

Comparison of Educational Administrator's Leadership Style
and Previous Teaching Content Area

by

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ABSTRACT

The purpose of this study was to examine the factors that influence an educational administrators' leadership style. The study was conducted on educational administrators employed in the upper 26 counties of the Texas Panhandle serviced by the Region 16 Educational Service Center in the school year of 2010-2011. Moreover, this study examined what type of leadership style these educational administrators exhibit in the school setting. The study examined if there was a correlation between an educational administrators' leadership style and their previous teaching content area, their previous experience with leading an extracurricular activity and having previous experience with managing a budget.

It has been determined that student achievement has been linked with educational administrator's leadership style. The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact of students' outcome. Furthermore, there is little research on the factors contributing to an educational administrator exhibiting transformational leadership qualities.

Principal recruitment is hindered by a growing shortage of qualified applicants in conjunction with a growing student population and the reality of the challenging demands, responsibilities, and complexities of the job. While the certification standards

are regulated to some degree, entry into the field is self-selected. We need to engage in a selective procedure to choose highly qualified candidates.

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CHAPTER I

INTRODUCTION

Background and Setting

Principal recruitment is hindered by a growing shortage of qualified applicants in conjunction with a growing student population and the reality of the challenging demands, responsibilities, and complexities of the job (Ash, Hodge, & Connell, 2013). The increased demand for high-quality principals and the shortage of principals who are expert and experienced in increasing student learning requires superintendents and school boards to use a more purposeful and focused selection process than has been used in the past (Ash, Hodge, & Connell, 2013).

Leaders engaging in transformational leadership do not ‘simply do the right thing’, or what is prescribed by the rules and procedures. Rather, they do what is right even when it goes against established rules and procedures (Avolio, 1994). His research suggested transformational leaders focus on people and their needs to grow and develop to improve the group as a whole.

It has been determined student achievement has been linked with educational administrators’ leadership style. The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on student’s outcome (Robinson, Lloyd, & Rowe, 2008).

Nash and Bangert (2013) found there is a strong correlation between principals' life experiences and their transformational leadership behaviors. They also suggested that information related to principals' life experiences and their transformational leadership behaviors may help with decisions for admitting students to educational leadership programs and with recruitment of new and experienced principals.

The job of a principal endures a lot of stress, time and societal problems (Hewitt, Denny, & Pijanowski, 2011). Some of this stress can be alleviated if they have prior knowledge in managing a budget (Stoskopf, 2013) and not assume that every principal has had this experience (Gonzales & Bogotch, 1999).

Statement of Problem

Research has shown that finding qualified applicants for educational administration positions is difficult and is experiencing a decline of well-qualified applicants (Hewitt, Denny, & Pijanowski, 2011). The Texas Panhandle is not excluded from this problem especially due to the rural nature of the upper 26 counties in the Texas Panhandle. Many rural areas have trouble recruiting and retaining qualified applicants. While there are many factors that go into this process, continued research is necessary to be able to better identify qualified applicants.

Purpose and Objectives

The purpose of this study was to determine the impact of educational administrators previous teaching content area to their leadership style. As a means of accomplishing this purpose, answers to the following questions were sought:

1. What is the self-perceived leadership style of educational administrator?

2. What was the impact of the previous teaching content area to educational administrators' self-reported leadership style?
3. What was the impact of administrators', from the upper 26 counties in the Texas Panhandle, in the involvement with extra-curricular activities to their self-reported leadership style?
4. What was the impact of being in charge of a budget to the administrators' self-reported leadership style prior to becoming an educational administrator?

Definition of Terms

For the purpose of this study, the following definitions were used:

1. Educational Administrator- Educational Administrators refers to Superintendents, Assistant Superintendents and high school principals in the upper twenty six counties of the Texas Panhandle.
2. Transformational Leadership- A transformational leader is determined as someone who is inspirational, intellectually stimulating, challenging, visionary, development-oriented, and determined to maximize performance (Bass & Avolio, 2004).
3. Transactional Leadership- A transactional leader is someone who sets up and defines agreements or contracts to achieve specific work objectives, discovering individuals capabilities, and specifying the compensation and rewards expected upon successful completion of the tasks (Bass & Avolio, 2004).
4. Self-reported leadership style- The leadership style of educational administrators as determined by their answers for a self-reflection when answering the questions on the Multifactor Leadership Questionnaire.

5. Previous teaching content area- The teaching content area that an educational administrator taught in before becoming an educational administrator.
6. Texas Panhandle – The northernmost part of Texas that includes 26 counties including: Armstrong, Briscoe, Carson, Castro, Childress, Collingsworth, Dallam, Deaf Smith, Donley, Gray, Hall, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher and Wheeler counties. As shown on the map in Figure 1.1.
7. Region 16 Educational Service Center- A region created by Texas Education Agency (TEA), which serves as a liaison between the school districts and TEA headquarters in Austin. Region 16 provides workshops and technical assistance for 62 school districts in a 226 square mile radius.
8. Multi-factor Leadership Questionnaire (MLQ)- The Multifactor Leadership Questionnaire (MLQ—also known as MLQ 5X short or the standard MLQ) measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming leaders themselves. The MLQ identifies the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work (Bass & Avolio, 1995).

Limitations of the Study

The study had four primary limitations, which should be considered when interpreting the findings:

1. This study was limited to educational administrators, who have an e-mail address on file with the Region 16 Education Service Center, in the upper 26 counties in the Texas Panhandle.
2. This study was limited by the self-perception of the educational administrators' leadership style.
3. This study was limited to superintendents and principals employed in 2011.
4. This study was limited due to the lack of previous research of educational administrators' leadership styles and that due to personal reasons for taking 6 years to complete the study, some new research in the area was used to complete the literature review.

Basic Assumptions

For this study, the following assumptions were considered as true:

1. Current educational administrators gave honest and accurate responses, to the best of their ability on the survey used for this study.
2. The setting of the administration was similar. It was e-mailed to the principals and superintendents to open at their own leisure.
3. Administrators from the Region 17 cooperative in 2011 were representative of the administrators in that year and location.

Significance of the Study

The significance of this study is to determine if there is a predominant high school content area, extra-curricular activity, or leadership style of teachers are more likely to continue on to the administrative level. This study will serve a need by gathering basic demographic and leadership style information to create a basic profile of educational administrators in Region 16 educational service area. This profile will identify if educational content area, budget management experience, and involvement in extracurricular activities impacted their decision to enter an administrative position.

CHAPTER II

REVIEW OF RELATED LITERATURE

Purpose and Research Questions

The purpose of this study was to compare educational administrators, previous teaching content area to their leadership style. As a means of accomplishing this purpose, answers to the following questions were sought:

1. What is the self-perceived leadership style of the educational administrator?
2. What was the impact of the previous teaching content area to their leadership style?
3. What was the impact of administrators' involvement with extra-curricular activities to their leadership style?
4. Prior to becoming an administrator, what was the impact of being in charge of a budget to the administrators' leadership style?

Theoretical Framework

Leadership

Leadership is a process whereby one person influences others to work toward a goal and helps them pursue a vision (Yulk & VanFleet, 1992). Leadership research from the 1900s to the 1950s was to distinguish the difference between leaders and followers (Mendez-Morse, 1992). Studies then transformed from qualities of effective and non-

effective leaders and characteristics that influence the effectiveness and success of an organization (Mendez-Morse, 1992). Current studies dissect the transformational-transactional paradigm as presented by James McGregor Burns (1978).

Promoting teamwork and strong leadership is very beneficial because leaders cannot solve problems on their own. Encouraging people to be problem solvers will create intrinsic motivation in the followers (Jones & Rudd, 2008). Leadership is a widespread phenomenon that occurs worldwide. The leadership that occurs is affected by the organizations and cultures in which it appears (Haire, Ghiselli, & Porter, 1966).

The question has also been asked, “Are leaders born or made?” There is also usually an argument about how much are they are made and how much of leadership is a heritable trait. In a study of monozygotic and dizygotic twins, Rose reported that as much as 40 percent of the variance could be attributed to heritability (Rose, 1995). This leaves much of the leader to be “made.”

Leadership Styles

The theoretical framework for this study was based upon Burns (1978) and refined by Avolio and Bass’ (1995) Transactional-Transformational Leadership paradigm. The paradigm views leadership as either a matter of contingent reinforcement of followers by a transactional leader or the moving of followers beyond their self-interests for the good of the group, organization, or society by a transformational leader (Bass, 1997). According to Yulk (1999) Transformational leaders have acquired the ability to motivate and inspire their followers. Transactional leadership motivates followers through requests and organizational rules. Laissez-faire and passive management by exception are indirect forms of leadership.

As shown in Illustration 1, this instrument measures transformational leadership by five subscales, transactional leadership by three subscales and Laissez-Faire leadership by one subscale (Eagly, Johannesen-Schmidt, & van Engen, 2003).

Table 2.1

Definitions of Transformational, Transactional, and Laissez-Faire Leadership Styles in the MLQ-5X

MLQ- 5X scales with subscales	Description of leadership style
Transformational	
Idealized Influence (attribute)	Demonstrates qualities that motivate respect and pride from association with him or her
Idealized Influence (behavior)	Communicates values, purpose, and importance of organization's mission
Inspirational Motivation	Exhibits optimism and excitement about goals and future states
Intellectual Stimulation	Examines new perspectives for solving problems and completing tasks
Individualized Consideration	Focuses on development and mentoring of followers and attends to their individual tasks
Transactional	
Contingent Reward	Provides rewards for satisfactory performance by followers
Management by Exception (active)	Attends to followers' mistakes and failures to meet standards
Management by Exception (passive)	Waits until problems become severe before attending to them and interviewing
Laissez-Faire	Exhibits frequent absence and lack of involvement during critical junctures

Note: MLQ-5X = Multifactor Leadership Questionnaire- Form 5X

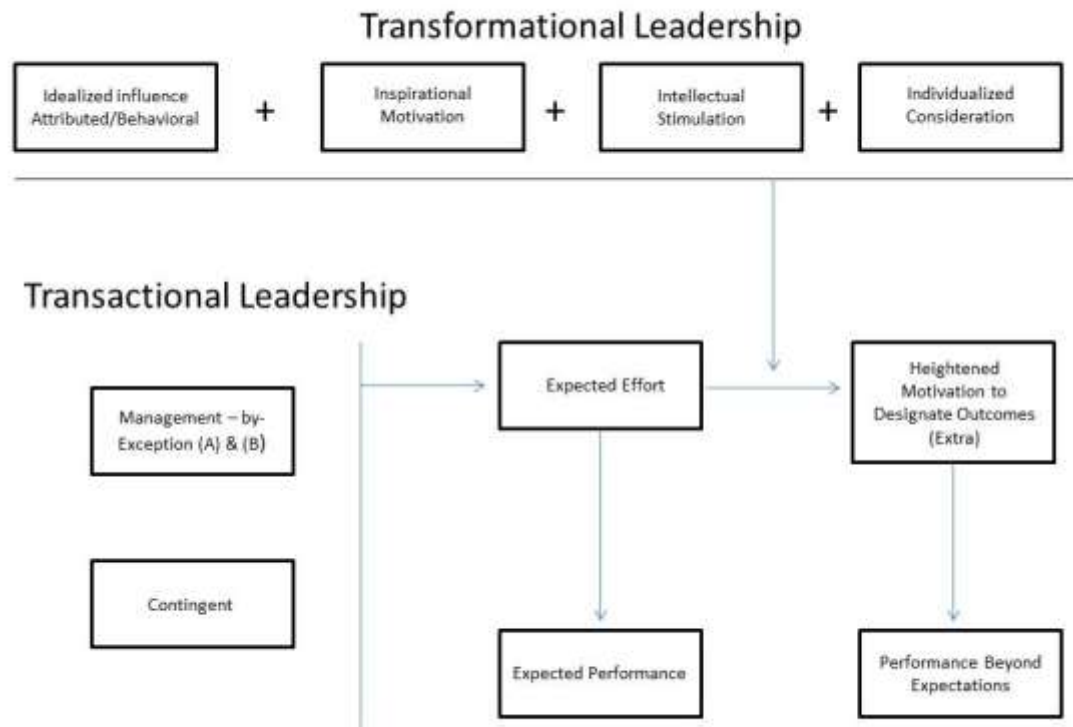
Transformational Leadership

The transformational leadership is important to schools because it reduces the power distance between leader and follower, allowing for the movement of leadership along a spectrum (Gronn, 2008). For example, most schools and organizations embracing a transformational leadership approach experience a range of decision-making configurations ranging from those of an individual school administrator to a more disbursed role that includes teachers and support staff (Gronn, 2008). Leaders engaging in transformational leadership do not “simply do the right thing”, or what is prescribed by the rules and procedures. Rather, they do what is right even when it goes against established rules and procedures (Avolio, 1994). His claim suggested transformational leaders focus on people, and their needs for professional and personal growth to improve the organization (Nash & Bangert, 2013). When a conflict occurs between organizational policy and doing what is best for people, there is a need to improve the organization (Avolio, 1994).

Transactional Leadership

Transactional leaders work toward recognizing the roles and tasks required for associates to reach desired outcomes; They also clarify these requirements for associates, thus creating the confidence they need to exert the necessary effort, as shown in illustration 2.2. Transactional leadership has two forms. In its corrective form, it focuses on actively setting standards. In its passive form, it involves waiting for mistakes to occur before taking action. In either form, it focuses on identifying mistakes (Bass & Avolio, 2004). It is a reactive form of leadership.

Illustration 2.2 Transformational and Transactional Leadership (Bass & Avolio, 2004)



Managers tend to underutilize transactional leadership methods. Time pressures, poor appraisal methods, doubts about the efficacy of positive reinforcement, discomfort to leader and associate, and lack of skill or confidence are all partly responsible for the failure of transactional leadership methods (Bass & Avolio, 2004).

Laissez-Faire Leadership

A laissez-faire leadership style is marked by a general failure to take responsibility for managing (Eagly, Johannesen-Schmidt, & van Engen, 2003). It is also reasonable to believe that laissez-faire leadership – characterized by the avoidance of leadership behaviors, or the sheer lack of leader presence when subordinates are in need of leadership (Bass & Avolio, 1994). However, studies have shown a prevalence of

laissez-faire leadership in contemporary working life is strikingly high (Aasland, Skogstad, Notelaers, & Einarsen, 2010).

Background of the MLQ

The Multifactor Leadership Questionnaire (MLQ) was designed by Bernard Bass and Bruce Avolio (2004). The MLQ assesses perceptions of leadership behaviors that represent avoidance of responsibility and action as well as perceptions of leadership behaviors that generate the higher order developed and performance effects (Bass & Avolio, Multifactor Leadership Questionnaire Manual and Sampler Set, 2004). The styles assessed are Laissez Faire and Transformational leadership. It measures a leader's effect on both the personal and intellectual development of self and others. It can also link a person's leadership style with their expected performance outcome. Likert-type scale questions were used for respondents to rate their self-perceived leadership style. The following scale was used: Not at all = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, and Frequently, if not always=4. A mean score was calculated for each of the leadership style question types.

Development of the MLQ

The MLQ was first published in 1985 by Dr. Bernard Bass. It was first written in a long form which consisted of 63 items. Through extensive research, the short form MLQx5 was developed for ease of data collections. The short form now consists of 45 items to make it quick and easy to implement. It was developed to expand the dimensions of leadership measured by previous leadership surveys and to provide a concise feedback form that can be used by the individual, team, and organizational development as well as for individual counseling (Bass & Avolio, 2004).

Application of the MLQ

The Multifactor Leadership Questionnaire has been used extensively in the field and laboratory research to study transformational, transactional and passive/avoidant leadership styles. It can be used for selection, transfer, and promotion activities as well as for individual, group, or organizational development and counseling (Bass & Avolio, 2004).

Educational Administration

School administration is increasingly held responsible for students' success or failure as determined by how the school is conducted (Wildy & Loudon, 2000). In relation to principals duties, Trnavčević and Vaupot (2009) stated:

principals were supposed to accomplish 'organizing and monitoring' tasks, enable and support smooth 'processes' within schools, focus on buildings, equipment and finances, and cooperate with and achieve a 'balance' between teachers, students, and parents (p.86).

Administration positions encompass a large amount of stress, time demand, and societal problems that are negatively influencing teachers' decision to enter the administration field (Hewitt, Denny, & Pijanowski, 2011). Jordan, McCauley, and Comeaux (1994) determined the shortage of principals in Louisiana was not due to lack of certified personnel, it was due to lack of the population willing to pursue these positions.

According to the Bureau of Labor Statistics (2009) positions in Educational Administration in elementary and secondary schools are predicted to have a 9% increase in positions.

Value of Educational Administration in a School System

An educational administrator is responsible for a school district. They are seen as a building manager, administrator, politician, change agent, and instructional leader. During the recent past, the most sought-after type of principal is an instructional leader who can create an atmosphere focused on teaching and learning to improve student achievement (Wood, Finch, & Mirecki, 2013). With principal accountability in the area of student achievement ever increasing, it is crucial principals lead schools in directions that positively impact student achievement (Marzano, Waters, & McNulty, 2005). Not only have studies considered the role of the principal important, but the requirements of No Child Left Behind (2001) have linked principals' instructional leadership skills to academic achievement (Texas Education Agency, 2008).

Teacher Leadership

Teachers play a large role in student learning since they are charged with the monumental task of ensuring student performance increases. They prepare future leaders, professionals, and community members to become productive members of society. To ensure teachers are able to play this role, they need the support and motivation that is often affected by the principal at the school. This support and motivation will foster a good relationship with their principal and create job satisfaction and guide teacher leadership in the decision making process at school (Silins & Mulford, 2002). Studies have shown that teachers' satisfaction with school leadership determines their involvement and commitment to duty (Silins & Mulford, 2002). Halliger and Heck (1995) found that a school administrator's leadership style is the main factor that greatly influences teachers' job satisfaction.

Leadership Style/Gender

In a meta-analysis study, Eagly, Johannesen-Schmidt and van Engen (2003) discovered female leaders were more transformational than male leaders and engaged in more of the contingent reward behaviors that are a component of transactional leadership, while male leaders were more likely to exhibit transactional and laissez-faire leadership. However, more often than not, researchers have identified male and female leaders do not differ in their leadership styles (van Engen, van der Leeden, & Willemson, 2001).

Leadership Style/Job Tenure

According to Martin (2012), there is not significant relationship between principals' leadership behavior and principal longevity at the current school or total principal experience. Principals are finding it necessary to share responsibilities and decision making with teachers, staff members, and parents. School leaders have moved from a top-down managerial approach where the leader makes key decisions to a more instructional and transformational approach. However, the implications for leadership development and increased self-awareness were apparent.

Leadership Style/Budget Management

According to Trnavčević and Vaupot (2009), the principalship is highly entwined with management. They also stated, “principals were supposed to accomplish ‘organizing and monitoring’ tasks, enable and support smooth ‘processes’ with in schools, focus on buildings, equipment and finances, and cooperate with and achieve a ‘balance’ between teachers, students, and parents.(p.86)” With this managing comes the responsibility of budget management. Stoskopf (2013) determined principals perceived lack of financial preparation and indicated that principals learn more about their financial responsibilities

through on-the-job experiences. He also concluded a lack of background, skills, and training in this area makes dealing with financial issues an unavoidable issue that could be alleviated with some practical training in the area, not just theory as is provided in most educational administration preparation programs. Gonzales and Bogotch (1999) stated,

With so many other pressures on school principals to perform as educational leaders, money management is just one more reality principals must face. We may assume all principals are honest, but we should not assume all principals know how to handle money (p.39).

Participation of Teachers in Extracurricular Activities

Research has identified the positive effect of participation in extracurricular activities on students, such as strong belief in self, increased resilience and positive relationship to achievement (Hebert, 1998; Schreiber & Chambers, 2002). However, there has been limited research on the effect of participating in extracurricular activities on teachers. If the students are benefiting from the activity, it is important to note that they are benefiting because the teachers are there to facilitate the activities (McDonald, 2013). One benefit that teachers receive is an increase in networking opportunities. They have more opportunities to network with administrators, teachers, the community and students. This provides them with increased access to resources and relationships (Leana & Pil, 2006).

Recruitment and Retention of principals

It is believed that only well-prepared and qualified individuals lead schools. Yet, the requirements for a principal preparation program vary widely across the nation.

Requirements include successful completion of an approved preparation program, a graduate degree, teaching certification, and teaching experiences (Toye, Blank, Sanders, & Williams, 2007). While the certification standards are regulated to some degree, entry into the field is self-selected. Educational administrators need to engage in a selective procedure to choose highly qualified candidates. According to Zellner, Jinkins, Gideon, Doughty, and McNamara (2002), on the average, today's principal is male, white, around 50 years of age, and has 6 years of experience as a principal, but 25 years in education. Only 42% of all elementary principals are female.

These demographics are a direct reflection on the self-selection that is occurring to enter the field. Highly qualified applicants need to be sought-out and encouraged to enter the field (Zellner, Jinkins, Gideon, Doughty, & McNamara, 2002).

Once a principal candidate has been enticed to pursue the principalship, they will need a mentor network for support, continued professional development, mentor teachers and assistant principals into future leadership positions, and provide the mentored teachers with leadership experience (Zellner, Jinkins, Gideon, Doughty, & McNamara, 2002).

Summary

Conclusions that can be drawn from this review of literature are that educational administrators will be more affective in their administrative role if they exhibit transformational leadership capabilities (Burns, 1978). They will be able to motivate and inspire their followers (Yulk & VanFleet, 1992). This goes beyond being able to inspire them, as the principal's leadership style will directly affect the teacher's job satisfaction (Hallinger & Heck, 1995).

The job of a principal endures a lot of stress, time and societal problems (Hewitt, Denny, & Pijanowski, 2011). Some of this stress can be alleviated if they have prior knowledge in managing a budget (Stoskopf, 2013) and not assume that every principal has had this experience (Gonzales & Bogotch, 1999).

Educational administrators need to be actively recruited rather than the self-selection that is occurring in the field (Zellner, Jenkins, Gideon, Doughty, & McNamara, 2002). As Martin (2012) stated, a principal's job tenure is not affected by their leadership style. As stated earlier, it is affected by their teacher's job satisfaction (Hallinger & Heck, 1995).

CHAPTER III

METHODOLOGY

Purpose and Objectives

The purpose of this study was to determine the impact of educational administrators, principals and superintendents, previous teaching content area to their leadership style. As a means of accomplishing this purpose, answers to the following questions were sought:

1. What is the self-perceived leadership style of the educational administrator?
2. What was the impact of the previous teaching content area to their transformational leadership style?
3. What was the impact of administrators' involvement with extra-curricular activities to their transformational leadership style?
4. Prior to becoming an administrator, what was the impact of being in charge of a budget to the administrators' transformational leadership style?

Research Design for the Study

This quantitative study was non-experimental and utilized a descriptive correlation research design (Ary, Jacobs, & Razavieh, 1972). An e-mailed questionnaire was used to gather data for the study. The questionnaire was e-mailed according to the suggestions of Dillman's Tailored Design Method (2007) with a cover letter stating the

purpose of the study and instructions for completing the questionnaire. The questionnaire was sent to principals and superintendents who were working in the 26 counties serviced by the Region 16 Educational Service Center.

Population and Sample

The population consisted of 130 superintendents and principals in the Region 16 Educational Service Area. This study was limited to the superintendents and principals employed in the upper 26 counties in the Texas Panhandle during the 2010-2011 school year who had an e-mail address on file with the Region 16 Education Service Center. A census study was used to determine the demographic data for the population. All 130 principals and superintendents were e-mailed the survey for completion.

Instrumentation

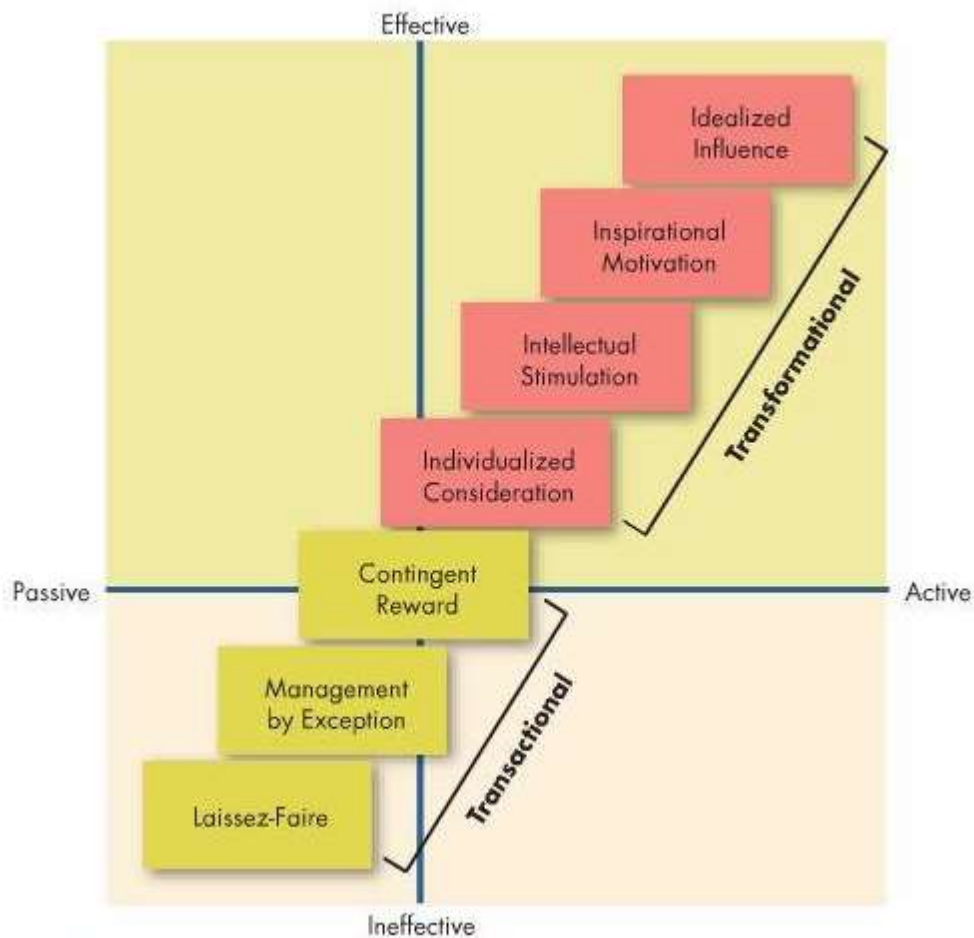
The participants of this study were asked to complete an online instrument that consisted of demographic questions and the Multifactor Leadership Questionnaire (MLQ). The instrument sought to discover if there was a correlation between leadership style, previous teaching content area, previous involvement with extracurricular activities, and previous budget management experience. The instrumentation was reviewed by the thesis committee and submitted to West Texas A&M University's Institutional Review Board for Human Subjects. The instrument was approved on March 25, 2011. The completion of the survey was voluntary for the survey participants and no negative harm from the completion of the survey was anticipated. There were a total of 131 educational administrators that received the survey. This survey had a response rate of 35% with a total number of recorded surveys at 46. ($n=46$).

Multifactor Leadership Questionnaire Form 5X

The instrumentation consists of the Multifactor Leadership Questionnaire (MLQ) as developed by Bernard Bass and Bruce Avolio (1994). The MLQ was based on a Full Range Leadership Model as shown in Illustration 3.2.

Illustration 3.2

Full Range Leadership Model (Avolio, 2011)



The survey is condensed and comprehensive with 45 questions that measure a full range of leadership behavior. Demographic questions were added to determine the educational administrators' previous teaching content area as well as their tenure in that area. The reliability of the MLQ, as reported by Bass and Avolio (2004) for each

leadership factor, ranges from .74 to .91. The Multifactor Leadership Questionnaire measures individual styles as being transformational, transactional, and laissez-faire characteristics of each leadership style. These characteristics include: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by-exception (passive), laissez-faire leadership, extra effort, effectiveness, satisfaction. Likert-type scale questions were used for respondents to rate their self-perceived leadership style. The following scale was used: Not at all = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, and Frequently, if not always=4.

Validity and Reliability

Validity is described as “the extent to which an instrument measures what it is supposed to measure” (Ary, Jacobs, & Razavieh, 1972, p.242). Reliability is described as “the extent to which a measuring device is consistent in measuring whatever it measures” (Ary, Jacobs, & Razavieh, 1972, p. 253). For this study, a panel of experts from West Texas A&M University was used to determine the validity and reliability of the demographic section of the instrument. The validity and reliability of the Multifactor Leadership Questionnaire Form 5X was determined by Bass and Avolio (2004).

Data Collection

On May 31, 2011, a cover letter and instrument (see Appendix) was e-mailed via Qualtrics Online Survey Software to the population. The surveys were individually coded to ensure that all participants could only respond once and all identifying data was discarded prior to statistical analysis to ensure anonymity. One week later on June 6, 2011, a reminder e-mail was sent to all members of the population. This served as a

reminder of the due date to return the questionnaire. Leadership styles and leadership characteristics of the study's participants were determined by scoring each participant's response to the Multifactor Leadership Questionnaire. Due to a response rate (30%), it was decided to re-send the survey to the educational administrators who had not responded on June 15, 2011. Four more responses were received between June 15, 2011 and June 22, 2011. The survey remained open for one week and responses were requested to return by June 22, 2011.

Data Analysis

The survey instrument was coded and transferred into a computer file for analysis. Statistical analysis of the data files were completed using Microsoft Excel. Descriptive statistics were used to summarize the data pertaining to: (a) the leadership style of principals and superintendents, (b) teaching content area of principals and superintendents, (c) sponsorship of extracurricular activities of educational administrators, and (d) educational administrator's previous experience with a budget.

The leadership styles were then compared to the participants' previous teaching content areas with the use of frequencies, percentages, means, and standard deviations. These factors were used to create descriptions and comparisons of the factors. Pearson correlations were used to determine if there was a correlation between the educational administrators' self-perceived transformational leadership means score and their previous teaching content, extracurricular activities involved, and previous experience with a budget.

Summary

This research was descriptive in nature. The population surveyed was principals and superintendents employed in the 2010-2011 school year in the upper 26 counties of the Texas Panhandle.

An e-mailed questionnaire that was generated in Qualtrics online survey software, prepared in part using the Tailored Design Method, was used as the data collection instrument. A panel of experts from West Texas A&M University were used to determine the validity of the instrument. This survey had a response rate of 30% with a total number of recorded surveys at 46 ($n=46$).

CHAPTER IV

FINDINGS

Purpose and Objectives

The purpose of this study was to examine the factors that impact an Educational Administrator's leadership style in the upper 26 counties of the Texas Panhandle in the 2010-2011 school year. This study also examined the relationship of how previous experience of working with a budget affected their role as an educational administrator.

In order to guide this study, the following research objectives were developed:

1. What is the self-perceived leadership style of the educational administrator?
2. What was the impact of the previous teaching content area to their transformational leadership style?
3. What was the impact of administrators' involvement with extra-curricular activities to their transformational leadership style?
4. Prior to becoming an administrator, what was the impact of being in charge of a budget to the administrator's transformational leadership style?

Population and Sample

The target population for this study was identified as superintendents and principals in the Region 16 Educational Service Area. There were a total of 131 educational administrators that received the survey. This survey had a response rate of

35% with a total number of recorded surveys at 46. ($n=46$). This study was limited to the superintendents and principals employed in the upper twenty-six counties in the Texas Panhandle during the 2010-2011 school year who have an e-mail address on file with the Region 16 Education Service Center. This group of administrators represented a variety of schools and school districts across the Texas Panhandle.

Objective One

Objective one sought to describe the leadership styles of the superintendents and principals serving in the Region 16 Educational Service area in the 2010-2011 school year. They were asked to provide answers to the Multifactor Leadership Questionnaire Short form. In this survey, the respondents were to rank their response on a four-point scale according to how frequently each statement fit them. The following scale was used: Not at all = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, and Frequently, if not always=4.

The strongest leadership style of the educational administrators is Transformational leadership with a mean score of 3.21 ($SD= .37$) or Fairly often. This overall score would rank these educational administrators in the 60-70 percentile when compared with scores for individual scores in the United States. Transactional Leadership was ranked second with a mean score of 2.35 ($SD=.40$) or Sometimes. This would rank the educational administrators in the 20 percentile when compared with scores for individual scores across the United States. Laissez Faire leadership was ranked third with a mean score of .67 ($SD=.43$) or Not at all to Once in a while they would exhibit the traits described. This would place them in the 40 percentile when compared to Individual scores in the United States.

Table 4.2 Leadership style of educational administrators (n=46)

Leadership Style	Mean Score	Standard Deviation
Transformational	3.21	.37
Transactional	2.35	.40
Laissez Faire	.67	.43

Objective Two

The second objective of this study was to determine if the previous teaching content area of the educational administrator had a significant impact on their transformational leadership style. Pearson correlation coefficients were calculated to identify possible relationships between leadership styles and previous teaching content areas. All adjectives used to describe magnitude of the correlations in this study are from the Davis study (1971) and are depicted in Table 4.3.

Table 4.3

Adjectives used to Describe Correlations (Davis, 1971)

Adjective	Correlation (r)
Perfect	1.0
Very High	.70- .99
Substantial	.50- .69
Moderate	.30- .49
Low	.10- .29
Negligible	.01- .09

As reported in Table 4.4, the two content areas that 60% of the population taught in were history/social studies (34%, $n=46$) and math (26%, $n=46$).

Table 4.4 Previous teaching content area of educational administrators (n=46)

Content Area	<i>f</i>	(%) of total	Mean Score of Transformational Leadership
Elementary	3	6	3.20
English	2	4	3.33
History/Social Studies	16	34	3.21
Industrial Arts/Agriculture	3	6	3.08
Math	12	26	3.09
Music	1	2	2.75
Physical Education	3	6	3.48
Science	4	8	3.36
Special Education	1	2	3.25
Technology	1	2	3.85

When comparing these variables in a Pearson correlation, educational administrators have a positive r value of 0.15 as shown in Figure 4.2. According to Davis (1971), a positive r -value of 0.15 is termed as a low correlation. The content areas reported in Figure 4.1 as follows: Technology = 1, History/Social Studies=2, English=3, Physical Education=4, Science=5, Elementary=6, Industrial Arts/Agriculture=7, Music=8, Math=9, and SPED=10.

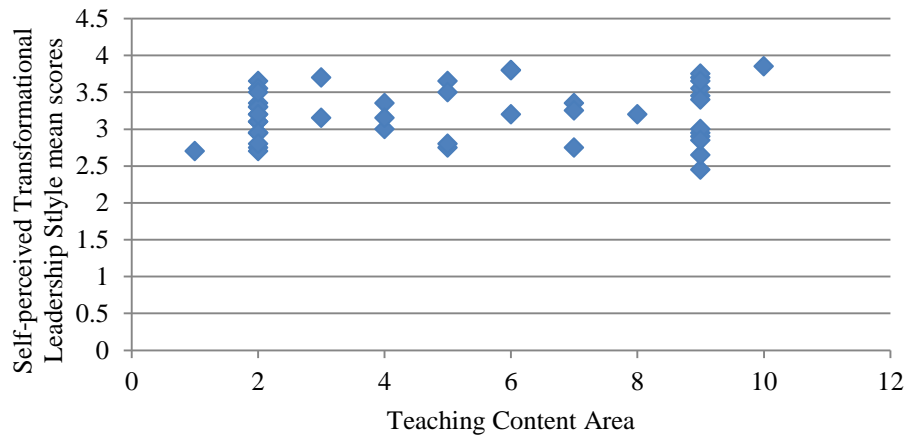


Figure 4.1 Teaching content area compared to Transformational Leadership Style

Objective Three

The third objective of this study was to determine if being in charge of an extracurricular activity had an influence on their transformational leadership style. When comparing these variables in a Pearson correlation, they have a positive r value of 0.19 as seen in Table 4.5. According to Davis (1971), a positive r -value of 0.19 is termed as a low correlation.

Table 4.5 Educational administrator's experience with extracurricular activities n=46

Extracurricular Activity	<i>f</i>	%
Technology	2	4
YIELD (high school prayer outreach)	1	2
Athletics	30	65
NHS	2	4
Class Sponsor	1	2
FFA	2	4
Student Council	1	2
Music	1	2

When comparing these variables in a Pearson correlation, they have a positive r value of 0.19, or a low correlation as termed by Davis (1971), as shown in Figure 4.2. The content areas reported in Figure 4.2 as follows: No Activity=0, Technology = 1, YIELD=2, Athletics=3, NHS=4, Class Sponsor=5, FFA=6, Student Council=7, Music=8.

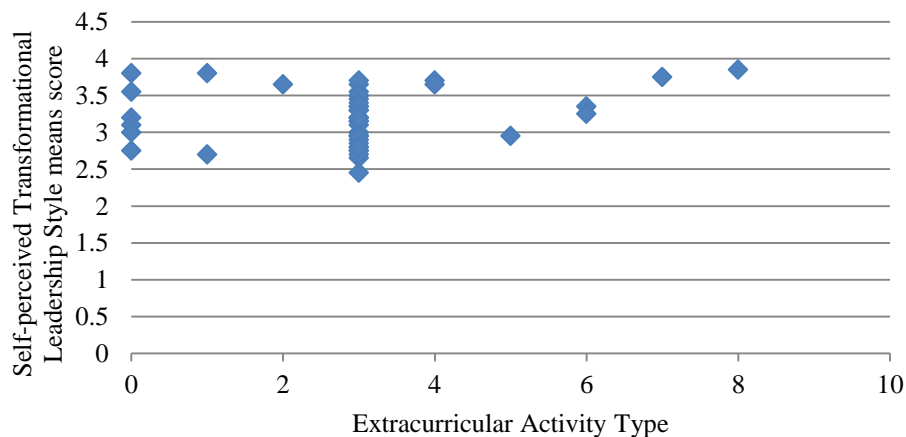


Figure 4.2 Educational administrators extracurricular activity compared with transformational leadership style

As seen in Table 4.6, when comparing previous teaching content area to the percent of that content area that lead an extracurricular activity, technology, English, PE, Science, Music and Special Education had 100% participation in leading an extracurricular activity. This was followed by 93% participation from history/social studies, 83% participation with math, 66% participation with Industrial Arts/Agriculture, and 33% participation from elementary.

Table 4.6

Previous teaching content area compared to experience leading an extracurricular activity (N=45)

Previous Teaching Content area	<i>f</i>	<i>f</i> that lead an extracurricular activity	% of content area that lead an extracurricular activity
Technology	1	1	100%
History/Social Studies	16	15	93%
English	2	2	100%
Physical Education	3	3	100%
Science	4	4	100%
Elementary	3	1	33%
Industrial Arts/Agriculture	3	2	66%
Music	1	1	100%
Math	12	10	83%
Special Education	1	1	100%

Objective Four

The forth objective of this study was to determine if there was an impact of having previous experience handling a budget on the educational administrator's transformational leadership style. According to Table 4.7, 33% of the population did not have any experience with a budget, while the other 66% of the population did. Of that 66%, 30% of the budgets they worked with were under \$25,000.

Table 4.7

Educational administrator's prior experience with managing a budget n=46

Budget \$	<i>f</i>	%
0	15	33
1-25,000	14	30
26,000-100,000	6	13
101,000-500,000	3	6
501,000-1,000,000	2	4
1,000,000 +	5	11

When comparing these variables in a Pearson correlation, they have a negative r value of -0.28 as shown in Figure 4.3. According to Davis (1971), a negative r -value of 0.28 is termed as a low correlation.

Figure 4.3 Educational administrator's experience with a budget compared to their transformational leadership style

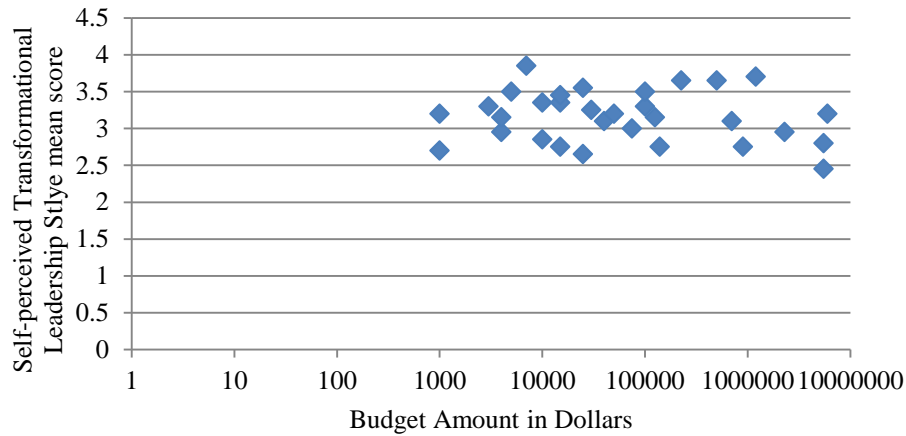


Table 4.8

Previous Teaching content area compared to experience with a budget n=46

Previous Teaching Content area	<i>f</i>	<i>f that worked with budget</i>	% of content area that worked with budget
Technology	1	0	0%
History/Social Studies	16	13	81%
English	2	1	50%
Physical Education	3	1	33%
Science	4	3	75%
Elementary	3	0	0%
Industrial Arts/Agriculture	3	3	100%
Music	1	1	100%
Math	12	7	58%
Special Education	1	1	100%

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to examine the factors that impact an Educational Administrator's leadership style in the upper 26 counties of the Texas Panhandle in the 2010-2011 school year. This study also examined the relationship of how previous experience of working with a budget affected their role as an educational administrator.

In order to guide this study, the following research objectives were developed:

1. What is the self-perceived leadership style of the educational administrator?
2. What was the impact of the previous teaching content area to their transformational leadership style?
3. What was the impact of administrators' involvement with extra-curricular activities to their transformational leadership style?
4. Prior to becoming an administrator, what was the impact of being in charge of a budget to the administrator's transformational leadership style?

Limitations

Caution should be utilized in interpretation of results and generalizations to other populations of educational administrators should not occur. The study had four limitations, which should be considered when interpreting the findings:

1. This study was limited to educational administrators, who have an e-mail address on file with the Region 16 Education Service Center, in the upper 26 counties in the Texas Panhandle.
2. This study was limited by the self-perception of the educational administrators' leadership style.
3. This study was limited to superintendents and principals employed in 2011.
4. This study was limited due to the lack of previous research of educational administrators' leadership styles and that due to personal reasons for taking 6 years to complete the study, some new research in the area was used to complete the literature review.

Research and Design

This quantitative study utilized a descriptive correlation research design. The relationships evaluated in this study were the self-perceived leadership style of the educational administrator and factors that lead to that leadership style development. The variables explored were the educational administrators' previous teaching content area, the extracurricular activities they were in charge of, and prior experience with a budget. This data was collected with a descriptive questionnaire including the Multifactor Leadership Questionnaire Short Form as developed by Bass and Avolio (Bass & Avolio, Multifactor Leadership Questionnaire Manual and Sampler Set, 2004).

Population and Sample

The target population of this study was identified as secondary educational administrators working in the school year of 2010-2011. They were working at school districts serviced by the Region 16 Educational Service Center in the upper 26 counties of

the Texas Panhandle. The survey was sent to 131 educational administrators. This survey had a response rate of 35% with a total number of recorded surveys at 46 (n=46). The contact information was collected through the Region 16 Schools 2010-2011 Calendar/Directory.

Instrumentation

The instrumentation consisted of the Multifactor Leadership Questionnaire (MLQ) as developed by Bernard Bass and Bruce Avolio. The MLQ was based on a Full Range Leadership Model. The survey is condensed and comprehensive with 45 questions that measure a full range of leadership behavior. I added demographic questions to determine the educational administrator's previous teaching content area as well as their tenure in that area. The reliability of the MLQ, as reported by Bass and Avolio (2004) for each leadership factor, ranges from 0.74 to 0.91. The Multifactor Leadership Questionnaire measures individual styles as being transformational, transactional, and laissez-faire characteristics of each leadership style. These characteristics include: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by-exception (passive), laissez-faire leadership, extra effort, effectiveness, satisfaction.

Data Collections Procedures

On May 31, 2011, a cover letter and instrument was e-mailed via Qualtrics Online Survey Software to the population. The surveys were individually coded to ensure that all participants could only respond once, and all identifying data was discarded prior to statistical analysis to ensure anonymity. One week later on June 6, 2011, a reminder e-

mail was sent to all members of the population. This served as a reminder of the due date to return the questionnaire. Leadership styles and leadership characteristics of the study's participants were determined by scoring each participant's response to the Multifactor Leadership Questionnaire. Due to a response rate (30%), it was decided to re-send the survey to the educational administrators who had not responded on June 15, 2011. The survey remained open for one week and responses were requested to return by June 22, 2011.

Data Analysis

The survey instrument was coded and transferred into a computer file for analysis. Statistical analysis of the data files were completed using Microsoft Excel and Minitab. Descriptive statistics were used to summarize the data pertaining to: (a) the leadership style of principals and superintendents, (b) teaching content area of principals and superintendents, (c) sponsorship of extracurricular activities of educational administrators, and (d) educational administrators previous experience with a budget.

The leadership styles were then compared to the participant's previous teaching content areas with the use of frequencies, percentages, means, and standard deviations were used to description and comparison of factors. Pearson correlations were used to determine if there was a correlation between the educational administrator's self-perceived transformational leadership means score and their previous teaching content, extracurricular activities involved, and previous experience with a budget.

Summary of Findings

Summary of Objective One

A total of 46 educational administrators participated in this study. Of this 46, transformational leadership was the highest exhibited leadership style. The mean score for self-perceived transformational leadership skills is 3.21 and a standard deviation of .37. This indicates that educational administrators consistently answered “fairly often” or “frequently if not always” as an answer for the transformational leadership questions. This ranks them in the 60-70th percentile when compared to percentiles for individual scores in the U.S. (Bass & Avolio, 1995). They also exhibited some transactional leadership traits with a mean score of 2.35 and a standard deviation of 0.40. This indicates educational administrators responded “sometimes” or “fairly often” when asked transactional leadership questions. This would rank them in the 30th percentile when compared to the percentiles for individual scores in the U.S. (Bass & Avolio, 1995). When the situation calls for it, they also exhibit some Laissez-Faire leadership skills with a mean score of 0.67 and a standard deviation of 0.43. This ranks them in the 35 percentile with compared to the percentiles for individual scores in the U.S. (Bass & Avolio, 1995).

Summary of Objective Two

Objective two compared the previous teaching content areas of the educational administrators. The highest number of educational administrators previously taught history/social studies with 16 responses. This accounted for 34% of the total. They were closely followed by educational administrators that previously taught math with 12 responses. This yielded a total of 26% of the educational administrators who taught

math. Science was ranked in third with four educational administrators having taught it for eight percent. Physical Education, elementary, and industrial arts/agriculture all tied with three administrators each having taught. This was followed by two educational administrators that taught English, which makes four percent of the population. Technology, music and special education each had one administrator that had previously taught the content.

The content area was then compared to the individuals self-perceived transformational leadership style means score and a Pearson correlation was calculated to determine if there is a correlation between the two. When the variable was compared they had a positive r value of 0.15. This indicates that there is a correlation between the teaching content area and the increased self-perceived transformational leadership means score. According to Davis (1971), a positive r -value of 0.15 is termed as a low correlation.

Summary of Objective Three

Objective three compared the educational administrators experience with being in charge of an extracurricular activity with the self-perceived transformational leadership mean score. An overwhelming number of educational administrators had previous experience coaching athletics with 30 positive responses and a total of 65 percent of the sample and population. Other noted areas with 4% of the population each were FFA, Technology, and National Honor Society. YIELD (high school prayer outreach program), Student Council, Music and Class sponsor were also listed amongst the previous experiences with one educational administrator in each. This consisted of 2 percent of the population each.

The extracurricular event experience was then compared to the individuals self-perceived transformational leadership style mean score and a Pearson correlation was calculated to determine if there is a correlation between the two. When the variable were compared, they had a positive r value of .19. According to Davis (1971), a positive r -value of 0.19 is termed as a low correlation. This indicates that there is a correlation between the previous experience with extracurricular activities and the increased self-perceived transformational leadership means score. An overwhelming 87% of the population surveyed had experience with supervising an extra-curricular activity when they were teachers.

Summary of Objective Four

Objective four compared the educational administrators prior experience with being in charge of budget with the self-perceived transformational leadership means score. As stated by Stoskopf (2013), a lack of background, skills, and training in this area makes dealing with financial issues an unavoidable issue that could be alleviated with some practical training in the area, not just theory as is provided in most educational administration preparation programs. Thirty three percent of educational administrators did not have any prior experience with managing a budget. Thirty percent of the educational administrators had experience with a budget that was between \$1-\$25,000. This was followed by 13 percent of the administrators having experience with a budget that was from \$26,000 to \$100,000. Six percent of the administrators had experience with a budget from \$101,000 to \$500,000 and four percent had experience with a budget from \$501,000 to \$1,000,000. A large group of 11% had experience with a budget of over \$1,000,000.

This data was then compared to the self-perceived transformational leadership style to determine if a correlation existed between the strength of their leadership style and the size of the budget they with which they worked. The Pearson correlation revealed a negative correlation with a r value of -0.28. This value indicates that as the budget that they previously worked with increased, their self-perceived transformational leadership means score decreased.

Conclusions

The following conclusions are based on interpretations of data presented in the study and are restricted to the population surveyed. They are also subject to the limitations outlined in Chapter I and Chapter V of the study.

Conclusions of Objective One

1. Transformational leadership is the predominant leadership style of the educational administrators that were surveyed. The mean score for self-perceived transformational leadership skills is 3.21. This indicates that the educational administrators' self-perceived use of transformational leadership is high. This is consistent with results of 3.86 for Transformational leadership style of Texas superintendents (Fenn & Mixon, 2011). Conclusions that can be drawn from this are that educational administrators will be more affective in their administrative role if they exhibit transformational leadership capabilities (Burns, 1978).
2. Each administrator could be observed exhibiting transformational, transactional or laissez-faire leadership styles, depending on the situation. With the mean scores of transformational leadership skills of 3.21, transactional leadership scores of 2.35 and laissez-faire leadership mean scores of 0.67, it indicates that the

educational administrators exhibit each of the leadership styles depending on the situation.

3. A transformational leadership style is the leadership style for which the educational administrators should strive (Nash & Bangert, 2013). This is crucial as Robinson (2008) determined student achievement has been linked with educational administrators' leadership style.

Discussion from Objective One

Educational Administrators in this study have a self-perception of a primarily transformational leadership style. This leadership style is not always exhibited, but predominately appears in their daily life. Their self-perceived transformational leadership style appears it can be influenced by external, previous experiences. Nash and Bangert (2013) found there is a strong correlation between principals' life experiences and their transformational leadership behaviors. They also suggested information related to principals' life experiences and their transformational leadership behaviors may help with decisions for admitting students to educational leadership programs and with recruitment of new and experienced principals. Many rural areas have trouble in recruiting and retaining qualified applicants. While there are many factors that go into this process, continued research is necessary to be able to better identify qualified applicants.

Conclusions of Objective Two

1. At 34% history/social studies/ coaching, and 26% math, most of the educational administrators surveyed had a previous teaching content area of History/Social Studies or Math.

2. There is a positive correlation between previous teaching content area and an increase in their transformational leadership style. This correlation is also linked to the extracurricular activity of coaching as 93% of the educational administrators that had coaching athletics experience also taught history/social studies.

Discussion from Objective Two

More administrators in the content areas of history and math are self-electing to further their education and advance to an administrative position. An administrator's previous teaching content area does have an influence in an educational administrator's self-perceived transformational leadership style as calculated with the Multifactor Leadership Questionnaire 5X Short Form. On average, today's principal is male, white, around 50 years of age, earns \$67, 407, and has 6 years of experience as a principal, and 25 years in education. Only 42% of all elementary principals are female. Only 3% are African American, <1% Latino or Asian (Zellner, Jinkins, Gideon, Doughty, & McNamara, 2002).

Conclusions of Objective Three

1. With 65 % of the population surveyed responding, it can be assumed for this population that most of the educational administrators surveyed had athletics coaching experience. Of the administrators that have experience supervising an extracurricular activity, 86% had experience supervising an extra-curricular activity and 75% of the administrator's experience was in coaching athletics.
2. There is a positive correlation, r value of 0.19, between previous experience with being in charge on an extracurricular activity and increase in their

transformational leadership style. One benefit that teachers receive is an increase in networking opportunities. They have more opportunities to network with administrators, teachers, the community and students. This provides them with increased access to resources and relationships (Leana & Pil, 2006).

Discussion for Objective Three

As the research shows, there is a positive correlation between an educational administrator's leadership style and experience with supervising an extra-curricular activity. According to Leana and Pil (2006), teachers who are supervising an extracurricular activity are presented with more opportunity to advance to the administration level in education as they are introduced to many greater opportunities to network with administrators, teachers, the community and students.

Conclusions of Objective Four

Having previous experience working with a budget was not necessary to their success as an administrator, it just aided in navigating their first year. This is indicated with a negative r-value of -0.28. Stoskopf (2013) determined that principals perceived lack of financial preparation and indicated that principals learn more about their financial responsibilities through on-the-job experiences.

Discussion for Objective Four

As a larger budget affected their leadership style negatively, it is concluded for this research, that as their position at the school moved away from working more hands-on with students to a more administrative role, their leadership style became more of a laissez-faire role than a transformational leadership role. Stoskopf (2013) determined that principals perceived lack of financial preparation and indicated that principals learn

more about their financial responsibilities through on-the-job experiences. He also concluded that a lack of background, skills, and training in this area makes dealing with financial issues unavoidable issue that could be alleviated with some practical training in the area, not just theory as is provided in most educational administration preparation programs.

Recommendations

The following recommendations are made by the investigator as a result of having completed this study:

1. Extra-curricular activities were reported as having a positive correlation with an educational administrators' transformational leadership style. It is recommended that the benefits of having worked with an extracurricular activity be publicized to school districts for educational administration recruitment purposes. School districts could use this information to recruit highly qualified applicants into the positions of educational administrators by recruiting teachers leading extracurricular activities.
2. As having experience with a budget was beneficial to their success in their first year of administration, school districts need to encourage teachers to align themselves with a position to help with a budget to increase their skills and ease their transition into an administration position.
3. It was reported that the majority of the educational administrators' previous teaching content area was math or history. Very few teachers, from non-core classes such as art, career and technology education, foreign language and music,

advanced on to educational administration positions. These areas should be exploited and recruited for educational administration advancement.

4. As stated by Robinson et. al. (2008), it has been determined that student achievement has been linked with educational administrators' leadership style. The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact of students' outcome. A transformational leadership style should be strived for to be the most effective and productive leader. Current educational administrators should use this fact and guide their staff to achieve this to be more productive on campus.
5. Because of a limited response rate of this survey, and due to the busy schedule of educational administrators, it is suggested to administer a paper survey when educational administrators are all in attendance at a meeting. This would increase the response rate. It is also recommended to complete a statewide survey with a random sample.
6. It is recommended further research be conducted into the previous leadership experience of the educational administrator.
7. It is recommended that further research be conducted, to compare the educational administrators' leadership style to staff retention, student discipline referrals, state mandated testing scores (currently STAAR and EOC Exams), and their school's annual yearly progress (AYP) score. School districts could use this information to improve the school environment and culture.

8. It is also recommended that further research be conducted into why administrators in the content areas of math and history are self-electing to further their education and advance to an administrative position.

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Appendix A

E-mail to Applicants

Dear Participant:

My name is Cassandra Sanders, and I am a graduate student from the Department of Agricultural Sciences at West Texas A&M University. My advisor, Dr. Lance Kieth, and I would like to include you, along with some of your colleagues, in a research project about your leadership style and how it corresponds to your previous teaching content area. The purpose of this study is to determine if there is a correlation between educational administrators' leadership styles and their previous teaching content areas in the Region 16 Educational Service Center area. This knowledge will be beneficial for teachers interested in entering administration.

If you decide to take part in this project, we will ask that you complete the following questionnaire, electronically, and return it to the address indicated below and at the end of the questionnaire. We anticipate that it will take approximately 15 minutes of your time to complete the questionnaire.

Your participation in this project is completely voluntary. It will be confidential since your responses will be sent directly to the researcher. All information that is obtained during this research project will be kept secure and will be accessible only to project personnel. It will also be coded to remove all identifying information such as e-mail address and ISD affiliation.

We anticipate minimal to no risk for participating in this research other than what might be experienced in normal life, and the research may be helpful for improving the understanding of leadership styles of administrators. You may withdraw at anytime without risk or penalty. The results of this study may be used for a thesis, a scholarly report, a journal article and conference presentation. To ensure confidentiality, any information obtained from the questionnaire will be coded. In any publication or public presentation, pseudonyms will be substituted for any identifying information.

If you DO want to participate please print a copy of this letter for your records and proceed to click on the survey link at the bottom of this page. **Please respond by Friday, June 10.**

If you do NOT want to participate in the project please delete this e-mail and do not proceed to the questionnaire.

If you have any questions about this research project, please feel free to contact us either by mail, e-mail, or telephone.

Sincerely,

Cassandra Sanders
Graduate Assistant
Department of Agricultural Sciences
West Texas A&M University
(806) 220-8154
csbrock1@buffs.wtamu.edu

Lance Kieth
Associate Professor
Agriculture Education and Leadership
Agricultural Media and Communication
West Texas A&M University
(806) 651-2556
lkieth@wtamu.edu

Follow this link to the Survey:

[Take the Survey](#)

Or copy and paste the URL below into your internet browser:

https://atrial.az1.qualtrics.com/SE?SID=SV_74HFJ2v5jlrpIj2&Q_CHL=preview&Preview=Survey

Follow the link to opt out of future emails:

[Click here to unsubscribe](#)

Appendix B



Institutional Review Board for Human Subjects

March 25, 2011

Cassandra Sanders
605 3rd Ave #A
Canyon, TX 79015

We are pleased to inform you that your study titled, "Comparison Study of Educational Administrators' Leadership Style and Previous Teaching Content Area" has been approved by the WTAMU IRB. This approval is extended to you for one year. Should data collection proceed past one year, or should you make changes in the methodology as it affects human subjects, you must resubmit the study to the IRB.

Thank you for your cooperation with the IRB and we wish you well with your research project.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Angela Spaulding'.

Dr. Angela Spaulding, *ex-officio*
Dean, Graduate School and Research

A handwritten signature in black ink, appearing to read 'Dr. Gary Bigham'.

Dr. Gary Bigham
Chair, WTAMU IRB

Cc: Lance Keith

A Member of The Texas A&M University System

WTAMU Box 60215

Canyon, Texas 79016-0001