areas that revealed statistical significance directly corresponded with the outcome of the survey. The mean response for level of motivation by an autocratic principal was 2.08, while the mean response for level of motivation by a democratic principal was 4.13. Also, the majority of teachers reported that their principal demonstrated democratic characteristics (mean= 3.51), and their current level of motivation was rather high, with a mean of 4.12.

Statistical Test Results

H1: There is a statistically significant relationship between the principal's autocratic score, as perceived by the teacher, and the level of teacher motivation. To determine the significance of this hypothesis, a descriptive correlation analysis was utilized. The result for the correlation between current motivation and the authoritative score yielded $r = -.374$, with significance at the $p < 0.001$ level. Since the analyses revealed statistical significance, hypothesis one was accepted. Based on the outcome of the correlation analyses, the higher the autocratic score, the lower the teacher motivation seems to be.

H2: There is a statistically significant relationship between the principal's democratic score, as perceived by the teacher, and the level of teacher motivation. To determine the significance of this hypothesis, a descriptive correlation analysis was utilized. The result

for the correlation between current motivation and the democratic score yielded $r=.750$, with significance at the $p < 0.001$ level. Since the analyses revealed statistical significance, hypothesis two was also accepted. Based on the outcome of the correlation analyses, the higher the democratic score, the higher teacher motivation seems to be.

H3: There is a statistically significant relationship between the principal's laissez-faire score, as perceived by the teacher, and the level of teacher motivation. To determine the significance of this hypothesis, a descriptive correlation analysis was utilized. The result for the correlation between current motivation and the laissez-faire score yielded $r= -.045$ revealing no significance with $p= .521$. Since the analyses did not reveal statistical significance, hypothesis three was rejected. Based on the outcome of the correlation analyses, there is no statistically significant relationship between the principal's laissez-faire score, and the level of teacher motivation.

Summary of Findings

Teachers from 9 different schools in the eastern part of the United States were surveyed to determine if there was a statistically significant relationship between their principals perceived leadership score and their level of motivation. The results of the correlation analyses yielded statistically significant relationships between the teacher's level of motivation and the principal's autocratic and democratic score. No statistical significance was detected between the teacher's level of motivation and the principal's laissez-faire score. While significance was found with both the principal's autocratic and democratic scores, the score was negative for autocratic and positive for democratic. To additionally support the findings, a statistically significant relationship was found

between current motivation and motivation by a democratic leader. The result was $r=.517$, with a significance level of $p < 0.001$.

CHAPTER V

DISCUSSION

Summary

Teachers, in this researcher's opinion, are truly the back bone of society. Educators world wide are shaping the future by the quality of education that they provide to the youth of today. Today's future relies on the impact teachers make on their students. Society, social security, and economic development are all dependent on future generations. Teachers are molding those future generations. It is no secret that if a teacher is motivated to do his/her best at enhancing education, that students have a better chance at being successful. Furthermore, if principals are exhibiting behaviors that improve teacher motivation, the result is not only an increase in student achievement, but a more successful school overall. If all this is true, the amount of energy put into research for student achievement, teacher motivation, and school leadership should always strive.

It is widely known that motivation is vital to any organization, especially schools. According to MCREL, significant, positive correlations between student achievement and effective school leadership do, in fact, exist (Waters, Marzano, & McNulty, 2004). This study set out to determine if there were significant relationships between the principal's leadership style and teacher motivation. A sample of 202 teachers was the subject of this study. The teachers were chosen from 9 schools that responded to a request to participate through the Harvard List Serve. The survey measured the relationship of the principal's leadership score and the teacher's current level of motivation. Data was observed using a correlation analysis. Two of the three hypotheses were accepted in this study. There was a statistically significant relationship between the

principal's autocratic leadership score and teacher motivation, and there was a statistically significant relationship between the principal's democratic leadership score and teacher motivation. The democratic score yielded a high positive correlation, therefore, the higher the democratic score, the higher the teacher motivation. The autocratic score yielded a significant negative correlation, thus, the higher the autocratic score, the lower the teacher motivation. There was no statistical significance between the principal's laissez-faire leadership score and the teacher's level of motivation.

As even further support for the autocratic score yielding a significant negative correlation, the study of NCLB implementation by Finnigan and Gross (2007) suggests that autocratic tactics do not have a positive effect on teacher motivation. NCLB is an example of autocratic leadership in that it was designed without the input of those implementing it, and it is being enforced with strong consequences that are not up for discussion. According to Finnigan and Gross (2007), "while this approach may work in causing short-term motivational response, in light of the extended low performance, it is likely that teachers will begin to devalue the policy outcomes, lower their expectations, or become demoralized to the point of leaving the school, the district, or the profession entirely" (p.623-624).

Discussion

This study found that there are certain principal behaviors, as perceived by teachers that do impact teacher motivation. The outcomes of the hypotheses of this study indicate that teachers tend to be more highly motivated by principals that demonstrate democratic characteristics of leadership, and less motivated by principals that demonstrate authoritative characteristics of leadership. Results from the respondents of

this study reinforce the belief that teachers are more motivated when they have a direction connection and involvement in decision making, and when leaders their leaders value team work.

There is no question that leadership contributes to organizational effectiveness. This has been proven in numerous studies on leadership. Several decades of research on the topic have resulted in a wealth of knowledge that details the positive relationship between student academic achievement and the actions of the school principal (Cotton, 2003). With the ultimate outcome on student achievement, educators need to leave no stone unturned when attempting to find ways to enhance student achievement. If leadership behaviors have an impact on motivating teachers, and motivated teachers boost student achievement, then every effort must be made by principals to exhibit the most productive behaviors.

The outcome of the hypotheses of this study supports the need to focus on various types of leadership traits that support characteristics of a democratic leader, and demonstrate fewer characteristics of an autocratic leader. Blake and Mouton (1985) maintain that a democratic leader is intent on building relationships, is focused on building productive teams, and works hard to build an environment in which team members are encouraged to reach their highest potential. Lewin and Lippitt (1938) agree, and suggest that democratic leaders are often proven to be the most effective. They, on the other hand describe an autocratic leader as one that generally tells others what to do and limits discussion of new ideas. While Blake and Mouton (1985) tend to agree, they add that autocratic leaders score high on the task grid and low on the grid for relationship. Another characteristic of democratic leadership is that of shared decision making and

worker empowerment. This type of leadership focuses on these things to build a trusting environment through stewardship (Short & Greer, 2002).

Past research has proven the importance and the necessity of the role of the administrator in the school. McREL found significant, positive correlations between student achievement and effective school leadership, as well as identified 21 key areas of leadership responsibilities that are directly connected to student achievement (Waters, Marzano, & McNulty, 2004). School leadership, teacher motivation, and student achievement have all been interwoven together and have been proven to have an impact on each other. Due to that, research in the area must consistently be ongoing.

Limitations

The following are considered as limitations of this study that might threaten the internal validity:

1. The time of year that the instrument was distributed may have been difficult on teachers with all the duties of closing out the year.
2. Unnoticed errors on the part of the researcher
3. Teachers may not have given the survey their undivided attention while responding to the items, depending on the way it was distributed per school.
4. While it was suggested that lead teachers distribute the instrument at a faculty meeting for it to be completed in one setting, that may not have happened with all schools, providing additional outside distraction.
5. Although teachers were told that the surveys were confidential, the researcher cannot guarantee total confidentiality.

6. Potential biases for or against current principals, or principals from the past, may influence teacher perceptions.

Recommendations for Policy and Practice

The challenges faced by educators and administrators today will likely only increase in the years to come. So, any efforts that can be made now to increase the current quality of education should be done. The results of this study suggest that teachers tend to be more highly motivated by working under a principal that demonstrates characteristics of a democratic leader. Thus, it could be suggested for leadership development programs in universities that more of a focus be put on cultivating democratic leaders. A previous study suggested that principals surveyed did not feel that their college programs offered much value, and that they felt that the programs were more theory-based and disconnected from real life challenges (Portin, 2004). Another suggestion could be made for districts to develop their own leadership training programs, with a focus on democratic leadership characteristics.

Leadership development programs and school districts training administrators could use a variety of methods in training administrators. While the democratic approach may not be the only way to train leaders, it was certainly proven more effective in this study, with motivating teachers. Trainings could begin by having administrators conduct a personal inventory on themselves, analyzing strengths and weaknesses. These would not necessarily have to be shared openly, but should be used as more of a self-reflection. Administrators could then be encouraged to look to others that are strong in their weak areas, providing for more shared leadership and some delegating.

Academic coaching of teachers is very important. A democratic leader would need to have strong listening skills, a true appreciation for working as a team, and strong communication skills. These things are vital to any organization. One of the best ways to train administrators in these things is simply to be hands on. Administrators need to see it in action. For example, the trainer could go into the classroom with the administrator and coach him/her for things to look for. Then, when the teacher is finished with the lesson, the trainer and the principal sit down with the teacher to discuss what went well, what didn't, and what the next steps may be. This is done in such a way that the teacher comes to his/her own conclusions by the coaching of the administrator. Other ways of implementation may be through vignettes, discussions, scenarios, and role-playing.

Recommendations for Future Research

There are so many facets of leadership and motivation that have been explored, but there are always other approaches to investigate.

1. Another similar study utilizing a different instrument could be considered.
2. A similar study on a larger scale, incorporating a more diverse population from within the U.S., or in various countries would be an option.
3. Another area for research would be to compare principal's perception of his/her leadership style to what the teacher's perception may be.
4. A more focused look at teacher motivation as it is directly related to student achievement would be an area for future research.

5. As an extension of this study, a comparison between the impact of the teacher on student achievement versus the impact of the principal on student achievement may be helpful.
6. A specific correlation between teacher motivation and student achievement would also be an interesting comparison.

APPENDIX A

LETTER OF REQUEST SENT VIA HARVARD LIST SERVE

May 2008

Dear Fellow Educators:

I apologize for the timing of this email. I contacted you several months ago about participating in a survey for my dissertation.

The title of my dissertation is: The Relationship Between the Teacher's Perception of the Principal's Leadership Style and Personal Motivation.

My IRB application has been approved, and I received permission to complete the survey today. The procedure for the study is as follows:

Procedure:

Kindergarten through twelfth grade teachers from various schools in the eastern U.S. were selected to participate in this study. The data collection procedures will follow the design below:

1. Administrators will be contacted through the Harvard List Serve and asked
2. to email their contact information to the researcher.
2. The researcher will send the questionnaires to the administrators.
3. The school administrator will delegate the responsibility of distribution and collection to a lead teacher. It should only take about 10-15 minutes to complete.
**NOTE TO THE LEAD TEACHER: This is really easy to do right at the end of a faculty meeting, because everyone is already gathered together.
4. Upon completion, the lead teacher will mail the questionnaires back to the researcher in a pre-addressed, stamped envelope.
5. Finally, the data received will be analyzed using correlation techniques.
6. Results of the study will be sent to any participants that requested a copy. To ensure confidentiality, results will not be reported by individual schools.

If you are still interested in participating in this study, please send an email to amp1177@gmail.com, with the following information:

Your Name:

Your Position:

Lead Teacher Responsible for Distribution:

Address:

Phone Number:

Thank you so much for assistance in this. If you are interested in receiving the results of the study, please indicate that in your email.

Thanks again!

Aletta Price

Assistant Principal

South Forrest Attendance Center

Forrest County School District

Hattiesburg, MS

APPENDIX B

INTRODUCTION LETTER TO PRINCIPAL

May 2008

Dear Principal,

I am a doctoral student at the University of Southern Mississippi as well as an Assistant Principal at South Forrest Attendance Center, in Brooklyn, Mississippi. For my dissertation, I am conducting a study to determine if there is a relationship between the Principal's leadership style and teacher motivation.

This study will involve the completion of a developed questionnaire. The questionnaire will obtain general demographic information, as well as data about the principal's perceived leadership style and general questions regarding motivation. I am requesting that any Kindergarten through twelfth grade teacher complete the questionnaire.

Your participation may offer a better understanding of teacher motivation. In addition, it may help provide insight into changes that need to be made in administrative preparation courses/trainings. As an Assistant Principal and researcher, I plan to share the results with any participants requesting a copy of the findings.

There will be no risk by your participation in this study. All information will be completely confidential and anonymous. Your privacy and research records will be kept confidential to the extent of the law. This project has been reviewed by the Human Subjects Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-001, (601) 266-6820. Your participation in this study is completely voluntary and appreciated. Please return the completed questionnaire in the self-addressed stamped envelope provided.

If you have any questions about this research project, please contact me at (601) 434-1169. Thank you for your time.

Sincerely,

Aletta Price
Assistant Principal
South Forrest Attendance Center
Forrest County School District

APPENDIX C

INTRODUCTION/ COVER LETTER TO THE TEACHER

May 2008

Dear Teacher,

I am a doctoral student at the University of Southern Mississippi as well as an Assistant Principal at South Forrest Attendance Center, in Brooklyn, Mississippi. For my dissertation, I am conducting a study to determine if there is a relationship between the Principal's leadership style and teacher motivation.

This study will involve the completion of a developed questionnaire. The questionnaire will obtain general demographic information, as well as data about the principal's perceived leadership style and general questions regarding motivation. I am requesting that any Kindergarten through twelfth grade teacher complete the questionnaire.

Your participation may offer a better understanding of teacher motivation. In addition, it may help provide insight into changes that need to be made in administrative preparation courses/trainings. As an Assistant Principal and researcher, I plan to share the results with any participants requesting a copy of the findings.

There will be no risk by your participation in this study. All information will be completely confidential and anonymous. Your privacy and research records will be kept confidential to the extent of the law. This project has been reviewed by the Human Subjects Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-001, (601) 266-6820. Your participation in this study is completely voluntary and appreciated. Please return the completed questionnaire in the self-addressed stamped envelope provided.

If you have any questions about this research project, please contact me at (601) 434-1169. Thank you for your time.

Sincerely,

Aletta Price
Assistant Principal
South Forrest Attendance Center
Forrest County School District

APPENDIX D

LETTER OF INSTRUCTION TO LEAD TEACHER

Dear Lead Teacher,

I apologize for the timing of this survey. We are all ready for summer break! Thank you so much for your help in getting this done. Words could never express my sincere appreciation.

Below, you will find the procedures for distributing this survey.

1. It should only take about 10-15 minutes to complete. This is really easy to do right at the end of a faculty meeting, because everyone is already gathered together.
2. Upon completion, please mail the questionnaires back to me in the pre-addressed, stamped envelope that is included in the packet.

Results of the study will be sent to any participants that requested a copy. To ensure confidentiality, results will not be reported by individual schools.

If you have any questions, feel free to contact me by email at amp1177@gmail.com, or by phone (601) 434-1169.

Thanks again!

Aletta Price
Assistant Principal
South Forrest Attendance Center
Forrest County School District
Hattiesburg, MS

APPENDIX E

IRB PERMISSION TO CONDUCT STUDY



 THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
 Hattiesburg, MS 39406-0001
 Tel: 601.266.6820
 Fax: 601.266.5509
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
 Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **28051501**

PROJECT TITLE: **The Relationship Between the Teacher's Perception of the Principal's Leadership Style and Personal Motivation**

PROPOSED PROJECT DATES: **04/14/08 to 08/01/08**

PROJECT TYPE: **Dissertation or Thesis**

PRINCIPAL INVESTIGATORS: **Aletta Price**

COLLEGE/DIVISION: **College of Education & Psychology**

DEPARTMENT: **Educational Leadership & Research**

FUNDING AGENCY: **N/A**

HSPRC COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF APPROVAL: **05/15/08 to 05/14/09**

Lawrence A. Hosman
 Lawrence A. Hosman, Ph.D.
 HSPRC Chair

5-19-08
 Date

APPENDIX G

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

HUMAN SUBJECTS CONSENT FORM

The study is being conducted to determine if there is a relationship between the Principal's leadership style and teacher motivation. It will involve the completion of a developed questionnaire. The questionnaire will obtain general demographic information, as well as data about the principal's perceived leadership style and general questions regarding motivation. I am requesting that any Kindergarten through twelfth grade teacher complete the questionnaire. Participation in this study may offer a better understanding of teacher motivation. In addition, it may help provide insight into changes that need to be made in administrative preparation courses/trainings. The survey instrument is completely anonymous, in that there is no place for participants to enter their name. It should take a teacher approximately 10 minutes to complete it entirely. The instrument will be collected and returned to me by an employee at each school that is free from any administrative responsibility. Therefore, there should be no connection between the instrument and participant. There are no alternative procedures.

Participation in this study is simply on a volunteer basis. Whereas no assurance can be made concerning results that may be obtained (since results from investigational studies cannot be predicted) the researcher will take every precaution consistent with the best scientific practice. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits.

Questions concerning the research should be directed to Aletta Price at (601) 434-1169. This project and this consent form have been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

APPENDIX H

PROTOCOL

1. Purpose: The purpose of this study is to determine if there is a relationship between the Principal's leadership style and the motivation of the teachers. The results of this study can be used for enhancing classroom instruction and administrative training purposes.

2. Description of Study: Participants for this study will be kindergarten through twelfth grade teachers selected from various schools in the eastern United States. Participants were selected from those that responded to a participation request sent out through a List Serve through Harvard University. All school administrators, including district personnel, will be contacted to gain permission to survey their staff. Any teachers that are willing to participate will be surveyed. As many questionnaires as possible will be dispersed in order to maximize the number of returns.

Instrumentation

Due to the fact that the majority of previous similar studies were done to measure teacher satisfaction, as opposed to motivation, a new instrument was developed for this study. Therefore, a pilot survey will be sent out to K-12 schools in Forrest County. The instrument consists of two main sections. The first section is specifically designed to determine the teacher's perception of the principal's leadership style. The second section is designed to determine the teacher's level of motivation to teach. In the first section, to determine the principal's leadership style, a variety of questions will be asked to determine if the principal is perceived as autocratic, democratic, or laissez faire. There are approximately 10 questions under each leadership style, for a total of approximately 30 questions. The second section, that is designed to determine the teacher's level of motivation, is comprised of approximately 15 questions that determine if there is a statistically significant relationship between leadership style and teacher motivation. Of those questions, three questions are general questions about how motivated each teacher is in his/her current teaching position. There are four questions that specifically ask the level of teacher motivation based on an autocratic style of leadership. Then, there are four questions that specifically ask about the level of teacher motivation based on a democratic style of leadership. Lastly, there are four questions that specifically ask about the level of teacher motivation based on a laissez faire style of leadership. The questions will be in random order, and will be assessed on a 5-point Likert-type scale. Choosing a five would indicate a strong feeling, whereas a choosing a one would indicate less of an intense feeling. General information, such as gender, age, and years of experience, will also be asked.

3. Benefits: Participants in this survey will not receive any financial incentives. One potential benefit of completing this survey may be that it will give participants the opportunity to really self reflect into how motivated they are in their current position and hopefully look into ways to improve their current setting.

4. Risks: There are no known risks in this study.

5. Confidentiality: All information will be kept confidential. Results will not be reported by individual school to further respect confidentiality. No names will be used, and subjects will be asked to provide very little demographic information.

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